

**Institute for Recruitment of Teachers
Phillips Academy-Andover**

IRT Newsletter

Letter from the Executive Director



This has been a banner year for IRT. After thoughtful consideration, students from this year's cohort have made their fall enrollment decisions. Certain universities have multiple enrollments: Boston College (9), University of Michigan (8), Rutgers University (6), Harvard University (5), Stanford University (4), University of Pennsylvania (4), and Purdue University (3). Ten other nationally ranked universities, including Princeton University and the University of Virginia, follow this list each by enrolling two of our applicants. Because of a Fulbright Fellowship or an assignment with Teach for America or a decision to take a year-off after undergraduate study, fourteen of the cohort plan to apply again through the IRT in the next two years.

A total of 90% of the applicants received at least one financial package of full

tuition and stipend for each of the five years of graduate study. This is especially heartening news given the slashed budgets in national public universities and also the increased pressure upon students seeking advanced degrees to accept extensive loans to finance their studies.

To underscore the quality of our applicants and their competitiveness for graduate school admission, it is gratifying to observe that over 29% of our applicants received offers of comparable funding from 7-10 consortium universities. These enrollment statistics testify to the ability of IRT to recruit outstanding student leaders and scholars and the expertise of our counseling staff as they work with students throughout the graduate application process.

The issue of diversity in educational faculties across the nation underscores

the crucial importance of our work and the impact of our teachers, principals, professors, and university administrators. More and more newsprint and TV reportage are devoted to this issue. In 1990, I predicted that diversity would be a critical issue in the "coming decades." Educational think tanks now project that in the next fifteen years the numbers of school children from underrepresented American families in the country will grow to well over 50% of our population. A new report from The National Bureau of Economic Research (September 6, 2011) points to the fact that students from underrepresented American communities "fare better academically" if at least some of
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"Thank you so much for all of your continued guidance, support, and patience as you saw me through my graduate school application process. Being amongst the first in my family to attend college, graduate school seemed almost a dream to me, however with your help I have truly risen well above my graspable goals. This has really been an amazing journey and I have been truly blessed to be a part of IRT ..."

Geraldine Gomez '11

Class of 2011 Matriculation News

Beginning Graduate School in Fall 2012				83
Boston College	9	University of California, Berkeley		1
Boston University	2	University of California, Davis		2
City University of New York	3	University of California, Los Angeles*		1
Columbia University	1	University of Cape Town*		1
Cornell University	1	University of Chicago		1
Fordham University*	1	University of Connecticut		1
John Hopkins University	1	University of Kentucky*		1
Harvard University	5	University of Maryland, College Park		2
Michigan State University	2	University of Michigan		8
New York University	2	University of New Hampshire		1
North Carolina State*	1	University of Notre Dame*		1
Northwestern University*	2	University of Pennsylvania		4
Princeton University	2	University of Rhode Island		2
Purdue University	3	University of Rochester		1
Rutgers University	6	University of Southern California		1
San Diego State University*	1	University of Virginia		2
Stanford University	4	University of Wisconsin-Madison		2
University of Arizona	2	Washington State University		2
		Yale University		1
<i>* denotes non-consortium institution</i>				
Deferring Until Fall 2013				3
University of Southern California	1			
New York University	1			
Columbia Teachers College	1			
Applying through IRT in next two years				11
Total Students				97

(letter—cont. from page 1)

their instructors represent their same minority groups.

Currently, 158 of our former students have received a Ph.D. At least 90 more will complete their Ph.D. soon. Of approximately 650 former students that we surveyed in 2010, over 250 were teaching and serving as top administrators and principals in schools. Also in that survey, more than 400 of our former students had received a Master’s degree. Of course, those numbers have swelled significantly in the intervening two years.

We have just completed the process

for students wishing to gain admission to the IRT in the coming year. We are delighted to announce that the percentage of applicants who wish to teach and counsel in elementary and secondary schools has increased by 12%.

