Education Leadership Fellowship for Teach For America Alumni Application and Selection Process

Context
The second part of Teach For America’s mission is to build a leadership force for educational equity across all sectors, from which alumni can advocate for more and higher quality educational opportunities for children. The Teach For America Phoenix team works in partnership with Arizona State University to retain alumni in Arizona and to attract alumni from other regions in order to meet our mutual goal of training exceptional educators to take on leadership roles in Arizona schools.

ASU has committed to offering five Teach For America alumni fully-paid fellowships for 36 credit hours of graduate-level school leadership coursework in the Mary Lou Fulton Teachers College.

Application Process for Fellowship Candidates
1. ASAP: Complete “Intent to apply” form to ensure you receive timely and most updated communications about the process.
2. September 4th, 2019: Applicant Information Session at the Teach For America office to learn more about the program and ask questions. Dinner will be provided. RSVP here.
3. By September 16th: Candidates submit all fellowship application materials to dillon.mcgill@teachforamerica.org. Application materials include resume, letter of intent, school-based scenarios responses and two letters of recommendation.
4. Week of September 23rd: Selection committee reviews applications and selects ten finalists to interview.
5. October 23rd, 2019: Selection committee conducts 20-minute in-person interviews with each of the ten finalists. All finalists will interview on a single day.
   The five-member selection committee will include two representatives from Arizona State University (at least one faculty member) and at least one of each of the following: a representative from the Teach For America team and a current or recent school administrator.
6. Late October: From the ten finalists, five candidates are notified via ASU email that they have been selected to receive the award.
APPLICATION MATERIALS AND SUBMISSION GUIDELINES

1. RESUME
Please include a copy of your most recent resume.

2. LETTER OF INTENT
Compose one letter of intent.

Letter of intent: Please explain why you want to become a school leader in Arizona, include links between your personal and professional goals. How do you envision the Educational Leadership program at Arizona State University helping you pursue that? (No more than 750 words)

3. SCHOOL-BASED SCENARIO RESPONSES
Your responses should be single-spaced, in paragraph form, and adhere to the maximum word limits indicated. Please label each response separately and ensure your first and last name appear at the top of each submitted page.

School-Based Scenarios: Read through the following School-Based scenarios, select two, and respond. Please keep in mind that effective school leaders must demonstrate, but also balance, all of the attributes listed below.

- Critical Thinking
- Learning & Continuously Improving
- Relationship Building
- Organizational Ability
- Influencing & Motivating
- Respect for Others

Scenario #1
A parent comes to see you early in the school year with a newspaper report ranking schools based on the AzMERIT results. The parent observes, "This is a good school, but I am concerned with the below average ranking of the school based on the results. It is important for my child to achieve a high standard of academic achievement in order to be eligible for university programs. I want to know what you as principal are going to do about the AzMERIT results. If you don't take standards of student achievement seriously, I will be forced to place my child in another school." How would you respond to this situation? Explain your answer (No more than 500 words).
Scenario #2
You are the new principal for a school that experienced high teacher turnover last year. Your staff is comprised of 3 veteran teachers and 12 new teachers. During beginning of year orientation, one of the veteran teacher informs you that the previous two school leaders did not require submission of lesson plans. They let you know that they think it is unrealistic to submit lesson plans on top of all of their other duties and responsibilities and ask if you would consider changing the expectation for the veteran staff members. How would you respond to this situation? Explain your answer (No more than 500 words).

Scenario #3
During your second year as a school leader, you hired a new teacher to join the 1st grade team. Early in the school year it becomes apparent that this teacher is struggling with instruction and classroom management. You’ve received calls from concerned parents asking to have their children moved to another classroom, as well as complaints from the other three 1st grade teachers about the state of the classroom. The 1st grade team lead expresses that he does not wish to collaborate with the teacher any longer. Your instructional coach has worked with the struggling teacher a few times, but it has not been consistent because they have been focusing on providing support to the 3rd grade team as they launch a new reading curriculum. How would you respond to this situation? Explain your answer (No more than 500 words).

Scenario #4
During a mid-year meeting with your leadership team, it is brought to your attention that two teachers were responsible for 50% of the behavior referrals submitted to the office last month. Upon further review you learn that a disproportionate number of these referrals are for African-American male students, while your school has a predominantly Latinx population. You decide to meet with the teachers to discuss your findings. During the meeting one of the teachers says, “Kids like that don’t care about school and it is not my job to make them want to learn. I’ve already called their parents, given them detention and sent them to the office, but nothing has changed. You don’t support your teachers, you just let these kids sit up and hang out but they never receive a real punishment.” How would you respond to this situation? Explain your answer (No more than 500 words).

4. LETTERS OF RECOMMENDATION
Two letters of recommendation must be submitted on behalf of each candidate directly to Dillon McGill from the recommender.

1. Recommendation letters should speak to the applicant’s potential as an aspiring future principal and include thoughts about accomplishments, characteristics, and any additional helpful or relevant context the selection committee should know in making its final decisions.
2. We strongly encourage one recommendation to be submitted by the applicant’s principal or equivalent-level supervisor.
3. Recommendations may be submitted to Dillon McGill either via email at dillon.mcgill@teachforamerica.org or via regular mail to:
   Dillon McGill
   Teach For America, Phoenix
   3030 N Central Ave, Suite 900
   Phoenix, AZ, 85012
4. Recommendations must be RECEIVED directly from the recommender on or before the deadline of September 16th, 2019 at 11:59 PM (Arizona time). You will be notified within 48 hours once your recommendation has been received.
5. Recommendations received after the deadline will not be reviewed and incomplete applications will not be considered.

SUBMISSION DIRECTIONS
All materials must be submitted to Dillon McGill via email (dillon.mcgill@teachforamerica.org) in ONE pdf document, and must be received on or before the deadline date of September 16th, 2019 at 11:59 PM (Arizona time).

To submit:
1. Ensure your two recommendation letters have been submitted directly to Dillon McGill by your recommender.
2. Label each page of your application with your first and last name.
3. Scan or save your resume, letter of intent, and school-based scenario responses into one (1) .pdf document. The file name should include your first and last name. Click here if you need help converting a Word doc to a PDF.
4. Email your complete application to Dillon McGill (dillon.mcgill@teachforamerica.org) on or before the September 16th deadline.
5. Applications which do not follow submission guidelines completely or correctly will not be considered.

For any additional information, please contact Dillon McGill by phone at 580-281-0523 or via email at dillon.mcgill@teachforamerica.org.