

THE IMPACT

Edvc. -
Teach for America
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Corps Members Teach in Areas of Need

School districts in urban areas and remote rural areas request that Teach For America provide teachers for hard-to-fill positions. In the fall of 1994, Teach For America placed 937 corps members in 16 urban and rural geographic areas. Fifty-six percent of corps members are teaching at the elementary level, 44% are teaching at the secondary level.

Where Corps Members Are Teaching

Arkansas/Mississippi	56
Baltimore	77
East Palo Alto	17
Middle Georgia	15
Houston	74
Los Angeles	165
Southern Louisiana	79
New Jersey	48
New York City	128
Eastern North Carolina	54
Oakland	69
Phoenix	22
Rio Grande Valley	36
Seattle	17
Shreveport	10
Washington, DC	70
TOTAL	937

What Corps Members Are Teaching in 1994

ELEMENTARY (K-6)	56.4%
SECONDARY (7-12)	
Science	11.3%
Language Arts	8.9%
Special Education	5.4%
Math	4.8%
Foreign Language	4.6%
History/Social Studies	3.5%
English	2.0%
ESL	1.9%
Other	1.2%
<i>Total Secondary (7-12)</i>	<i>43.6%</i>
TOTAL:	100.0%

Urban:	77%
Rural:	23%



Principals/Superintendents Rate Corps Members Highly

In a survey conducted during the spring of 1994, principals and superintendents reported a high level of satisfaction with the quality and impact of corps members:

- 97.5% of superintendents said corps members are at least as good as, if not better than, their overall teaching faculty.
- Six out of ten supervising principals said that corps members are better than the average teacher with whom they have worked, including experienced teachers.
- Seven out of ten principals said corps members are better than the average new teacher with whom they have worked.
- Virtually all (over 95%) of supervising principals said corps members are at least as good as other new teachers with whom they have worked.
- More than 75% of superintendents said that Teach For America corps members have had an above average or outstanding impact in their school districts.

Corps Members Remain in Teaching and Education

The number of corps members completing their two-year commitment has increased significantly over time. While 70% of the charter corps members completed their commitment, more than 80% of the corps members placed in 1992 taught a full two years. Of those corps members who began teaching in the fall of 1993, 93.9% completed their first year and 90.9% started a second year.

Retention rates in urban and rural public schools are not widely available, but discussions with principals and superintendents indicate that Teach For America's compares favorably. As one example, the *New York Daily News* reported that 18.5% of the City's new teachers leave their jobs at the end of the first year, which means that only 81.5% start the second year. Of the 52 corps members Teach For America placed in New York City in 1992, 92% completed their full two-year commitment.

Many corps members have decided to remain in teaching and education beyond their initial two-year commitment. Our current alumni records show that approximately 47% of our alumni have continued to teach; some are currently in their fifth years. An additional 11% are working in education-related fields and 7% are completing advanced degrees in education. This means that 65% of corps members have remained in the field of education.

Corps Members Make an Impact in Their Schools and Communities

In a survey conducted during the spring of 1994, corps members reported active involvement in their school communities.

- 79.4% Share innovative teaching ideas with others at their schools
- 72.0% Are involved in extracurricular activities (clubs, sports, etc.)
- 65.4% Encourage students to explore possibilities outside their communities
- 62.6% Are involved in school-wide improvement projects
- 59.3% Make a link between the community and their classroom
- 48.1% Started a new program at their school (journal, club, tutoring, etc.)
- 46.5% Are active on school or district committees

THE 1994 RECRUITS

Over three thousand individuals completed Teach For America's day-long application process in the spring of 1994. They completed an essay application with three written references, a sample teaching session, a structured discussion group, and a personal interview. Of this group, 446 were selected to become corps members.

This year's recruitment effort generated the highest percentages of math/science majors and people of color in Teach For America's history.