29 interns will participate in the Summer Workshop in July. I would like to welcome back our returning summer faculty, Clement White, Reggie Wilburn, Karina Fernandez, and Michael McGhee and also extend a gracious welcome to new faculty members Diana Louis and Melanee Harvey both IRT alumni—class of 2007. They will help strengthen the remarkable dedication of this faculty to

furthering the mission of the IRT. By any standard, the summer faculty and its charismatic administrator, Asabe Poloma, are the cornerstones of the workshop’s success.

To the entire IRT community, I send warm regards.

Kelly Wise
Executive Director

IRT Timeline: highlighting various milestones throughout the organization’s 22 year history.

1990: IRT founded, six consortium members

1991: First IRT Class = 17 Fellows

Searching for an Independent School Job

Why Teach in an Independent School?

When I was in IRT, I was applying to Ph.D. programs, determined to become a college professor. But after getting my master's degree, I realized that college-level teaching wasn't right for me. So I decided to search for independent school teaching positions. These schools offer small class sizes, curricular freedom, close relationships with students, and numerous opportunities for both personal and professional growth. And having myself attended a private school on full financial aid, I knew that these schools need good teachers of color.

Finding Schools to Apply To

If you are interested in independent school teaching, I'd begin with the National Association of Independent Schools (NAIS) website. Their "Career Center" contains job postings from all around the country, and you can easily search by position, country, and state.

Placement agencies can also help you find available positions. Independent Schools often use firms like Carney Sandoe (national), Cal West (west coast), and Search Associates (for overseas positions) to help them find candidates. Registering for these organizations is free for candidates. There are also placement agencies that focus on finding positions for people of color or members of other under-represented groups, like Nemnet Minority Recruitment or Stratégienius. Placement firms can definitely help candidates. They can send out your materials to schools doing "blind" searches (for example, when a search is not yet public, a placement

agency can send candidate materials out to schools that candidates don't even know are looking); they sponsor recruiting fairs and symposiums; and they have close relationships with many schools. But do *not* rely solely on placement agencies. Send your materials directly to schools that you find especially interesting. It allows you the opportunity to show how well you know the school and to say why you think the position would be a good fit for you.

Cover Letters and Resumes

I receive many cover letters and resumes from placement agencies, from individuals who saw a position listed on our school website, and from candidates I met at conferences or recruiting fairs. The resumes that I pay the most attention to are the ones that speak specifically about my school – that is, the candidates single out something about Marin Academy, like our Mission Statement or our annual Conference on Democracy, and use this as an opportunity to say something about why this makes them want to teach at Marin Academy. Do some basic research about the schools that you are applying to, as cover letters that show an understanding of a school's culture and/or academic program are the most effective. Remember the details, too. Make sure your materials are addressed to the correct person, and always proofread, as a careless typo on a resume can turn off prospective employers.

Networking

Use all of your available resources. Be creative, and be willing to ask for help. If you attended an independent school, get in touch with someone you remember and ask who is in charge of hiring. Then call that person and ask about open positions in that school or at nearby schools. You can also ask whether that person knows of any upcoming job fairs, or for suggestions about where else you could find positions in that region.

For example, the San Francisco bay area has an organization called POCIS (People of Color in Independent Schools) that lists open job positions in that region. Other regions have similar organizations and you'll likely need to seek help in finding them for the specific areas you are targeting. If you did not attend an independent school, you can ask similar questions to the Career Counseling Office at the college or university you are attending (usually alumni can receive assistance too).

(continued on page 10...)



Nicole Stanton, Ph.D., '96
Dean of Faculty, Marin Academy,
San Rafael, CA

2001: IRT Celebrates 10 years

2002: First Director, Alexandra
Cornelius, '91 joins IRT

Pursuing the Ph.D.

How did the SOP counseling process with the IRT assist you? How can the incoming IRT class make the most of this experience?

