

Expanding the Pipeline of Teachers and Principals in Urban Public Schools: Design Principles and Conditions for Success

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with research assistance from
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January 2009

COMMISSIONED BY

CLEVELAND
Foundation

The
George Gund
Foundation

CONTENTS

- ACKNOWLEDGEMENTS** i
- EXECUTIVE SUMMARY** ii
 - Design Principles** ii
 - Conditions for Success** iii
- OVERVIEW: RESEARCH QUESTIONS AND PROCESS** 1
 - Organizations Studied** 2
- DESIGN PRINCIPLES** 4
 - Recruitment** 4
 - Selection** 6
 - Training** 8
 - Retention** 11
- CONDITIONS FOR SUCCESS** 12
- NOTES** 16
- APPENDICES** I-1
 - Organization Profiles: Principal Preparation Programs** I-1
 - Organization Profiles: Teacher Preparation Programs** II-1

ACKNOWLEDGEMENTS

The authors wish to acknowledge Helen Williams at the Cleveland Foundation and Ann Mullin at the George Gund Foundation for their vision and support for this research. We are also grateful to the leaders and staff members of each of the organizations profiled in this report, who graciously shared their thoughts and experience and provided generous access to documents and information. **The figures and statistics presented here were current as of July 2008.** All conclusions and interpretations are ours.

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EXECUTIVE SUMMARY

In 2006, the Cleveland and George Gund foundations adopted a joint strategy to proactively focus on building a portfolio of excellent schools in Cleveland. The foundations each agreed to allocate up to \$2 million per year over five years (up to \$20 million in total) to support the scaled-up development of new, high quality small schools that are empowered to make critical decisions at the school level.

As part of this initiative, the foundations have invested in critical research in three areas: the reorganization of the district central office to support new school development, the role of external organizations in creating new schools, and the development of principal and teacher pipelines to support a talent pool that is prepared for and committed to urban education.

This report presents our findings from the foundations' third research inquiry: analyzing best practices in expanding the pipeline of outstanding teachers and principals who are prepared for and committed to urban education. It contains an analysis of common themes among 18 promising efforts to attract and prepare teachers and principals for success in urban school systems. Nine of the profiled initiatives are national in scope; nine operate in individual districts. Eight are focused on developing teachers; ten are focused on principals.

Principal Preparation Programs
Aspiring Leaders Program
Boston School Leadership Institute
Building Excellent Schools
KIPP School Leadership Program
Montgomery County Leadership Development Program
National Institute for School Leadership
New Leaders for New Schools
NYC Leadership Academy
School Turnaround
University of Virginia School Turnaround Specialist Program
Teacher Preparation Programs
Academy for Urban School Leadership
Benwood Initiative
Center for Urban School Improvement
Inner City Teaching Corps
New Teacher Center
Teach For America
The New Teacher Project
Woodrow Wilson Indiana Teaching Fellowship

Our analysis outlines common lessons from across these organizations with regard to their design – including approaches to teacher and principal recruitment, selection, training and retention – and the context in which they operate – the local conditions that foster their success.

Design Principles

RECRUITMENT. The majority of the nation's most promising pipeline programs take an aggressive approach to recruitment that includes defining a compelling mission based on schools' needs, setting clear targets for recruitment, communicating an attractive "value proposition," and engaging in vigorous outreach.

SELECTION. The organizations we profiled are strategic about selecting new teachers and principals, through carefully chosen selection

criteria and a rigorous screening process. During the selection process, for example, most organizations expect to learn about much more than a candidate's degrees, experience or GPA. In addition to these basic qualifications, most look for specific competencies and skills that they have found are critical to participants' success.

Many organizations also engage candidates in several face-to-face meetings in addition to detailed paper applications. Most require applicants to participate in a series of interviews with several members of their team, and several ask applicants to engage in some kind of demonstration, such as teaching a mock class or reacting to a leadership scenario.

TRAINING. Leading pipeline programs engage their participants in both coursework and an in-school practicum – a design that, on the surface, resembles traditional modes of teacher and principal preparation. But these programs are remarkably different from traditional approaches, flipping the proportions of coursework and on-the-job training to provide extensive experience in the classroom and concentrated coursework that can be as short as a few weeks in duration.

RETENTION. While many of the organizations we profiled have developed strategic recruitment initiatives to draw more candidates into the profession, several put equal – or perhaps greater – effort into retention of high performers in an effort to slow the “revolving door.” The majority of these efforts are aimed at improving the quality of teachers’ and principals’ work environments, through continuous learning opportunities and intensive support during the first few years on the job.

Conditions for Success

Each of the design elements above requires an active partnership – or, at a minimum, close cooperation – among school, district and program staff in order to be fully carried out. Several of the programs profiled here have worked in dozens of cities across the country, and have found that particular conditions at the district level can foster or impede their success, including:

COMMITMENT TO FULL PROGRAM. Leaders in most of the pipeline programs have found that it is critical to have buy-in to the program at the district level as well as among other community leaders. In addition, most programs are designed to be adopted comprehensively, rather than piecemeal, and program staff often prefer to work in districts that can make this commitment.

STRONG WORKING RELATIONSHIP BETWEEN THE DISTRICT AND THE LOCAL UNION. While many programs’ graduates are local union members, several require waivers from or changes to key provisions of collective bargaining agreements. These organizations commonly look for a level of assurance that they will not experience programmatic hiccups due to unsuccessful negotiations.

ALIGNMENT WITH OTHER REFORMS. A district’s recruitment and training efforts for teachers and principals can have a much larger impact when they are aligned with other district policies. Many programs prefer to work in districts where human resources, curricular, financial and other policies are aligned with the tenets of the program.

ROBUST DATA SYSTEM. Most of the nation’s teacher and principal pipeline initiatives prioritize regular analysis of student achievement data as a major element of the program. Most prefer – and a few require – partnering districts to be able to administer, assess and turn around results on student assessments fast enough to influence instruction.

FLEXIBILITY WITH REGARD TO STATE, LOCAL AND DISTRICT POLICIES. Several programs require changes to policies that affect their participants, including certification requirements, job roles for teachers and school principals, assignment policies and compensation.

SPECIFIC FEE ARRANGEMENTS AND COSTS. Most of the organizations profiled here are funded primarily by private donations. The majority nonetheless require some financial investment from the districts with which they partner.

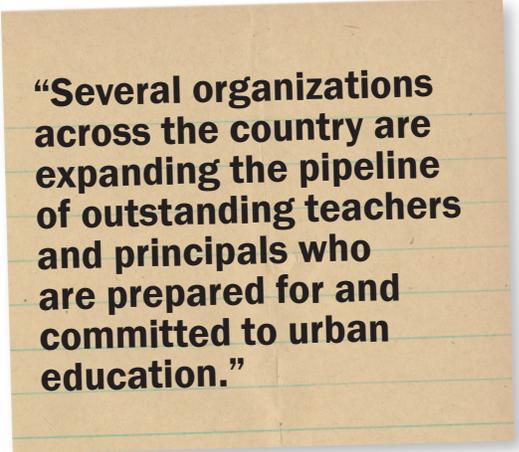
Each of these themes is explored more fully in the comprehensive report. Full profiles of organizations that focus on principal training are included in Appendix I; those that focus on teacher development are profiled in Appendix II.

OVERVIEW: RESEARCH QUESTIONS AND PROCESS

In June 2006, the Cleveland and George Gund foundations adopted a joint strategy to proactively focus on building a portfolio of excellent schools in Cleveland. The foundations each agreed to allocate up to \$2 million per year over five years (up to \$20 million in total) to support the scaled-up development of new, high quality small schools that are empowered to make critical decisions at the school level.

As part of this initiative, the foundations have invested in critical research in three areas: the reorganization of the district central office to support new school development, the role of external organizations in creating new schools, and the development of principal and teacher pipelines to support a talent pool that is prepared for and committed to urban education.

This research has informed several developments in Cleveland, particularly within the Cleveland Metropolitan School District. With significant funding from the foundations, the district has opened a new office dedicated to the planning, development, start-up and ongoing support of new innovative schools in Cleveland. Foundation staff have also worked with district leaders and the Cleveland Teachers Union to ensure flexibility for new schools.



“Several organizations across the country are expanding the pipeline of outstanding teachers and principals who are prepared for and committed to urban education.”

This report presents our findings from the foundations’ third research inquiry: analyzing best practices across the country in expanding the pipeline of outstanding teachers and principals for success in urban school systems. Specifically, we offer research and recommendations to address two key questions:

- *What innovative initiatives are in use in other cities—both local and national in scope—to attract and retain effective teachers and principals?*
- *What conditions do these initiatives require to be successful and sustained?*

Public Impact conducted an environmental scan to identify leading national and local initiatives that are designed to expand the pipeline of teachers and principals. Of the initiatives that appeared in the scan, 18 are profiled here. While we attempted to narrow the list of organizations based on demonstrated results – ideally, their graduates’ effect upon student achievement – there are very few evaluations of this kind. As a substitute where such results are not documented, we selected organizations that have a strong reputation in the field for their promising approaches to teacher and principal recruitment, training and support. A handful of the organizations profiled here were requested specifically by the foundations. The full list of profiled organizations appears in Figures 1a and 1b.

To examine the elements of each program and the conditions that contribute to their success, Public Impact reviewed program documents, website materials and other information about the selected organizations, and conducted interviews with key officials to learn about the conditions required to expand or adapt these kinds of initiatives.

Within the two broad questions, we investigated the following issues for teacher and principal initiatives:

Design Principles

- *What is the program's approach to increasing the pipeline of high-quality teachers or principals?*
- *What groups of individuals are targeted for recruitment?*
- *What are the precise methods used to recruit, select, train and retain talented professionals?*
- *What is the evidence of the program's success (including recruitment or retention rates and direct impact on student achievement)?*

Conditions for Success

- *What changes in job roles for teachers and principals do the initiatives require or seek?*
- *Do the initiatives require or seek changes in licensure or certification policies?*
- *What modifications to or exemptions from collective bargaining agreements do the initiatives prefer or require – such as teacher assignment policies or teacher or principal compensation?*
- *What other forms of support and policy change do the initiatives identify as important to their success?*
- *What are the approximate costs of bringing these initiatives to a district such as Cleveland or building a similar program locally?*

Organizations Studied

Our review included 18 initiatives from across the country designed to expand the pipeline of teachers and principals in urban schools. Nine are national in scope; nine operate in individual districts. Eight are focused on developing teachers; ten are focused on principals. Full profiles of organizations that focus on principal training are included in Appendix I; those that focus on teacher development are profiled in Appendix II.

Figure 1a.

Principal Preparation Programs	Location(s)*
Aspiring Leaders Program	San Diego
Boston School Leadership Institute	Boston
Building Excellent Schools	Atlanta, Chicago, Delaware, Denver, Miami, Fresno, Los Angeles, Milwaukee, Minneapolis, New York City, Oakland, Phoenix, San Diego, Washington, DC
KIPP School Leadership Program	Nationwide
Montgomery County Leadership Development Program	Maryland
National Institute for School Leadership	Nationwide
New Leaders for New Schools	Baltimore, San Francisco Bay Area, Chicago, Memphis, Milwaukee, New Orleans, New York City, Prince George's County, Washington, DC
NYC Leadership Academy	New York
School Turnaround	Texas, Florida, Arkansas, New York, Virginia, Hawaii, Washington, North Carolina, Illinois, Connecticut
University of Virginia School Turnaround Specialist Program	Chicago, Philadelphia, Virginia, Broward County, FL, Louisiana, North Dakota, South Dakota

* As reported July 2008

Figure 1b.

Teacher Preparation Programs	Location(s)*
Academy for Urban School Leadership	Chicago
Benwood Initiative	Chattanooga
Center for Urban School Improvement	Chicago
Inner City Teaching Corps	Chicago
New Teacher Center	California, Alaska, Arizona, Hawaii, Illinois, Mississippi, New York, Tennessee, Virginia, Wisconsin
Teach For America	Atlanta, Baltimore, Bay Area, Charlotte, Chicago, Connecticut, Denver, Eastern North Carolina, Jacksonville, Kansas City, Greater New Orleans, Hawaii, Houston, Indianapolis, Las Vegas Valley, Los Angeles, Memphis, Metro DC, Miami-Dade, Mississippi Delta, Newark, New Mexico, New York City, Greater Philadelphia-Camden, Phoenix, Rio Grande Valley, South Dakota, South Louisiana, St. Louis
The New Teacher Project	Nationwide
Woodrow Wilson Indiana Teaching Fellowship	Indiana

* As reported July 2008

DESIGN PRINCIPLES

Strong school principals and highly effective teachers are critical elements of successful schools. Among all school-related factors that affect student learning, teachers and principals rank at the very top.¹ A highly-effective teacher has a greater impact upon students' learning than any other factor, including student ethnicity or family income, class size or the school that a student attends. For poor and minority students, an excellent teacher can have an even larger effect – one study found the achievement gains from having a highly effective teacher were almost three times as large for African American students as for their white peers, even when the students start with similar levels of achievement.²

Principals are second only to teachers in their effect upon student learning – indeed, the quality of a school principal accounts for about a quarter of all the effects upon a student's academic achievement.³ And, like teachers, principals have a greater effect in schools that face more difficult circumstances: virtually no low-performing school has turned around without the work of a highly-effective principal.

These findings about the importance of teachers and principals in improving student achievement are not new. But it is becoming increasingly clear that traditional approaches to human capital are inadequate to meet the demands of a 21st century education, particularly for our country's most disadvantaged students. District, foundation and local leaders across the country are recognizing the need to rapidly improve the quality of public school teachers and principals, using new and innovative approaches to recruitment, selection, training and support.

As these leaders seek to expand the pipeline of outstanding teachers and principals who are prepared for work in disadvantaged schools, they will be fortunate to draw on several lessons learned from human capital programs in operation across the country. In our review of these programs, we found several common design principles with regard to the recruitment, selection, training and retention of highly-effective teachers and principals. These are outlined in detail below.

