



**Today's
Students**

**Tomorrow's
Teachers**

 **Strengthening**
classrooms
and communities through
mentorship and scholarship

PROGRAM EVALUATION SUMMARY

TODAY'S STUDENTS TOMORROW'S TEACHERS

Program Evaluation: 1994-2009

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Commissioned by:

JPMorganChase 



*Mentorship
&
Scholarship*

Inspire and Strengthen



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TSTT Program Description

Today's Students Tomorrow's Teachers, (TSTT), believes in providing all children access to an excellent education. Their mission is to recruit, mentor, and train culturally-diverse and economically-challenged high school students through college, and place them in employment as teachers in their communities.

TSTT's model focuses on mentoring and training high school students from the 9th grade through college graduation to become teachers, support their college education with a 50% tuition scholarship offered by 23 college partners, and place them as teachers.

In its 16-year history, TSTT has grown from seven students in Westchester County to over 550 students participating in the program. There are 102 TSTT college graduates who have completed the eight year curriculum and are currently teaching.

Key Statistics:

- Currently 318 high school students participating in the program live in New York, Connecticut and Virginia.
- 234 TSTT college students attend college in 15 states
- The 102 TSTT Alumni are teaching in 9 states.
- Forty-six percent (46%) of TSTT students are African-American
- Fourteen percent (14%) of TSTT students are white
- Forty percent (40%) of TSTT students are Hispanic/Latino or other ethnic groups.
- Seventy-five percent (75%) of the TSTT students are the first generation in their family to attend college.

High School students are required by TSTT to earn a "B+" average by their senior year, do volunteer work as tutors two hours per week during the school year, and participate in a 20 hour internship during the summer. TSTT students meet weekly and monthly with peers and their TSTT Program Manager and Teacher Mentor.

TSTT's comprehensive, research based, "Full Circle" Eight-Year Teacher Preparation Syllabus has been developed to structure the TSTT program for students from 9th grade through completion of college. This student centered curriculum begins with career awareness and culminates with completion of college and placement as a teacher.

TSTT Program Goals

- Increase the number of teachers of color.
- Support national and local efforts to recruit talented students into the teaching profession.
- Increase student probability of academic success.
- Prepare talented students for the world of work in education.
- Develop and strengthen the cooperative partnership between public education, higher education, businesses, and the community

Purpose of the TSTT Evaluation

- Validate the goals of the TSTT Program
- Evaluate the dual impact of TSTT’s “High School Career Training Program” on the TSTT Participants and the students they teach