The phone meetings with Asabe were so helpful in articulating my research and general academic goals in a concise way. My biggest struggle was writing in a way that was professional and sounded strong. Asabe was able to take my lengthy sentences, elaborate descriptions, and weak word choice and advise me on where/how to tighten up sentences, use appropriate jargon and turn it into a strong and powerful piece of writing. The more prepared I was each meeting with particular questions, revisions, etc. the more I got out of the meeting. I would advise students to have as much of the SOP completed as possible prior to each meeting and to email your advisor with specific questions ahead of time if there are any, so that the time on the phone can be used as wisely and efficiently as possible, because there are only a certain number of meetings.



Can you provide any tips on how you conducted your school list research and how you decided on your degree field and graduate program?

This was probably the most difficult part of the application process for me. I began by talking to a lot of people: old professors, my IRT advisor Asabe, and stopped at almost every university at the grad school recruiting fair. I began in the field of psychology and ended up in a Language, Reading and Culture program in the College of Education. So I changed a lot during the process. Writing my research interests in my SOP helped me to articulate what I was looking for, and the academic advising I received over the phone from the IRT program was extremely helpful. I realized that what I was interested in was not where I was looking. I was then advised to look for American Studies/Cultural Studies programs, which I did (online at university websites).

The event that really changed everything was the IRT college recruiting fair, where I sat with and spoke to recruiters from many universities about my interests and that I had or had not found a program in their university that I was interested in.

I spoke to a recruiter at the University of Arizona and told her that I couldn't find

Dori Zabari, second from left, hosted a department colloquium with other committee members from the University of Arizona in addition to two distinguished scholars, Dr. Shirley Brice Heath from Stanford and Dr. Angela Calabrese Barton from Michigan State University.

any program that seemed to suit my interests. I showed her my CV and talked to her about my interdisciplinary interests, and she told me about the program I ended up applying to and am now enrolled in. I would have never known how to look for such a program on their website, which is why I highly advise speaking to as many people as possible. It turned out to be the perfect fit for me and so far from the programs I was originally looking at.

How did you organize yourself throughout the graduate school application process?

I treated the IRT process like a course and planned out each assignment, document, application, etc. in my calendar. I made a ton of excel charts and word docs with lists and notes about programs, dates, etc. I have tons of folders (one for IRT assignments, one for IRT related docs, and one for each program I applied to) and I still have them on my computer and use them from time to time. They are great to keep around!

Dori Zabari, '10 is a Doctoral Candidate in the Department of Language Reading and Culture at the College of Education, University of Arizona.

Share your comments on this article on the Facebook IRT Alumni page.

2006: Second Director, Chera Reid, '00 joins IRT

2006: Third Director, Asabe Poloma, joins IRT

Balancing Act

How do you prioritize the myriad of responsibilities among work, family, school to meet deadlines, finish course work, etc.?

In an intense 1-year program like STEP (Stanford Teacher Education Program), I opened my mind to the idea that this was no longer “school” as I knew it. I was not just studying or producing work for a grade. I was truly interested in and passionate about learning how to become a teacher. However in that process, it became very difficult to balance my time. My daughter was the one person that literally forced me to balance my time. My two-year-old, Valentina, reminded me that it was important to sit down and eat dinner without trying to catch up on reading. It is impossible to complete **ALL** the readings so allocate a few hours to everything that has to get done for school but stop when time is up. Just like you have 10 minutes every 30 minutes to look up someone’s status on Facebook you also can have 30 minutes to workout, read a book or whatever it is you **need** to do to unwind.



Pamela Ruiz is cutting a cake that her students surprised her with on her birthday.

What was the biggest challenge (s) you encountered during grad school and/or work? What tips can you share that helped you to maintain balance and overall happy, healthy family / career?

Make time for you! I got so caught up in devoting time to my responsibilities as a student, mom, and daughter that I forgot about myself and my needs. In graduate school you have to set time aside for you or you will not be able to work to your potential. Go to the gym, rock climb, swim or just take two hours to do something that will make **you** happy.

Pamela Ruiz, '09 is a first year teacher at Stanford Schools in Menlo Park, CA.

Pamela received her undergraduate degree from the University of Notre Dame in Spanish and an MA in Education from Stanford University. She is the mother of two-year-old Valentina.

