

ADVANCED TEACHER TRAINING ACADEMY BRIEFING

*FOR EXPERIENCED, EARLY CAREER, HIGH PERFORMING K-12 CLASSROOM TEACHERS
A NEW NATIONAL RESOURCE: THE WEST POINT OF TEACHER TRAINING*

Teachers matter deeply to educational outcomes. Recruiting, training and retaining talented K-12 classroom teachers is at the center of the nation's objectives of closing the achievement gaps between rich and poor in our country and between our country and the achievement of students in other industrialized nations.

Alternative certification programs, new programming at our nation's Schools of Education, Teach for America, The New Teacher Project, Teacher Residencies, Notre Dame's ACE Programs (and its many sister programs) and numerous other initiatives, ALL focus on attracting, training, inducting and retaining new entrants to the profession of K-12 classroom teaching, particularly in our nation's neediest school rooms. This is vital work.

The Center for Better Schools is focused on a different target audience: those **early career teachers who have already demonstrated high performance in a K-12 classroom** and who are contemplating a career in classroom teaching. To retain these high performers, we propose to build a novel new program of the highest quality and intensity, with a redesigned curriculum, practicing master/mentor teachers and a unique immersive culture. The Program will be highly selective and will only be offered to those existing early career classroom teachers who have a demonstrated record of success in the classroom.

New Teacher Training Academy with following features:

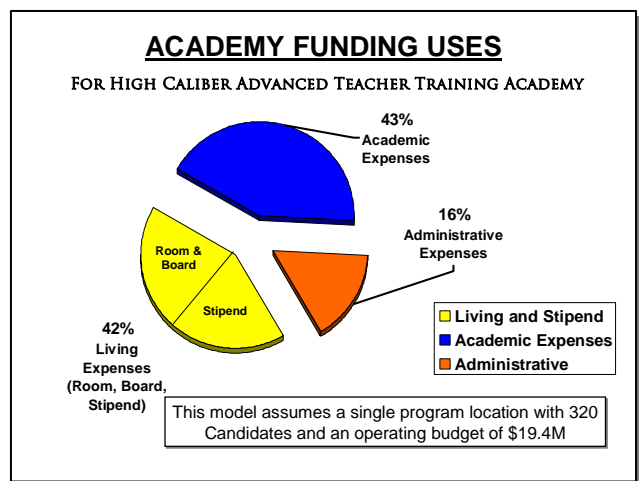
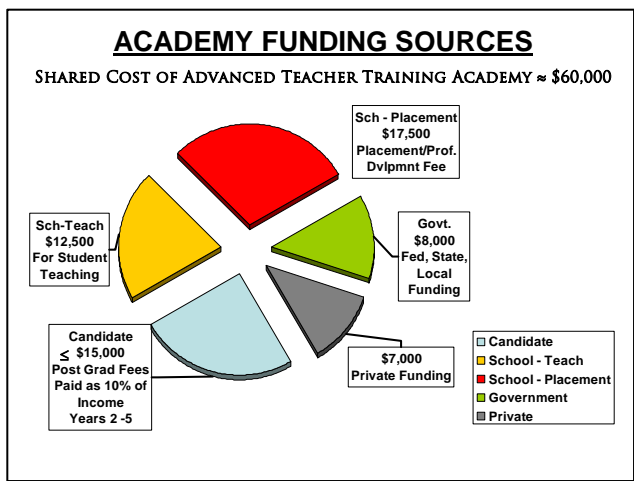
- Live in residence for eleven months at Academy studying and teaching in live classrooms
- Comprehensive advanced content tailored to experienced, high performing early career teachers

(e.g., advanced subject content, individualized learning programs, master classroom technique, student assessment, policy from the classroom, bilateral mentoring, technology deployment) [50% of time spent being taught]

- Practice teaching in live classrooms with strong master/mentor coaching and short feedback loops [50% of time spent teaching in classrooms]
- Use practicing master teachers in both a teaching role (teaching Candidates) and in a mentoring role as Candidates hone their practice skills in K-12 teaching
- Leverage power of peer effects in classroom discussions
- Develop career (life) long cohort through intense, residential nature of program
- The Academy teams with best Charter Mgt. Organizations and enlightened Public Districts for post-program placements
- Candidates return to high poverty classrooms for three years of paid post-program service
 - Join schools in cluster teams of 4 – 8 candidates to form a critical mass for systemic school change and high student achievement
 - Collect and report student achievement data as mandatory part of post-program year commitment
 - Candidates access mentoring and professional development resources in post-program years

