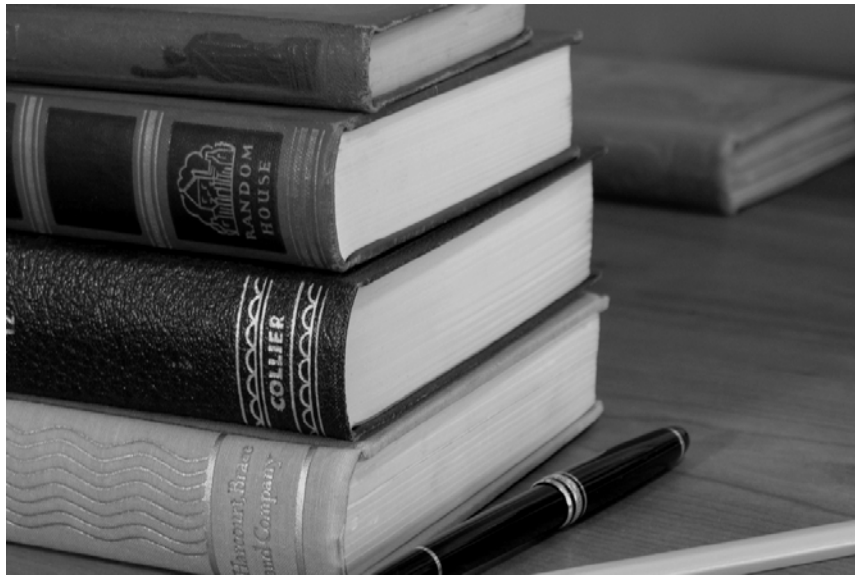


NEW CONCEPT FOR A  
PUBLIC SCHOOL CLASSROOM  
ADVANCED TEACHER TRAINING  
UNIVERSITY/PROGRAM



COST FREE ADVANCED TEACHER TRAINING  
IN RETURN FOR YEARS OF SERVICE IN OUR  
NATION'S NEEDIEST CLASSROOMS

*- THE WEST POINT OF THE EDUCATION WORLD*

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# TEACHER TRAINING UNIVERSITY CONCEPT

COST FREE ADVANCED TEACHER TRAINING IN RETURN FOR YEARS  
OF SERVICE IN OUR NATION'S NEEDIEST CLASSROOMS  
- *THE WEST POINT OF THE EDUCATION WORLD*

## THE PROBLEM:

Our nation lacks sufficient numbers of high quality teachers to staff the classrooms of our public schools. The nation's 1,200 Schools of Education are said to be doing a poor job of training new teachers, setting low standards, offering weak curricula and operating with a disconnectedness from the needs of today's classrooms among their problems. Alternative certification/training programs are emerging as a partial answer, some with good success. Given the sheer volume of teachers needed (>250,000 new teachers per year), no one solution will suffice.

According to Arthur Levine, the former President of Teachers College, Columbia University and now President of the Woodrow Wilson National Fellowship Foundation, in a scathing report on the state of teacher education in our nation published in 2006, "...[U]niversity-based programs... suffer from low admission and graduation standards... [are] disconnected from school practice...[While] several model teacher education programs [exist]... too often teacher education programs cling to an outdated, historically flawed vision of teacher education..." Levine's findings include inadequate preparation, a curriculum in disarray, a disconnected faculty, low admissions standards, insufficient quality control, and disparities in institutional quality.<sup>1</sup>

There are approximately 3,200,000 K-12 public school classroom teachers in the United States today. By some estimates as many as 15% leave the profession or move jobs each year due to retirement, alternative careers and other reasons. Our nation scrambles each year to recruit >250,000 new teachers to the profession. While the pace of change at our Schools of Education and some alternative certification programs may represent a solution akin to "death by a thousand cuts," additional bold action is necessary to systemically change the quality of classroom teachers, the attractiveness of the profession of classroom teaching and the perceived social status of classroom teaching as a profession.

Many experts who have examined these problems report that the world of K-12 education does not attract the best and brightest of our nation's youth, and those that do come do not stay long. Our recruiting techniques are subpar, our training techniques outdated, honest performance appraisal virtually non-existent, our mentoring resources scarce and our compensation plans inadequate. These problems fall disproportionately on our nation's neediest, high poverty schools as well. A number of research studies have documented the phenomenon that our nation's neediest classrooms are the least likely to be occupied by high

performing teachers and those that do all too quickly leave for better surroundings.<sup>2</sup>

The broader sociological problems connected with public school classroom teaching form an even starker backdrop. Education world insiders wrestle with the definition of the occupation of a K-12 classroom teacher as a “craft” or a “profession,” thus creating discord among those tasked with attracting and preparing new generations of teachers.<sup>3</sup> The days of women with narrow career choices “forced” into classroom teaching as the only viable option affording them the balance of a professional career and a family have been replaced by a more open social structure, where numerous lucrative careers are available to women and a broader range of acceptable family systems allows them greater flexibility in managing family and work. The pay systems of other professions for both men and women considering a career in classroom teaching are reported to be more attractive thus rendering teaching posts less desirable from an economic point of view. With the increasing demand for technical, knowledge workers trained in subjects such as math and the sciences, school districts report rising difficulty in recruiting and retaining qualified math and science teachers. Candidates are opting for the more lucrative choices available to them in other industries.<sup>4</sup>