Recruitment

The majority of the nation's most promising pipeline programs take an aggressive approach to recruitment that includes defining a compelling mission based on need, setting clear targets for recruitment, communicating an attractive value proposition, and engaging in vigorous outreach.

COMPELLING MISSION BASED ON NEED. This process begins with an objective evaluation of the program's "value-add" to the schools – its mission, design and unique role in fueling the pipeline of teachers or principals. The organizations we profiled have been developed around a need and designed specifically to help meet it, whether that need is to fill specific kinds of teaching positions or to attract candidates to specific groups of schools.

CLEAR TARGETS. These programs have also designed their programs to attract very specific kinds of people into teaching and the school principalship. Different approaches include drawing higher-caliber candidates into the profession, developing local talent to serve a specific community, or preparing experienced professionals specifically for service in urban schools.

ATTRACTIVE VALUE PROPOSITION. Their designs also take into account the reality of the candidates they seek to attract. For example, programs that seek to recruit mid-career professionals into the education field must especially consider the details of time and money: if the training program is full-time, will candidates be reasonably able to support their current lifestyle without secondary employment? The answers to these questions help shape the initial design of the program, making it feasible for and attractive to the type of candidate each organization seeks.

The officials we spoke with have a clear sense of the elements of their program that are most attractive to potential candidates. They know, for example, that many of the nation's top college graduates are attracted to rigorous programs that are highly selective and mimic the medical residency model. They know that principal candidates who seek out alternative preparation programs are likely to appreciate non-traditional training based on principles from business management. This clarity helps direct their recruitment efforts.

VIGOROUS OUTREACH. Even with a clear mission, target and “brand,” these organizations have found that creating a high-quality pool of potential candidates requires active outreach to talented applicants. Most employ a full-time recruiter on staff. While they engage in a variety of recruitment methods, three general strategies stand out across all of these organizations.

Target candidates who possess qualities that align with the organization's values. Many of the organizations we profiled believe that the majority of the skills that are necessary in the school or classroom can be taught – such as classroom management, instructional leadership or organizational skills. But there are other personal characteristics that many organizations believe must be present in a successful candidate before they begin; for example:

- *Values and beliefs, such as a commitment to social justice and a belief that all children can learn.*
- *Behavioral competencies, such as achievement orientation, a strong sense of self-awareness, and a commitment to continuous learning.*

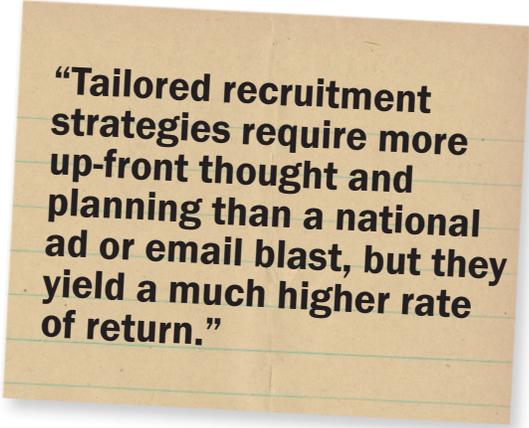
Several organizations target their recruitment strategies toward individuals who are likely to possess these characteristics, using recommendations from principals or contacts at other organizations to focus their efforts.

Meet local needs. While both national and local organizations report using high-profile advertisements in national publications, the majority have found that their greatest return comes from more local outreach efforts. The New Teacher Project (TNTP), for example, helps districts develop recruitment campaigns. As part of its work across the country, TNTP has found that if a district has a shortage of minority candidates or local talent, it is most useful to print ads in Spanish or place them in local church bulletins, rather than cover the town in advertisements and hope for the best. Other common recruitment methods include:

- *Nominations and personal recommendations from alumni and other contacts.*
- *Outreach to community-based organizations.*
- *Relationships with local colleges and universities.*

These tailored approaches require more thought and investigation up-front than national ads or blanket emails, but reportedly have a much higher rate of return.

Employ high-quality design. No matter the placement of an ad, a sparse page with lines of text is less effective than a flashy poster that rivals the “Got Milk?” campaign.



“Tailored recruitment strategies require more up-front thought and planning than a national ad or email blast, but they yield a much higher rate of return.”

Selection

Across the education field, there is only nascent research on the skills and capabilities of strong teachers and principals. Ideally, the organizations we profiled and others like them would base their selection process and criteria on large-scale, rigorous research that compares successful and less successful teachers and principals in different contexts. For example, the qualities of successful principals are likely to vary in contexts such as starting a new school, turning around a failing school, or incrementally improving an adequate school. Nonetheless, in the absence of this kind of research, the organizations we profiled approach the selection process for new teachers and principals carefully, through a rigorous screening process and selection criteria based largely on their experience of what works.

RIGOROUS SCREENING PROCESS. These organizations' processes vary widely, but generally involve intensive meetings in addition to detailed paper applications. Common elements of these applications include college transcripts, a writing sample and one or more references. Most organizations also require applicants to participate in a series of interviews with several members of their team. Several ask applicants to engage in some kind of demonstration, such as teaching a mock class or reacting to a leadership scenario. Building Excellent Schools (BES), for example, recruits potential charter school principals in districts across the country. The organization provides an initial screening questionnaire on its website that determines a candidate's alignment with the BES philosophy. Candidates who show potential on this questionnaire are typically invited to submit an application. Successful applicants participate in an initial phone interview with a member of the BES staff, and only a select few are ultimately invited to Boston where they take part in a full-day interview with the BES team.

CAREFULLY-CHOSEN SELECTION CRITERIA. During the selection process, these organizations expect to learn about much more than a candidate's degree, experience or GPA. Many have found over the years that in addition to these basic qualifications, there are certain competencies and skills that are critical to participants' success. Without careful research, organizations will likely search for characteristics that are not predictive of success, or fail to include important qualities in their selection criteria. But in the meantime, these organizations' selection criteria represent promising provisional lists. For both teachers and principals, these competencies commonly include:

- *Relentless drive for achievement*
- *Willingness to learn*
- *Self-awareness*
- *Strong interpersonal skills*
- *Strong communication skills*

Several officials we spoke with believe that these qualities cannot be taught; only developed – and therefore must be present to some degree before the candidate enters the program. Many principal training programs also look for demonstrated leadership and previous teaching success. Each question on the paper application and in the candidate interview is in some way tailored to evaluate the extent to which the candidate possesses these skills.

A summary of each program's recruitment and selection strategies appears in Figures 2a and 2b.

Figure 2a.*
Summary of Recruitment and Selection Methods

Principal Preparation Programs	Individuals Recruited		Selection Methods		
	Teacher Leaders	Career-Switchers	Paper Application	Interview	Role Play
Aspiring Leaders Program	✓		✓	✓	
Boston School Leadership Institute	✓		✓		
Building Excellent Schools	✓	✓	✓	✓	✓
KIPP School Leadership Program	✓		✓	✓	✓
Montgomery County Leadership Development Program	✓		✓	✓	
New Leaders for New Schools	✓	✓	✓	✓	✓
NYC Leadership Academy	✓		✓		
School Turnaround	✓	✓	✓	✓	

Figure 2b.*
Summary of Recruitment and Selection Methods

Teacher Preparation Programs	Individuals Recruited		Selection Methods		
	Recent Graduates	Career-Switchers	Paper Application	Interview	Role Play
Academy for Urban School Leadership	✓	✓	✓	✓	✓
Center for Urban School Improvement	✓		✓	✓	✓
Inner City Teaching Corps	✓	✓	✓	✓	✓
Teach For America	✓		✓	✓	✓
The New Teacher Project	✓	✓	✓	✓	✓
Woodrow Wilson Indiana Teaching Fellowship	✓	✓	✓	✓	

* The four organizations not included in these lists (the Benwood Initiative, National Institute for School Leadership, the New Teacher Center, and the University of Virginia School Turnaround Specialist Program) are not directly engaged in recruitment and/or selection.

Training

All of the programs we studied provided at least some preparation or ongoing support to participants after selection. We found that the content of the training varies widely among the organizations we studied, but the frameworks they use to impart their training are remarkably similar. The majority of organizations engage their participants in both coursework and an in-school practicum. In both instances the content of the training is customized to match the role participants will eventually play.

COURSEWORK is typically offered in an intensive summer session before participants begin their in-school experiences and/or after school or one day weekly during the course of the school year. The content of these organizations' coursework varies, based on their partnerships with local colleges or universities, their educational philosophies or the local needs of their schools. Most programs focus heavily on pedagogical skills, however. Whether they train teachers or principals, many focus on using data to guide instruction and on skills related to "culture-building," creating an environment of achievement in their classrooms or their schools. Other common topics are summarized in the table below.

Teachers	Principals
» Lesson planning	» Evaluating instruction
» Assessing student progress	» Finance and accounting
» Using data to guide instruction	» Using data to guide instruction
» Building a "culture of achievement"	» Building a "culture of achievement"
» Diversity training	» Engaging parents and community members
» Teaching methods, specific to school environment	» Change management
	» Problem-solving

The majority of the programs we studied offer coursework that provides their participants an opportunity to earn an advanced degree or certification.

PRACTICUMS, "residencies," or "clinics," as they are variously named, give participants an opportunity to put their training to use immediately and to take on school or classroom responsibilities under the supervision of a clinical supervisor, mentor teacher or existing principal. The majority of these residencies take place concurrent with participants' coursework (nine of the ten programs that offer such an experience) and typically make up the bulk of each teacher or principal training program.

On the surface, this structure of classroom work coupled with in-school practice resembles traditional modes of teacher and principal preparation. Yet most of these organizations' programs are remarkably different from these standard approaches. The standard model features extended coursework with a relatively small dose of on-the-job training; these programs tend to flip those proportions, concentrating coursework into an intensive package that can be as short as a few weeks in duration. These programs also tend to be extremely deliberate about the design and oversight of the in-school component, carefully selecting the supervisors or mentors and structuring the experience to be as beneficial as possible.

The length of these training programs varies, ranging from five weeks to two years, with the majority between one and two years. Specific elements of these training programs are outlined in Figures 3a and 3b and are described in more detail in the Appendices.

Figure 3a.
Summary of Training Elements

Principal Preparation Programs		Coursework	Practicum / Residency	Time Period	Partnership with University	Credential / Degree
Aspiring Leaders Program	Leaders participate in a 3-day summer institute and monthly seminars throughout the 2 years.	Leaders participate in a 3-day summer institute and monthly seminars throughout the 2 years.	Leaders participate in an apprenticeship with an experienced principal for at least 40 days over the 2 years.	2 years	University of San Diego	Administrative Services Credential
Boston School Leadership Institute	Fellows participate in 90 days of classroom training.	Fellows participate in 90 days of classroom training.	Concurrent with coursework, fellows participate in a full year, four-day a week residency with an experienced principal.	1 year	University of Massachusetts-Boston	M.A.T.
Building Excellent Schools	Fellows participate in 100 days of classroom training as well as ongoing workshops.	Fellows participate in 100 days of classroom training as well as ongoing workshops.	Following coursework, fellows participate in a residency with an experienced charter school principal.	1 year	None.	None.
KIPP School Leadership Program	Fellows participate in a 6-week summer institute, a wintertime conference, and receive ongoing support during charter development.	Fellows participate in a 6-week summer institute, a wintertime conference, and receive ongoing support during charter development.	Fellows complete two 7-week residencies in KIPP schools in the middle of their training year.	1 year	Stanford University	Administrative Credential
Montgomery County Leadership Development Program	Leaders participate in monthly seminars throughout the 2 years.	Leaders participate in monthly seminars throughout the 2 years.	Concurrent with coursework, participants work full-time in an administrative position under the guidance of a mentor principal.	2 years	None.	None.
National Institute for School Leadership	Train-the-trainer model: curriculum is presented in 2 to 4 day sessions over an 18-month period and shared with principals in their home districts between sessions.	Train-the-trainer model: curriculum is presented in 2 to 4 day sessions over an 18-month period and shared with principals in their home districts between sessions.	N/A (training is designed for current teachers, principals and administrators).	18 months	None.	None.
New Leaders for New Schools	Leaders participate in a 5-6 week summer institute and 4 week-long seminars throughout the year.	Leaders participate in a 5-6 week summer institute and 4 week-long seminars throughout the year.	Concurrent with coursework, leaders complete a year-long residency with a mentor principal.	1 year	None.	None.
NYC Leadership Academy	Leaders participate in an intensive 6-week summer session as well as leadership development sessions twice a week throughout the year.	Leaders participate in an intensive 6-week summer session as well as leadership development sessions twice a week throughout the year.	Concurrent with coursework, leaders participate in a 10-month residency under the mentorship of an experienced principal.	14 months	Baruch College	Certification in Educational Administration and Supervision
School Turnaround	Training conferences are held in the summer and mid-year, augmented by periodic web conferences and ongoing partnerships with turnaround experts.	Training conferences are held in the summer and mid-year, augmented by periodic web conferences and ongoing partnerships with turnaround experts.	None (participants are current school leaders).	1-2 years	None.	None.
University of Virginia School Turnaround Specialist Program	Leaders participate in a 5-day summer training, 3-day mid-year training, and an end-of-year session to evaluate progress.	Leaders participate in a 5-day summer training, 3-day mid-year training, and an end-of-year session to evaluate progress.	None (participants are current school leaders).	2 years	University of Virginia	Credential in Turnaround Management

Figure 3b.*
Summary of Training Elements

Teacher Preparation Programs	Coursework	Practicum / Residency	Time Period	Partnership with University	Credential / Degree
Academy for Urban School Leadership	University coursework begins with 8 weeks of full-time summer study and continues one day per week throughout the school year.	Four days per week, residents train in Chicago public school classrooms under the supervision of a master teacher.	1 year	National-Louis University, University of Illinois at Chicago	M.A.T. or M.Ed.
Benwood Initiative	Fellows follow a specially-designed course of university study while continuing to work in their Benwood schools.	None (participants are current classroom teachers).	2 years	University of Tennessee at Chattanooga	M.A.T.
Center for Urban School Improvement	In the first year, participants engage in full-time academic study and guided “field experiences” in public school classrooms.	In the second year, participants serve as “interns” in public school classrooms under the direction of an experienced teacher.	2 years	University of Chicago	M.A.T.
Inner City Teaching Corps	Corps members participate in intensive eight-week summer institute, followed by periodic seminars over two years.	Corps members take on full-time teaching responsibilities at the start of year 1.	2 years	Northwestern University	Alternative Certificate; 22 credits toward M.Ed.
Teach For America	Five-week summer institute, during which corps members participate in coursework and teach in a summer school program under the close supervision of a veteran educator; 30-35 hours of pre-institute, independent coursework; and one- to two-week-long regional orientations; followed by a two-year program of ongoing support.	None.	5 weeks	Several across the country	M.Ed., Alternative Teaching Certificate (in select states)
The New Teacher Project	Training program engages participants in academic coursework simultaneous with pre-service teaching under the direction of an experienced teacher.	None.	6 weeks	Several across the country	Alternative Teaching Certificate (in select states)
Woodrow Wilson Indiana Teaching Fellowship	Four participating universities have outlined new directions for the teacher preparation programs, including new curricula and outcome measures anchored by supervised clinical experience.	Training follows an apprenticeship design that allows fellows to work under the supervision of a mentor, gradually taking higher levels of responsibility in the classroom.	1 year	Several in Indiana	M.A.T.

