



BACKGROUND

Strengthening Human Capital in K-12 Public Education. A Four-Part Strategy (April 2010)

Throughout its history, Carnegie Corporation has sought to promote and preserve a robust American democracy by supporting expanded opportunity through education. The Corporation's goal is to generate systemic change throughout the kindergarten to college continuum, with particular emphasis on secondary and higher education, or 6-16.

The foundation aims to enable many more students, especially historically underserved populations, including low-income, minority and immigrant youth, to perform at the highest levels of creative, scientific and technical knowledge and skill and be prepared to succeed in college and the workplace.

A critical component of Carnegie Corporation's efforts to create pathways to educational and economic opportunity is its support for the development and implementation of systems that allow schools to recruit and develop qualified candidates for teaching and leadership roles, place them intelligently and equitably in the right positions, cultivate their skills and sustain their commitment over time, and monitor and manage their performance with relevant metrics.

Carnegie Corporation is pursuing this human capital work through a four-part grantmaking strategy:

- (1) recruit and train excellent teachers and principals for the highest-need schools;
- (2) support them once they're hired, with an emphasis on the provision of, and know-how to utilize data to personalize instruction;
- (3) offer opportunities for improving teaching skills and career development that includes school leadership; and
- (4) develop assessment tools to enable schools to identify higher performing teachers, improve the growth of promising teachers and principals and, where appropriate, dismiss the least effective teachers.

Recruiting

The Corporation supports The New Teacher Project (\$2,000,000/March 2008) to partner with school districts and states to implement scalable responses to their most acute teacher-quality challenges. Since its inception, The New Teacher Project (TNTP) has hired and/or trained approximately 37,000 teachers in 31 states, with a focus on math and science teachers and hard-to-staff schools. In a pilot partnership with Baltimore, for example, TNTP led recruitment for the 40 lowest-performing schools, working with principals to identify their vacancies and make smart and timely hiring decisions. An independent study of the first year of the program found that the initiative enabled participating schools to hire better-qualified teachers; it also enabled these schools to hire all their teachers by day 1 for the first time, though the district itself opened with more than 50 vacancies.

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To support efforts to better predict teacher efficacy so that districts are equipped to recruit effective teachers, Carnegie Corporation is funding research linking teacher characteristics with student outcomes, using student-learning growth as the measure. In addition, the foundation is applying research directly to the classroom by funding Teach For America (\$2,000,000/June 2008) to significantly expand a pilot program that uses student-achievement data to assess teacher performance and maps that against the rubric used to hire those teachers. TFA then uses what it's learning to refine its recruitment strategy, helping it to hire and place teachers who are more likely to help students achieve.

The UTeach program, developed at the University of Texas at Austin to prepare qualified math and science teachers, will be expanded to additional universities through a grant to the National Math and Science Initiative (\$1,500,000/December 2009). The program takes undergraduates from the faculty of arts and sciences already majoring in a STEM (science, technology, engineering, and mathematics) field and provides them, simultaneously, with teacher training and certification. Corporation support will enable the National Math and Science Initiative (NMSI) to think through how to expand strategically, place significantly more UTeach graduates in high-need schools, and measure their impact so as to improve program performance. NMSI plans to initiate this shift by partnering with foundation grantees The New Teacher Project and Teach for America in developing a UTeach placement system, through which it will build on those organizations' successful recruitment and placement strategies and develop relationships with school districts.

The foundation supports urban teacher residency programs like that of the University of Chicago's Urban Education Institute (\$2,053,300/March 2009), which requires students to successfully complete a yearlong foundations sequence that offers multiple opportunities to study and experience urban schooling before they apply to the residency program. Following the residency year, students engage in a final summer of coursework and teaching experiences during which they are assigned a coach from the program, who follows them into their early years of teaching. A teacher residency program managed by New Visions for Public Schools (\$800,000/March 2009) integrates teacher preparation into the organization's broader school reform efforts, called SAM (see 'Career Development' below). The foundation's hope for this and other similar apprenticeship-type programs is that new teachers will walk into teaching on day 1 with the knowledge and skills of third-year teachers – and be equipped to use that experience to improve student achievement.

Support

To provide teachers the tools to do their work better, the Corporation has made a number of grants to develop models that allow teachers to utilize student performance data, along with the skills to translate that data into improved teaching and student achievement. The foundation is supporting Uncommon Schools (\$500,000/September 2008; \$1,000,000/March 2010) and Achievement First (\$1,664,600/September 2008), two charter-management organizations, and BayCES (\$1,600,700/June 2008), an education intermediary, all of which bring student-performance data to teachers in a timely and usable way. Support to Battelle for Kids (\$569,400/December 2008) will help the organization assist schools as they analyze and begin to translate newly collected value-added and formative-assessment data into improved instruction and student achievement.

Career Development and Advancement

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To keep the best talent, the foundation is funding efforts to offer teachers opportunities for development through a career ladder that includes leadership. With the impending wave of principal retirements, and the increased demand caused by smaller schools, districts need more and better school leaders. A grant to New Visions (\$10,000,000/June 2007) addressed both the career ladder and leadership development by putting in place a comprehensive school-reform strategy that integrates teacher professional development, leadership building, and succession planning. The model is responsible in part for the nearly 80 percent graduation rates in New Visions' schools, which serve predominantly minority and low-income students.

Carnegie Corporation supports New Leaders for New Schools (\$2,526,700/June 2008), which recruits, trains, and then supports highly qualified candidates to become principals in high-need schools and has placed over 550 principals in ten cities. According to a RAND study, New Leaders principals with two or more years of experience outperformed their district counterparts who work with similar students.

Retaining the Best, Dismissing the Worst

The foundation is supporting efforts to help school systems develop better strategies for retaining the best teachers and firing the worst. To effect changes in how school systems differentiate talent, the foundation has funded the National Governor's Association (\$300,000/September 2008) to work with states to design compensation systems that better reward excellence, a key component of any strategy for retaining top talent.

The New Teacher Project (\$3,000,000/March 2010) is working with districts and states to better evaluate teachers, retain the most effective ones, improve average performers, remove the least effective, and develop all teachers to their highest potential.

The National Council on Teacher Quality (\$850,000/March 2010) is working to address limitations in using teacher-performance data; address district-union contracts, which often ensure promotion and prevent termination for poor performance; and transform education schools so that coursework better prepares students for the classroom and the institutions are held accountable for student performance.

In November 2009, the Consortium for Policy Research in Education Task Force (\$2,000,000/December 2007) issued a series of policy recommendations for state and district actions to improve student achievement by recruiting, developing, evaluating, compensating, and retaining more effective teachers and principals. Education Sector (\$500,000/September 2008; \$1,000,000/September 2009), a leading policy/advocacy group, is advocating for better compensation and termination policies.