Fundamentally, the social status of the classroom teacher has not risen with the times. While many deem teaching a “noble” profession, K-12 public school classroom teachers do not occupy a particularly high position within the hierarchy of jobs sought by individuals with four year college degrees or advanced degrees. While college professors do seem to occupy a level within the nation’s social “caste” system alongside lawyers, medical doctors and other professionals, K-12 classroom teachers do not. It may be that the general perception of classroom teaching in the eyes of the public is heavily influenced by its status as a predominantly union-organized occupation, thus aligning classroom teaching more closely with factory work or other blue-collar jobs, also organized by labor unions. This may restrict its social standing. It may also be the low admissions threshold of education schools, the relative ease of entry into the occupation, the caliber of college graduates currently attracted to the occupation and other self-inflicted aspects that negatively affect the perception of classroom teachers within society. Many of these phenomena are self-reinforcing, which further suppresses the perceived “value” of classroom teaching as an occupation in our value conscious society.<sup>5</sup>

The best and brightest are not attracted to the occupation of K-12 classroom teaching in sufficient numbers for the myriad aforementioned reasons. Those that are initially attracted do not consistently stay. As mentioned these trends are exacerbated at our nation’s neediest schools, where very few high performing teachers find their way and those that do have the highest probability of leaving those schools and/or leaving the profession all together.

Teacher quality must be improved at the same time that the industry fights to recruit the large number of teachers needed to cover the nation's classrooms.

**AN ANSWER:**

While Arthur Levine chastised the schools of education en masse, he did identify a handful doing noteworthy work in training fledgling classroom teachers. Norman Atkins the founder of Uncommon Schools, a well regarded network of New York-based charter schools, teamed with KIPP, Achievement First and CUNY Hunter College School of Education Dean David Steiner, to create an entirely new Teacher Training program under the auspices of the City University of New York. Their ambitions include a geographic expansion to include ten cities and a thousand graduates in each location when fully ramped. The impetus for this development was the need for high performing teachers in the growing number of charter schools led by Atkins, KIPP and Achievement First. UKA Teacher University, by collaborating with CUNY Hunter College, dramatically accelerated its entry into the field. Curricular control, administrative autonomy, personnel selection and other aspects of UKA Teacher University were effectively traded to some degree for the value of an established partner (CUNY) providing regulatory support, existing facilities and rapid market entry.<sup>6</sup>

Numerous alternative certification programs have populated the landscape in virtually every state, as public schools clamor for new teachers and pressure from legislation, such as No Child Left Behind, mandate that all teachers be certified. By some estimates a third of all new teachers enter the classroom with alternative certifications today.<sup>7</sup> The Boston Teacher Residency (Boston, MA), High Tech High (San Diego, CA), and the Alliance for Catholic Education (Notre Dame University, South Bend, IN) are three such programs heralded as very successful models for alternative certification. While these programs produce graduates of high caliber, they produce very few each year.<sup>8</sup> (the programs graduate approximately 75, 30 and 100 teachers per year, respectively).

With upwards of 250,000 new teachers required each year, much attention is appropriately being placed on the recruitment of legions of new teachers. How can we effectively recruit in high volumes and meet some minimum criteria for quality? And in the midst of all the discussions about recruiting 250,000 teachers annually, is there room to talk about trying to attract "the best of the best?"

Some have likened the challenges of recruiting, training and retaining classroom teachers to that of building and maintaining a military capable of serving in its many duties to insure the safety of our nation. Our country's safety is a stated top federal priority and the government spends almost a trillion dollars annually (base budget of \$600 billion+) when all military and defense related expenditures are included. To ensure that the proper talent continues to be available to the

branches of our nation's military, the federal government finances five military academies totaling 15,000 to 16,000 students, graduating more than 3,000 officers each year, of a total population of active duty officers of over 220,000.

In contrast, education is largely financed at the state (46%) and local (44%) level and our nation expends more than \$520 billion annually on K-12 public school education serving more than 50,000,000 students.<sup>9</sup> While there are numerous educational and certification pathways to classroom teaching, few are focused on attracting the best and brightest. **One way to address this problem is to employ the United States Service Academy model: a "cost free" education in return for years of service to the profession. In the case of education, a Masters in Teaching degree in return for years of classroom teaching in our nation's neediest public schools.**

To continue the military analogy, in order to build an army, among the legions of infantry recruited to satisfy the numerical requirements must be the identification and recruitment of the exceptional infantrymen, those that stand apart. In every brigade of 2,000 to 5,000 persons there should be at least one of exceptional training and talent. In the field of K-12 education, we must develop an educational pathway and program that nurtures those exceptional classroom teachers who will have a profound influence on their peers and on the profession at large.

In Stephen Ambrose's book, *Citizen Soldier* (Simon & Schuster, 1998), he describes the European Theatre of WWII through the lens of the junior officer and infantryman. It is Ambrose's contention that the war was won, not by the high ranking officers or grand strategies, but by the skills, resourcefulness and adaptability of the rank and file infantrymen and junior officers. These exceptional people playing unexceptional roles delivered the victory to the Allied forces.<sup>10</sup>

Our twenty first century call for help in the battle for public school reform requires this same style of front line, high performing, resourceful, adaptable professional person occupying our nation's neediest classrooms.