* The New Teacher Center is not included here because its training programs focus on induction, rather than initial teacher preparation.

Retention

Many experts maintain that a major reason for shortages in high quality teachers and principals is a “revolving door,” high turnover due to reasons other than retirement⁴ and the migration of high performers away from hard-to-staff schools as they gain experience. While many of the organizations we profiled have developed strategic recruitment initiatives to draw more candidates into the profession, several put equal – or perhaps greater – effort into retention of high performers in an effort to slow the revolving door. The majority of these retention efforts are aimed at improving the quality of teachers’ and principals’ work environments, through continuous learning opportunities and intensive support during the first few years on the job. A few examples:

MENTORSHIP. Several organizations we profiled – such as the Academy for Urban School Leadership and New Leaders for New Schools – provide extensive practicum experiences, or residencies, that allow participants to spend their first year working under a more experienced teacher or principal with their supervision, guidance and support. At the end of these practicums, many organizations retain the experienced teachers and principals to serve as mentors to program participants during their first years in their own school or classroom.

ONGOING TRAINING. Other programs, such as the KIPP School Leadership Program and the University of Virginia School Turnaround Specialist Program, offer their participants intensive upfront training before they take on full responsibility in their school or classroom. After the participants enter the school or classroom, they take part in ongoing learning opportunities, such as workshops and seminars, throughout their first few years.

PEER PLACEMENT/COLLABORATION. Several of the officials we spoke with believe that their greatest strategy for retention is facilitating collaboration and support among cohorts from their program. In the case of teachers, this often involves assigning participants to schools in groups. The Academy for Urban School Leadership, for example, places the majority of its teacher residents in teams, which then make up a substantial portion of the school’s teaching staff. For school principals, many programs seek to help break participants out of the isolation that is characteristic of the principalship by providing opportunities for networking and support. School Turnaround, for example, sets aside time each year for participants to share best practices with other principals in the program. Montgomery County’s Leadership Development Program offers similar ongoing support by facilitating meetings for all new principals throughout their first two years. Though this formal support ends in the third year, many new principals continue to collaborate with their cohort peers well into their career.

It is important to note, however, that a handful of organizations we profiled have chosen to put very little effort into teacher or principal retention. These organizations take the view that some level of turnover is unavoidable – and some, especially of ineffective teachers or principals, is necessary and beneficial. Instead of focusing primarily on retention, they rely on their continuous ability to feed the other side of the pipeline through aggressive recruitment of new teachers and principals.

Teach For America, for example, expects many corps members will leave teaching for other careers after their two-year commitment. The national organization capitalizes on their experience by encouraging members to take on new positions to affect change in and outside education, and provides career services and graduate school partnerships to help them do so.

School Turnaround has found that many turnaround principals have a skill set that is best put to use in a school that requires a fast, dramatic transformation in student learning; but is less well-suited for sustaining the results. The organization expects many of its participants to leave their schools when the turnaround is complete (perhaps moving on to another turnaround situation), and helps district leaders plan for their transition into other challenged schools.

CONDITIONS FOR SUCCESS

Each of the program elements described in the previous section requires cooperation at the school and district level in order to be carried out successfully. The majority of the organizations we profiled have built their programs around policies and programs already in place at the district level, but many of the national programs have worked in dozens of cities and found that particular conditions at the district level can foster or impede their success. As local education leaders begin to design or replicate a human capital pipeline initiative in other districts, there are several lessons to learn from these organizations about the necessary conditions for success at the local and district level.

A common factor that stood out most clearly among the organizations we profiled is the basic level of commitment to the program in the local community. The great majority of the officials we spoke with emphasized that it is critical to have buy-in at the district level as well as among other community leaders. The district's dedication to the program may be most visible among its top leadership, but program staff in these organizations must also be able to rely on a strong working relationship with district staff members who will be implementing the program "on the ground," such as staff in curriculum and instruction or human resources. District buy-in may be evidenced by financial support – several organizations, such as the Center for Urban School Improvement and Teach For America, require districts to cover at least a small portion of the program costs to solidify their commitment to the program. Other programs, such as the University of Virginia School Turnaround Specialist Program, require key district staff to attend program trainings with participants periodically throughout the year. Other program staff simply want to know that when they make a phone call to a district office, it will be promptly returned. Some programs require evidence of support from community organizations such as local philanthropies, churches or local politicians.

Other important factors at the district level include:

STRONG WORKING RELATIONSHIPS BETWEEN THE DISTRICT AND THE LOCAL UNION. While many programs' graduates are local union members, several require waivers from or changes to key provisions of collective bargaining agreements (see Figures 4a and 4b). Program staff commonly request some level of assurance from the district that they will not experience programmatic hiccups due to unsuccessful negotiations.

For example, in Chattanooga, Tennessee, home of the Benwood Initiative, the district's union contract called for each vacant teaching position in the district to be posted for ten days, after which a principal could hire, giving preference to those teachers with seniority. The consequence of this provision was to put the Benwood schools at an extreme disadvantage for hiring: most of their experienced teachers would transfer up to a higher-performing school in the district, leaving the Benwood schools with a disproportionate number of new teachers and vacancies at the beginning of each school year. As part of the Benwood Initiative, the superintendent negotiated a new provision with the union that allows the Benwood schools to hire at approximately the same time as all other schools in the system, and for all schools to hire the most qualified candidate, not necessarily the most senior.

Several other programs we profiled, including the Academy for Urban School Leadership, the Center for Urban School Improvement, Inner City Teaching Corps, and Teach For America, seek agreement from the union to allow participants to be placed in groups in schools throughout the district. In each of their operating cities, staff within these organizations rely on a cooperative relationship with the union to allow them the flexibility to place teachers in a way that aligns with their mission.

COMMITMENT TO THE FULL PROGRAM. Most programs are designed to be adopted comprehensively, rather than piecemeal, and program staff often prefer to work in districts that can make this commitment. The New Teacher Center, for example, builds induction programs based on professional development that is linked to district goals and initiatives. If only teachers participate in the program, without principals or district staff, it can decrease goal alignment and weaken the impact of the training. So while the NTC's training is offered on a fee-for-services basis, the staff is most interested in partnering with districts that will involve their own staff as well as principals and teachers in the program.

ALIGNMENT WITH OTHER REFORMS. Officials in several organizations we profiled have found that a district's recruitment and training efforts for teachers and principals can have a much larger impact when they are aligned with other district policies. For example, teachers who participate in training at the Academy for Urban School Leadership, which is specifically designed to prepare them for service in urban schools, are generally best supported in their first years of teaching by ongoing professional development that reinforces their training, not by programs that were designed years ago for a different school environment. Similarly, principals who are trained to use budgets strategically to further their schools' goals, such as through the University of Virginia School Turnaround Specialist Program, will only be able to use this tool if they have some budgetary discretion. Many of the program leaders we spoke with prefer to work in areas where human resources, financial, and other district policies are aligned with the tenets of their program.

“For new programs to succeed, on-the-ground commitment is critical - among top district administrators, community leaders, and program staff from curriculum to human resources.”

ROBUST DATA SYSTEMS. Most of the organizations we profiled have prioritized regular analysis of student achievement data as a major element of their program. Many organizations prefer – and a few require – the district to be able to administer, assess and turn around results on student assessments fast enough to influence instruction.

FLEXIBILITY WITH REGARD TO STATE, LOCAL AND DISTRICT POLICIES. The majority of the organizations we profiled have built their program around policies and programs already in place at the district level. But several do require changes to policies that affect their participants, including job roles for teachers and school

principals, assignment policies and compensation. These are outlined in greater detail in Figures 4a and 4b.

SPECIFIC FEE ARRANGEMENTS AND COSTS. Most of the organizations we profiled are funded primarily by private donations, though a few operate on a fee-for-service basis. However they are funded, the majority require some financial investment from the districts with which they partner. Some programs build the district contribution into the program, such as the Boston School Leadership Institute, which has arranged for the district to pay the salaries of principals who work in public schools during their training. Other programs, such as the Center for Urban School Improvement and the New Teacher Center, negotiate with districts for a “nominal” part of program costs as evidence of their stake and investment in its success. The approximate amounts and payment arrangements among these programs vary too widely to summarize here. The overall costs for each organization appear in Figures 4a and 4b and are described in more detail in the Appendices as part of each organization's profile.

Figure 4a.
Summary of Program Requirements *

Principal Preparation Programs	Changes in Job Roles	Changes to Assignment Policies	Changes to Compensation	Fee Arrangements
Boston School Leadership Institute	None.	None.	None.	District pays participant salaries.
Montgomery County Leadership Development Program	None.	None.	None.	Entirely district-funded. Cost is approximately \$2,500 per administrator.
National Institute for School Leadership	None.	None.	None.	Foundation support. Leadership team training costs approximately \$15,000 per person.
New Leaders for New Schools	NLNS negotiates more autonomy for principals as part of their agreement with the district, including such matters as teacher assignment, compensation, school budget and calendar.			Foundation support.
NYC Leadership Academy	By district policy, NYC principals have increased control over school budgets and teacher and administrator hiring.			District-funded program.
School Turnaround	None.	None.	None.	District pays partial cost of program (often defrayed by foundation support). Cost of \$45,000-\$60,000 per school for core program; \$10,000-\$18,000 per school for smaller scope of involvement.
University of Virginia School Turnaround Specialist Program	None.	None.	Recommends that districts provide incentives to participants who achieve specified student learning goals or complete stages of the UVa STSP training.	Fee-for-service. Districts pay approximately \$65,000 per school over a two-year period.

* This chart includes conditions primarily from those organizations that we interviewed directly; therefore, not all profiled organizations are listed. More information about specific program requirements appears in Appendix III.

Figure 4b.
Summary of Program Requirements*

Teacher Preparation Programs	Changes in Job Roles	Changes to Assignment Policies	Changes to Compensation	Fee Arrangements
Academy for Urban School Leadership	None for new teachers. Mentor teachers spend 20 percent additional time working with beginning teachers.	Requires flexibility to match program participants in teams with principals who are engaged in school change; most graduates are placed in schools managed by AUSL.	None for new teachers. Mentor teachers receive 20 percent additional compensation.	District pays partial cost of program. AUSL also receives significant philanthropic support from foundations and individuals.
Benwood Initiative	Two new roles in Benwood schools: consulting teachers, who mentor new teachers; and lead teachers, who act as assistant principals for instruction.	Reconstitution and principal reassignment in Benwood schools required additional Superintendent authority and union waiver.	Teachers and principals in Benwood schools are eligible for bonuses for reaching specified student achievement goals.	District pays partial cost of program. The Osborne Foundation provided \$1.5 million; Public Education Foundation and Benwood Foundation an additional \$7.5 million over 5 years.
Center for Urban School Improvement	Teachers who work as mentors are released from their classroom duties to attend Urban Teacher Education Program trainings.	Requires flexibility to match program participants in teams with principals who have a relationship with the program.	Mentor teachers receive an additional stipend for hosting participants in their classrooms.	District pays nominal part of the program. The annual operating budget is approximately \$8 million.
Inner City Teaching Corps	None.	Requires flexibility to match participants in teams with principals who are committed to the program design.	Corps members receive a stipend for their service, less than beginning teacher's salary, as well as room and board.	Primarily grant-funded. Host schools contribute \$26,000 per year per Corps member. UNITE members contribute \$6,000 toward Northwestern coursework
New Teacher Center	Recommends that districts release mentors part-time to work with new teachers and attend trainings.	None.	Recommends that districts provide mentors additional compensation for extra work.	Fee-for-service, \$5,000-\$6,000 per new teacher per year.
Teach For America	None.	Requires flexibility to place corps members in groups across grades and subjects.	None.	District pays nominal part of the program, \$1,500 for each corps member per year.
The New Teacher Project	None.	Advises districts that transfer rules in collective bargaining agreements often cause districts to lose talented applicants.	None.	Fee-for-service.

* This chart includes conditions primarily from those organizations that we interviewed directly; therefore, not all profiled organizations are listed. More information about specific program requirements appears in Appendix III.

NOTES

- 1 Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257; Sanders, W. & Rivers, J. (1996). Cumulative and residual effects of teachers on future student academic achievement. Knoxville: University of Tennessee, Value-Added Research and Assessment Center; Leithwood, K., Louis, K.S., Anderson, S. & Wahlstrom, K. (2004). *How leadership influences student learning: A review of the research*. New York: The Wallace Foundation.
- 2 Sanders, W. & Rivers, J. (1996). Cumulative and residual effects of teachers on future student academic achievement. Knoxville: University of Tennessee, Value-Added Research and Assessment Center.
- 3 Leithwood, K., Louis, K.S., Anderson, S. & Wahlstrom, K. (2004). *How leadership influences student learning: A review of the research*. New York: The Wallace Foundation.
- 4 Ingersoll, R.M. (September 2003). *Is there really a teacher shortage?* University of Washington: Center for the Study of Teaching and Policy.