Academic Majors of 1994 Recruits: Top 10

English	13.2%
History	8.4%
Psychology	8.0%
Political Science	7.6%
Sociology	5.8%
Biology	5.6%
Spanish	3.8%
Anthropology	3.2%
Communications	3.2%
American Studies	2.2%

% of Matriculating Math/Science Majors Since 1990

1990	7.2%
1991	11.6%
1992	13.2%
1993	11.3%
1994	14.8%

% of Matriculating People of Color Since 1989

1990	26.6%
1991	22.5%
1992	34.8%
1993	40.0%
1994	52.7%

Number of 1994 Matriculants Per University: Top 20

Michigan, University of	16
UC Berkeley	16
Yale University	15
Wisconsin, University of	11
UC Los Angeles	9
Wesleyan University	9
Carleton College	8
Colorado, University of	8
North Carolina, University of	8
Pennsylvania, University of	8
Tufts University	8
Virginia, University of	8
Cornell University	7
Harvard University	7
Northwestern University	7
SUNY Albany	7
Chicago, University of	6
Georgetown University	6
Rochester, University of	6
UC Santa Cruz	6



PROGRAM OVERVIEW

TEACH FOR AMERICA IS THE NATIONAL TEACHER CORPS.

Each year, hundreds of outstanding recent college graduates are selected into Teach For America to commit two years to teach in urban and rural public schools which traditionally suffer from teacher shortages. Corps members are teachers and role models who go above and beyond, working during school hours and after school hours to ensure that all of their students realize their full potential.

Teach For America corps members assume responsibility for ensuring that the students they teach learn and grow in significant, demonstrable ways. In addition, they start after-school programs for students and parents, seek out grants to supplement their schools' resources, participate in their schools' site-based management teams, attend school board meetings, provide leadership for extra-curricular activities, and involve parents in their classrooms.

Corps members are working together with thousands of other members of AmeriCorps, the new domestic service corps. Working through different programs in communities all over the country, AmeriCorps members are working to meet the nation's most pressing needs through such activities as immunizing infants, keeping schools safe, restoring natural resources, and securing more independent lives for our elderly.

Since Teach For America's inception in 1989, 15,000 college students from all academic majors have competed to enter the program. Close to 3,000 of them have been placed as teachers in 16 geographic areas—everywhere: from South Central Los Angeles to the rural South to the South Bronx. Collectively, corps members have touched the lives of 500,000 under-served students in over 500 schools.

Many corps members decide to remain in the profession of teaching beyond their two-year commitments, while some move into other positions in the field of education. All are outspoken advocates for excellence and equity in education.

OUR HISTORY

Teach For America was founded in 1989 by Wendy Kopp, who was then a senior at Princeton University. After proposing the creation of a national teacher corps in her undergraduate senior thesis, she wrote letters to thirty corporate chief executive officers requesting a seed grant to launch the corps as a non-profit organization. Mobil Corporation approved a \$26,000 grant the day after she graduated, and Union Carbide Corporation offered free office space in Manhattan.

A few months later, a team of recent college graduates began to make Teach For America a reality. They identified college students on each of 100 campuses who started spreading the word about Teach For America in January of 1990. By the end of April, 2,500 individuals had applied to the program by completing an essay application, sample teaching session, and personal interview. Five hundred charter corps members (Corps '90) had matriculated by the end of May.

The charter corps came together for the first time in Los Angeles in June of 1990 for an eight-week pre-service training institute. From there, they travelled to New York City, Los Angeles, New Orleans, Baton Rouge, rural North Carolina, and rural Georgia to assume teaching positions in the fall of 1990. Local offices in each of those areas facilitated their transition and provided ongoing support.

Each year since, Teach For America has recruited, selected, trained, placed and supported approximately 500 corps members. Over time, the organization has expanded to additional placement sites and has significantly improved the quality of its operations.

Teach For America was involved in shaping President Clinton's national service initiative beginning in the fall of 1993. In June of 1994, Teach For America was selected to be part of the AmeriCorps National Service Network and to field close to 1,000 of the 20,000 charter AmeriCorps members.

TEACH FOR AMERICA

A member of the AmeriCorps National Service Network



THE NEED

Students who grow up in under-resourced urban and rural areas are at a tremendous educational disadvantage. They live in communities where it is often difficult to grasp the value of education – where violence is an everyday reality and where possibilities often seem limited. They attend schools which lack basic resources and which too often suffer from a dearth of extra-curricular activities. Their families may not speak English and often do not know how to become involved in their children's academic lives. All of this is only further complicated by the fact that society holds low expectations for these students. The result is student achievement rates which are far below the national average.

