



ADMISSIONS PROCESS

The selection process used by Urban Teachers demonstrates the effectiveness of using multiple measures in a program's admissions process. By evaluating candidates' effectiveness with measures beyond standardized test scores and GPA, Urban Teachers is able to select candidates who perform well on tasks designed to mimic the program experience.

Due in part to their robust selection process and creation of pathways to improve the admissions process for all students, Urban Teachers continually has a diverse cohort with over 50% people of color and 33% first-generation college graduates.

The Urban Teachers selection process proceeds in three stages and is individualized based on a candidate's profile. At each stage of the admissions process, candidates must demonstrate evidence aligned to the program's core competencies: achievement orientation, commitment to teaching and communities we serve, growth mindset, and professional skills.

STAGE ONE: ONLINE APPLICATION & TIERED PATHWAY

The first stage prioritizes a candidate's achievement orientation and commitment to teaching in the community being served. By combining comparison data such as a candidate's GPA with more unique facets such as leadership experience, long-term commitments, and previous experiences in the communities being served, the program slots candidates into one of three pathways. The Regular Pathway is for applicants who score high enough to progress but lower on the "achievement orientation" and "commitment to teaching" portion of the online application. Applicants on this track complete all stages of the selection process. The VIP Pathway includes AmeriCorps members or applicants with strong "achievement orientation" and "commitment to teaching" scores on the online application. These applicants bypass a digital performance task and move straight to the final interview day. The Pre-Approval Pathway is reserved for applicants from certain partner organizations, such as City Year and Breakthrough Collaborative. These applicants bypass both the digital performance task and the final interview day. They submit an essay, transcript, recommendations, and verification of participation on the application and are screened before an offer is extended.

STAGE TWO: DIGITAL PERFORMANCE TASK

Applicants that complete the digital performance task respond to video questions and submit written responses designed to measure relevant dispositions such as motivations, perseverance, and openness to feedback. This task also requires applicants to compose a written response designed to assess writing skills and cultural competence. Before an applicant proceeds to their final interview, he or she must also submit an essay, upload undergraduate transcripts, and provide letters of recommendation.

STAGE THREE: FINAL INTERVIEW DAY

The final interview day includes a robust slate of activities, each aligned to the program's core competencies. The interview day includes a 5-minute teaching sample, group discussion around an article, a feedback activity, role play, and interview questions. While Urban Teachers is able to gather a variety of data from this culminating experience, it is equally important that applicants gain a clear sense of the program's expectations. Remaining Questions: As Urban Teachers continues to make selection processes more efficient, the program hopes to spend more time building strong relationships with applicants by relying on automation for time-consuming steps and discover more ways to glean information from candidates' personal experiences. More personalization and in-depth information, in part, could lead to fewer applicants exiting the selection process at any stage of the process.

For More Information:

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BY ALLOWING MULTIPLE MEASURES TO ASSESS APPLICANTS ON THE CORE COMPETENCIES AND CREATING PATHWAYS TO IMPROVE THE EXPERIENCE FOR APPLICANTS, URBAN TEACHERS CONTINUALLY HAS A DIVERSE COHORT WITH OVER 50% PEOPLE OF COLOR.

**– ROXANNE WHITE
CHIEF ACADEMIC OFFICER
URBAN TEACHERS**