

National **Charter School**
Resource Center

Developing Education Talent Pipelines for Charter Schools

A Citywide Approach



City-Based Strategies Series

BY DANIELA DOYLE AND LUCY STEINER 2011

About This Series

In May 2011, the National Charter School Resource Center (NCSRC) and the U.S. Department of Education hosted a full-day conference to explore emerging city-based movements that embrace high-quality charter schools as an integral component of their reform strategies. This series of papers aims to continue the discussions from that day by taking a deeper look into three of the topics raised at the conference—city-based funding strategies, building a robust pipeline of talented teachers and leaders, and innovation in incubating new charter schools. Attendees at the conference represented a number of stakeholder groups, but everyone who participated shared a common goal—improving the quality of public education for all students in urban areas. The audience for this series of white papers is similarly united around that central mission and committed to working in partnership with leaders from various sectors. Readers may represent a range of roles: leaders from the charter school community, federal and state policymakers, urban school district leaders, and representatives from foundations, the business community, and community-based or civic organizations in urban areas.

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The Talent Imperative

Teachers and leaders matter more than anything else in a school when it comes to student achievement (New Leaders for New Schools, 2009). Top teachers propel their students to achieve more than a year's worth of growth each academic year (Staiger, Gordon, & Kane, 2006; Rivkin, Hanushek, & Kain, 2005; Sanders & Rivers, 1996). Research suggests that school leadership is second only to classroom instruction among all school-related factors that affect student achievement—an impact largest in schools facing the greatest challenges (Leithwood, Louis, Anderson, & Wahlstrom, 2004; New Leaders for New Schools, 2009). Strong school leadership is particularly important in the charter sector, where schools are autonomous and principals often are called upon to use skills related to operations, facilities, and governance that traditional principals do not need.

Stakeholders who want to build a sustainable, healthy charter sector must therefore consider how they are going to foster and support a strong talent pipeline.

Education talent is therefore an acute need for any school system, and doubly so in a growing charter sector. Charter advocates in many cities are trying to rapidly increase the number of quality charter schools, both to offer more families access to high-performing schools and to motivate district schools to improve. In most cities, then, the charter sector does not just have to recruit enough talent to sustain existing schools, but also to expand.

Stakeholders who want to build a sustainable, healthy charter sector must therefore consider how they are going to foster and support a strong talent pipeline.

Assessing and Developing a City's Charter School Talent Pipeline: A Framework

In its recent research into what constitutes a strong citywide charter sector, FSG, a social impact consulting firm, identified several “key indicators that support the development of a citywide charter strategy” (Kania, Kutash, Obbard, & Albright, 2011, 11). For this paper, we have modified that framework to focus on six indicators of the clearest impact on recruiting and retaining highly effective teachers and leaders for charter schools:¹

- A facilitator that focuses specifically on the talent pipeline
- Local and national talent providers
- High-performing charter schools (because they become magnets for talent)
- Philanthropic funding for education talent initiatives
- Political support
- A favorable state policy environment

In addition, the authors examined how two cities—New Orleans and Indianapolis—have developed their education talent pipelines. We chose New Orleans because it has the highest concentration of charter students of any city in the country, fueled in large part by a strong supply of education talent (see Table 1). In considering a second city, we looked for evidence of the six indicators in the preceding bulleted list. Although we could have focused on a number of cities, we selected Indianapolis because charter supporters there have taken numerous steps

in recent years to grow and strengthen its talent pipeline. Although no charter supporter from either city would claim that they have built a perfect system, the purposefulness and collaboration they have demonstrated in addressing the need for a pipeline of highly effective teachers and leaders sets them apart.

This report has two purposes: (1) to highlight the indicators of a robust talent pipeline so that charter supporters of all kinds—including charter school leaders, talent providers, charter support organizations, philanthropies, and politicians—can evaluate the strengths and weaknesses of their own efforts; and (2) to show through the examples of Indianapolis and New Orleans how charter supporters have been able to grow the supply of effective charter school teachers and leaders by focusing on these indicators.

