Application Questions

Question 1: Answer in 50 – 100 words.

Why do you want to become a teacher, and why in this city?

Question 2: Answer in 200 – 300 words.

TNTP Teaching Fellows participate in an inspiring and rigorous summer training before they enter the classroom as full-time teachers. During this experience, Fellows work closely with their coaches to learn and develop the fundamental skills of effective teaching. Training activities are scheduled five days a week starting as early as 7:30 AM until 6:00 PM and include skill-building sessions, content seminars, coaching, and field experience to practice teaching. During field experience, coaches observe Fellows delivering lessons and provide targeted feedback.

Imagine that your coach has observed one of your lessons and provided written feedback. She comments, “Your lesson is well-planned and the content is rigorous and engaging, but I don’t sense a strong relationship with your students. It almost seems like you’re teaching people you’ve never met before, instead of your own students.” You feel like you’re spending so much time and energy on creating and executing the lesson that you’re not sure you have energy left to work on relationship-building.

- Describe 2 to 3 steps you would take and the timeline to complete them. Explain your process for deciding these next steps.
- What consideration do you give to taking care of your own needs?

Question 3: Answer in 200 – 300 words.

Your students will likely come from a variety of backgrounds with different assets and areas to grow. Some students may have transferred schools or have special needs; some may be experiencing homelessness, or have an incarcerated parent. You’ll have students with preferences or talents for certain subject areas over others. Students will be of various races and cultures and different socioeconomic levels. Some may have a history of success in school, while others may have been let down by an education system that did not meet their needs.

As a teacher, you will be expected to help each of your students grow academically. For this example, imagine you are teaching 6th grade and the curriculum you are delivering is a rigorous, 6th-grade level curriculum.

- Given the complexity of your students’ circumstances, do you believe they are all capable of meeting the expectations set for their grade level? Why or why not?
- Now let’s say that at the start of the year many of your students are performing at a 6th or 7th grade level, while others are performing at a 3rd or 4th grade level. Do you feel it is appropriate to deliver the rigorous 6th grade level curriculum to all of your students? Why or why not?

Question 4: Answer in 200 – 300 words.

Now imagine you are a first-year teacher and you’re teaching 9th grade. At the end of the first semester, most of your students are doing well. However, one third of your students have failing grades. Several of these students often break classroom rules by using their cell phones, not turning in work, or engaging in side conversations.

- Describe three ideas you have for addressing these challenges and why you chose them.
- What considerations did you give to the diversity of your class in determining these next steps?