We need a program and an institution dedicated to developing the "junior officers and infantrymen and women" needed as classroom teachers and equipping them with the tools, techniques and sensibilities to seed the schools they occupy and lead the effort to improve classroom teaching one class at a time.

In order to attract the best and brightest to the profession of classroom teaching and to inculcate new waves of these highly skilled, high performing teachers a new professional school should be created. Borrowing the best of the military academies ("cost free," deliberate cultural elements reinforcing institutional

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values and philosophy) and the advantages of the highest ranked professional schools (e.g., Harvard Business School, Yale Law School, Stanford Medical School) (exclusivity, strength of institutional brand, academic leadership, cultural influence, a lifelong collegial network ), a new Teacher Training University/Program (TTU) should be created.

### THE BENEFITS OF SUCH AN INSTITUTION INCLUDE:

- ✓ **Ability to design with a clean slate**

The ability to start with a “green field” allows for an entirely new curriculum crafted from the ground up, unfettered by the potential biases of the existing modes of advanced teacher training.

Circa 1997, after the U.S engineering community and the National Science Foundation declared that 21<sup>st</sup> century engineers required a new curriculum and approach to specialized engineering training at the higher education level, the Franklin W. Olin Foundation offered to help fund an entirely new undergraduate institution dedicated to delivering a 21<sup>st</sup> century undergraduate engineering education. Through a novel series of start-up and design stages, the Olin College of Engineering succeeded in creating a revolutionary new curriculum overcoming many of the identified deficiencies of the National Science Foundation report and in the process gaining a national reputation before it even opened its doors. A far more integrated and interdisciplinary curriculum, a faculty and administration committed to new methods of undergraduate education (there is no tenure at the Olin College of Engineering, among other novel human resource policies), as well as facilities, and core principles consistent with its ambitious objectives, all set the Olin College apart from its peers. In its first year of operation it was ranked #6 in the nation in undergraduate engineering schools!<sup>11</sup>

The Olin College of Engineering was able to achieve its ambitious objectives on an aggressive timeline due to strong financial support (\$400,000,000 from the Franklin W. Olin Foundation), effective planning and recruiting, and the clean slate it operated with.

Addressing questions of program duration, basic structure, classroom time, lectures, practical work teaching in local schools and other activities will be more easily conducted without the structural and cultural biases implicit in attempting to accomplish the same objectives from within an existing school of education. Starting in literally a “green field” provides the distinct advantage of building a school program, curriculum and culture from the ground up. The best ideas, best practitioners, most innovative approaches all focused on crafting the optimal teacher training program for 21<sup>st</sup> century K-12 classroom teachers is the objective.

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In discussions with experts currently attempting to develop improved approaches to teacher training by designing new programs within the walls of existing education schools, a recurring theme is the limitations and entrenched policies, procedures and people which unintentionally inhibit dramatic progress. Change is difficult in general. In the world of education schools, many skeptics and experts do not believe that there exists the institutional will to change from within. Mired in old paradigms, positioned poorly within the world of higher education, underfinanced and undermanaged, schools of education have not demonstrated the ability to produce dramatic improvements of the scale envisioned here. A green field approach, releases program designers from these challenges, so that they are able to blend the best elements of existing, outstanding professional schools in the design of TTU.

Olin College of Engineering (recent start up)	West Point	Harvard Business School	New Teacher Training University (TTU)		
Curriculum design from a clean slate	Culture completely tailored to school objectives	Program structure designed to foster team bonding and lifelong collegial network	✓	✓	✓
School adopted policies, procedures, values optimized for 21 <sup>st</sup> century higher education	24/7 inculcation of students in school and professional values throughout program duration	Positioned at central, highly influential place within profession generates influence for school, its graduates, and its discoveries	✓	✓	✓
First students participated in program design as collaborators	Esprit de corps created through intentional cultural elements	Aggregate effect of success as elite professional school allows HBS to “lead” in its domain	✓	✓	✓
Human resource policies tailored to school objectives (no tenure)	Graduates reach pinnacle of profession and are seen as role models for subsequent generations of aspirants	Graduates seed the profession as a distinct group, tightly networked, tracked by others and imbued with the professional capital generated by the reputation of the school and exclusivity of its admissions	✓	✓	✓
School ranked #6 in undergraduate engineering in its first year of operation	School ranked as one of the most selective for admissions in United States	Ranked annually among the most sought after professional degrees in the world	✓	✓	✓

✓ **Attracting the Best Candidates**

As a highly selective institution, only the best will enter and its graduates will seed the classrooms of our nation with their talents, their newly acquired skills, their improved methods and the imprimatur of a TTU degree.

As the entire public education world works to lift the perceived social status and desirability of a lifelong career of classroom teaching, highly selective programs will be needed to attract the best candidates to the advanced training needed for a career in the profession. The more challenging the admissions requirements, the more rigorous the program content, the stronger the reputation within the world of teacher training alternatives, the higher the caliber of applicants. A new program can attract the best candidates drawn from the top 20% of college graduates not the bottom 30% that so many programs currently attract.<sup>12</sup> The ability to offer such a “prized” degree “cost free” will dramatically increase the attractiveness of the program and the volume of qualified applicants.