Share your comments on this article on the Facebook IRT Alumni page.

“I attribute a great deal of my success to the guidance and training that I received as a summer intern, as well as the relationships that I formed through IRT!”

Takkara Brunson, '04

2009: IRT Alumni page on Facebook

2009: Kelly Wise receives honorary Doctor of Letters, Purdue

Welcome 2012 Cohort!

This year’s applicant pool for the program was extremely competitive. We received 275 completed applications from which the Admissions Committee selected this year’s cohort. After a comprehensive and rigorous application process, we are excited to welcome 146 students to the 2012 cohort! 29 of those students will participate in our Summer Workshop, an intense four-week program held at Phillips Academy during the month of July. The workshop provides students with a threshold experience relative to graduate study.

The 2012 cohort is a diverse and extraordinary group of academics. The cohort will consist of 111 females and 35 males. 33% of the students

are African American, 13% Asian, 8% Multiracial, 35% Latino, 4% Native American, and 6% Caucasian.

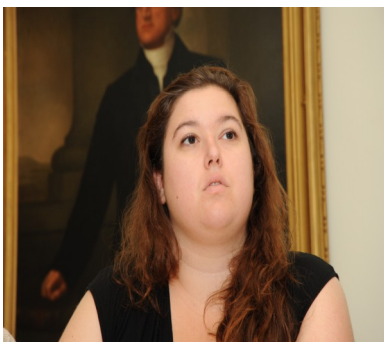
They also represent a diverse range of institutions. In total, students originate from 22 different public universities and 50 private universities. The largest number of students hail from the University of California Berkeley, Brown University and Spelman College. A partial list of additional schools includes Claflin University, Cornell University, Dartmouth College, Emory University, Georgia State University, Grinnell College, Hampton University, Oberlin College, Princeton University, Scripps College, Tufts University, University of California Santa Cruz, University of Michigan, and the University of South Florida.

Approximately 45% of the 2012 cohort will pursue degrees in education-related fields and 55% will pursue degrees in fields including English Literature, Sociology, Philosophy, Anthropology, Women’s Studies, and American Studies.

A note of thanks to all liaisons and IRT friends who have helped recommend candidates and have been instrumental in recruitment efforts. We appreciate your continued support of the IRT and its mission!

“I recently found out that my very good friend, who is in IRT, was admitted to all 10 schools that he had applied to! Thank you for all the amazing work you do in strengthening the pipeline for minority students to gain greater access to graduate programs!”

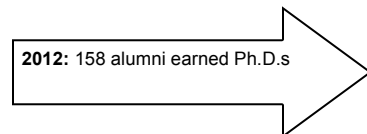
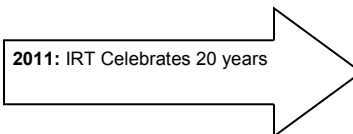
Eiko Tsukamoto, ‘10



2011: IRT Consortium = 41 members

2011: Dr. Clement White receives Distinguished Service Award

2011 Summer Workshop Photos



Alumni News

Congratulations to...

IRT alumni who have recently graduated with their Master's or Ph.D. degrees, or received teaching appointments or positions as administrators in various schools and educational organizations across the nation!

Vernon-James Riley, '07 is the Founding Director of Operations at the Amani Public Charter School, the first charter school in Mount Vernon, New York.

David Brown, '08 passed his Ph.D. qualifying exams and is entering his second term of teaching and also working on his dissertation in New York University's English Ph.D. program.

Takkara Brown, '04 was awarded the Ph.D. in Latin American History from University of Texas at Austin. Brown currently is a post doctoral fellow in the Frederick Douglass Institute for African and African American Studies at the University of Rochester.

Clara Wilkins, '05 was awarded the Ph.D. in Social Psychology from the University of Washington and is currently working as a tenure-track assistant professor at Wesleyan University.

Stephanie Bramlett, '04 was awarded the Ph.D. in Sociology from University of New Hampshire and is the Director of a multicultural student retention program called Connect at UNH.

