

One day, all children in this nation will have the opportunity to attain an excellent education.



Teach For America Program in Maryland

Recruitment & Selection

Teach For America (TFA) recruits leaders utilizing both our national and regional recruitment infrastructures and initiatives, and employ a rigorous, data-driven selection model aimed at selecting candidates who show the most potential to succeed in high-need classrooms. Our national and regional teams work year-round to recruit and select a diverse and talented corps. On a national scale, TFA's recruitment team spans more than 350 college campuses, including 25 Historically Black Colleges and Universities and 23 Hispanic Serving Institutions.

Our rigorous, research-based selection model identifies applicants who have a deep belief in the potential of all kids and a commitment to them; demonstrated leadership ability across a variety of settings; strong achievement in academic, professional, extracurricular settings; perseverance; and other traits that are key levers for success in the classrooms and communities we serve. **In 2018, approximately 16% of the 49,000 nationwide applicants were accepted to TFA.*** Due to a focused recruitment effort, a rigorous selection model, training focused on student achievement, and ongoing classroom support, TFA corps members are consistently reviewed as the strongest new teachers with the greatest impact on student achievement as evaluated by numerous independent studies. Our experience is that our program model translates into some of the most effective and diverse teacher pipelines in Baltimore City Public Schools and Prince George's County Public Schools. For example:

- Among the past four TFA Baltimore cohorts, **more than half of our incoming corps members identify as people of color** and an average of **46% identify as coming from low-income backgrounds**.
- In Prince George's County, an average of **56% of TFA corps members have identified as people of color and 45% as coming from low income backgrounds** among our past four cohorts.
- **76%** of first-year TFA teachers in Baltimore City Public Schools were rated "highly effective" or "effective" on their annual evaluations in the 2017-18 school year, compared to 68% of all first-year teachers in the district.

*2018 admissions data is still being finalized.

Training and Ongoing Support

Culturally responsive pedagogy underlies all aspects of our training as we aim to develop culturally competent, vision-driven leaders who think critically about the content they teach, how they teach it, and how their interactions with students, families, and communities influence student learning and engagement.

Pre-Service

- **Pre-Work (20-30 hours):** Corps members complete pre-work, including region-specific webinars and readings intended to develop their understanding of the education landscape in Maryland, and how their identities will influence their work as teachers. This pre-work also includes a required classroom observation, where corps members visit a classroom in a low-income school and complete a guided written reflection.
- **Induction (1 week):** Corps members reflect on how history, power, and privilege have influenced the educational, racial, and economic landscape in the community where they will serve, including personal reflection on how their own identities and experiences will influence their work as teachers. Local community leaders, students, and families of students join Induction events to share regional history, context, and personal stories with corps members as they develop a foundational vision of their role as a teacher in Baltimore City, Baltimore County, or Prince George's County.



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- **Institute (5 weeks):** Corps members participate in more than 265 hours of preparation at our Institute, including approximately 200 hours of clinical preparation such as lesson planning clinics, lesson rehearsal and debriefs, 20-30 hours of teaching, and classroom observations. A faculty of experienced educators provide critical feedback on corps members' teaching, lead curriculum sessions, model effective teaching practices, and direct them to additional resources. Corps members participate in learning cycles covering the following topics: Culturally Relevant Pedagogy; Diversity, Equity, & Inclusiveness; Core Instructional Practices; Data and Reflection; Lesson Planning; Learner Variability; Special Education; and Linguistically Responsive Teaching. Corps members' mastery of the knowledge and skills is assessed through weekly written reflections and performance indicators.
- **Strong Start (15 hours):** Following Institute, corps members prepare for the start of the school year and participate in a regional orientation, called Strong Start, where they are assigned a one-to-one program coach who will support them during their service and receive support in developing their classroom vision, unit plans, and tools to assess and track student progress.
- **District- and school-based new teacher professional development (1-2 weeks)** – Districts and schools host new teacher training new hires.

In-Service (2 years)

- **Content Learning Communities & Certification Coursework (24 hours per month):** Corps members participate in biweekly content learning communities led by accomplished veteran teachers, where they learn the latest best practices for their grade level and subject areas to integrate into their teaching practice. Corps members also participate in a certification or master's program through the Johns Hopkins University School of Education. The program was co-designed by Johns Hopkins and TFA to equip corps members to become highly-trained and effective teachers who are uniquely positioned to serve students in low-income communities.
- **Coaching (2-8 hours per month, depending on candidate need):** Program coaches, who serve as their primary supervisor at TFA and conduct regular cycles of observation and feedback. Working closely with each of their assigned corps members, coaches analyze data and teacher leadership dispositions and mindsets, support corps members' development of culturally responsive teaching practices, and work with corps members to create individual plans for progress.
- **New Teacher Mentoring (1-2 hours per month):** Districts assign a mentor to all first- through third-year teachers as part of a comprehensive system of aligned supports and professional learning opportunities.
- **TFA Professional Development (bi-monthly):** Corps members participate in an ongoing bi-monthly professional development series that is designed based on the immediate needs of corps members. Some of last year's sessions include differentiation based on student learning styles, restorative practices for improved classroom culture and climate, family engagement, blended learning through technology, and improving academic rigor through collaborative learning.
- **District- and School-based Professional Development:** Districts and schools provide ongoing professional development for teachers throughout the school year.
- **Classroom Management and Culture Coaching (as needed):** As needed, City Schools corps members are supported by a Classroom Management and Culture Coach, who provides intensive "real-time coaching" for corps members who need the most support in establishing a positive classroom climate.

With these supports, corps members are empowered with the resources to make progress, navigate setbacks, and lead classrooms toward a vision for their students achieving dramatic academic and personal growth.