✓ **Capitalizing on a Ripple Effect**

Teachers learn more readily “horizontally” from their peers than “vertically” from their superiors.<sup>13</sup> This suggests that seeding our nation’s neediest schools with high performing graduates of a new, well designed teacher training program can have the effect of accelerating the spread of these new methods and techniques in the schools and school districts most in need of improvements.

The collegial nature of teaching fosters a willingness to view peers as a resource. As in other organizational work settings, some trepidation is often associated with sharing shortcomings and problems with superiors who are responsible for evaluating performance, particularly, as in the case of teaching, when superiors are not performing the same tasks on a daily basis (e.g., administrators). This reinforces the attractiveness of seeking out peers for professional development and problem solving.

A new teacher training program which incorporates some mentoring training and is designed with the stated objective of openly disseminating its techniques and approaches will prepare graduates to serve as resources to their local school communities and over time, these graduates can serve as colleague-mentors within their schools and districts.

✓ **Effecting Systemic Change**

One promising aspect of the potential for change engendered through the success of a new teacher training program is the impact on existing schools of education. Some within the profession are skeptical that existing schools will ever change. Others believe that it is just this type of outsider initiated

redesign that is required to set the tone for future positive change in the curricula and approaches to teacher training within existing schools of education.

As the graduates of this new teacher training program/university deliver improved student achievement in the nation's classrooms, other schools of education will take note and have the opportunity to adopt these same improved methods, curricular elements and approaches in their programs.

The original success of the case method in law schools led to its experimentation in business schools, where over a period of time it was widely adopted as a central teaching method.<sup>14</sup> The incorporation of experiential learning elements, minimum standards for admittance, entrance examinations and other elements all have a similar history of first novelty then widespread adoption in other professional schools.

The highly successful Olin College of Engineering cited earlier has experienced a variety of events and activities validating the impact they are having back into the existing world of engineering education.

- A major public institution has announced a joint development project to determine how much of the "Olin" approach can be adopted in a large public institution. This would entail scaling the Olin model 10 times.
- Countless campus visits, detailed meetings, inquiries and other information requests from other engineering schools occur continuously.
- Several foreign schools of engineering have engaged Olin in a consultative capacity to determine which aspects of the Olin approach are transferable.
- Olin professors describe their sabbatical years at other schools of engineering and schools of math and science, as well, as information exchanges, where the host schools are keenly interested in what approaches and methods and structures are adaptable.
- Olin professors are regularly asked to lecture and consult at other schools about the Olin experience.
- Several national committees and conferences have been initiated exploring further the issue of 21<sup>st</sup> century engineering education. In each case, Olin has been asked to lead or participate.

As one Olin professor aptly stated, "whatever our actual impact, do not expect to go to these other schools and have them say, 'oh, we learned this from Olin,' or, 'this was Olin's idea,' that won't happen for obvious reasons, but our impact is there nonetheless."

The influence that the Olin College of Engineering is having throughout the world of engineering education is transformative and revolutionary. The opportunity exists for a newly designed university of teacher training to have the same transformative effects on its peer schools.

✓ **Deploying Influence**

High demand for graduates of this new university/program will reinforce the novel and valuable work of the institution thus amplifying the strength of its reputation. This will help to position this teacher training university/program as a powerful new voice in the education and school reform worlds.

“Get me a TTU graduate!” This will be a bellwether signal of the success of the new institution. When practitioners in the field begin to demand graduates because of their exceptional personal and professional qualities, rigorous training and connection back into a network of like-skilled colleagues, the new TTU will occupy a central position within the field of teacher training programs.

The rise in reputation of the graduates in turn fosters a rise in the reputation of the institution, which symbiotically further feeds the value of TTU graduates. This is how brand strength is built. The deep rooted strength of educational brands (e.g., Harvard, Yale, Virginia, Michigan) is legendary. This fact makes the meteoric rise of the Olin College even more phenomenal. Creating a new school of education devoted to teacher training must attempt to access this powerful phenomenon, thus elevating the status of classroom teachers and in particular those equipped with the skills and training of TTU.

**CURRENT VISION:**

An advanced degree in teaching program, located in an urban center(s), close to K - 12 public school classrooms, graduating 1,000 - 1,500 public school classroom teachers per year.

Initial funding for the start-up phase, working capital and building requirements provided through a combination of philanthropic sources and public funding. Long term financing provided through, local, state and federal educational funding and alternative revenue sources derived from the relationship with the nation’s school districts/schools (e.g., rather than endowing professorships, endow student “seats,” guaranteeing a future supply of high quality teachers to that district/school).

Operating an institution with 1,000 to 1,500 graduate students, and all the necessary personnel and appropriate facilities can have annual costs of \$50,000,000 to \$100,000,000, depending on how it is built. The United States Military Academy, with its 16,000+ acres, 4,400 cadets and full staff is said to cost approximately \$336,000,000 annually (roughly \$75,000 per cadet) to operate.<sup>15</sup> An urban setting, close to the public K-12 classrooms needing TTU student teachers would arguably have a different cost structure than a rural site. Different

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approaches to facilities (i.e., building new, leasing, renovating existing buildings), will have a direct bearing on startup costs and ongoing operating expenses. A monolithic and distributed build out plan will be explored.