Reena Goldthree, '02 was awarded the Ph.D. in Latin American and Caribbean History from Duke University and is currently an assistant professor in the

African American Studies program at Dartmouth College.

Jonathan Rosa, '02 is currently an assistant professor in Anthropology at UMASS Amherst.

Jamila Thomas, '05 was awarded the Ph.D. in Psychology from the University of Vermont.

Jamal Ratchford, '03 was awarded the Ph.D. in African American History from Purdue University. He has accepted a professorship at the University of Indianapolis' Department of History and Political Science.

Mei Campanella, '99/'00 is the Director of Post Secondary Success at the SeeForever Foundation in Washington, D.C.

Ernest Gibson, '04 has been awarded the Ph.D. in African American Studies and will join Rhodes College as a Professor of English.

Tameka Martin, '10 has graduated from Tufts University receiving her MAT in English and has accepted a position at her alma mater Osbourn High School in Virginia.

Michelle Purdy, '04 earned a Ph.D. in Educational Studies at Emory University. She is an assistant professor in the Department of Teacher Education at Michigan State University.

Patrick Alexander, '05 was awarded the Ph.D. in English from Duke University.

Beau Gaitors, '07 is now ABD. He is a Ph.D. candidate in History at Tulane University.

Briana Jauregui, '10 has graduated from Boston College with a MA in Education.

Sylvia Boateng, '10 has graduated from Brown University with a MAT in Social Studies.

Reigham Gillam, '03 was awarded the Ph.D. in Anthropology from Cornell University and is pursuing a post doctoral fellowship at the University of Michigan.

Other IRT Milestones!

Lisa Sullivan '11 and **Jamilah Pitts '11** are recipients of the 2012 WW-RBF Fellowships for Aspiring Teachers of Color.

Christina Restrepo, '10 received a 2012 National Science Foundation Graduate Research Fellowship.

Darren Arquero, '10 is a 2012 fellow for the Human Rights Campaign's Summer Institute for Religious and Theological Study at Vanderbilt Divinity School.

Natalia Ortiz, '11 welcomed the addition of a baby girl to her family this past spring. She will pursue her doctorate in Urban Education at CUNY this fall.

Javier Bermúdez Reverón, '10 was awarded the Eleanor F. Larson Award for Excellence in Teaching from the University of Rochester's Warner School of Education. He graduated in May with a MS in Teaching and Curriculum.

2012: Eight alumni tenured professors at nation's top schools

In Praise of Our Work

“Graduate school has been great and I am thoroughly enjoying the process. Thank you, again, for all of the life changing work that you and everyone at IRT have done and are doing.”

David Brown, '08

“I am incredibly thankful for the support and guidance I received from IRT during the grad school application process and I'm so proud to be an IRT alum!”

Reena Goldthree, '02

“The moral support and guidance you have provided me during my graduate application process has been an invaluable asset on my journey towards a career in academia.” “I truly am blessed to have these opportunities. I thank you for playing a crucial role in this important part of my life.”

Anthony Urena, '11

“IRT had a profound effect on my scholarship, my drive, and my life. Again, you probably hear this all the time, but IRT is one of the best things that's ever happened for me. The opportunity to attend the summer workshop was such a gift. I grew tremendously as a scholar, and gained an amazing support network of truly beautiful people. You (Asabe Poloma) especially have been someone that I greatly appreciate, and not just for all the work you put in making sure IRT is as wonderful as it is. The mentoring I received from you during the summer workshop and throughout the fall was so incredibly helpful—not only is my application stronger thanks to you, but I feel more confident, together, and ready to embrace the future that you and the rest of the IRT staff have helped me to earn.” ... “I can't thank you enough for

all you've done to help me get to this point. This may be one of the very first times I'm at a total loss for words! All I can say is thank you so much for all you've done for me, and all the work you and the IRT staff have put in helping to make this dream a reality. It truly is appreciated.”