Graduates of this elite Academy will be in high demand, nationally recognized, compensated for such and will be known for:

- Their capability for extraordinary student achievement gains
- Their skill at effectively transferring their knowledge, techniques and competencies to others
- Their dedication to effecting change from the "high mountain" of the classroom



Developing a New Concept for Advanced Classroom Teacher Training for High Performing, Early Career Teachers Committed to Closing the Achievement Gap

ADVANCED TEACHER TRAINING ACADEMY

EXECUTIVE SUMMARY

Create a highly selective Advanced Teacher Training Academy tailored to the needs of experienced, early career high performing K-12 classroom teachers, with a unique curriculum and program structure.

- The new Advanced Teacher Training Academy will:
 - ✓ Equip talented teachers with a range of skills and techniques to improve student achievement and to effect systemic change in their classrooms and schools
 - ✓ Help retain them in the profession of classroom teaching
 - ✓ Increase the social standing of the profession
 - ✓ Create a “new source” of high performing teachers for high poverty schools.

RATIONALE

- Investing in teachers who have experience and have demonstrated success in improving student achievement and are signaling an interest in staying in the classroom is the best and most prudent investment we can make in increasing the supply and quality of high poverty classroom teachers.
- High performing early career classroom teachers leave the profession in part because they lack the kind of challenging advanced training opportunities that are present with other career choices (including choices within the education field)

FINANCE

- Target cost per Candidate ≈ \$60,000
- Balanced funding sources. Candidates (\$15,000); the schools in which they teach during the program (\$12,500), the schools and districts in which they are placed or return to (upon program completion) (\$17,500), the federal, state and local governmental agencies responsible for teacher quality and high poverty student outcomes (\$8,000), and private funding sources committed to closing the achievement gap (\$7,000)

PROGRAM STRUCTURE AND CURRICULUM

- Pre-Arrival period workload
- Residence year with 25% teaching load and coursework every afternoon and evening
- Three post-Program years of paid teaching in high poverty classroom
- Coursework includes: deep subject content (Language Arts, Math, Science, History), master classroom practice, theory to practice linkages, adult mentoring, advanced student assessment, technology deployment, teaching large classes, school turnaround, policy from the classroom, K-12 curricular design, and transforming school culture from the classroom.

MARKET DEMAND

- Research findings show dissatisfaction with current Masters offerings
- 15%+ of early career teacher survey respondents find Academy concept very appealing and worth seriously considering
- They want selective admissions, short feedback loop critique of classroom practice, master/mentor teacher led programs, high quality focused on practice, advanced content
- Survey findings yielded distinct sub-group of “great” teachers who seem to exhibit experiential and attitudinal differences and high performance in the classroom

START UP COST

- Planning year cost estimate ≈ \$2.2M (June 2010 – June 2011)
- First three years of ramping Academy operations cost estimate ≈ \$10.0M (June '11 - June '14)
- Total cost Years 1 – 4 estimate ≈ \$12.2M

TIMETABLE

- Launch planning year (Summer 2010)
- Secure Funding & Recruit Team (Q2 – Q 3, 2010)
- Welcome First Cohort (≈ 40 Candidates) June 2011

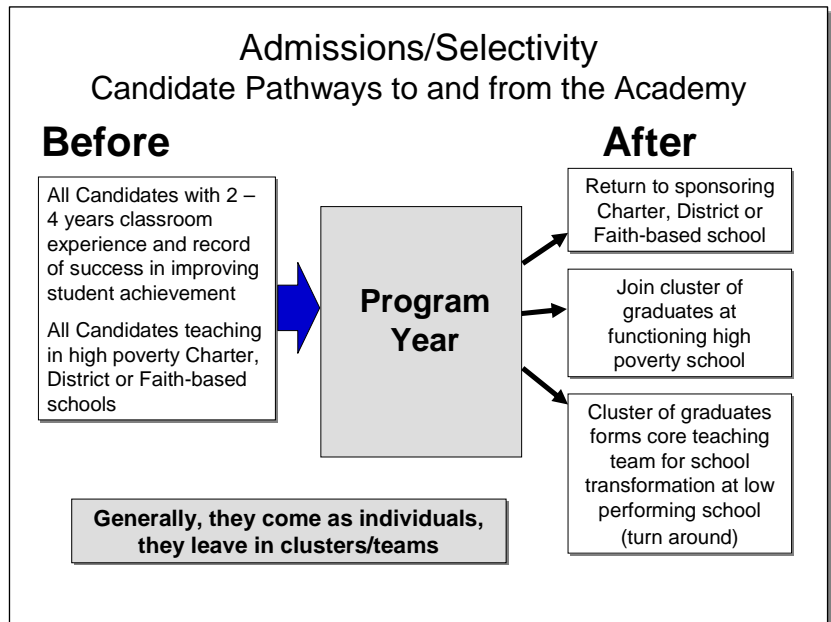
Developing a New Concept for Advanced Classroom Teacher Training for High Performing, Early Career Teachers Committed to Closing the Achievement Gap