To finance a “cost free” advanced degree program for as many as 1,000 to 1,500 classroom teacher candidates, will require a combination of initial investments coupled with ongoing local, municipal, state and federal funding. The appropriate balance and most cost-effective ideas will be explored to present a viable, sustainable operating model for the new university/program. There are numerous organizations, governmental organizations, private institutions, foundations, municipalities and other entities that would gain from the creation of such an institution. All of these will be explored to determine what role they might play in the financing of its creation and ongoing operation.

In a \$500 billion sector of the nation’s economy so central to the future of our country a paucity of talent exists. No highly selective advanced teacher training programs of scale are available to attract the very best candidates. The value of recruiting, training and retaining such individuals is measurable and of high value. It is said that the loss of each recruited and trained teacher costs the system \$50,000 alone.<sup>16</sup> The cost in lost student achievement must be added to this figure. As research has indicated, high performing teachers can cover 1.5 years of material in one school year, while low performing teachers can cover as little as 0.5 years.<sup>17</sup> This is a dramatic cost in lost student achievement, which if aggravated by several consecutive years can spell disaster for an elementary school student (e.g., by the beginning of the fifth grade, student A is operating at the sixth grade level, while student B is operating at the second grade level).

### NEXT STAGE OF DEVELOPMENT

Complete a six – nine month Early Planning Project to address five crucial aspects of the Plan (items 1 – 4 were generously identified by Norman Atkins CEO UKA Teacher U, Founder Uncommon Schools):

1. Develop a **viable economic model** from early start-up stage through to operating the school, exploring all potential sources of short and long term funding and the costs associated with each stage of development (planning, start-up, ongoing operations).

The most ambitious aspect of the new Teacher Training University/Program is the aspiration to be “cost-free” to accepted students. As stated previously, with an estimate of \$40,000 - \$70,000 per student per year, the new university’s operating expenses could range from \$50,000,000 to more than \$100,000,000 annually (these figures will be examined in the Early Planning Project).

Costs to be determined include startup funding (during the early planning phases), facilities costs, ongoing personnel costs (salaries and benefits), and ongoing operating expenses. Potential funding sources include philanthropic sources such as educational foundations, corporate and individual philanthropists and other foundations with an interest in the work of the new institution. Additionally, local, municipal, state, and federal revenue sources may play an important role. All potential sources of financing will be researched.

Viable economic alternatives under varying operating and startup assumptions will be developed during the Early Planning Project. (e.g., location, school size, funding sources, alternative facility approaches).

2. Craft **market positioning** vis-à-vis other graduate schools of education and alternative training programs. Investigate plausibility of teaming with brand name institutions of higher education or building an entirely new institution or some other hybrid positioning model.

What position will this new university/program occupy within the marketplace of undergraduate, graduate and alternative teacher training options. A detailed review of the landscape of such programs and institutions will be mapped and examined and plausible alternative “positionings” will be explored. A proposed positioning(s) within the education world will be offered as a deliverable in the Early Planning Project.

Directionally, the purpose of developing this university/program in the manner being presented here, is to capture a very “high end” position within the myriad choices available. By creating a highly attractive program in terms of its content, structure, price and the caliber of its participants, the result should be high desirability for the best, young, public school classroom teachers in the nation. TTU will be a place where the most highly educated, high achieving teachers, interested in a lifetime of classroom work will be drawn to do their advanced degree work and where they will flourish.

3. Begin the process of building the **optimal curriculum** from the ground up. Answer the question: “if you could create an advanced teacher training program with a clean slate, what would it look like?” Identify the most successful curricular elements in the best programs today, identify the best practitioners in the field, study program duration, program structure, the use of technology, the relationship to public schools for the practice portion of the program. Explore the most promising new ideas.

Today experiments in revamping curricula at existing undergraduate, graduate and alternative teacher training programs abound. Technology applications, video feedback, extended classroom student teaching time, close

mentoring, and real time feedback are some of the techniques being employed. Some of these innovations and other long standing methods will comprise aspects of a proposed, optimal curriculum for the new teacher training university/program.

A new teacher training university/program has an opportunity like no other: a fresh start with a clean slate. During the Early Planning Project promising programmatic elements, new techniques, the methods of other programs and individual contributors leading these efforts nationwide will be identified and evaluated. Preliminary proposals for program structure, duration and content will be delivered in the Early Planning Project.

Some of the experiences and methods of the Olin College of Engineering will be adopted, as Olin has led a revolutionary effort in reconstructing 21<sup>st</sup> century engineering education over the last decade. Their efforts culminated in the creation of the Olin College of Engineering (described above). Their President, Richard Miller is said to have reminded the design team, "21<sup>st</sup> century curriculum has an expiration date on it!" The notion that flexibility and adaptability should be incorporated into any curricular design project is a valuable reminder for the work presently contemplated. It also suggests the adoption of a continuous improvement mindset and ongoing openness to new ideas.

4. Map out the **regulatory pathways** needed to get the Program(s) of the new University accredited and the graduates of the Program(s) licensed and certified to teach in the various public school districts in which they will be placed.