Table 1. Prevalence of Charter Schools in New Orleans and Indianapolis

	New Orleans ^a	Indianapolis ^c
Students		
District	11,569	33,080
Charter	28,308	4,918 ^d
Total	39,877	37,998 ^d
School		
District	28 ^b	62
Charter	60 ^b	26 ^e
Total	88 ^b	88
Percentage of students enrolled in charters	71%	13% ^d
^a Cowen Institute. (2011). <i>The 2011 state of public education in New Orleans</i> . New Orleans, LA: Cowen Institute for Public Education Initiatives at Tulane University. Retrieved August 29, 2011, from http://www.coweninstitute.com/wp-content/uploads/2011/07/2011-SPENO-report.pdf		
^b Includes both schools run by Orleans Parish and those run by the state as part of the Recovery School District.		
^c Indiana Department of Education. (n.d.). <i>Find school and corporation data reports, school enrollment by grade level</i> . Retrieved August 29, 2011, from http://www.doe.in.gov/data/reports.html . Refers only to students attending Indianapolis Public Schools (IPS) or residing in the IPS boundaries and attending a charter school.		
^d Estimated to include only students residing in IPS boundaries. ²		
^e City of Indianapolis Mayor's Office. Personal communication. September 16, 2011; Ball State University, Office of Charter Schools. Personal communication. September 23, 2011.		

A Facilitator That Focuses Specifically on the Talent Pipeline

Highly effective charter schools are justifiably protective of their ability to recruit and select their own school leaders and teachers. It is one of the hallmarks of charter autonomy and often a critical ingredient to schools' success. That said, most charter school advocates would agree that it is extremely helpful to have a “facilitator”: a city-based entity that funds and coordinates human capital initiatives, identifies gaps in the talent supply for charter schools, and launches initiatives to fill those gaps.

A strong facilitator is perhaps the most important ingredient for a robust pipeline because it drives forward all the other indicators. Often, charter support organizations play this role, but other organizations can as well. New Schools for New Orleans (NSNO) and The Mind Trust (TMT) in Indianapolis both serve as key examples of strong facilitators.

NSNO aims to achieve excellent public schools for every child in New Orleans. To do so, one piece of its three-part strategy is recruiting, retaining, and developing talent to teach in and lead schools across the city (see feature, “NSNO’s Impact on the New Orleans Talent Pipeline”). NSNO primarily does so by developing partnerships with and coordinating the efforts of multiple providers, described in more detail in the following section.³ “In our decentralized system, NSNO acts as a landscape monitor by identifying gaps in human capital and charter operator pipelines—and then coordinating funding to ensure that excellent organizations can scale to serve every student in the city,” explains Neerav Kingsland, NSNO’s chief strategy officer (N. Kingsland, personal communication, August 12, 2011).

NSNO’s Impact on the New Orleans Talent Pipeline

Since its founding in 2006, NSNO has played a key role in

- The recruitment, training, and placement of 505 teachers
- The recruitment, training, and development of more than 80 school leaders
- The recruitment, training, and development of more than 30 teacher leaders

TMT’s mission is to dramatically improve public education for underserved children in Indianapolis. To do so, it facilitates many of the same kinds of partnerships as NSNO in New Orleans (see feature, “TMT’s Impact on the Indianapolis Talent Pipeline”).⁴ In addition to forming partnerships, however, TMT plays a direct role in cultivating education talent, such as building a pipeline of education entrepreneurs to support schools, students, and system leaders. As part of TMT’s Education Entrepreneur Fellowship, for example, it helped one of its fellows launch Teach Plus, an initiative that supports the retention of effective teachers in urban schools by recruiting excellent early-stage teachers to become “teaching policy fellows” who learn about education policy and work with policymakers to modernize the profession.

TMT’s Impact on the Indianapolis Talent Pipeline

Since its founding in 2006, TMT has played a key role in

- The recruitment, training and placement of 450 teachers
- The establishment of a principal fellowship, which began training its first six school leaders in 2011
- The recruitment of six top education ventures to Indianapolis

Both NSNO and TMT also are key players in the education reform landscape of their cities. In that role, they help to strengthen many of the other indicators needed to build a robust talent pipeline by networking, raising funds, and influencing local and state policy. We discuss these other activities in more detail later in this report.