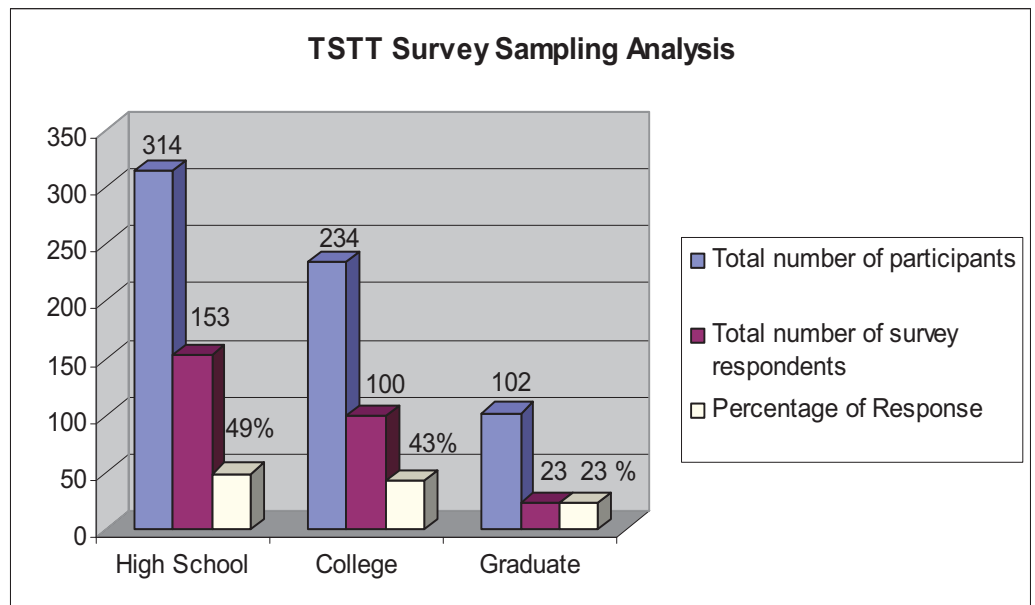
Components of Research Design

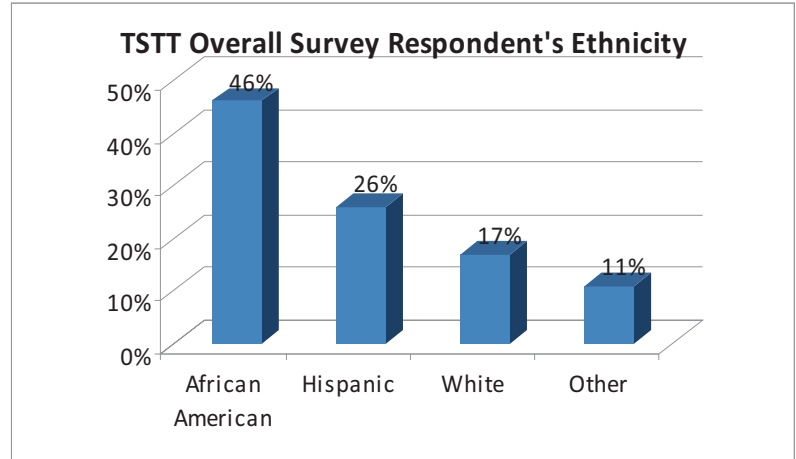
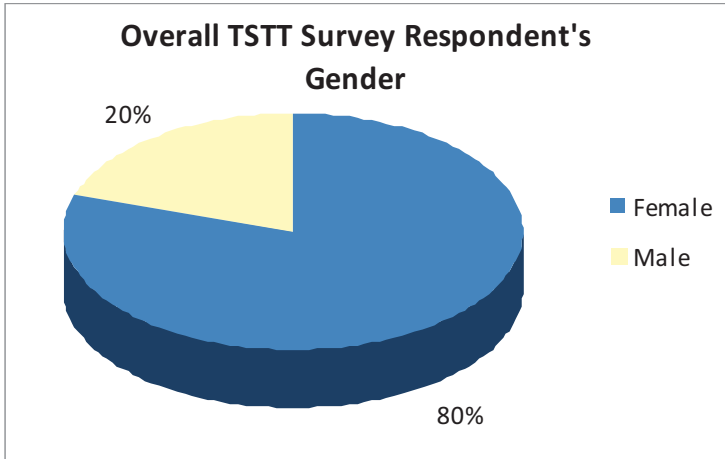
- Design the study, building a case for a comparative analysis of the three key cohort groups, all critical to understanding and determining the effectiveness of TSTT:
 - High School students currently participating in the program
 - College students who began with TSTT in High School
 - TSTT College Alumni currently in their first through third year of teaching
- Pilot surveys using a small subset of the subject groups and analyze the survey results and having the information serve as preliminary findings to expanded regional and national analyses of the background, interests, longevity, efficacy and satisfaction of the participants.
- Analyze the survey results:
 - Conduct limited interviews with the program participants
 - Compare the results to a small sample of traditionally trained non-TSTT teachers
 - Identify the differences in the two subject groups’ perception of the value of the program

The TSTT Evaluation Process

- Validate the goals of the TSTT program
- Evaluate the dual impact of TSTT’s “High School to Career” Teacher Training Program on TSTT participants and the students they teach
- Sample current TSTT high school and college students, as well as TSTT graduates.
- Conduct focus groups and analyze the results of surveys and interviews with participants in the program
- Gather and analyze comparative data on TSTT teachers and their students
- Report key findings and recommendations for program enhancement
- Publish and distribute the findings to TSTT’s current and potential constituents