At several levels the contemplated new degree conferring institution will require regulatory approvals:

- A.) The program itself, as a Masters in Teaching degree will require accreditation (e.g., National Council for Accreditation of Teacher Education, accreditation from the geographic Association of Colleges and Universities).
- B.) While no universally accepted, overarching accreditation exists for K-12 public school classroom teachers at a national level, a variety of national and state-level certifications, requirements and exemptions do exist. Navigating these regulations efficiently to position graduates to serve where they are most needed throughout the United States will be important. This mapping work will be completed during the Early Planning Project

One potential advantage of developing an advanced level program targeting early career, but experienced teachers, is that most, if not all candidates for admissions will have certifications from their previous post-baccalaureate

teaching work. Additional clearances will be required for the practice portion of the curriculum, where all graduate students will be working extensively in local public school classrooms during their program.

5. Explore new methods of **identifying, recruiting and selecting high quality classroom teaching candidates**, and determining those candidates most likely to spend a career of service in the nation's classrooms.

Much important sociological work has been conducted to trace the cultural and historical evolution of the classroom teaching profession;<sup>18</sup> why the profession has been historically dominated by women, why the single pay scale exists, why the profession holds lower social status than many other "professional career choices," why professional schools of education seem to draw predominantly from the lower 30% of student performance,<sup>19</sup> and few if any students come from the top echelons of high achieving college graduates (as is the case in Finland, where they draw classroom teaching candidates from the top 10% of college graduates). Additional research has demonstrated that a large wave of new teachers leave the profession in droves at the 1 - 2 year mark (Bad fit) and again at the 3 - 5 year mark (disenchantment).<sup>20</sup> None of this research specifically surveys "good teachers" and their reasons for staying or leaving the profession. Learning about the misgivings, hopes, aspirations and disenchantments of those teachers seen as high performing is important information currently missing from the conversation.

More than 15% of the total population (3,200,000 teachers) of public school classroom teachers are said to leave the profession or switch jobs each year due to retirement, performance issues, alternative career choices and all other reasons.<sup>21</sup> Work conditions, pay, other career options, bad fit, are all cited as reasons for these mass departures. While other industries invest a great deal in the upfront selection processes, in early screening, in rigorous entry requirements, certifications and other methods, education experts suggest that the barriers to entry in the classroom teaching ranks are very low in contrast with other professions requiring four year college degrees and advanced degrees, in part accounting for the high turnover. Examining appropriate changes to the selection and the recruitment process is needed.

With increased emphasis on identifying key attributes of high performing classroom teachers, developing testing and interview techniques, and attempting to screen for those individuals exhibiting a propensity to stay in classroom for an entire career, the major investment being made in each student of this new teacher training program will be better protected.

With a combination of survey work (on the attitudes and beliefs of "good" teachers) and the application of improved methods of attraction and selection of top candidates with a commitment to classroom teaching, major improvements can be made in attracting the right persons to this new institution. Behavioral

interviewing, personality testing, video screening and other selection procedures will be evaluated during the Early Planning Project. (see the work of Dean Robert Sternberg, Tufts University).<sup>22</sup>

Work by Professor Monica Higgins at Harvard University has been conducted on the positive impact that “career imprinting” can have on an entire cohort of trainees, when they are brought through the same system of early career methods, culture and values. These techniques can be incorporated into the design of the systems and culture of this new institution.<sup>23</sup> This will be examined in the Early Planning Project, as well.

Higher selectivity, alignment between the needs and objectives of a career in classroom teaching and the methods, values and cultural characteristics of a new institution, and the peer and cohort effects that such an institution will imbue in its graduates will be an additional component of its potency in transforming the world of teacher training and in turn transforming the public school classrooms of our nation.

#### EARLY PLANNING PROJECT DELIVERABLES WILL INCLUDE:

1. Viable Economic Models for new university/program including funding sources, start up, construction and operating cost estimates, revenue sources, balance between public and private funding, role of government and philanthropic sources, short and long term financial outlook.
2. Market Positioning options for new university/program. Where will the TTU fit within the landscape of alternative teacher training programs. How might it occupy the influential and central positioning necessary to effect the levels of change aspired to, near term and long term? Investigate plausibility of teaming with brand name institutions of Higher Education or building an entirely new institution or some other hybrid positioning model.
3. First pass at key Curricular Elements and Program Structure. Highlight the best of what is available today. What new programmatic elements have the most promise? What organizational structure and program duration makes the most sense? Who are the best practitioners in the field of advanced classroom teacher training?
4. Map of regulatory pathways, costs and timetable for program accreditation and graduate licensure and certification.
5. Identification of suggested elements of new approach to recruiting and selecting best potential classroom teachers. Report on results of survey work to be conducted with “good” teachers; describe methods of interviewing, testing, screening employed in other school and work settings to identify top candidates;

include work on identifying candidates and candidate attributes with a propensity to stay in the classroom for an entire career.