Annita Lucchesi, '11

...“I know IRT is a lot of work, but you are changing lives! ...Wish you and the team all the goodness of the world.”

Javier Bermúdez Reverón, '10

“In word and in deed you have truly been an important part of my growth and development and I'm happy to have such a supportive network. Thank you once again for all your support as I move into the next chapter of my life!”

Kelicia Hollis, '11

“I just wanted to say thank you for all your help this fall. I am very excited to be going to UPenn and I couldn't have done it without your mentorship.”

Tiffany Cain, '11

“I want to let everyone at IRT know that I am extremely grateful for the assistance in the graduate application process. I know that without your help this process would not have been as successful, and I was exposed to schools that I would not have applied to without your assistance. I want to however specifically thank you for all your help, and sticking with me throughout this process.”

Marcus Penny, '11

“I just wanted to personally thank you for the help, guidance, and care you have provided during this entire time. I

will get in touch with the rest of the IRT family, but please pass these blessings on to them as well!! ... I am committed to providing as much of a presence and support as I possibly can. I consider you all family and the purpose of IRT is my purpose!”

Luis Rosario, '10

“I am so grateful for the work IRT does and will forever credit the program for allowing me to complete my graduate education at such a great school.”

Marta Dominguez, '11

“Thank you so much for making my IRT experience both enjoyable and successful. Just a year ago, I never could have imagined all of the incredible opportunities that this experience of working with you and the IRT staff would yield.”

Tyler Rogers, '11

“You all are doing very important work, and I greatly appreciate the time you've taken to help me in this very overwhelming process.you two are like my grad school application angels. I know you are working with other people, but you both have supported me immensely, as if I was your only associate.”

Laurie Bailon, '11

Searching for an Independent School Job (cont.)

What Are Schools Looking For In Candidates?

This can vary widely as schools are generally looking for someone who would make a good “fit” at their school, based on their specific needs. Some independent schools need teachers who can also coach; other schools are focused on finding a very specific mix of skills (i.e., someone who can teach History and advise the school newspaper). You can tell a lot about schools, and what they are looking for, from their position descriptions. Some schools emphasize their efforts to create a more diverse community, while others will focus on their use of cutting edge technology.

Some are looking for candidates to teach very specific courses, and others are looking for candidates who can teach broadly within their discipline. Take note of the differences you see in the job descriptions you read: if you studied Ethnic Studies in college, then you may want to highlight that in your cover letter to a school who emphasizes their commitment to multiculturalism.

Diversity and Multiculturalism

IRT graduates are at a distinct advantage in the independent school search process. Schools are increasingly committed to strengthening diversity of all kinds -

racial, religious, geographic, and economic – among their student populations. But independent school faculties and administrations are lagging behind. A recent NAIS study shows that almost 25.9% of independent school students are students of color, for example, but for faculty that percentage was only 12.8%, and for administrators only 11.3%. Schools are looking for good teachers, administrators, and support staff, and they are especially interested in finding people of color and members of other underrepresented groups to fill these positions.

Share your comments on this article on the Facebook IRT Alumni page.

Thank you!

Thank you for your recommendations and references during our recent searches for IRT Associate Director II and Coordinator for Admissions and Recruitment. At this time, we would like to thank Monique Cueto-Potts, our long-time colleague in her role as Coordinator for Admissions and Recruitment, for her leadership and committed service. I hope you will join us in wishing her well as she continues in her next role as the Phillips Academy Director of Community Service beginning this fall. We are also pleased to announce that we have added the new role of Associate Director II to the IRT team.

The search committees have considered a number of exciting candidates for both positions and we look forward to announcing our new colleagues in the Winter newsletter. For all questions about admissions and recruitment, please direct your inquiries to irt@andover.edu.

On the Job Market?

Join us online on the [IRT Alumni page](#) for more information on positions, funding opportunities, and upcoming conferences. Additional information on current openings can be found on the open group “IRT Alumni” on Facebook .

To post job announcements, please contact

Janelle Bonasera at jbonasera@andover.edu.

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