APPENDIX I

Organization Profiles: Principal Preparation Programs

Aspiring Leaders Program: Educational Leadership Development Academy

<http://www.sandiego.edu/soles/centers/elda/>

OVERVIEW		
Location	San Diego	
Program Participants	Teacher Leaders	Career-Switchers
	✓	
Scope	National	Local
		✓
<p>The Educational Leadership Development Academy (ELDA) is a partnership between the University of San Diego and the San Diego Unified School District (SDUSD). ELDA's Aspiring Leaders Program is a two-year program that provides aspiring principals with university coursework, district mentoring and an apprenticeship experience. Upon successful completion, students apply for California's Preliminary Administrative Services Credential. ELDA also offers two additional training and development programs for principals:</p> <ul style="list-style-type: none"> » The New Leaders Program, an eighteen month mentorship and training program for principals and vice-principals in their first years of school administration. » The Leaders Exploring Administrative Possibilities (LEAP) program, recently launched and designed to provide a select group of highly qualified and motivated teachers in San Diego County with initial training and development as they explore the principalship. <p>Eighty-five percent of ELDA's graduates have assumed administrative positions within two years of completing the program, and 93 percent are rated by their district supervisors as performing in the "good to excellent" range.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
		✓
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	2 years	
University Partner	University of San Diego	
Credential/Degree	Administrative Services Credential	
RELATIONSHIP WITH DISTRICT		
Timeline	Candidate applications are due in May prior to the start of the next school year.	

RECRUITMENT AND SELECTION

The ELDA relies on nominations and interest from current teachers or principals in the San Diego area to recruit members for all three programs. In addition to basic qualifications such as a bachelor's degree and previous teaching experience, applicants must have demonstrated success in the classroom, show leadership potential, possess excellent oral and written communication skills and strong interpersonal skills.

TRAINING

All three programs at the ELDA are housed at the University of San Diego. Aspiring Leaders participate in university coursework as well as an apprenticeship with an experienced principal for at least 40 days over the 2 years of the program. The coursework for Aspiring Leaders is designed to develop principals who thoughtfully analyze classroom instructional practice, implement data-driven accountability systems, align operational functions and resources to support teaching and learning, and are able to foster a community that acts from a belief system founded in social justice. New Leaders participate in university coursework during the course of the school year, and receive mentorship from university faculty to help strengthen their leadership. LEAP participants take part in a three-day summer institute and monthly seminars to explore their potential as principals and learn about school leadership.

RESOURCES AND CONDITIONS

The ELDA programs are funded by a grant from the Eli Broad Foundation, and made possible through partnership with SDUSD and the University of San Diego.

Boston School Leadership Institute

<http://www.bostonlsi.org>

OVERVIEW		
Location	Boston	
Program Participants	Teacher Leaders	Career-Switchers
	✓	
Scope	National	Local
		✓
<p>The district-based Boston School Leadership Institute seeks to prepare, support, and retain high-quality principals. Through the Institute, the district offers three programs:</p> <ul style="list-style-type: none"> » the Principalship, a 5 month long recruitment program » Boston Principal Fellowship, a principal certification program » New Principal Support System <p>Through these and other programs, Boston has realized steady improvements in student achievement and has made significant progress in closing the achievement gap between black and Hispanic students and white students. The district has been recognized nationally for its coherent and comprehensive improvement strategy.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
		✓
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	1 year	
University Partner	University of Massachusetts at Boston	
Credential/Degree	M.A.T.	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	None	
Changes to Compensation	None	
Timeline	Candidate application process begins in late fall for the next school year.	
Fee Arrangement	District pays principal salaries	

RECRUITMENT AND SELECTION

To build interest in the Exploring the Principalship program, the district holds information sessions for current teachers in Boston Public Schools (BPS) prior to the start of each new round of seminars. The district seeks out teachers who have a strong background in instruction and leadership potential, but has no additional qualifications except a willingness to fully participate in the program.

For the Boston Principal Fellowship, the district seeks out experienced teachers who are committed to working in BPS, are committed to high quality instruction for all students, and are interested in and believe in learning through practice and study. Participants should have a background in teaching, youth development or management (a minimum of three years) and experience as a successful leader with real-world experience.

TRAINING

The five-month long Exploring the Principalship program consists of eight after-school seminars focused on using the principalship to improve student learning and instruction. The seminars are taught by school principals, the superintendent and community partners and include readings, case studies, and discussion. Participants also have the opportunity to visit several Boston schools and talk to the principals about their role.

The Boston Principal Fellowship program consists of a full year, four-day a week residency with one of Boston's best principals and 90 days of course work exploring the components of Boston's school improvement plan. The Fellowship curriculum is organized around four primary themes: analyzing instruction and supporting improvement, family and community engagement, managing people and organizations, and scaling up instructional improvement. Principals learn about building school culture and climate, learning and teaching, supervision and evaluation, shared leadership structures, using data, and engaging in self-reflection. Participants in the Fellowship program are eligible to receive a master's degree from the University of Massachusetts at Boston upon their completion of the program.

Boston's New Principal Support System provides support to all new principals in the Boston school system during their first two years of service. The program consists of a five-day summer institute for first year principals, mentoring by a successful principal, personalized central support and monthly meetings to provide ongoing training. The support program is focused on retention by supporting new principals and acknowledging and helping them with the challenges they face. Through the support system, the district is helping BPS think about how to change its schools' cultures to promote teacher and principal retention.

RESOURCES AND CONDITIONS

Boston Principal Fellows are employees of BPS, and receive full salary and benefits equal or comparable to the position they are leaving to participate in the program. In accepting the salary, fellows agree to work in the Boston Public Schools for three years after completing the fellowship. Fellows pay a one-time fee of approximately \$500 to cover the cost of books and materials associated with the Fellowship coursework.

Fellows also have the option of receiving a master's degree in Educational Administration from the University of Massachusetts at Boston for successful completion of the Fellowship program. The cost of this option is the responsibility of the Fellow and is estimated at \$4,500.

Building Excellent Schools

<http://www.buildingexcellentschools.org>

OVERVIEW		
Locations	Atlanta, Chicago, Delaware, Denver, Miami, Fresno, Little Rock, Los Angeles, Milwaukee, Minneapolis, Memphis, New York City, New Orleans, Oakland, Philadelphia, Phoenix, San Diego, St. Louis, Washington DC	
Program Participants	Teacher Leaders	Career-Switchers
	✓	✓
Scope	National	Local
	✓	
<p>The Building Excellent Schools (BES) Fellowship provides one year training in general charter school management to promising school leaders from within and outside education. The program includes 100 days of classroom training, an extended residency program in an urban charter school, and ongoing support in the charter's first few years.</p> <p>While most schools founded by BES Fellows are too early in their development to produce substantially valid performance data, performance from Massachusetts shows that Fellow-founded schools are outperforming their surrounding districts on state tests in sixth grade math and seventh grade reading; and they have a higher percentage of students performing above grade level on sixth and seventh grade state tests than Boston Public Schools.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	
Practicum/Residency	Concurrent	Following Coursework
		✓
Time Period	1 year	
University Partner	None	
Credential/Degree	None	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	None	
Timeline	Negotiable with individual districts; training program runs from September through August.	
Fee Arrangement	Grant-funded; the cost to recruit and train one fellow is approximately \$200,000	

RESOURCES AND CONDITIONS

The cost to recruit and train one Fellow is approximately \$200,000. The program is grant-funded and covers its own costs without assistance from the districts where Fellows open new schools.

BES operates fairly independently from the districts where its Fellows are located, but recently has focused its recruitment and training efforts in states and districts with less legislative hostility to charter schools and a generally supportive teacher's union. Over the years, BES has found that these environments are more supportive of their Fellows' success.

RECRUITMENT

Recruiters, functioning as BES talent scouts, network with leaders of top-flight operating charter schools, charter support groups, community-based organizations, teacher recruitment groups, leadership training programs and higher education institutions, as well as charter authorizers to gather names of potential candidates. BES also places ads in local business journals to draw potential candidates from other professions.

SELECTION

Classroom experience is not a prerequisite for participation in the program: BES targets traditional education candidates as well as professionals from other fields. Candidates must have a bachelor's degree from an accredited college or university and possess several general competencies that BES has found over the years are indicative of a charter principal with great potential. These characteristics include:

- » Relentless drive for achievement: they get the job done no matter what.
- » Demanding of oneself and others: good is not good enough, only great will suffice.
- » Willing to learn: accepts that only with careful study, guidance, and preparation can a great school be built.
- » Highly flexible: can adapt to new knowledge, skills, and situations with ease.
- » Mature and professional: can successfully operate in multiple professional environments, including business and government.

Candidates complete an online questionnaire as a pre-screening strategy to determine their philosophical alignment with the BES model, and those candidates who show interest and potential are invited to submit an application. Based on the paper application, the BES staff invites successful candidates to advance to the interview level which includes one or more phone screenings with BES staff. Finalists are invited to Boston for a day-long interview that includes group discussions, case studies, skills assessments, and presentations; and successful interviewees are extended an offer to join the Fellowship.

TRAINING

The BES fellowship consists of 2 phases. The first phase includes 100 days of intensive classroom training, during which Fellows focus on school design principles, characteristics of successful charter schools, charter school governance, community relations, and school operations; and conduct school visits to several top-performing charter schools. During the second phase, Fellows participate in an extended residency with a principal in a high performing urban charter school. Over the course of the year, participants also receive ongoing coaching and support in the areas of board development and writing a charter application. At the end of the fellowship, participants have completed a charter application and drawn together a board to govern the new school.

KIPP School Leadership Program

<http://www.kipp.org/03/>

OVERVIEW		
Location	Nationwide	
Program Participants	Teacher Leaders	Career-Switchers
	✓	
Scope	National	Local
	✓	
<p>The KIPP School Leadership Program is a one-year program that provides training and support for outstanding educators to lead KIPP Schools. Candidates with at least two years of teaching experience are eligible to participate in a rigorous training program in partnership with the Stanford Educational Leadership Institute (SELI) that covers topics relevant to instructional, organizational, and operational leadership. Participants, called Fisher Fellows, also participate in residencies during which they observe and participate in the leadership and operation of a high-performing KIPP School. When Fellows secure a position in a KIPP school, they receive ongoing support from KIPP staff in real estate, legal issues, community development and the work of school start-up. Among KIPP's many claims to success, several Fellow-led schools consistently outperform comparable district schools in their community. In the 2007-08 school year, there were 13 Fisher Fellows.</p> <p>KIPP also offers the Miles Family Fellowship, which provides participants with a two-year pathway to becoming a KIPP school principal. These Fellows receive a year of support and leadership experience while teaching in a KIPP school. After successfully completing the Miles Family Fellowship program, candidates are considered for the year-long Fisher Fellowship in order to prepare them to open a new KIPP school. In the 2008-09 school year, there were 8 Miles Family Fellows.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	1 year	
University Partner	Stanford University	
Credential/Degree	Administrative Credential	
RELATIONSHIP WITH DISTRICT		
Timeline	Annual competition for new cities opens in the summer.	

SELECTION

The ultimate goal of the KIPP School Leadership Program is to open a new KIPP school at the end of the fellowship, so KIPP seeks to recruit participants from communities where there is potential to open a new KIPP school. Candidates engage in a rigorous application process that includes several stages of interviews. During round 1, candidates participate in phone interviews, by invitation based on their paper application. Following round 1, candidates attend an initial interview weekend where they participate in several in-person interviews, a KIPP School tour, and visits with various members of the KIPP national staff. Successful candidates who progress to the final interview weekend meet additional KIPP staff and participate in evaluative and informational interviews. During this selection process, KIPP staff also visit candidates in their professional settings for a first-hand look at their job responsibilities and interactions with colleagues, students, and the community.

When selecting participants, KIPP looks for qualities that it believes will enable a person to successfully start and operate a new KIPP charter school. These qualities include:

- » Constant learner: an educator who has demonstrated success in improving and evaluating his or her own teaching; attended seminars, workshops, and conferences; or earned a credential, certificate, or advanced degree.
- » Self-awareness: an educator who is perceptive about how others regard him or her and knows how to treat students, parents, colleagues, and others. Reflects deeply on his or her own strengths and weaknesses and has the ability to assess them realistically.
- » Dedication: an educator who goes above and beyond what is normally required to ensure that students achieve academic success, making no excuse for students' academic or familial background. The candidate understands the challenges associated with an underserved student population and shows commitment to underserved communities through academic, social, and extracurricular activities.
- » Effective communicator: an educator who possesses excellent oral and written communication skills and strong interpersonal skills.
- » Leadership: an educator who demonstrates problem-solving abilities, intelligent risk-taking abilities, integrity, confidence, respect, and humility.
- » Visionary: an educator who possesses a powerful vision of a high-achieving public school and has the ability to execute strategies to realize that vision.

In addition, participants must have a bachelor's degree and at least two years' teaching experience in grades K-12 in the United States. Candidates must be able to demonstrate their students' academic progress and have a solid understanding of pedagogy that leads to results in the classroom.

TRAINING

The yearlong training consists of four phases. The first phase is a six-week summer institute including coursework through Stanford University's Stanford Educational Leadership Institute. During the fall, Fellows complete two seven-week residencies in KIPP schools and visit other exemplary KIPP schools. At the end of the fall session, all Fellows are brought together for an intersession with additional training. During the winter, participants attend Bootcamp, a ten-day conference of continued instructional, operational, and organizational systems training where they present completed school design plans. They also meet with KIPP staff and finalize the steps necessary to open their own schools. For the rest of the winter and during the spring, the fellows work in their communities on start up activities for their schools with support from KIPP staff. The fellowship culminates with the opening of the new KIPP schools at the end of the summer, after which Fellows participate in continued professional development including conferences, retreats and site visits and coaching.