ADVANCED TEACHER TRAINING ACADEMY

ADMISSIONS AND PLACEMENT RATIONALE

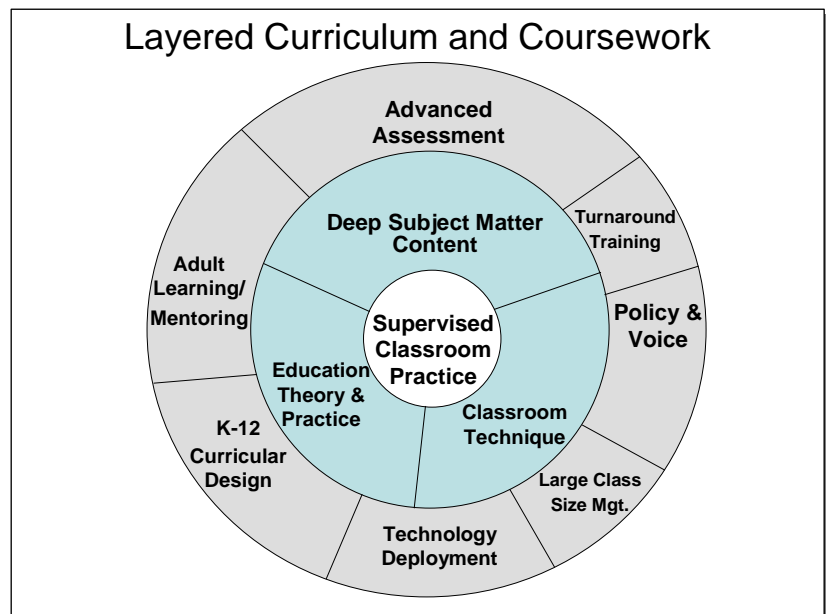
Throughout the feasibility study of this new Advanced Teacher Training Academy we have heard several recurring themes:

- Many high performing early career classroom teachers do not perceive there to be good choices for advanced professional development
- Many of these same high performing teachers exit the profession and return to what they perceive to be highly selective, high quality advanced professional development schools (graduate schools) to earn Masters degrees in preparation for other professions (including some within the education field)
- Those that do attend masters programs in teaching at the nation's most prestigious institutions do not universally feel that those programs equip them to return to high poverty classrooms well prepared.



PROGRAM YEAR CONTENT

With the inputs of a number of charter school leaders, teacher preparation programs and others, The Center for Better Schools has made design choices which acknowledge the difference between inducting new teachers and refining the skills of high performing experienced teachers. The adjacent image depicts the layered and integrated design features of the Program. Major topical areas such as deep subject content (how to teach Language Arts, Math, Science, History), refining classroom practices, traditional



theory to practice linkages, some of which can be found in other induction training programs, will be joined with topics only suited to this advanced, high performing audience such as mentoring other adults, advanced student assessment, technology deployment, teaching large classes, school turnaround, policy from the classroom, K-12 curricular design, and transforming school culture. Detailed curricular design for the program will be developed during the early part of the planning year (Fall 2010-Winter 2010).

Developing a New Concept for Advanced Classroom Teacher Training for High Performing, Early Career Teachers Committed to Closing the Achievement Gap

ADVANCED TEACHER TRAINING ACADEMY

MARKET RESEARCH SURVEY FINDINGS - HIGHLIGHTS

A. Current disappointment with existing Master's programs.

We heard it in the focus groups and we found it in the survey data. As one early career teacher told us, "The education that I received simultaneously when I was starting to teach was not where I learned to be a good teacher at all. It was very subpar I just did what I needed to do to get by and got A's and it didn't prepare me at all." There is disenchantment with the offerings that currently exist in graduate level education programs.

