

ABSTRACT

“Investing in a Diverse Pipeline of Effective Educators for High-Need Students: Strengthening Teach For America's Preparation and Support by Developing a Robust Training Continuum” directly addresses 2016 SEED Absolute Priorities 1 and 2 and Competitive Preference Priorities 1, 3, and 4.

Through this project, Teach For America (TFA) will draw on its 27 years of experience to provide high-quality pre-service training to 7,500 corps members (CMs) to prepare them to enable high-need students to achieve significant academic growth and meet rigorous standards. CMs will go on to teach all P-12 grade levels and content areas in 53 regions across 36 states and Washington, D.C. Specifically, this project will:

- Scale up a redesign of all of our national summer training institutes to enable our CMs to deliver effective instruction aligned with college and career-ready standards.
- Pilot the “hand-off” of the principles embedded in the redesign to our TFA regions to foster a strong CM development continuum. This allows regions, in their ongoing support and development of our teachers during the school year, to reinforce the training received in the summer.
- Develop and refine regional training institutes, in which individual TFA regions design and implement pre-service training grounded in their local contexts
- Launch a new Rural Cooperative Institute focused on preparing CMs to lead their students to success while building a strong collective understanding of the unique assets and needs in rural communities.

Expected Outcomes:

- 7,500 diverse, rigorously selected new teachers who will reach more than 400,000 students in high-need schools in urban and rural communities during the 2017-18 and 2018-19 school years
- Rigorous research-based insights about the impact of the redesigned training and the subsequent redesign hand-off to TFA regions on teacher practice and student achievement.

Through this project, TFA will contribute to research, policy, and practice by: 1) generating evidence about the efficacy of a next-generation training approach that reflects a full teacher development continuum to enable novice teachers to master instruction aligned with CCR standards; 2) sharing insights with schools, school districts, universities, and other partners to improve teacher preparation and professional development for teachers of high-need students; and 3) developing more teachers who, informed by their TFA experience, will become lifelong leaders in educational policy and practice.

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