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Eight years ago, I became principal of the Mastery Charter School at Shoemaker Campus in West Philadelphia to continue the turnaround in one of the most oppressed schools in the city, which suffers from low achievement and violence. Despite the presence of many traditionally certified and highly experienced teachers, few students receive the quality of education and the environment needed to succeed. Today we send 84 percent of our students to four-year colleges. This success is built on many factors, including the hard work of talented, dedicated teachers who connect with my students, encourage my students to do more, excite my students to pursue their dreams, and help my students overcome very real obstacles in their daily lives. My teachers are warriors. They are blamed for the common goal: to provide excellent educational opportunities for my students. They are equipped with content knowledge, pedagogy and educational craft to deliver in their classrooms every day. They have passion, perseverance and unwavering commitment. They don't give up. Our teachers are warriors, they don't give up on kids. Part of our personnel strategy includes Teach For America corps members and alumni who continue in class and in leadership positions. It's a partnership that started when I started my principality thirteen years ago, when I had to choose between hiring seven long-term substitute teachers or seven new teachers through TFA. Today, about 40 percent of my class teachers and 40 percent of my leadership team started their teaching careers through Teach For America, including four current members of the Corps and two alumni who were founding members of our Mastery Charter-Shoemaker Campus 10 years ago. There have been long lines of teachers signing up to the training of these black children and while there are many TFA critiques, some of them based, there was a long line of traditionally certified, veteran teachers jumping at the chance to teach black children when I started my partnership with this organization. When I needed caregivers to register to fight oppression, this idealistic youth stood up. Last summer I took the Teach For America primary poll, and when the results came out, I wasn't surprised to see that the directors reported a high level of satisfaction to the members of the corps. I appreciate the TFA's interest in hearing from school leaders about where the organization is doing and what they can do better. The survey also gave me a moment to think about why we are constantly hiring TFA members and alumni. At my school, I'm looking for a specific type of educator at Shoemaker, we need teachers who want to help move the needle for children in communities that have been underserved for generations. Together we do our best to help our students in young leaders and get to the day when they can come back to serve this community. I grew up in this community. I still live in this community, and many of the children who come in in My school is my neighbors. The importance of the community we share with our families is why I hire teachers who are determined to live and breathe the mission of this school. When I hire a teacher, I look for someone who will work, collaborate with my team, listen and learn from constructive feedback, and engage my students. Members of the TFA corps came to us with strong academic skills, a high level of self-conductiveness and the ability to respond quickly to coaching. They have also come to us with a passion and desire to take on complex and complex obstacles and are open to self-reflection, which is vital to success in our community- a community that resists systemic oppression and racism that can make recruitment and retention difficult. Everyone does not want to teach in the context of helping students to free themselves. It's a different type of learning. We have found that our members of the TFA corps want to apply their strengths, talents and thirst for understanding to contribute to our communities that are ignored through systemic oppression and racism. They are dedicated to teaching because they understand that access to quality education is a matter of social justice, and they focus on leading and building on positive changes that need to be made not only in the classroom but throughout the system. They have invested far in two years from founding teachers and TFA alumni Megan zor and Nadira Suleiman to our newest members of the corps, we have found TFA teachers of this mindset and are willing to fight obstacles for our children. And for this reason, many remain in our school and our education system long after their initial two-year commitment has grown. In our 10th anniversary I look at our current members of the corps and I see the same drive, the same desire to connect with the community, and the same willingness to dive to where they are needed. Morgan Machiorlette, a second-year member of hull, is now our eighth class team lead. New Corps member Chloe Brown immediately joined our Social Context Committee, which helps make curriculum decisions and ensures that we provide culturally responsive options for students. Marianne Heide leads the Wise Women Read literacy program, which brings our students to the main library in Philadelphia to meet with respected authors. She is holding on to the legacy of Megan zor, who launched the program two years ago to effectively help us build a culture of literacy and school readers. The leadership of teachers, the self-effective struggle with our teachers have demonstrated a high level of leadership, self-effectivity, and an unwavering penchant for fighting for the freedom of thinking necessary to free the youth of our community. Nadira Suleiman is our social emotional learning teacher, intensely focused on supporting students developing positive racial identity and secondary success through her class of learning. Other TFA graduates leading into our school community include Deanna Deanna who acts as the leader of our network of physics; Adebunkola Samuel, who was the leader of the class group; and Amber Daniel, who is our testing coordinator. Both Daniel and Samuel are black female teachers who teach high-level math counter storytelling in some spaces. And, Kim Crandall served as a teacher leader in both schools that I headed. My school leadership team also includes Katie Simba and Christina Walrat, Alumni of TFA originally from Philadelphia, who are committed to addressing the injustices of inequality in education by providing high-quality learning and a robust support system so that all children can succeed at a high level. Teaching for America's corps members and graduate teachers have a profound impact on the culture of our school and the success of our students because they understand that their work in providing quality education can be a catalyst for change in the lives of our

students. Today, at least seven TFA teachers who have worked in my schools over the years have become school leaders themselves, and many others have been head teachers. Together with our diverse staff and teachers, who include traditionally and not traditionally trained teachers, we see signs that we are on the right track to prepare all our students for life of their choice. We are all partners in this fight for justice in education, and as warriors in education, we will win many battles together over the next 10 years. Maybe the real problem is something else. Trying to figure out where you would like to teach? Our Region Comparison tool can help. Compare regions our vision for students in every community in Greater Philadelphia, especially the 60,000 living in deep poverty, to have access to schools that honor, cultivate and promote their inherent potential. To ensure that our students are ready for tomorrow's challenges, we know that the schools and communities they serve need teachers, principals, and leaders who are fueled by equality in education. Last year we have become more deliberate with our approach and increasingly effective in our execution. We have carefully designed our work to reflect the needs and culture of our city. We work with the belief that with our radical educators and boundless children we can find an alternative Philly that strives for educational justice. Teaching for members of the American corps, teachers and alumni work with students to achieve daily positive impact. We believe that from a diverse perspective and approach in our programs, we will all find meaningful ways to serve, lead, or partner to improve the life opportunities for our city's students. Contact us interested in joining Teach for America? Graduates If you Wanting to contact TFA Philly, please contact Claiborne Taylor School and Organizations Partners If you are a school or organization wishing to cooperate with TFA Philly, please contact Sonia Szymanski Szymanski Szymanski teach for america philadelphia institute. teach for america philadelphia jobs. teach for america philadelphia salary. philadelphia national institute teach for america

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