I don't know what the perfect one would be but it would not be as much time with as much non-practical, non-helpful, not developing you as a teacher stuff.

B. Target market validation for the proposed Advanced Teacher Training Academy concept.

Approximately 1 in 7 respondents across the board say they found the description very appealing. And similar numbers say they would be/would have been very likely to seriously consider the program as described when choosing a graduate degree in education.

I forget that I have the MA degree... In part the MA program that I went through... just the way it was run, they didn't even give us real education school professors... Other people that taught our classes had the same degree that we had and they were maybe worse teachers. It just didn't feel very serious.

[in a Master's Program give me] ... people who are passionate. People who are driven. I don't like the idea of people being in a perfect master's degree who are just kind of figuring it out or doing it because it's free or doing it because it's something to do.

C. Overall support for specific components of the Academy.

A hierarchy of interest emerged, with components such as working in concert with others, affordability and quality/reputation rising more or less to the top. The findings will be helpful in designing the core program, as they provide insight into the educational needs and interests of these teachers. Sub-group analysis revealed meaningful differences between teachers categorized as "great" versus other teachers on the appeal of certain core elements of the model (e.g., selective admissions, connecting theory to practice, feedback on practice).

As long as I knew I was going somewhere to observe teachers who were really of the highest caliber and then getting feedback from those same amazing teachers and coaches.

D. Identification of markers of great teachers.

The data strongly suggest that classroom teachers who share specific attitudinal and experiential characteristics stand out as more likely to "score" higher on various measures of teacher quality, to have a non-traditional mind-set about classroom teaching, and to find the proposed model for advanced teacher training as very appealing. Those that met our working definition of "great" comprised 14% of the sample. The working definition includes survey items that measure such things as perseverance, commitment to alleviating the achievement gap, willingness to constantly change plans in the classroom to improve effectiveness, and leadership experience, as well as teacher self-estimates of above average gains on their students' achievement tests.

I am constantly thinking about my classroom...I would want to go to a master's program that taught me about my classroom right now and how I can be a better teacher...

That you are constantly improving...Constantly learning about myself as a professional. What worked, what didn't, how can I make it better...

Developing a New Concept for Advanced Classroom Teacher Training for High Performing, Early Career Teachers Committed to Closing the Achievement Gap

ADVANCED TEACHER TRAINING ACADEMY

FOCUS GROUP FINDINGS – HIGHLIGHTS

A. Comments about current choices for existing Master's Programs

- It is hard to teach in a high poverty setting, particularly when you are new and then to try to sit through night and week-end course work (and be interested or pay attention).
- I only did it because it was free
- I did it because it was mandatory
- Disappointment in the actual learning experience
 - Of limited value, terrible, useless
 - Not well connected to my daily work, too theoretical
 - No consistent mentoring resources
 - No time to do it well
 - Even the "good ones" (programs) are still controlled by state mandates and watered down from what they could be, so they are of limited value to my work
 - "Certification is a flawed concept."

B. An Ideal Master's Level Program and its Content:

- Work with expert, practicing classroom teachers and
 1. Watch them
 2. Have them watch and critique my teaching
- Give me access to multiple master/mentor teachers so I get different points of view, and see different styles of teaching, and hear multiple voices of input
- I need immediate feedback on my practice, shorten the feedback loop
- Any master/mentor teachers must be very integrated into the program, not separate
- Collegial aspects of the program are important. I want other committed, passionate, driven classmates to interact with and learn from
- I want a program that will give me enough "space" to hone my teaching skills
- A program that helps me climb the competency ladder
- The next level of subject content (i.e., math, science, literature and how to teach it)
- More on how people learn and how I should teach differently to different learners
- Some outside the classroom stuff, like ed policy and reform for classroom teachers
- How to share lessons more collegially beyond my classroom
- How to teach adults (other teachers)
- How to understand and develop curriculum
- A program with strong follow on support

LEADERSHIP

Tony Klemmer - 2010

Tony Klemmer received his Ph.D. in Humanities from Salve Regina University. His doctoral work focuses on Moral Coherence in the Modern World. He graduated from the Harvard Business School and has a BS in Economics from the Wharton School of the U. of Penn. Tony taught Production and Operations Management in the MBA program at Babson College, while helping develop entrepreneurship course materials there. He is a cum laude graduate of Portsmouth Abbey School, Portsmouth, RI.