Participant Analysis





Key Findings

- **Program Continuity**
 - 75% of current TSTT college students have participated in the program 4 to 6 years, which validates TSTT's early recruitment model
 - **Program Value**
 - As TSTT participants migrate from high school to college, they begin to recognize the value of their high school training activities, and express an increased appreciation upon program completion
 - **Program Recruitment**
 - The 10 percentage point increase in male high school student participation reflects TSTT's focus on male teacher recruitment
 - **Participant Benefits**
 - Professional - in terms of completing high school, completing college and entering the teaching world
 - Personal - in terms of building a career as a teacher
 - **Respondents' Perspective**
 - They gained from the tutoring, mentoring, and teaching skills
 - TSTT was easily accessible and responsive to their questions and concerns
 - Their professional confidence to become quality educators has increased
 - There are positive results for TSTT students, TSTT teachers and their students
 - There are opportunities to strengthen the college and graduate program
 - **Comparison - Students Taught by TSTT Teachers vs. Non-TSTT Teachers ***
 - Overall High School graduation rates:
TSTT Students = 100% **Non-TSTT students = 77%**
 - Successful achievement of scores required for a New York State Regents Diploma, Advanced Regents Diploma and Advanced Regents Diplomas Honors:
TSTT Students = 100% **Non-TSTT Students = 80%**
- * Note: Not enough of a statistical base to be conclusive – more research is required*

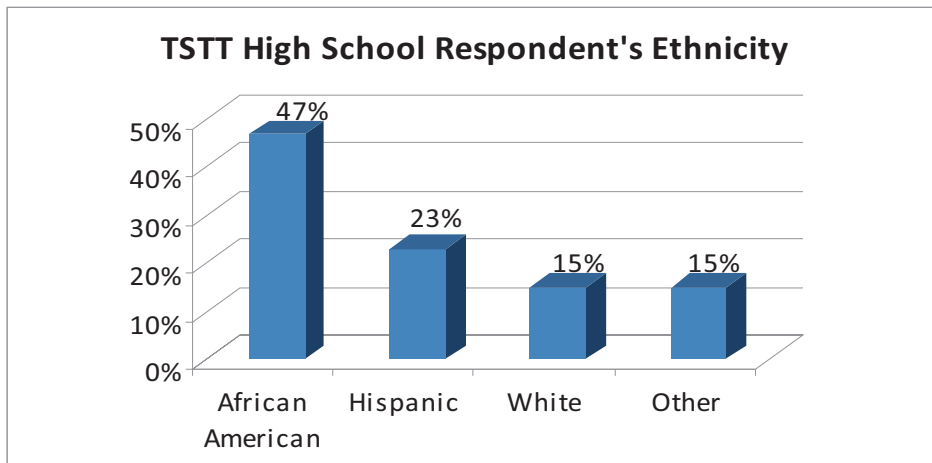
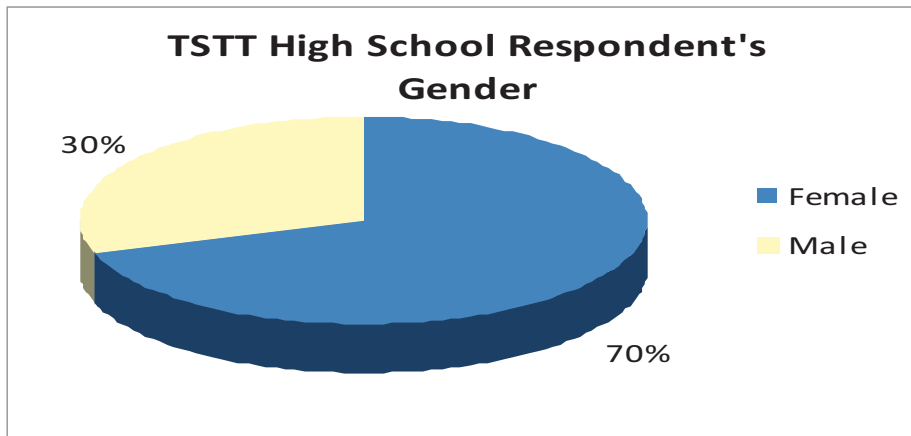
Implications of the Findings

- TSTT's program is in line with the national push to increase the population of minority male teachers
- TSTT needs to provide professional development services to TSTT teachers and their principals
- There is significant value in long-term training programs that implement early exposure to the teaching profession
- There should be an emphasis on directing students toward high need teaching areas

Opportunities for Program Enhancement

- Build and extend the support, meetings, and mentoring for the college cohort of TSTT students
- Make a special effort in college to transition to, and to connect with, the high school TSTT experiences and training
- Provide developmental opportunities for graduates to learn latest teaching techniques
- Create on-line training and preparation manuals
- Communicate the service mentality for the next generation of America's teachers, using the TSTT model