Montgomery County Public Schools Leadership Development Program

http://www.mcps.k12.md.us/departments/development/teams/admin/admin_leadership.shtm

OVERVIEW		
Location	Montgomery County, MD	
Program Participants	Teacher Leaders	Career-Switchers
	✓	
Scope	National	Local
		✓
<p>Montgomery County's Leadership Development Program (LDP) is designed to assist current teachers in the district to develop the knowledge, skills, strategies, attitudes and aspirations to become effective school-based leaders. LDP serves as a direct pipeline for current teachers to become assistant principals and principals in Montgomery County Public Schools (MCPS). Historically, between 15 and 20 school leaders take positions in Montgomery County schools each year through the LDP.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
		✓
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	2 years	
University Partner	None	
Credential/Degree	None	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	None	
Changes to Compensation	None	
Timeline	Candidate applications are accepted December through March for the next school year.	
Fee Arrangement	Entirely district-funded; approximately \$2,500 per administrator	

RECRUITMENT

The LDP is the only route in Montgomery County to serve as a school administrator: participation in the program is required for current teachers to transition into administrative roles. Montgomery County's LDP office makes announcements for candidates throughout the school system, with specific requests for recommendations of minority candidates. Principal candidates are most often identified by their school principals as having strong leadership skills and strong potential for an administrative position. Staff also request lists from local universities of current teachers who are pursuing their administrator certification, but aside from this do not engage in active recruitment. There are many more certified administrators in Montgomery County than there are positions; the district's main job is to draw candidates who sincerely wish to pursue the principalship into the LDP program.

SELECTION

The LDP has a few basic criteria for participation, including administrator certification, a master's degree, completion of relevant coursework in classroom observations, and participation in a Future Administrators Workshop series. During the workshop, which is open to all school and central office staff, participants receive information about the realities of school administration from current and former school principals in Montgomery County and learn about the LDP application and interview process. Candidates who attend the workshop and want to pursue the principalship are invited to apply.

The LDP's written application consists of verification of the criteria listed above as well as a copy of the teacher's most recent evaluation, resume, and a letter of interest. This information is placed on file at the district, and schools with lower-level administrator vacancies have access to a searchable database with candidates' information. From the list of qualified candidates, schools interview and select their own LDP participants to serve and train at their site.

TRAINING

The LDPs' content and design is designed to prepare school administrators to meet new challenges such as a greater focus on academic standards and outcomes, collaborative leadership, community involvement, new instructional strategies, data driven decision-making, and technology.

Participants work full-time in an administrative position (typically as vice-principals, but this varies by school) under the guidance of a mentor principal, and participate in monthly leadership seminars with other new administrators from across the district. Leadership seminars give participants the opportunity to work within a stable cohort over the two years of the program. They

participate in skill building, analyze case studies and critical incidents, exchange ideas and consult about problems together on a regular basis throughout the year. Specific training topics include:

- » Creating and implementing a vision of learning
- » Sustaining the school culture and instructional program
- » Ensuring good management
- » Collaborating with families and the community
- » Acting with professionalism, integrity, fairness, and ethics
- » Understanding and influencing the larger political, social economic, legal and cultural context

Participants who wish to pursue the principalship or a position in the district after completing the LDP receive the same level of support, mentorship and training at the next "level" of the program.

RESOURCES AND CONDITIONS

The LDP operates almost entirely on internal resources for recruitment, initial orientation, and ongoing training. Excluding annual salaries for the program directors, the cost per year to train one new administrator is approximately \$2,500.

The LDP is supported at the district level, however, by the current superintendent's enormous investment in staff development. Since Dr. Weast took office, the district's Office of Staff Development has grown from six to over 160 employees; the staff development budget has grown to nearly \$50 million annually. The LDP is supported internally by several other professional development initiatives that together communicate a district-wide commitment to ongoing learning. There is also a tremendous amount of support for the LDP at the superintendent level as well as among the district's assistant superintendents.

National Institute for School Leadership

<http://www.nisl.net/>

OVERVIEW		
Location	Nationwide	
Program Participants	Teacher Leaders	Career-Switchers
	✓	
Scope	National	Local
	✓	
<p>The National Institute for School Leadership (NISL) is an executive development program designed to assist school districts in developing strong principals. The program combines face-to-face instruction in workshops, seminars and study groups with interactive web-based learning. District teams, composed of current principals, district administrators, and university faculty, attend trainings and then serve as mentors to new district principals and other school staff.</p> <p>A national evaluation of the NISL program was underway in 2008. CPRE researchers aim to measure NISL's influence on principals' knowledge and leadership practices, teachers' opportunities and efforts to improve instruction, and student learning. Details are available at: http://www.studyofschoolleadership.com/.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
		✓
Time Period	18 months	
University Partner	None	
Credential/Degree	None	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	None	
Changes to Compensation	None	
Timeline	Negotiable: NISL starts new programs roughly six times per year in selected districts.	
Fee Arrangement	District pays principal salaries	

RECRUITMENT AND SELECTION

To build interest in the Exploring the Principalship program, the district holds information sessions for current teachers in Boston Public Schools (BPS) prior to the start of each new round of seminars. The district seeks out teachers who have a strong background in instruction and leadership potential, but has no additional qualifications except a willingness to fully participate in the program.

For the Boston Principal Fellowship, the district seeks out experienced teachers who are committed to working in BPS, are committed to high quality instruction for all students, and are interested in and believe in learning through practice and study. Participants should have a background in teaching, youth development or management (a minimum of three years) and experience as a successful leader with real-world experience.

TRAINING

The five-month long Exploring the Principalship program consists of eight after-school seminars focused on using the principalship to improve student learning and instruction. The seminars are taught by school principals, the superintendent and community partners and include readings, case studies, and discussion. Participants also have the opportunity to visit several Boston schools and talk to the principals about their role.

The Boston Principal Fellowship program consists of a full year, four-day a week residency with one of Boston's best principals and 90 days of course work exploring the components of Boston's school improvement plan. The Fellowship curriculum is organized around four primary themes: analyzing instruction and supporting improvement, family and community engagement, managing people and organizations, and scaling up instructional improvement. Principals learn about building school culture and climate, learning and teaching, supervision and evaluation, shared leadership structures, using data, and engaging in self-reflection. Participants in the Fellowship program are eligible to receive a master's degree from the University of Massachusetts at Boston upon their completion of the program.

Boston's New Principal Support System provides support to all new principals in the Boston school system during their first two years of service. The program consists of a five-day summer institute for first year principals, mentoring by a successful principal, personalized central support and monthly meetings to provide ongoing training. The support program is focused on retention by supporting new principals and acknowledging and helping them with the challenges they face. Through the

support system, the district is helping BPS think about how to change its schools' cultures to promote teacher and principal retention.

RESOURCES AND CONDITIONS

Boston Principal Fellows are employees of BPS, and receive full salary and benefits equal or comparable to the position they are leaving to participate in the program. In accepting the salary, fellows agree to work in the Boston Public Schools for three years after completing the fellowship. Fellows pay a one-time fee of approximately \$500 to cover the cost of books and materials associated with the Fellowship coursework.

Fellows also have the option of receiving a master's degree in Educational Administration from the University of Massachusetts at Boston for successful completion of the Fellowship program. The cost of this option is the responsibility of the Fellow and is estimated at \$4,500.

New Leaders for New Schools

<http://www.nlms.org/>

OVERVIEW		
Locations	Baltimore, San Francisco Bay Area, Chicago, Memphis, Milwaukee, New Orleans, New York, Prince George's County, Washington, DC	
Program Participants	Teacher Leaders	Career-Switchers
	✓	✓
Scope	National	Local
	✓	
<p>The New Leaders for New Schools (NLNS) program seeks to transform urban schools by recruiting, selecting, training, and coaching strong school leaders – many from outside the traditional school system – to be principals in urban areas. During their first year, New Leaders complete academic study, intensive skill development in instructional and organizational leadership and a full-time paid residency in an urban public school. At each stage, NLNS engages experts and practitioners to support the growth of the New Leaders. New Leaders continue to receive coaching and mentoring for two years after completing the program.</p> <p>Across the 2004-05 and 2005-06 academic years, 100% of schools led by New Leaders principals for at least two consecutive years achieved notable increases in student achievement, with 83% achieving double-digit gains. Average achievement gains ranged from 14 to 22 percentage points by city over the two year period. Among the 51 New Leaders who served in 2005-06, 47 stayed as principals and 46 stayed at the same school. Fifty percent of their first cohort and 60 percent of the second cohort of leaders has stayed in their school for at least three years.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	1 year	
University Partner	None	
Credential/Degree	None	
RELATIONSHIP WITH DISTRICT		
Policy Changes	NLNS negotiates more autonomy for principals as part of their agreement with the district with regard to issues such as curriculum, staffing, and resources.	
Timeline	Annual competition for new cities typically begins in summer.	
Fee Arrangement	Local and national foundation support .	

RESOURCES AND CONDITIONS

As part of their agreement with new cities, NLNS negotiates more autonomy for their principals with regard to issues such as curriculum, staffing, and resources. NLNS is funded primarily through private foundations, including the Gates, Broad, and Annie E. Casey Foundations. Several local foundations support their work in individual school districts.

RECRUITMENT

The majority of NLNS participants come directly from the school systems with which NLNS partners. Those who come from outside those districts are largely recruited through nominations from teachers, principals, district staff members, and other professionals who share NLNS's values.

SELECTION

In most cities where NLNS operates, a bachelor's degree and a teaching certificate is required to participate in NLNS programs. In these districts, applicants must also have a minimum of 2-3 years of successful K-12 instruction experience and experience working with and leading adults. NLNS operates in several cities, however, where candidates who are not certified as teachers are eligible for entry to the program. In Baltimore, for example, a master's degree or equivalent is required and in the Bay Area, certification is preferred, but not required.

In addition to the basic requirements, NLNS seeks candidates who demonstrate several key characteristics that the organization has found contribute to principals' success. These include:

- » Belief in the potential of all children to excel academically
- » Commitment to ongoing learning
- » Interpersonal skills
- » Problem solving and project management to deliver results
- » Team building skills

Using these selection criteria, NLNS generally accepts less than 10 percent of applicants in any given year. The selection process includes several rounds of interviews, a written assignment, case studies, role plays and a presentation.

TRAINING

NLNS's one year training includes a five to six-week summer institute with all New Leaders and four weeklong seminars throughout the year. Seminars are taught by leading academics, thought leaders, experts, and master principals from around the country. Simultaneous with this coursework each New Leader also completes a year-long residency with a mentor principal, where they complete three projects and compile a portfolio of evidence documenting their achievement of the Principal Leadership Competencies. Leadership coaches continue to work with New Leaders during their first two years on the job and host small and large group meetings.

The NLNS curriculum addresses three major topics:

- » School leadership – promoting high academic achievement, including high-quality teaching and learning; aligning curriculum, standards, and assessment; using data to drive student achievement; effective leadership and management;
- » Personal Leadership – the skills, insights, perspectives, personal voice and authority, and change management strategies; and
- » Technical Leadership – the building and organizational management skills a successful principal needs to support a high-quality school in their particular district, city, and state.

New York City Leadership Academy

<http://www.nycleadershipacademy.org>

OVERVIEW		
Location	New York	
Program Participants	Teacher Leaders	Career-Switchers
	✓	
Scope	National	Local
		✓
<p>As part of its Child First reform, in 2003 the NYC Department of Education launched the New York City Leadership Academy, a nonprofit academy modeled after successful private sector initiatives such as General Electric's John F. Welch Leadership Center and the Ameritech Institute. The Academy operates three programs to draw high-quality leaders into the city's public schools and develop strong instructional leadership:</p> <ul style="list-style-type: none"> » the Aspiring Principals Program (APP), designed for education professionals who desire to become principals » the First Year Support program, designed for new principals selected to serve in existing NYC public schools » the New School Intensive Program, designed to help new principals open new schools. <p>Since 2004, Aspiring Principals Program graduates have filled 25 percent of NYC's principal vacancies and opened 23 percent of all new small schools in the NYC system. In 2008, Program graduates represented 13 percent of New York City public school principals and served over 108,000 students.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	14 months	
University Partner	Baruch College	
Credential/Degree	Certification in Educational Administration and Supervision	
RELATIONSHIP WITH DISTRICT		
Policy Changes	By district policy, NYC principals have increased control over school budgets and teacher and administrator hiring	
Timeline	Rolling admissions for aspiring principals; training begins in the summer.	
Fee Arrangement	District-run program	

RECRUITMENT AND SELECTION

Staff of the Leadership Academy hold several information sessions about the Aspiring Principals Program throughout the year and also invite nominations of qualified candidates from within NYC and other cities.

Candidates for the Aspiring Principals Program must demonstrate a commitment to closing the achievement gap, professional resilience, strong communication skills, instructional expertise, commitment to continuous learning, professional integrity, and a willingness and ability to be self-reflective. Applicants must also have a 3.0 minimum GPA in their undergraduate or graduate degrees and a minimum of five years of work experience, with at least three years in a paid position as a K-12 teacher.

TRAINING

The Aspiring Principals Program consists of three parts over 14 months. The first phase is a six-week summer intensive during which teams of participants work on a series of simulated school projects. The second phase is a 10 month residency at an NYC public school under the mentorship of an experienced principal. During this phase, participants also attend leadership development sessions twice a week. The final phase is the planning summer, during which the participants plan for their transition into a school leadership role. The Leadership Academy has partnered with Baruch College, which allows Aspiring Principals to earn their New York State certification in Educational Administration and Supervision upon completion of the program.

The First Year Support program offers coaching, leadership development workshops, and technical assistance to all first year principals in NYC. The support begins with a week long seminar during the summer and continues through out the year. Support in years two and three are also available for second- and third- year principals

The New Schools Intensive Program provides tailored support to principals opening new small schools, including coaching and targeted technical assistance. During the pre-service phase, participants attend weekly leadership development sessions. During the in-service phase, once the new school has opened, the participants attend monthly leadership development sessions based on common needs. Support continues through the third year after the school opens.