Tony is the Founder and President of The Center for Better Schools currently focused on developing new methods of advanced teacher training for high performing K – 12 classroom teachers. He served as the Assistant Headmaster of Portsmouth Abbey School. Tony has participated in the start up and board level activities of a number of social enterprises. He has a long history in entrepreneurial settings, having helped found several high tech companies in the medical device, advanced materials and industrial automation industries. He has international experience as well, developing distribution networks in Europe and running Asian sales offices and serving as the Chief Marketing Officer of a \$1.5 Billion public, multi-national technology company. Tony managed a successful marketing, strategic planning and investment consultancy and led the healthcare and life science practice at a Boston-based boutique investment bank.

*Developing a New Concept for Advanced Classroom Teacher Training for High Performing,
Early Career Teachers Committed to Closing the Achievement Gap*

ADVANCED TEACHER TRAINING ACADEMY

REPRESENTATIVE LIST OF KEY CONTACTS

Ms. Jeanne Allen	Founder CEO	Center for Education Reform	Washington DC
Mr. Seth Andrew	Founder and Head	Democracy Prep	New York NY
Ms. Heather Anichini	VP Career Leadership Initiatives	Teach for America	Chicago IL
Ms. Tamara Arroyo	Director, Career Leadership Initiatives	Teach for America	San Francisco CA
Mr. Norman Atkins	Founder and Chairman	UKA Teacher U, Uncommon Schools	New York NY
Mr. Chris Barbic	Founder and Head	YES Prep Charter Schools	Houston TX
Mr. Steve Barr	Founder CEO	Greendot Schools	Los Angeles CA
Mr. Richard Barth	President, CEO	KIPP Foundation	New York NY
Mr. Chris Bender	Executive Director	Brighter Choice Schools	Albany NY
Mr. Larry Berger	President	Wireless Generation	Brooklyn NY
Cpt. Susan Bibeau	Director of Admissions	US Coast Guard Academy	New London CT
Mr. Rob Birdsell	President	Cristo Rey Catholic School Network	Chicago IL
Ms. Linda Brown	Founder and Head	Building Excellent Schools	Boston MA
Dr. Stacey Caillier	Director, Teacher Leadership Program	High Tech High	San Diego CA
Mr. Thomas Carroll	Founder and President	Brighter Choice Charter Schools	Clifton Park NY
Mr. Casey Carter	President	CIBT USA	Washington DC
Mr. Jeremy Chiappetta	Founder & Head	Democracy Prep Blackstone Valley	Cumberland RI
Ms. Stacey Childress	Program Director	Gates Foundation	Seattle WA
Dr. Celine Coggins	Founder	Teach Plus	Boston MA
Mr. Ben Daley	COO	High Tech High	San Diego CA
Mr. Tim Daly	President	The New Teacher Project	Chicago IL
Mr. John Danner	Founder President	Rocketship Education	San Jose CA
Mr. Aric Dershem	VP HR	National Heritage Academies	Grand Rapids MI
Ms. Mary Diez	Dean of Graduate Programs	Alverno College	Milwaukee WI
Mr. Tom Doyle	Co-Director	ACE Program	Notre Dame IN
Col. Michael Endres	Deputy Director of Admissions	U.S. Military Academy	West Point NY
Mr. Mike Feinberg	Founder	KIPP	Houston TX
Mr. Checker Finn	President	TB Fordham Foundation	Washington DC
Ms. Deborah Gist	Commissioner	Dept of Education	Providence RI
Ms. Elizabeth Goettl	Chief Academic Officer	Cristo Rey Network	Chicago IL
Mr. Michael Goldstein	Founder and CEO	Match Charter HS & Teacher Prep Program	Boston MA
Ms. Jennifer Green	Co-Founder	Urban Teacher Center	Baltimore MD
Ms. Christina Hall	Co-Founder	Urban Teacher Center	Baltimore MD
Mr. Scott Hamilton	President	Seton Educational Partners	Jackson WY