These students, more than any others, need committed and talented teachers who will hold extremely high expectations for them. While these students benefit tremendously from experienced teachers, they also benefit from young teachers who are uniquely qualified to inspire in them a sense of possibility, and to act as role models who demonstrate through their own lives the advantages of attaining a good education. These students need teachers who will be creative in spite of a lack of resources, who will take the initiative to start extra-curricular activities where none exist, who have a strong knowledge of their subject matter, and who will reach beyond the four walls of their classrooms to involve their students' parents and to relate education to the students' everyday lives.

Unfortunately, however, schools in under-resourced areas have a particularly difficult time attracting and retaining outstanding teachers. It is for this reason that, each year, principals and superintendents ask Teach For America to place corps members in their schools and districts.

The PROGRAM

TEACH FOR AMERICA is a national teacher corps of recent college graduates who commit two years to teach in under-resourced urban and rural public schools.

Teach For America corps members come from a diversity of backgrounds and academic majors.

Corps members work together as part of a national corps to ensure that students in under-resourced urban and rural public schools realize their true potential. Corps members are motivated less by where and what subject they will be teaching than by their desire to teach where they are most needed. Corps members willingly put the needs of students first and must demonstrate an immense degree of flexibility from the time of the application until the end of their two-year commitment.

Corps Members are currently teaching in urban sites in Baltimore, Baton Rouge, the Bay Area, Houston, Los Angeles, New Jersey, New Orleans, New York City, Phoenix, Seattle, Shreveport, and Washington D.C.; and in rural sites in Arkansas, Georgia, Louisiana, Mississippi, North Carolina and the Rio Grande Valley. Teach For America is presently investigating new placement sites for the 1995-1996 school year.

With the knowledge that a corps is more powerful than an individual, Teach For America corps members unite in each placement site to undertake community initiatives which enhance their efforts in the classroom and which expand educational opportunities for their students outside of the school environment. The corps members' diverse cultural backgrounds and experiences infuse these initiatives with energy and intensity.

In their efforts to be effective teachers and leaders, corps members strive to go above and beyond the call of duty every day. Both inside and outside of the classroom, as individuals and as a corps, while teaching and after completing the two year commitment, corps members stand united in their desire to ensure that one day, all children in this nation will have an equal opportunity to an excellent education.

Teach For America has three principle goals:

- *To attain significant, demonstrable progress in student achievement and development in corps members' classrooms;*
- *To strengthen schools and communities;*
- *To develop leaders who will work throughout their lives for educational excellence and equity.*

The PROCESS

ADMISSIONS—

All applicants to Teach For America must submit a written application. If an interview is granted, applicants participate in a day-long interview process. Applicants are notified by mail of their acceptance and of their tentative assignment to a certain region, subject area, and grade level. The tentative assignment is subject to change during the Institute and during Induction.

ON-SITE INDUCTION—

After the Institute, corps members travel to their placement sites to take part in a local Induction which helps orient them to the schools, school districts, and communities in which they will be teaching. Once in the site the specific schools, subject matters and grade levels of corps members' placements are finalized.

ONGOING REGIONAL INITIATIVES—

Corps members undertake the responsibility to provide themselves with support, and to invest into the communities in which they teach. Teach For America provides staff, resources and local advisors to facilitate this process. Corps members are expected to develop and implement local programming utilizing the resources and power of a corps.

PRE-SERVICE INSTITUTE—

Corps members begin their professional development through a summer Pre-Service Institute. The Institute provides corps members with classroom experience, the opportunity to develop the plans and skills necessary to be effective beginning teachers, and exposure to practical applications of educational theories and research. The Institute also builds a national esprit-de-corps, and models Teach For America's community outreach initiatives. The assessment process at the Institute serves as the final stage of the selection process.

PROFESSIONAL TEACHER RESIDENCY PROGRAM—

As classroom teachers, corps members assume full responsibility for attaining significant, demonstrable gains in student achievement and development. Corps members set goals for their students, develop plans through which they will meet these goals, constantly and critically assess their progress toward the goals, and do whatever is necessary to strengthen their approach and to meet their goals. Support Directors provide corps members with challenging, critical feedback on their goals, plans, and progress. In addition, they work with corps members to ensure that they are on a path to attaining the base of skills and knowledge necessary to ensuring that students excel.

ALUMNI PROGRAM—

The alumni program facilitates communication among alumni and encourages their ongoing involvement in educational advocacy.