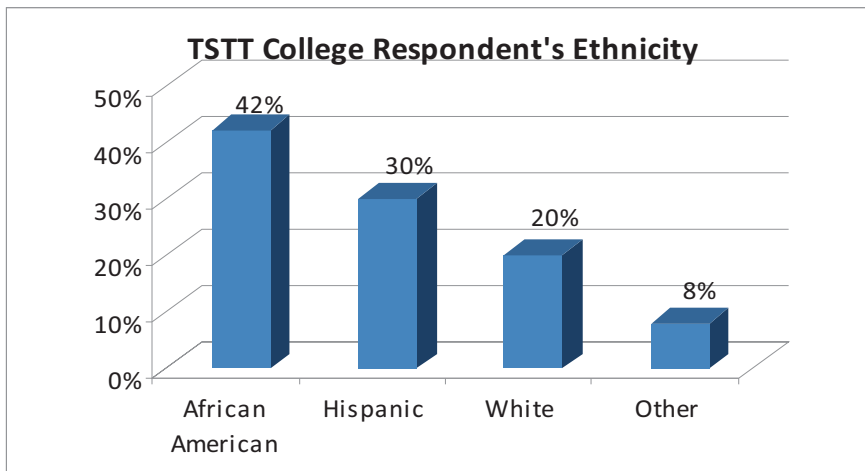
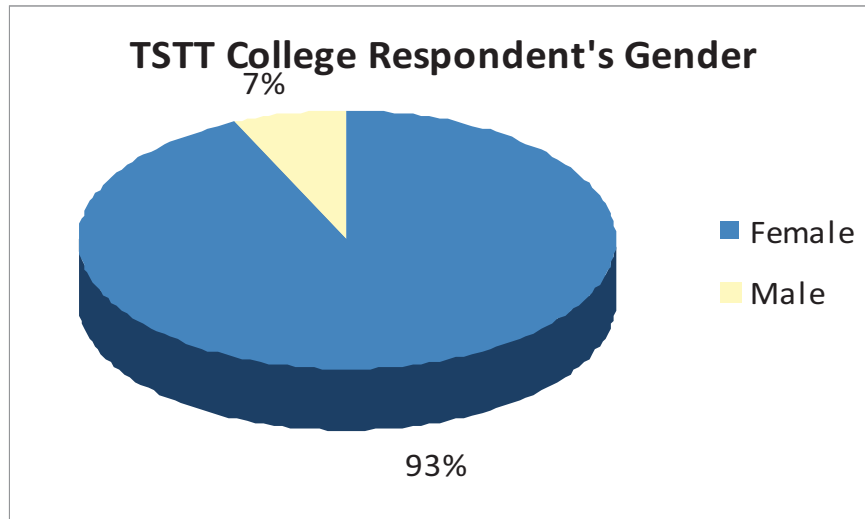
High School Students' Profile



Representative High School Student Respondents

- 10th grade African American female with at least one year of TSTT program participation
- Interested in teaching in the STEM areas (Science/Math/Technology)
- Very satisfied with TSTT teacher preparation experience
- Feels that TSTT program activities are valuable to their development as an individual and as a future teacher.
- Benefited from regular attendance at monthly meetings and Career Development Workshops
- Tutored approximately 3 students per week for 5 hours
- Felt their teacher mentor was very helpful
- Could easily contact TSTT with their questions or concerns
- Feels that TSTT has motivated them to do better in school
- Believes that teaching is a good career as a result of their TSTT experiences

