

Why TEALS?

According to a 2013 study by Code.org, 90% of US high schools do not teach computer science. With software engineers in high demand in the private sector, schools often cannot find instructors with a computer science background, and struggle to compete with the compensation packages offered in industry.

TEALS helps high schools teach computer science by providing a team of trained volunteers to partner with a classroom teacher and deliver computer science to their students. Over 2-3 years, the classroom teacher gradually takes over the responsibilities of teaching the course.



The Volunteer Role

All TEALS volunteers work with a partner classroom teacher and get to interact directly with students.

In addition to your role as an instructor, you'll share with the students your personal story and help inspire them to explore a career or education in computer science.

As part of placement in a teaching team, volunteers are assigned one of two roles: teacher and teaching assistant (TA). Teachers and TAs attend class and work with students during lab. Teachers prepare and deliver lessons, while TAs focus on grading assignments. The TA time commitment is slightly smaller than that of the teacher.

In-Person Instruction

Our standard engagement model: a team of 4 volunteers partners with a classroom teacher to deliver Intro or AP Computer Science in the classroom.

A typical class features 15 minutes of lecture and discussion, and 35 minutes of activities and lab work.

Flipped/Blended Classroom

An exciting new area in education, a flipped classroom assigns online video lectures as homework so that class time can be spent exclusively on group work and lab assignments with extra time for 1-on-1 and small group instruction.

Remote Instruction

33% of US public schools are in rural areas, where there are no software engineers to provide TEALS support. We use teleconferencing software to bring volunteers to these underserved schools.

For example, volunteers in NYC might participate in a classroom in Kentucky, while volunteers in Seattle beam into Lower Yukon, Alaska.

TA only

As partner teachers advance through the program, many no longer require the support of volunteer teachers.

In a TA only classroom, volunteers provide support as lab TAs, working 1-on-1 with students and assisting the teacher with class preparation and grading, but not taking responsibility for planning and delivering lessons.

The Volunteer Opportunity and Commitment

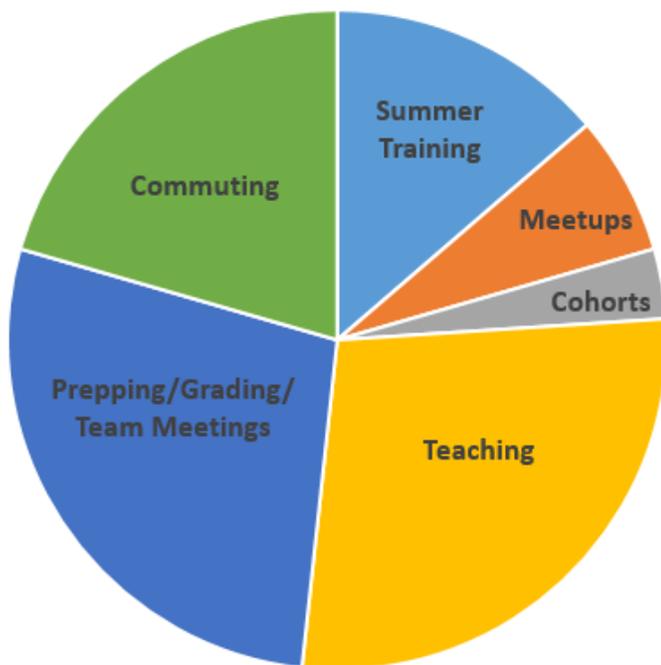


TEALS offers a unique opportunity for technology professionals to co-teach Computer Science in a high school, and help establish a sustainable computer science program at the school.

There's no beating around the bush. Volunteering with TEALS requires an extraordinary commitment. Most of our high school classes meet 1st period so volunteers can teach and get in to work, which can mean teaching as early as 7:30am.

Each school is different and volunteers' experiences vary greatly. Our model allows a degree of flexibility by putting volunteers in teams of usually 4 per class. Teaching teams manage their own schedules, but we expect all team members to attend approximately 50% of class sessions so that there are 2 volunteers in the classroom each day the class meets. We also run a mandatory training program for volunteers during the summer. We expect volunteers to spend 20 hours in online and in-person training sessions, plus another 20 hours working with their teaching team and doing homework.

292 Hours A representative example of 1 year volunteering with TEALS



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| 81 hours | Teaching hours over 90 visits <i>50 minutes, alternating days for 36 weeks</i> |
| 81 hours | At least one hour of prep/grading time outside of class for each hour in class |
| 60 hours | TEALS adds some time to your commute . Perhaps 20 minutes in each direction per visit. |
| 40 hours | 20 hours of in-person and online summer training , plus team meetings and homework. |
| 20 hours | We hold training sessions and meetups once a month during the school year. |
| 10 hours | Each team is part of a cohort that meets for 30 minutes twice a month to share issues and strategies |

Variables that influence time commitment

Class schedule

School location

Remote teaching

Returning teacher

Learn about TEALS
(March-April)

Interview
(April-May)

Train & plan
(June-August)

Apply
(March-April)

Teams placed
(Early June)

Teaching
(Sept-June)