



## **ACE Classroom Observer—Baltimore City Teaching Residency Baltimore, Maryland**

The Baltimore City Teaching Residency is administering the Assessment of Classroom Effectiveness (ACE), an innovative approach to certification that will use multiple streams of evidence to assess, and ultimately recommend, new alternate route teachers for state professional licensure. **The Baltimore City Teaching Residency is currently seeking experienced educators to conduct a series of evaluative classroom observations of first-year alternate route teachers.**

### **New Teacher Effectiveness**

TNTP's New Teacher Effectiveness Group is responsible for recruiting great teachers to teach in high-need schools and subject areas, and for preparing those teachers to be immediately effective in the classroom. TNTP's Teaching Fellows programs streamline the path to teaching for accomplished career changers and recent graduates. In 2011, TNTP recruited, selected and provided training to outstanding teachers in more than 20 cities and 18 states. In 9 of those states and the District of Columbia, TNTP is also approved to recommend teachers for certification through our rigorous, relevant preparation model, TNTP Academy, which has been shown to produce highly effective teachers. Building on this strong track record, TNTP is pioneering an evaluation program to recommend certification only for teachers who demonstrate their ability to advance student learning.

### **Baltimore City Teaching Residency**

In Baltimore, TNTP has managed such a program, The Baltimore City Teaching Residency, since 2002, recruiting, selecting, and training nearly 1,500 teachers to date to teach in Baltimore's most high-need public schools. BCTR believes that high-quality teachers not only shape the future of our students' lives; they can also be critical forces in ensuring that more qualified and energetic individuals teach Baltimore's students.

### **Role and Responsibilities**

ACE Observers are responsible for conducting classroom observations and evaluating alternate route teachers who are participating in the Baltimore City Teaching Residency. Observers will be required to attend ~15 hours of initial training as well as 2-3 ongoing professional development sessions for the observer team throughout the academic year. These trainings will be held virtually, consisting of conference calls and webinars. ACE Observers will also attend one-on-one check-in meetings with the Program Manager as needed; these will be in-person meetings to discuss observation logistics like caseload and scheduling or to practice norming with other ACE Observers. ACE Observers will conduct observations in 4 distinct rounds beginning in fall 2013 and continuing through spring 2014. The information gathered by observers will aid in BCTR's understanding of beginning teachers' growth trajectory and form an important part of how we ultimately measure their effect on student learning.

Specifically, ACE Observers will be expected to:

- **Observe** each assigned teacher during the scheduled Observation Round for an announced observation that will last 45-90 minutes per participant (September through April)
- **Evaluate** each teacher using the ACE Instructional Framework, write a comprehensive observation report aligned to the Baltimore City Teaching Residency's standards for ratings, and submit reports electronically to the BCTR program
- **Participate** in all required introductory and ongoing training, team meetings, and one-on-one check-ins
- **Demonstrate** the ability to evaluate teacher performance based on BCTR's observation rubric



## Time Frame

Training (15-20 hours) will take place August 12-30 via webinar and conference call; more details about the structure and content of training will be shared later in the hiring process.

## Qualifications

Successful applicants to the **ACE Observer** position will demonstrate strong time management, organizational, and communication skills; are self-motivated; and display a commitment to improving teacher effectiveness for all students. Ideal candidates will also:

- Have a strong education background, content knowledge, and instructional skill set with a minimum of 2 years teaching experience in high-need schools
- Support alternate routes to teacher licensure
- Possess expertise in grades K-12 in one of the following content areas:
  - Art
  - Biology
  - Chemistry
  - Early Childhood Education
  - Elementary
  - English
  - Mathematics
  - Music
  - Spanish
  - Special Education
- Demonstrate a track record of meeting ambitious academic goals with students
- Have strong written and communication skills
- Possess the ability to provide effective, comprehensive written observation reports of new teachers
- Have experience piloting or improving teacher feedback/evaluation systems (*preferred*)

All candidates must also pass the final assessment administered at the close of initial training to continue as an ACE observer. In the event that a candidate does not pass, s/he will be paid for attendance at initial training but not for any of the subsequent follow-up meetings or check-ins.

## Compensation

ACE Observers will be paid at an hourly rate of \$25/hour for all training, school-year norming calls, site-based check-in meetings, and observations (classroom time, writing reports, etc.).

## Application Instructions

If you are interested in becoming an ACE Observer, please apply by creating an account and completing the application at <https://seasonalstaff.teachertrack2.org/>. All applications require a cover letter tailored to the position of ACE Observer. **Application materials are due no later than July 31, 2013.**

We review applications on a rolling basis – so it is to your advantage to apply as soon as possible. We will not consider applications without a cover letter tailored to this position, which can be addressed to the



Human Capital department. Please note that an offer of employment will be subject to the successful completion of a background check. TNTP is an equal opportunity employer.

*TNTP strives to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that effective teachers have a greater impact on student achievement than any other school factor. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. Since its inception in 1997, TNTP has recruited or trained approximately 43,000 teachers and worked with more than 200 districts in 31 states - benefiting an estimated 7 million students. Meanwhile, TNTP's acclaimed studies of the policies and practices that affect the quality of the teacher workforce -- most recently including *The Widget Effect* (2009) and *Teacher Evaluation 2.0* (2010) -- have influenced federal education policy and inspired reform efforts across the country. TNTP is active in more than 25 cities, including 10 of the nation's 15 largest. For more information, please visit [www.tntp.org](http://www.tntp.org).*