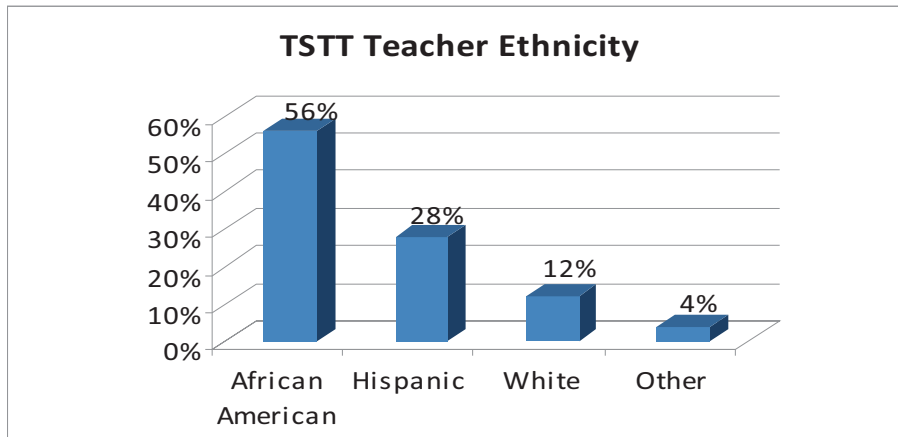
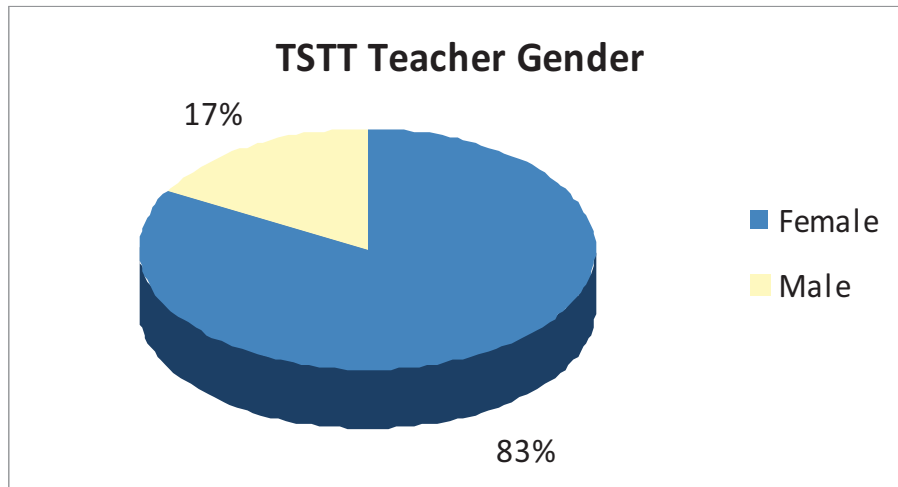
College Students' Profile



Representative College Students Respondents

- African American female in their freshman year
- Preparing to teach on the elementary school level
- 57% are receiving a TSTT college scholarship and 40% would not be able to attend college without it
- Found teacher preparation to be more valuable in high school than in college
- Tutored more during high school and found their tutoring experience more valuable in helping them to teach students during high school
- Found their high school teacher mentor to be more helpful than their college mentor
- Regularly attends TSTT mentoring and training activities and feels that they benefit greatly from attending
- 45% have been motivated by TSTT to do better in school
- 94% are very satisfied with the TSTT program
- Feels they can contact TSTT at anytime to discuss their questions and concerns

Teachers' Profile



Representative Teacher Respondents

- African American female who started the TSTT program in 10th grade and received a TSTT scholarship.
- 78% were placed into a teaching position within one year after their college graduation
- 74% teach in New York State and 45% teach elementary or early childhood education
- 39% have received tenure
- Found greater value and benefit from TSTT teacher preparation in high school than in college
- Tutored more frequently in high school and felt that tutoring was very valuable in helping students learn
- Found their high school teacher mentors to be more helpful than their college mentors.
- 56% felt that TSTT helped them enhance their instructional strategies in the classroom
- 56% felt that TSTT helped them increase their student achievement
- 100% are committed to remaining in the teaching profession
- Over 85% would be willing to share their knowledge of best teaching practices with new and mid-career teachers.

Participants' Comments

High School

- “My teacher mentor is amazing. I would suggest that all TSTT students have a mentor as passionate as mine.”
- “I feel that there is a comfortable aura working with kids and TSTT has made a door open for me to teach at a higher level. I really enjoyed the program and I want to continue to work with TSTT.”

College

- “Each campus should have a contact person through TSTT to make sure the mentoring is still occurring. TSTT should help students with graduate schools as well such as how to search for graduate schools. It might be very helpful to get actual college students to come now and then and talk to TSTT members about their college experience and studying to become a teacher.”

Graduate

- “I love TSTT. I am extremely grateful to Dr. Perkins for initiating this organization. I am definitely using my skills as a teacher to give back to the community. TSTT helped me to achieve opportunities that I would have never been able to do without them.”

Conclusions

- The TSTT program has a strong high school teacher preparation program and needs to extend its strengths to the college and graduate levels.
- TSTT needs to increase communication and services for college and graduate students.
- TSTT could use TSTT teachers to provide professional development to new and mid-career teachers.

The JPMorgan Chase Foundation
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We look forward to continuing
to work together to help ensure
outstanding educational experiences
for our next generation of
productive citizens and civic leaders!





Today's Students

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