Mr. Stephen Hannabury	Chief Financial Officer	Olin College of Engineering	Needham MA
Mr. Chuck Harris	Founding Partner	Seachange Capital	New York NY
Dr. Bryan Hassell	Co-Director	Public Impact	Chapel Hill NC
Dr. Karen Hawley-Miles	Founder	Education Resource Strategies	Boston MA
Ms. Sarah Heine	VP Training and Certification	The New Teacher Project	Buffalo NY
Mr. Rick Hess	Director of Education Policy Studies	American Enterprise Institute	Washington DC
Ms. Jennifer Hines	Director School Development	YES Prep Charter Schools	Houston TX
Dr. Marc Holley	Senior Program Officer	Walton Family Foundation	Bentonville AK
Prof. Kavita Kapadia	Director	UTEP U of Chicago	Chicago IL
Dr. Lynn Kepp	Director, Professional Services	New Teacher Center	Santa Cruz CA
Ms. Leslie Kerner	VP Prof Svcs	Wireless Generation	Brooklyn NY
Mr. Ed Kirby	Senior Program Officer, School Choice in Edu	Walton Family Foundation	Bentonville AK
Ms. Heather Kirkpatrick	Director, Professional Development	Aspire Public Schools	Oakland CA
Prof. Tim Knowles	Director	UTEP U of Chicago	Chicago IL
Mr. Doug Lemov	Founder and Head	True North Schools	Troy NY
Ms. Anissa Listak	Director	Urban Teacher Residencies United	Chicago IL
Mr. Dennis Littky	Founder and Head	Big Picture Company, The MET Schools	Providence RI
Mr. Robert Lundin	VP of University Partnerships	Teach For America	Houston TX
Dr. Michael Marder	Co-Director UTEACH	U of Texas	Austin TX
Ms. Sonia Mathew	Network Manager	Urban Teacher Residencies United	Chicago IL
Mr. Scott McCue	Founder and Head	Boston Prep Charter School	Hyde Park MA
Dr. Julie Mikuta	Partner	Newschools Venture Fund	San Francisco CA
Dr. Ellen Moir	Founder	New Teacher Center	Santa Cruz CA
Mr. David Montague	Head	Memphis Teacher Residency	Memphis TN
Mr. Bill Oberndorf	Founder	SPO Partners	San Francisco CA
Dr. Ryan Olson	Program Director Education Reform	Kern Family Foundation	Waukesha WI
Mr. Dan Peters	Chairman	Philanthropy Roundtable	Cincinnati OH
Col. Daniel Ragsdale	Vice Dean for Education	U.S. Military Academy	West Point NY
Mr. Larry Rosenstock	Founder	High Tech High	San Diego CA
Mr. Andy Rotherham	Founder	Bellwether Education	Washington DC
Dr. Marguerite Roza	Program Director	Gates Foundation	Seattle WA
Mr. Jeff Sandefer	Founder	Acton School of Business	Austin TX
Dr. Tamara Schiff	Sr. VP	NIET & TAP	Santa Monica CA
Fr. Tim Scully	Founder and Head	Educational Initiatives	Notre Dame IN
Ms. Kim Smith	Founder	Newschools Venture Fund	Napa CA
Mr. Preston Smith	Chief Academic Officer	Rocketship Education	Palo Alto CA
Ms. Mary Ann Snider	Director, Teacher Quality	Rhode Island Dept. Education	Providence RI
Dr. Jon Snyder	Dean Graduate Studies	The Bank Street School	New York NY
Mr. Jesse Solomon	Founder and Head	Boston Teacher Residency	Boston MA
Mr. John Staud	Co-Director	ACE Program	Notre Dame IN
Mr. Jim Stergios	Executive Director	Pioneer Institute	Boston MA
Dean Robert Sternberg	Dean, College of Arts & Sciences	Tufts University	Medford MA
Prof. Merola Sundt	Assoc. Dean	USC School of Education	Los Angeles CA
Mr. Whitney Tilson	CEO	Tilson Funds	New York NY
Ms. Kate Walsh	President	National Council on Teacher Quality	Washington DC
Mr. Jeff Wetzler	Chief Learning Officer	Teach For America	New York NY
Mr. Joe Williams	Head	Democrats for Education Reform	New York NY

*Developing a New Concept for Advanced Classroom Teacher Training for High Performing,
Early Career Teachers Committed to Closing the Achievement Gap*