RESOURCES AND CONDITIONS

The NYC Leadership Academy is funded through the New York City school system. Under the 2003 Children First reforms, principals in NYC now have increased control over school budgets, increased autonomy regarding staffing and improved access to data.

School Turnaround

<http://www.schoolturnaround.org>

OVERVIEW		
Locations	Texas, Florida, Arkansas, New York, Virginia, Hawaii, Washington, North Carolina, Illinois, Connecticut	
Program Participants	Teacher Leaders	Career-Switchers
	✓	
Scope	National	Local
	✓	
<p>School Turnaround is a leadership development initiative designed to assist principals in rapidly improving academic achievement at low-performing schools. During the 1-2 year partnerships, principals are supported through site visits, phone and email contact, web conferences, newsletters and other forms of technical assistance. After conducting a tailored school diagnosis, School Turnaround staff help the district and school principal set performance targets, develop a turnaround message, and align resources to focus on improving student achievement. Often a benchmark assessment and data package is designed and implemented to ensure that schools and districts have access to immediate and reliable data.</p> <p>In 2005, ten of the School Turnaround schools increased the percentage of students at grade level from between 9 to 39 percent (additional and school-specific results are available at www.schoolturnaround.org). Through its program warranty, School Turnaround will refund the full cost of the program if a school does not hit achievement targets.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	✓
Time Period	1-2 years	
University Partner	None	
Credential/Degree	None	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	None	
Changes to Compensation	None	
Timeline	Partnerships with districts are individualized; principal trainings begin each summer.	
Fee Arrangement	District pays partial cost of program (often defrayed by foundation support); cost is \$45,000-\$60,000 per school for core program; \$10,000-\$18,000 per school for smaller scope of involvement	

participants to commit to stay at the school until the turnaround has taken hold, but then work with the district, if needed, to help the principal make a transition to another low-performing school, and bring in a “sustaining” principal to fill his or her place.

RESOURCES AND CONDITIONS

The cost of School Turnaround’s training varies by the number of schools that participate in a given district. In 2007-08, the cost for one school is \$55,000 for one year. If a district hosts School Turnaround in five or more schools, the cost is \$45,000 per school for one year. The cost for high schools is flexible, based on enrollment and history of student achievement. School Turnaround often accepts foundation support for their work in a school district, but requires that at least some portion of the funding come directly from the district, to increase district investment in the program.

School Turnaround partners with districts primarily to help ensure that turnaround strategies will stick long after the turnaround team leaves. The organization strives to choose their districts strategically so that it does not introduce the program to a district that will treat it as a short-term fad, but will commit to the design as a long-term improvement strategy. Training and support is also available for district level staff – including a parallel track for senior leadership (superintendent and deputies).

RECRUITMENT

School Turnaround does not recruit individuals and then place them somewhere in a school; rather, staff members work with districts to find potential leaders in eligible schools who can participate in the training program. School Turnaround prefers to work with existing principals in eligible schools, though an ideal participant has been in their position for zero to four years.

Districts, foundations, and school boards typically approach School Turnaround. But principals who recognize failure in their schools and are impatient and passionate about turning it around are generally attracted to the School Turnaround model. School Turnaround is committed to making sure the program is a good fit for the organization, the district, and the school.

SELECTION

School Turnaround staff visits the district to make a presentation to a group of principals who have been recommended as potential turnaround specialists by the district superintendent. They then conduct interviews with those principals who show an interest in the program, and select as many as meet their qualifications.

These qualifications are based on characteristics that recur in the literature on leadership and turnarounds across industries as well as case studies conducted by independent researchers on behalf of School Turnaround, including: Energy; bias to action; results orientation; personal responsibility; inclination for teamwork; and educational expertise.

School Turnaround also prefers to work with current principals, most of whom come from a traditional education background. Participating principals need not be fully developed in all of these areas, but should show strong potential for growth. Lastly, School Turnaround looks not just at the capacity of candidates, but also at their current readiness for engaging in turnaround.

TRAINING

School Turnaround training takes place over the course of one to two school years, while participants work full time as principals in a “turnaround school.” The training year begins with a conference where “turnaround teams,” including the principal and key staff members from each principal’s school receive training on key strategies for turning around school performance. Teams leave the conference with a set of achievement targets, a new message for their schools, and a pragmatic course of action based on proven strategies for immediate and incisive change.

During the course of the school year, principals continue to work regularly with a Turnaround Specialist from the School Turnaround staff. These specialists also makes site visits, offer critical feedback and provide guidance for any needed course corrections. Turnaround specialists all have relevant and proven track records of having turned around at least one school or district – giving them the credibility to form blunt and useful partnerships with principals. Specialists help principals use data to improve instruction, including by providing benchmark assessments, scoring support, and intensive data analysis in a time-compressed manner.

Principals convene at a midyear conference to share strategies and persistent challenges in an effort to course-correct before high-stakes testing occurs. Facilitated conversation and presentation among the principals lends itself to useful problem-solving. Principals also receive newsletters, attend relevant web-conferences, and are provided access to the members-only section of the Turnaround website. School Turnaround also facilitates collaborative, local learning communities for principals in geographically proximate regions so that face-to-face interaction and visits may occur. Each year of participation concludes with an Assessment and Learning Conference where principals look at how well they have met or exceeded achievement targets and design next steps for the school.

School Turnaround realizes that the type of principal who is successful at turning a school around is often the type to become disinterested in a school that is already performing well. School Turnaround staff encourage their

University of Virginia School Turnaround Specialist Program

http://www.darden.virginia.edu/html/standard.aspx?menu_id=39&styleid=3&id=6154

OVERVIEW		
Location	Chicago, Philadelphia, Virginia, Florida, Louisiana, North Dakota, South Dakota	
Program Participants	Teacher Leaders	Career-Switchers
	✓	
Scope	National	Local
	✓	
<p>The University of Virginia School Turnaround Specialist Program (UVa STSP) is operated by the Darden/Curry Partnership for Leaders in Education (PLE) at the University of Virginia, a partnership of the Darden Graduate School of Business Administration and the Curry School of Education. The UVa STSP seeks to develop experts who are charged with turning around consistently low-performing schools in the state. By providing training, case study, and practical experience in proven business and education management strategies, the program offers the opportunity for successful school administrators to earn a professional credential in educational turnaround management.</p> <p>In 2005 (the most recent public data available), UVa STSP schools made Adequate Yearly Progress at a higher rate than comparison schools, and pass rates in UVa STSP schools exceeded those of comparison schools in both English and math at the elementary level.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	✓
Time Period	2 years	
University Partner	University of Virginia	
Credential/Degree	Credential in Educational Turnaround Management	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	None	
Changes to Compensation	Recommends that districts provide additional incentives to participants who achieve specified student learning goals or complete stages of the UVA STSP training	
Timeline	Negotiable with individual districts; principal training begins in June.	
Fee Arrangement	Fee-for-service; districts pay \$65,000 per school over two years	

RECRUITMENT AND SELECTION

The UVa STSP offers criteria for participation to each district it works with, but districts use their own methods for finding participants who meet these criteria. Eligible candidates must have administrative experience at least as an assistant principal; hold at least a master's degree and be willing to make a three year commitment to their turnaround school. In addition, UVa STSP believes that the most successful candidates will be established leaders who are dynamic, committed, strategic, data-driven, and results-oriented. Successful candidates should also have demonstrated success at mobilizing resources and motivating people to elevate student achievement in a time-compressed manner.

TRAINING

Turnaround specialists work in a low-performing school during the course of their training, which consists of four parts:

- » District Leadership Conference – A two-day program held at UVa in June of the first year. Turnaround principals bring up to three staff members from their local district to this initial training.
- » Executive Education Residential Programs – A 3-4 day training program for principals, held each July at UVa (directly after the District Leadership Conference in the first year). The credentialing ceremony also takes place during this meeting in the second year.
- » Cohort Retreats – a mid-year meeting in January of each year, held at UVa. Turnaround principals bring up to three school-based personnel to these meetings.
- » District Meeting Retreats – UVa holds meetings in each district with district support team members and participating turnaround principals.

Each training includes coursework, case studies, and discussions that provide information and practical experience in proven business and education management strategies. Content areas include assessment of personal leadership qualifications, skills to lead change, data analysis, decision-making, setting targets, and creating action plans. Participants also study business management strategies, finance and accounting practices, organization behavior and communication, and the restructuring and renewal of troubled organizations.

RESOURCES

The majority of UVa STSP's funding comes from the districts in which it operates. A one-time fee of \$65,000 per school covers all trainings, lodging, and ongoing support from UVa STSP staff, including use of an online portal, where participants can share and discuss challenges and resources.

Analysis and use of student data is a vital component of the UVa STSP program. It prefers to work in districts that possess the technological infrastructure to report assessment results back to principals and teachers in time to influence instruction.

APPENDIX II

Organization Profiles: Teacher Preparation Programs

Academy for Urban School Leadership

<http://www.ausl-chicago.org/>

OVERVIEW

Location	Chicago	
Program Participants	Recent Graduates	Career-Switchers
	✓	✓
Scope	National	Local
		✓

The Academy for Urban School Leadership (AUSL) recruits mid-career professionals and recent college graduates to the teaching profession and trains them for service in urban schools. Program participants, called Residents, train in Chicago public school classrooms for one year under the supervision of a mentor teacher. During their residency, participants earn a \$32,000 stipend, a master's degree, and elementary or high school certification. In return, they commit to teach for at least four years in an underperforming Chicago public school. Since 2001, AUSL has trained 242 teachers to serve in low-performing Chicago Public Schools.

TRAINING

Coursework	Intensive Summer	Yearlong
	✓	✓
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	1 year	
University Partner	National-Louis University, University of Illinois at Chicago	
Credential/Degree	M.A.T.	

RELATIONSHIP WITH DISTRICT

Change in Job Roles	None for new teachers; mentor teachers spend 20 percent of their time working with new teachers
Changes to Assignment Policies	Requires flexibility to match program participants in teams with principals who are engaged in school change; most graduates are placed in schools managed by AUSL
Changes to Compensation	None for new teachers; mentors receive 20 percent additional compensation
Fee Arrangement	Residents obtain loans to fund university tuition; AUSL funds residency costs, including annual stipends

state of Illinois, and the U.S. Department of Education through their Transition to Teaching program. Chicago Public Schools also provides financial support for the program.

In addition to its financial support for the residency program, Chicago Public Schools supports AUSL's role as a contract manager of Turnaround Schools. Under the restructuring provisions of No Child Left Behind, CPS has granted AUSL authority to manage the turnaround of several low-performing schools in the district. In these schools, principals are selected by AUSL, which guides and supports their educational program, budget, and hiring. Graduates of the AUSL Residency program are a key component of the staffing efforts for Turnaround Schools managed by AUSL.

RECRUITMENT

AUSL employs a recruitment team that works full-time to attract mid-career professionals and recent college graduates to the program. Recruiting approaches include online marketing, career fairs, information sessions, and personal contacts with AUSL alumni and other sources in the community.

Many candidates are attracted to the program's residency component, which allows participants to work full time in a Chicago public school under the supervision of an experienced teacher. During their residency, participants also receive a \$32,000 stipend while working toward a Master of Arts in Teaching from National-Louis University – or, for residents already certified as teachers, a M.Ed. from the University of Illinois at Chicago. For career-switchers, this stipend can make the transition to teaching much more financially feasible.

SELECTION

AUSL requires many of the same basic qualifications of its participants as other teacher preparation programs. Whether they are just out of college or transitioning from another career, participants must have a Bachelor's degree from an accredited institution, pass the Illinois Basic Skills Test, and meet the Illinois State General Education Requirements for a Master of Arts in Teaching. Participants who wish to teach high school must also pass the State Content Area Test and have sufficient coursework or experience to meet the state education requirements for the area in which they wish to teach.

In addition to these basic requirements, AUSL looks for candidates who demonstrate a commitment to social justice or have previous experience working in a social justice capacity (fifty percent of AUSL's residents come from other careers, many from a nonprofit background).

TRAINING

AUSL residents complete a yearlong rotation under the direction of mentor teachers at two schools in Chicago that are run by AUSL. The residency includes two 4-week sessions of lead teaching (one at each school) under the guidance of a mentor teacher. Residents spend 4 days a week at their residency schools, and complete coursework one day per week to obtain a master's degree. The coursework begins with 8 weeks of full-time summer course work and continues throughout the year.

AUSL has partnered with National-Louis University to develop a specific curriculum for AUSL residents. Residents' coursework includes topics such as using data and technology, diversity training, community-building in schools, and teacher-leadership. Their training includes content specific to a disadvantaged urban environment.

During the course of the program, participants earn a Master of Arts in Teaching from National-Louis University or a Master's of Education in Instructional Leadership from the University of Illinois at Chicago.

After completing the program, most residents are placed in teams at high-poverty, chronically underperforming Chicago Public Schools which AUSL has contracted to manage as Turnaround Schools. They receive continuing professional development during their first four years of teaching, including mentoring and support from professional field coaches.

RESOURCES AND CONDITIONS

AUSL's annual operating costs are supported by several foundations, corporations, and individuals, as well as National-Louis University, the

Benwood Initiative

<http://www.pefchattanooga.org/tabid/64/Default.aspx>

OVERVIEW

Location	Chattanooga, TN	
Scope	National	Local
		✓

In 2000, the Benwood Foundation, the Public Education Foundation and the Hamilton County Department of Education partnered to create the Benwood Initiative, a comprehensive initiative designed to turn around Chattanooga's lowest performing schools. The Osborne Fellows Initiative, part of that model, was created to provide 100 Benwood teachers with a free master's degree. In addition to this degree, HCDE offers salary incentives for teachers and principals who contribute to set gains in student achievement. The program also offers a two-year leadership training program for principals and assistant principals in Benwood schools.

Since the Benwood Initiative began, more than 50 teachers have participated in the Osborne Fellows program. The percentage of Benwood teachers who are new to their school dropped from 31 percent in 2002 to 18 percent in 2005. All of the original "worst in the state" schools also improved, and the school that was once at the bottom of the state was identified in 2005 as the fastest-improving school in Tennessee.