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- <sup>1</sup> See full report published by Arthur Levine, *Educating School Teachers*, 2006.  
[www.edschools.org/pdf/Educating\\_Teachers\\_Report.pdf](http://www.edschools.org/pdf/Educating_Teachers_Report.pdf)
- <sup>2</sup> Warner, Governor Mark. “Netting an Elusive Breed: Disadvantaged Schools Need Better Teachers.” *Education Next*, Vol. 4 4 (Fall 2004): 39 – 43. See also, Richard M. Ingersoll, “Why Do High-Poverty Schools Have Difficulty Staffing Their Classrooms with Qualified Teachers?” *National Task Force on Public Education, Center for American Progress*, 2004.
- <sup>3</sup> Levine, Arthur. *Educating School Teachers*: p1 – 3.
- <sup>4</sup> Rosenholtz, Susan J. and Mark A. Smylie. “Teacher Compensation and Career Ladders.” *The Elementary School Journal* vol. 85 2 (November 1984): 149 – 166. See also, Rotherham, Andrew J. “Achieving Teacher and Principal Excellence: A Guidebook for Donors.” *Philanthropy Roundtable*, 2007, p71. Also, Solmon, Lewis C. “Recognizing Differences: Let’s Reward the Good Teachers.” *Education Next*, Vol. 5 1 (Winter 2005): 16 – 20.
- <sup>5</sup> Lortie, Dan C. *Schoolteacher*. Chicago: University of Chicago Press, 1975: p1 – 24, for a discussion of the historical socialization of the classroom teaching occupation.
- <sup>6</sup> [www.teacheru.org](http://www.teacheru.org)
- <sup>7</sup> Kane, Thomas J. Jonah E. Rockoff and Douglas O. Staiger. “Photo Finish: Certification Doesn’t Guarantee a Winner.” *Education Next*, Vol. 7 1 (Winter 2007): 61 – 67.
- <sup>8</sup> Newman, Katherine. “Teacher Training, Tailor-Made: Top Candidates Win Customized Teacher Education.” *Education Next*, Vol. 9 2 (Spring 2009): 43 – 49.
- <sup>9</sup> See Center for Education Reform data [[www.edreform.com/Fast\\_Facts/K12\\_Facts/](http://www.edreform.com/Fast_Facts/K12_Facts/)] derived from [http://nces.ed.gov/programs/digest/d08/tables/dt08\\_065.asp](http://nces.ed.gov/programs/digest/d08/tables/dt08_065.asp) Tables 171, 65, 2.
- <sup>10</sup> Ambrose, Stephen. *Citizen Soldiers*. New York: Simon & Schuster, 1998. Also, telephone discussion with Mr. Doug Lemov, Managing Director, True North Charter Schools, May 12, 2009.
- <sup>11</sup> [http://www.olin.edu/about\\_olin/news/press\\_release.aspx?id=311](http://www.olin.edu/about_olin/news/press_release.aspx?id=311) “In its debut ranking in US News and World Report, Olin is listed among the 10 best undergraduate engineering institutions in the country. Olin is ranked number six, along with the U.S. Military Academy at West Point, based on a survey of deans and senior faculty at peer undergraduate institutions.”
- <sup>12</sup> Professor Sandra Stotsky, University of Arkansas, Public lecture, “Improving Teacher Quality: Key to Urban School Reform.” Manhattan Institute, New York City, April 23, 2009.
- <sup>13</sup> Lortie, Dan C. *Schoolteacher*, Preface 2002 Edition, p xv.
- <sup>14</sup> See Michael J. Roberts, *HBS in 2008*, Case: N9-908-414, revised April 16, 2008, p 3 – 4. See also, David A. Garvin, *Making the Case*, Case:304041-HCC-ENG, September 4, 2003.
- <sup>15</sup> Telephone conversation November 25, 2009 with Lt. Col. Steven Hanson Deputy Budget Director USMA Office of Resource Management.
- <sup>16</sup> Newman, Katherine. “Teacher Training, Tailor-Made: Top Candidates Win Customized Teacher Education.” *Education Next*, Vol. 9 2 (Spring 2009): p49.
- <sup>17</sup> Gordon, Robert, Thomas J. Kane and Douglas O. Staiger. *Identifying Effective Teachers Using Performance on the Job*. Washington, DC: Brookings Institution, 2006.
- <sup>18</sup> Lortie, Dan C. *Schoolteacher*, 1975.
- <sup>19</sup> Prof. Sandra Stotsky public lecture, April 23, 2009.
- <sup>20</sup> National Commission on Teaching and America’s Future Symposium. “Unraveling the ‘Teacher Shortage’ Problem: Teacher Retention is the Key.” Washington DC, August 20 – 22, 2002. Also, phone interview with Tim Daly, President The New Teachers Project, August 31, 2009. See also, Richard Ingersoll report, “Why Do High-Poverty Schools Have Difficulty Staffing Their Classrooms With Qualified Teachers?” *National Task Force on Public Education, Center for American Progress*, 2004.
- <sup>21</sup> Moore, Susan C. “...Why New Teachers Stay.” *American Educator*, Summer 2006, pg. 13.
- <sup>22</sup> See Sternberg, Robert J. (2000). *Making school reform work: A “mineralogical” theory of school modifiability*. Bloomington, IN: Phi Delta Kappa Educational Foundation. Also Stemler, S. E., Elliott, J. G., Grigorenko, E. L., & Sternberg, R. J. (2006). “There’s more to teaching than instruction: Seven strategies for dealing with the practical side of teaching.” *Educational Studies*, 32(1), 101–118. Sternberg has written and worked extensively in identifying key attributes of elementary and secondary school teachers and in the construction of occupational interviewing, testing and recruiting techniques.
- <sup>23</sup> See Monica Higgins and Frederick Hess, “Learning to Succeed at Scale,” monograph prepared for the National Association of Charter School Authorizers, February 2009. See also, Higgins, Monica C. *Career Imprints: Creating Leaders Across an Industry*. San Francisco: Jossey – Bass, 2005.

