About The New Teacher Project

The New Teacher Project (TNTP) is a national nonprofit organization dedicated to increasing the number of outstanding individuals who become public school teachers and creating environments for all educators that maximize their impact on student achievement. TNTP strives to accomplish these goals by:

- Creating innovative, highly selective teacher recruitment and hiring programs;
- Identifying and dismantling the policy barriers that prevent urban schools from the best teachers possible;
- Partnering with school districts to optimize their teacher hiring and school staffing functions; and
- Developing new and better ways to prepare and certify effective teachers.

Since its inception in 1997, TNTP has recruited, trained, placed and/or certified approximately 28,000 high-quality teachers, worked with over 200 school districts, and established more than 55 programs or initiatives in 27 states. This year, our clients include the States of Texas and Louisiana, and school districts in Atlanta, GA; Baltimore, MD; Chicago, IL; Denver, CO; Memphis, TN; Miami, FL; New Orleans, LA; New York, NY; Oakland, CA; Philadelphia, PA; and Washington, DC, among many others.

The scale of involvement with our clients is significant; for example, TNTP’s Teaching Fellows® alternative certification programs are responsible for delivering more than 20 percent of all new teachers annually in Baltimore, New York City, Oakland and Washington, DC. In 2007 alone, these and other TNTP programs attracted over 37,000 applications and recruited, trained and/or hired a total of more than 3,100 new teachers. More than 80 percent of these teachers were eligible to teach shortage subject areas such as math, science and special education.

TNTP has also published two seminal studies on teacher hiring and school staffing policies in urban areas: Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms (2003) and Unintended Consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts (2005). These reports resulted in unprecedented policy reforms improving teacher hiring for schools through a new collective bargaining agreement in New York City and through state legislation in California. Currently, TNTP is engaged in a national policy initiative that has evaluated teacher hiring patterns and spurred reform in Chicago, IL; Portland, OR; and Milwaukee, WI.

TNTP’s diverse staff numbers more than 140 full-time individuals and includes former teachers, education policy experts, researchers, and strategy consultants from top tier private sector firms.

For more information, please visit www.tntp.org.
APS – TNTP Working History

Atlanta PLUS program: 2002-2004

107 teachers recruited, hired, and assigned to high-need APS schools

Competitive hiring process
- 29-to-1 applicant to hire ratio
- Average GPA: 3.15
- 23% with advanced degrees

Meeting APS’ needs
- 79% people of color
- 49.5% assigned to teach high-need subjects

Teaching for Results content seminars: 2004-present

Over 450 APS teachers served

Seminar series is aligned with APS reform initiatives
- Standards-embedded: focuses teachers on analyzing and using Georgia Performance Standards as basis for all instructional planning
- Content pedagogy focus: helps teachers K-12 learn and apply hands-on content specific instructional strategies (math, science, special education, literacy)

High quality results (most recent results: 2006-07)
- 97% of participants report that participating in content seminars helped them become more effective teachers
- 100% report being satisfied with the content seminar series overall
- 100% report that they now implement standards-based planning in their own practice

Self-sustaining program
- Enrollment growth: 90 in 2004-05; now over 150 in current 2007-08 year
- Instructor pool represents APS instructional leadership: of 15 past and current instructors, 4 are TFA or Atlanta PLUS; 2 are APS Model Teacher Leaders