TRAINING

Coursework	Intensive Summer	Yearlong
		✓

Time Period 2 years

University Partner University of Tennessee at Chattanooga

Credential/Degree M.A.T.

RELATIONSHIP WITH DISTRICT

Change in Job Roles Two new roles: "consulting teachers," who mentor new teachers; and "lead teachers," who act as assistant principals for instruction

Changes to Assignment Policies Reconstitution and principal reassignment in Benwood schools required additional Superintendent authority and union waiver

Changes to Compensation Teachers and principals in Benwood Schools are eligible for bonuses for reaching specified student achievement goals

Fee Arrangement District pays partial cost of program. The Osborne Foundation provided \$1.5 million and the PEF and the Benwood Foundation contributed an additional \$7.5 million over 5 years

RECRUITMENT AND SELECTION

Teacher and principal candidates for the program have been drawn from current staff. Any Benwood teacher recommended by his or her principal after at least a year of teaching is eligible for the two-year master's program if the teacher is willing to commit to staying at a Benwood school for four years after earning the degree.

TRAINING

Osborne Fellows' two-year training follows a specially designed course of study at the University of Tennessee at Chattanooga. Teachers continue to work in their Benwood schools while taking courses. During the course of the year Fellows work with a mentor – another more experienced teacher from HCDE – and participate in Learning Trips to schools in other urban communities where they can observe, meet with and learn from highly skilled teachers.

The master's program for Osborne Fellows emphasizes information Fellows can put into practice right away in Benwood schools. The curriculum emphasizes the unique needs of students in urban schools, literacy and action research. Specific topics include how to create classroom assessments, how to translate assessment data into necessary changes in instruction, and literacy. The coursework culminates in a master's of education from the University of Tennessee at Chattanooga.

Chattanooga also offers the Urban Leadership Academy, a two-year leadership training program for principals that includes seminars, mentoring, and collaboration with other new school principals. Participants receive training in how to use data, evaluate classroom instruction, explain the state's standards and the district's curriculum, and lead staff discussions on these topics. Principals continue to work in their Benwood schools while participating in the leadership training program.

RESOURCES AND CONDITIONS

The Osborne Foundation, a local Chattanooga foundation, provided \$1.5 million to fund teachers' master's studies. The PEF and the Benwood Foundation together contributed an additional \$7.5 million over five years to support professional development and develop lead teacher positions in Benwood schools. The district used its own reallocated Title I funds to support additional teacher and administrative positions, as well as a portion of the performance awards for teachers based on increases in student achievement.

At the start of the initiative, the partnering foundations conditioned their financial support upon the superintendent's promise to do "whatever it took" to improve achievement in the Benwood schools. Many of the superintendent's steps were significant departures from previous policies. For example, all teachers in the Benwood schools were required to reapply for their jobs, and the 100 teachers who were not rehired in the Benwood schools were reassigned to suburban schools. Each principal was asked to take from one to three low-performing tenured teachers into their school and help them improve. Six of nine Benwood principals were reassigned to new schools, often as assistant principals.

The Superintendent also negotiated changes to the district's union contract. Prior to the Benwood changes, the contract in Hamilton County called for each vacant position in the district to be posted for ten days, after which a principal could hire, giving preference to those teachers with seniority. The consequence of this provision was to put low-status schools at an extreme disadvantage. As part of the Benwood Initiative, the Superintendent negotiated a new provision that allows all the schools to be on a relatively even plane in hiring. The Benwood schools are now able to hire at approximately the same time as the other schools in the system. In the fall of 2004 and 2005, all the Benwood schools were fully staffed by July.

Center for Urban School Improvement's Urban Teacher Education Program

<http://utep.uchicago.edu/>

OVERVIEW		
Location	Chicago	
Program Participants	Recent Graduates	Career-Switchers
	✓	
Scope	National	Local
		✓
<p>The Center for Urban School Improvement (USI) aims to prepare and induct new teachers, develop teacher leaders, and support school principals. Toward this goal USI operates several programs, including the Urban Teacher Education Program (UTEP). UTEP immerses pre-service teachers in a rigorous two year program of course work, field work, and clinical work leading to a M.A.T. and provides support and development to graduates during their first two years as Chicago public school teachers.</p> <p>As the program progresses, UTEP plans to analyze student achievement data in UTEP schools with help from the Consortium on Chicago School Research.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
		✓
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	2 years	
University Partner	University of Chicago	
Credential/Degree	M.A.T.	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	Teachers who work as mentors are released from their classroom duties to attend UTEP trainings	
Changes to Assignment Policies	Requires flexibility to match program participants in teams with principals who have a relationship with the program	
Changes to Compensation	Mentor teachers receive an additional stipend for hosting participants in their classrooms	
Fee Arrangement	District pays nominal part of program. Operating budget is \$8 million	

RECRUITMENT

USI directs most of its recruitment for recent graduates locally at the University of Chicago, through the career counseling office and local contacts. Its limited national recruitment takes the form of letters to small private liberal arts colleges in the Midwest and across the country. USI also places newspaper ads in local papers and alumni magazines. Participants are reportedly attracted by the urban aspect of the program, the training specific to working in an urban school environment, and USI's social justice mission. Participants are also drawn by the teacher-leader component of the program, which encourages them to be more than classroom teachers, but school and community leaders as well. Many UTEP participants choose the program over a more traditional program because it is more rigorous than many undergraduate and master's level teacher education programs available to them locally and across the country.

SELECTION

UTEP applicants must be in their third year at the University of Chicago or graduates of a four-year college or university. The application process begins with a paper application that includes three references, a transcript and a writing sample. Candidates are then invited for an interview with a team of UTEP staff, including clinical professors from the University of Chicago. During the interview process, candidates talk with several members of the USI staff, complete a writing prompt and a written reflection on their visit to a local school. During this process, USI looks for candidates who have strong content knowledge and interpersonal skills, with the expectation that they can build on those with strong pedagogical skills.

TRAINING

The first year of the UTEP training consists of the Foundations of Education sequence, which has four strands. The first strand, the academic strand, is made up of three classes which examine the theoretical underpinnings of education. The second strand meets three to five times per quarter and deals with issues surrounding education such as education equity and social justice. The third strand consists of guided field experiences designed to complement the academic strand. In the fourth strand, participants work in the classroom with students at the University of Chicago charter school.

The second year of the program consists of an internship that allows participants increasingly more classroom responsibility. During the first summer, participants work as teachers aides in summer school classes. During the school year, they work under experienced teachers at local schools, gradually assuming more classroom responsibilities. Finally, during the second summer the participants serve as lead teachers in a summer school program. They also continue to attend seminars and an evening class during this time.

The program is housed at the University of Chicago, and after completing the program, participants are eligible to receive an M.A.T from the University of Chicago. After the program ends, USI staff help participants find positions in Chicago schools with principals they know personally and have a relationship with, or in schools USI has worked in the past. Through the Chicago New Teacher Center, participants also receive support for an additional two years, with personalized in-class coaching, professional development, and participation in a network with other beginning teachers.

RESOURCES AND CONDITIONS

USI receives the majority of its funding from private philanthropic organizations. Approximately 20 percent of the UTEP budget supports leadership and teacher development (i.e., human capital); 30 percent supports research and development; and 50 percent supports schools through coaches, creation and maintenance of data collection tools, curriculum development, technology integration in the classroom, and other school supports. Chicago Public Schools (CPS) contributes a small portion of UTEP participants' tuition in return for their service in CPS schools during their training.

CPS also releases mentor teachers from their classroom duties to attend UTEP trainings once every six to eight weeks, and pays mentor teachers an additional \$3,000 per year for hosting UTEP participants in their classrooms.

USI is dependent upon the support and involvement of the University of Chicago faculty to provide professional development for teachers and principals and research and evaluation of the program. USI has also found that being part of the university lends credence to their program.

Inner-City Teaching Corps

<http://www.ictc-chicago.org/>

OVERVIEW		
Location	Chicago	
Program Participants	Recent Graduates	Career-Switchers
	✓	✓
Scope	National	Local
		✓
<p>The Inner-City Teaching Corps (ICTC) operates two teacher preparation programs in Chicago. Through the Volunteer Teaching Corps program, ICTC places recent college graduates in inner-city, parochial schools within the Catholic Archdiocese of Chicago. Corps members are provided free housing, insurance, meals, and regular community events with other corps members, 22 credits toward a master's of education from Northwestern University and an education award.</p> <p>Through the UNITE program, ICTC trains and places mid-career professionals in teaching positions in Chicago Public Schools and Catholic schools within the Archdiocese of Chicago. UNITE members participate in ongoing professional development during their placement through seminars, classroom visits, monthly dinners and retreats.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	2 years	
University Partner	Northwestern University	
Credential/Degree	Alternative Teaching Certificate; 22 credits towards M.Ed.	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	Requires flexibility to match participants in teams with principals who are committed to the program design	
Changes to Compensation	Corps members receive a stipend for their service, less than beginning teacher's salary, as well as room and board	
Fee Arrangement	District pays partial cost of program	

RECRUITMENT

ICTC is heavily engaged in recruitment. The organization engages in several strategies, but relies primarily upon personal recommendations. Each year, a full-time director for recruitment draws Teaching Corps candidates from a database of students and recent graduates from across the country. The database grows every year through connections with universities, service learning organizations, campus ministries, and university recruitment fairs. ICTC also maintains a web presence on idealist.org, an online portal for nonprofit service and volunteer work that has attracted a large number of their candidates. Many Teaching Corps members are also attracted by the community living component of the volunteer program, which provides an unparalleled professional and personal support network during Corps members' first experiences in the classroom.

Mid-career professionals who wish to enter teaching through ICTC's UNITE program are largely drawn from the Chicago area. The UNITE program in particular is attractive to many career-switchers because it allows them to earn substantial credit toward a master's degree from Northwestern University, a highly-ranked education school, while working full-time in a classroom.

SELECTION

Like many teacher training programs, ICTC sets basic requirements that all of its applicants must meet to qualify for the program. Applicants for both the Volunteer Teaching Corps and the UNITE program must have a Bachelor's degree and a minimum GPA, but an education major is not required for either program. Candidates for the UNITE program must also have 3-5 years of work experience. In addition to these requirements, ICTC evaluates candidates based on several other qualities that it has found contribute to participants' success in urban school environments. For both programs, these include good communication and interpersonal skills, a high energy level, and demonstrated initiative. ICTC also looks for "softer" characteristics that match their program philosophy, including a commitment to helping others, a sense of personal faith and spirituality, and a willingness to actively contribute to a faith-based community.

During the application process for UNITE and the Teaching Corps, candidates submit a written application that includes two essays, three letters of recommendation, and a resume. They then participate in a two-part interview. The first includes a traditional question-and-answer segment that allows ICTC staff to gather more background on the candidates' application; the second involves a taped interview where candidates are evaluated on their presentation styles and ability to break down a concept into teachable parts. Candidates who are successful in each round of the selection process are invited to join the ICTC program.

TRAINING

Both Volunteer Teaching Corps and UNITE members participate in the specially-designed Alternative Teacher Certification Program (ATCP) developed in partnership with the Northwestern University School of Education and Social Policy. This one-year program gives non-education majors the opportunity to combine full-time, in-classroom experience with special instruction to earn an Initial Alternative State of Illinois Teacher Certificate and 22 credits toward a Masters in Education from Northwestern University.

Corps members' training begins with an intensive eight-week summer institute and continues throughout two years with regular in-class observations by an ICTC supervisor, seminars, and classes at Northwestern University specifically geared for inner-city teachers. Seminar topics focus on issues specific to inner-city schooling and include classroom management, lesson planning, evaluation and assessment, curriculum planning, development of culturally relevant activities, special education, parent conferences, multiple

intelligences, portfolio development, and teaching methods for individual subjects.

The first year of the program for both Volunteer Corps and UNITE members allows them full-time teaching responsibilities. During this time, members are supported by mentor teachers, Northwestern faculty, and ICTC staff. ICTC's development staff members oversee members' teaching experience and training and observe their classroom teaching twice a month. Members of the Volunteer Teaching Corps also work with a second-year volunteer and a veteran teacher at their school who has received extra training to serve as a mentor.

During their training, members of the Volunteer Teaching Corps share housing with other Corps members and work with two Corps alumni who serve as peer counselors, facilitating reflections throughout the year and working closely with each Corps member on their personal health and development.

RESOURCES AND CONDITIONS

ICTC is largely grant-funded, through private foundations and the US Corporation for National Service AmeriCorps program. Schools that host Corps members in the Volunteer Teaching program also contribute \$26,000 per year per Corps member to help cover ICTC's professional development and training fees. Northwestern University also contributes funds each year toward participants' training costs. Participants in the UNITE program are required to contribute approximately \$6,000 toward their training at Northwestern, and receive a normal beginning teacher's salary.

The ICTC staff has been unable to negotiate waivers to local union contract provisions that would allow them to place their Corps members in large groups within Chicago public schools. Instead, Volunteer Corps members are placed in low-performing Catholic schools where principals are able to engage in a tailored matching process. ICTC does not place its Corps members within Chicago Public Schools because to remain true to the program design, it requires a great deal of control over where its members serve.

UNITE program participants are more flexible: they are responsible for finding their own placement in a local school, public or private (though historically, most UNITE alumni have chosen to work in district schools where the pay is higher). ICTC assists UNITE members with the application and placement process, but is unable to guarantee placement.

New Teacher Center

<http://www.newteachercenter.org/>

OVERVIEW

Location	California, Alaska, Arizona, Hawaii, Illinois, Mississippi, New York, Tennessee, Virginia, Wisconsin	
Program Participants	Recent Graduates	Career-Switchers
	✓	✓
Scope	National	Local
	✓	

The New Teacher Center (NTC) is a national resource for high quality new teacher and new administrator induction programs. The NTC works with teachers, administrators, and faculty in school districts, universities, and other educational organizations to build induction programs designed to support new teachers and have a lasting effect on classroom practices and school communities. The NTC offers a menu of trainings from which districts and other educational organizations can choose to support the growth of mentors, coaches, supervisors, master teachers, consultant teachers, principals, and coordinators of induction programs. After 14 years, fewer than five percent of teachers who participated in the New Teacher Center at Santa Cruz have left the teaching profession.