## Appendix A: Key Industry Contacts

Author Note: I am grateful to each of the following persons who have given time, critiqued, encouraged, challenged and/or added to the ideas behind building a new Teacher Training University.

- Mr. Dave Alexander, Director Strategic Outreach, U.S. Naval Academy, Annapolis, MD
- Mr. Seth Andrew, Founder Head, Democracy Prep, NYC, Cumberland RI
- Mr. Norman Atkins, Founder Chairman UKA Teacher U, Uncommon Schools, New York, NY
- Mr. Jonathan Bassett, Head, Newton Teacher Residency, Newton, MA
- Cpt. Susan Bibeau, Director Admissions, US Coast Guard Academy, New London, CT
- Dr. Ashley R. Berner, Senior Fellow & Executive Director of Education Initiative, Institute for Advanced Study of Culture, U. of Virginia, Charlottesville, VA
- Ms. Linda Brown, President, Building Excellent Schools, Boston, MA
- Dr. Michael Budd, Director, Doctoral Programs, Salve Regina University, Newport, RI
- Dr. Cara Candal, Boston University School of Education, Boston, MA
- Mr. Matt Candler, President, New Schools New Orleans, New Orleans, LA
- Mr. Thomas Carroll, Founder, President, Foundation for Education Reform and Accountability, Brighter Choice Charter Schools, Charter Schools, Clifton Park, NY
- Mr. Samuel Casey Carter, Senior Fellow, Center for Education Reform, Washington, DC
- Dr. Daniel Cowdin, Head Religious Studies Dept. Salve Regina University, Newport, RI
- Mr. Tim Daly, President, The New Teacher Project, New York, NY
- Mr. Angus Davis, Regent, State Board of Education, Founder Best for Kids Foundation, Providence, RI
- Col. Michael Endres, Deputy Director Admissions, U.S. Military Academy, West Point, NY
- Mr. Michael Goldstein, Founder CEO Match Public Charter School, Boston, MA
- Mr. Joe Haberman, Managing Director, Heidrick & Struggles, Washington, DC
- Mr. Stephen Hannabury, Chief Financial Officer, Olin College of Engineering, Needham, MA
- Lt.Col. Steven Hanson, Deputy Budget Director, Office of Resource Mgt. USMA, West Point, NY
- Dr. Monica Higgins, Professor, Harvard Graduate School of Education, Cambridge, MA
- Dr. Marc Holley, Senior Program Officer, Walton Family Foundation, Bentonville, AK
- Mr. Joseph Hunter, Director of Information, Olin College of Engineering, Needham, MA
- Dr. Linda Jarvin, Tufts University School of Education Research Professor, Medford, MA
- Mr. Saul Kaplan, President, Founder, Business Innovation Factory, Providence, RI
- Dr. Stephen Kelner, Managing Director, Egon Zehnder International, Boston, MA
- Mr. Ed Kirby, Senior Program Officer, School Choice in Education Reform, Walton Family Foundation, Bentonville, AK
- Mr. Doug Lemov, Managing Director, True North Schools, [Uncommon Schools], Albany, NY
- Mr. John Lock, CEO, Charter School Growth Fund, Boulder, CO
- Mr. Robert Lundin, Head University Partnerships, Teach For America, Houston, TX
- Mr. David Montague, Head Memphis Teacher Residency, Memphis, TN
- Mr. Bill Oberndorf, 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
- Mr. Pete Peters, Founder, Peters Family Foundation, Pioneer Institute, Boston, MA
- Dr. Ted Quinn, University Partnerships, Teach for America, New York, NY

## ADVANCED TEACHER TRAINING UNIVERSITY CONCEPT

- Col. Daniel Ragsdale, Vice Dean for Education, U.S. Military Academy, West Point, NY
- Dr. Ron Ratcliff, Professor, Naval War College, Newport, RI
- Mr. Jeff Sandefer, Founder, Acton School of Business, Austin, TX
- Mr. Jesse Solomon, Director, Boston Teacher Residency, Boston, MA
- Dr. Lynn Andrea Stein, Professor, Olin College of Engineering, Needham, MA
- Dean Robert Sternberg, College of Arts & Sciences, Tufts University, Medford, MA
- Dr. Patrick Sweeney, Professor, Naval War College, Newport, RI
- Mr. Whiney Tilson, Democrats for Education Reform, New York, NY
- Mr. Jeff Wetzler, Chief Learning Officer, Teach For America, New York, NY

### Appendix B: Management Bio

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. He managed a successful marketing, strategic planning and investment consultancy and led the healthcare and life science practice at a Boston-based boutique investment bank.