TRAINING

Coursework	Intensive Summer	Yearlong
		✓
Time Period	1-5 day workshops	
University Partner	Several across the country	
Credential/Degree	None	

RELATIONSHIP WITH DISTRICT

Change in Job Roles	Recommends, but does not require, that districts release mentors part-time to work solely with new teachers and attend trainings
Changes to Assignment Policies	None
Changes to Compensation	Recommends that districts provide mentors additional compensation for extra work
Fee Arrangement	Fee for service; \$5,000-\$6,000 per new teacher per year

TRAINING*

The New Teacher Center builds teacher induction programs by focusing on mentor support. Most mentor professional development trainings are held over a two-day period in the district. The NTC offers several trainings for teacher mentors on topics such as coaching and observation strategies, coaching in complex situations, the site administrator's role in supporting beginning teachers, and mentoring for equity.

The NTC also provides direct coaching support to new and veteran administrators and trains and supports central office administrators in instructional leadership skills. Principal professional development trainings are offered primarily as one-day workshops and focus on applying professional standards to teaching and leadership practice and the principal's role in supporting effective teaching.

The NTC works not only with districts but also with colleges and universities to help build teacher induction programs based on mentorship models. Most of their work to-date has been with clinical professors in pre-service programs, to help them understand the induction program their new teachers will be working in when they graduate. During new teachers' pre-service training, the NTC works to pair university supervisors with district mentors so that they communicate the same standards and norms of practice to their new teachers.

RESOURCES AND CONDITIONS

The NTC's trainings are offered on a per-participant enrollment basis, but the Center often works on a contractual basis with individual school districts. The cost to the district for full training works out to approximately \$5,000-\$6,000 per new teacher per year. The NTC often works with local foundations, but requires that the participating district contribute at least some portion of the funds. The NTC has also found that its work is most likely to be successful in districts where the union has a sense of ownership over the training. While foundations and the local community can often help build support for the program, ultimately it must "belong" to capable individuals in positions of authority in the district. The NTC has found that is critical for the union to be brought to the table, or accommodations necessary for the program tend to break down.

* We do not describe recruitment or selection processes here because The New Teacher Center is not directly engaged in recruitment or selection of new teachers.

Teach For America

<http://www.teachforamerica.org/>

OVERVIEW		
Location	Atlanta, Baltimore, Bay Area, Charlotte, Chicago, Connecticut, Denver, Eastern North Carolina, Greater New Orleans, Hawaii, Houston, Indianapolis, Jacksonville, Kansas City, Las Vegas Valley, Los Angeles, Memphis, Metro D.C., Miami-Dade, Mississippi Delta, Newark, New Mexico, New York City, Greater Philadelphia-Camden, Phoenix, South Dakota, Rio Grande Valley, South Louisiana, St. Louis	
Program Participants	Recent Graduates	Career-Switchers
	✓	
Scope	National	Local
	✓	
<p>Teach For America (TFA) recruits recent college graduates to teach in low-income schools throughout the country. After a rigorous selection process, TFA operates a five-week summer institute and ongoing professional development to prepare corps members for their two (or more) years of service.</p> <p>In the 2007-08 school year, approximately 5,000 corps members taught in 26 urban and rural areas across the country, collectively reaching approximately 440,000 students. As a group, these teachers make more progress in reading and math than is typically expected in a year; attain significantly greater gains in math than their non-TFA peers, and are working in the highest-needs classrooms in the country. More than 12,000 TFA alumni continue to work within education and in other fields to effect fundamental change.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	
Time Period	5 weeks	
University Partner	Several across the country	
Credential/Degree	M.Ed.	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	Requires flexibility to place corps members in cohorts	
Timeline	Partnerships with districts are individualized. Teacher training begins each summer.	
Fee Arrangement	District pays approximately \$1,500 for each corps member per year	

certification and a master's degree.

RESOURCES AND CONDITIONS

Teach For America is supported by many private donors. Districts pay about \$1,500 for each corps member per year, about 10 percent of the total cost of the program.

Corps members are paid directly by the school district they work in and receive the same salary and benefits as other beginning teachers. Before it begins work in a district, however, TFA must be able to place corps members in groups across all grades and subjects, to help improve their support, growth and retention.

RECRUITMENT

TFA employs aggressive recruiting strategies to build its corps membership. In addition to participating in career fairs, TFA puts forth intensive recruitment efforts at more than 100 universities across the country, where recruitment teams work to build lists of graduates that appear to be strong candidates. Recruiters typically meet one-on-one with these students to share information about the TFA program. Most participants are attracted by the mission of the organization, the challenge of working in low income schools, leadership opportunities after their service and the strong national reputation of TFA. Teach For America also implements less intensive recruitment campaigns at an additional 300 campuses through mass marketing and general informational sessions. Recruitment team members identify top prospects and cultivate them individually to apply, while also raising campus awareness and building knowledge about educational inequity and TFA.

SELECTION

In addition to a bachelor's degree and minimum GPA of 2.5, TFA looks for skills in its candidates that the organization has found to correlate highly with classroom success, including leadership skills, a record of past achievement, and perseverance. Classroom experience or work with children is not required. A TFA selection committee reviews all paper applications and invites the most promising applicants to participate in a day-long interview, which includes a sample teaching lesson, a group discussion, and a personal interview. Each year, TFA compares the admission factors of their participants to their classroom success and makes adjustments accordingly to their selection criteria.

TRAINING

Teach For America operates a five-week summer institute which includes opportunities for practice, observation, coaching, and study. In the mornings and early afternoons, corps members teach in a district summer school program under the close supervision of veteran educators from the hosting school district and Teach For America instructional staff. In the late afternoons and evenings, corps members participate in interactive courses and clinics to build knowledge, deepen skills, and apply learning to upcoming teaching. The program is structured into teaching, observations and feedback, reflection sessions, rehearsal sessions, lesson planning clinics, and curriculum sessions. After the summer institute, participants begin the two years of teaching they committed to as part of the program.

The summer institute focuses on the content areas of:

- » Teaching as leadership – the approach of successful teachers in low-income communities
- » Instructional planning and development – a goal-oriented, standards-based approach to instruction, including diagnosing and assessing students, lesson planning and instruction
- » Classroom management and culture – how to build a culture of achievement to maximize student learning
- » Diversity, community and achievement – diversity-related issues new teachers may encounter
- » Learning theory – including learner-driven instructional planning
- » Literacy development – elementary and secondary methods for teaching literacy

During their two years as corps members, participants receive ongoing professional development including cycles of observation and feedback; toolkits including assessments, standards, and teaching tools tailored to state standards and district curriculum; meetings across content-area grade-level groups to share best practices; and coursework towards full

The New Teacher Project

<http://www.tntp.org/>

OVERVIEW		
Location	Nationwide	
Program Participants	Recent Graduates	Career-Switchers
	✓	✓
Scope	National	Local
	✓	
<p>The New Teacher Project (TNT) works directly with districts to help them make changes to their hiring and staffing policies that make them better able to hire and retain high quality teachers, particularly in hard-to-staff schools and subject areas. The organization oversees several initiatives, including:</p> <ul style="list-style-type: none"> » Teaching Fellows, through which TNTP recruits, selects, and trains new teachers; » Strategic partnerships, contractual work with districts to build capacity and implement reforms in human resource policies that improve teacher recruitment, selection, placement, and retention; » Training and certification for alternate route teachers; and » Research and Advocacy, to influence policy on a national basis to help school systems overcome obstacles to hiring and keeping high-quality teachers. <p>Since 1997 TNTP has recruited, prepared or certified approximately 28,000 high-quality teachers for high-need schools. Eighty-two percent of all teachers hired through TNTP programs have been eligible and assigned to teach in hard-to-staff subject areas such as math, science, and special education.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
	✓	
Time Period	6 weeks	
University Partner	Several across the country	
Credential/Degree	Alternative Teaching Certificate (in select states)	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	Advises districts to revise collective bargaining provisions that cause them to lose talented applicants	
Timeline	Negotiable with individual districts.	
Fee Arrangement	Fee-for-services	

RECRUITMENT

Though it also works with recent college graduates, TNTP targets its recruitment primarily toward career-switchers around age 30 and is prepared to train professionals from other fields who wish to pursue teaching as a career. TNTP tailors its recruitment strategies to meet the specific needs of each district with which it partners, introducing both advertising and communications campaigns as well as systemic reforms to improve the district's HR policies. Specific examples include:

- » Establishing an outcomes-based, data-driven recruitment campaign
- » Inspiring candidates with compelling, high-impact recruitment messages and materials
- » Using proactive and proven recruitment strategies that include internet marketing, candidate cultivation, print advertising, grassroots outreach, and specially trained teacher recruiters
- » Training full- and part-time recruiters to market the district effectively
- » Constantly monitoring and adjusting the recruitment campaign to ensure the most cost effective use of limited resources.

From their experience, with strategic recruitment, TNTP has found that there is an inexhaustible supply of teacher candidates.

SELECTION

TNTP helps districts implement rigorous and competitive selection processes that focus on candidates' capabilities and skills, rather than basic qualifications. For example, its selection model involves interviews as well as role plays that highlight their capacities for leadership, problem-solving and continuous learning. TNTP also offers districts carefully-structured and normed rating tools that promote consistent assessment of candidates, and rigorous training and quality control to ensure that the selection process is implemented effectively and fairly.

TRAINING

TNTP works to train professionals who can successfully make the transition from a non-education field to a difficult public school classroom. The pre-service training program provides teachers with a research-driven, competency-based framework of knowledge, strategies and skills necessary for effective teaching in high-needs schools. TNTP candidates also engage in a six week pre-service training program, during which they are given primary responsibility for setting up and running a summer school classroom under the supervision of a veteran teacher.

RESOURCES AND CONDITIONS

The New Teacher Project works with districts on a fee-for-service basis and, while it prefers to build all of the components of the program itself, the program does require space from the district for staff members who work locally, space for interviews with teacher candidates, and summer school spaces for teacher training.

In addition, TNTP requires the districts it works with to be active collaborators. The organization prefers to engage in districts that want to improve the whole continuum of teacher recruitment, selection, placement, training, and support – rather than a piecemeal approach. TNTP also requires community involvement in the effort, such as mayoral support or support from the philanthropic community, as well as a multi-year commitment to implement the program, and a strong working relationship with the district-level staff who will be required to carry out its practices.

Woodrow Wilson Indiana Teaching Fellowship

<http://www.woodrow.org/fellowships/teaching/indiana/index.php>

OVERVIEW		
Location	Indiana	
Program Participants	Recent Graduates	Career-Switchers
	✓	✓
Scope	National	Local
		✓
<p>With its first class of applicants in summer of 2008, the Woodrow Wilson Fellowship provided a \$30,000 stipend during a master's degree program at one of four Indiana universities. The master's program prepares Fellows in high-functioning urban and rural high schools that serve primarily disadvantaged students. In exchange, Fellows commit to teach math or science for three years in a high-need Indiana secondary school. Upon completing the master's degree and teaching certification, Fellows take jobs in participating districts, where they receive continued support and mentoring.</p> <p>The four Indiana universities participating in the program have outlined new directions for their teacher preparation programs, including new curricula and outcome measures anchored by supervised clinical experience and ongoing mentoring in schools.</p>		
TRAINING		
Coursework	Intensive Summer	Yearlong
		✓
Practicum/Residency	Concurrent	Following Coursework
	✓	
Time Period	1 year	
University Partner	Ball State University, Indiana University – Purdue University Indianapolis, Purdue University, University of Indianapolis	
Credential/Degree	M.A.T.	
RELATIONSHIP WITH DISTRICT		
Change in Job Roles	None	
Changes to Assignment Policies	None	
Changes to Compensation	None	
Fee Arrangement	Foundation-supported in Indiana. \$30,000 per fellow for a total cost of approximately \$45 million over five years	

RECRUITMENT

According to a study done for the Woodrow Wilson National Fellowship Foundation by Public Agenda, high-quality teaching candidates are attracted by three things: the prestige of a fellowship opportunity, the chance to make a difference, and an opportunity to teach in effective high need schools. The Foundation recruits potential candidates by placing ads in major media outlets, posting information online, and using existing mailing lists to contact both college students and mid-career candidates.

SELECTION

The fellowship is open to college seniors, graduates, and career changers who:

- » Have completed or are completing a math or science major as undergraduates, or who have significant work experience in math- and science-related fields;
- » Graduate in the top ten percent of their class, and/or demonstrate strong potential through professional accomplishments;
- » Demonstrate a commitment to the program and its goals; and
- » Are willing to reside in Indiana while completing their master's degree and three-year teaching commitment.

Additional criteria and a rigorous selection process will be drawn up by Foundation staff and a panel of experts for the first class of applicants in summer of 2008. For the first year, the Woodrow Wilson Foundation expects to award a total of 80 Fellowships—20 to each of the four participating institutions.

TRAINING

The one-year training program has been designed by the partner education schools within the criteria set by the fellowship. The four Indiana universities participating in the program have outlined new directions for their teacher preparation programs, including new curricula and outcome measures anchored by supervised clinical experience and ongoing mentoring in schools.

Retention is one of the goals of the program, and will be achieved through better preparation, mentoring, and cohort hiring.

RESOURCES AND CONDITIONS

The cost for the fellowships in Indiana is \$30,000 per fellow. The program is currently funded by the Lily Endowment.

Woodrow Wilson Indiana Teaching Fellows will be placed in high-need urban or rural secondary schools that have strong leadership, experienced mentor teachers, and pre-existing relationships with participating teacher education programs. Fellows will be placed in groups of at least two, so that they can continue to learn from one another and support each other. All Fellows also will benefit from mentoring provided by a veteran teacher at their school.