Local and National Talent Providers

As described earlier, an ongoing, robust supply of effective teachers and leaders is a critical ingredient in building a strong charter sector (Leithwood et al., 2004; New Leaders for New Schools, 2009; Rivkin et al., 2005; Sanders & Rivers, 1996; Staiger et al., 2006). This supply could come from university teacher and principal training programs, but too often, traditional education programs lack rigor or do not tailor their training to the demands of working in high-needs schools where students enter school well behind their more advantaged peers (Carey, 2009; Levine, 2006). As a result, strong charter schools often prefer to rely on organizations such as Teach for America and The New Teacher Project, whose missions are to recruit and train particularly talented, highly motivated people. A handful of charter management organizations (CMOs) have also created their own teacher and leader pipelines.⁵

As Table 2 illustrates, a number of local and national talent organizations operate in both New Orleans and Indianapolis. Although there is some overlap in the services talent organizations provide, in a strong system, talent organizations communicate with each other and coordinate their efforts to fill their city's talent gaps, including recruiting talent, providing initial training, and offering ongoing support and development.

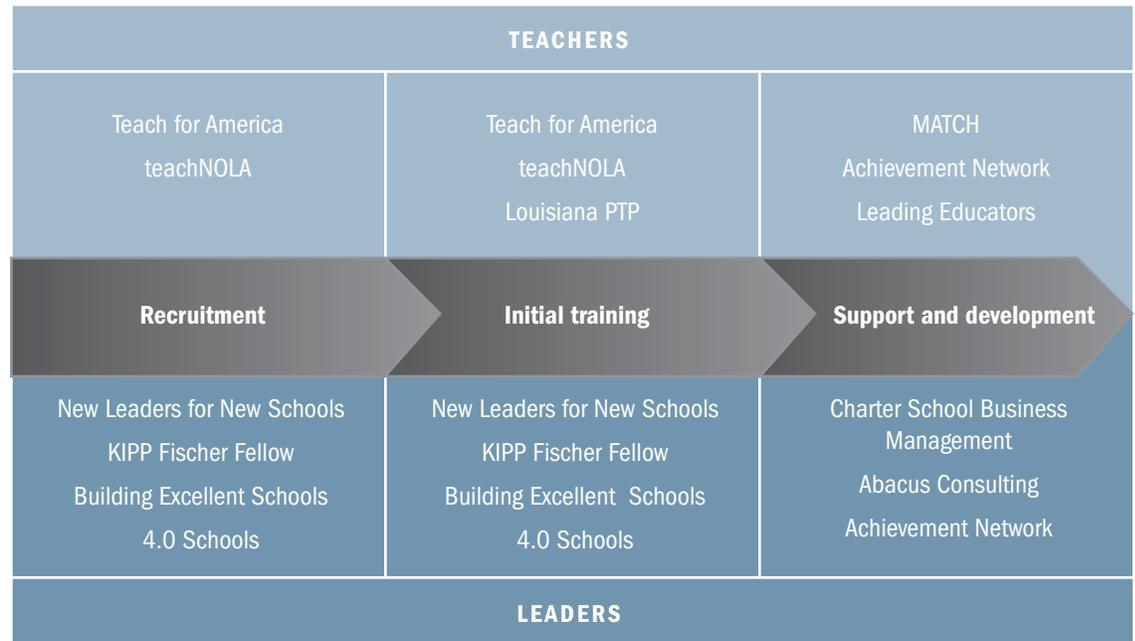
Table 2. Education Talent Organizations in New Orleans and Indianapolis

	New Orleans	Indianapolis
Teacher	<ul style="list-style-type: none"> ■ Teach for America ■ teachNOLA (through TNTP) ■ MATCH Teacher Coaching (beginning 2011) ■ Leading Educators ■ Achievement Network 	<ul style="list-style-type: none"> ■ Teach for America ■ Indianapolis Teaching Fellows (through TNTP) ■ Teach Plus
Leaders	<ul style="list-style-type: none"> ■ New Leaders for New Schools ■ Building Excellent Schools ■ 4.0 Schools ■ KIPP Fisher Fellowship ■ Achievement Network ■ Charter School Business Management ■ Abacus Consulting 	<ul style="list-style-type: none"> ■ Indianapolis Principal Fellowship (beginning in 2011) ■ Charter School Incubator (beginning in 2011)

Consider New Orleans. Both TFA and teachNOLA (delivered by TNTP) recruit and train new teachers to work in New Orleans. TFA focuses its recruitment efforts on recent college graduates from the nation’s top universities, and teachNOLA primarily targets career changers. By focusing on different target audiences, TFA and teachNOLA are able to attract a wider range of talent to the city than either could alone. Meanwhile, both teachNOLA and TFA teachers have partnered with the Louisiana Practitioner Teacher program (PTP) (an initiative of The New Teacher Project) to certify their teachers.

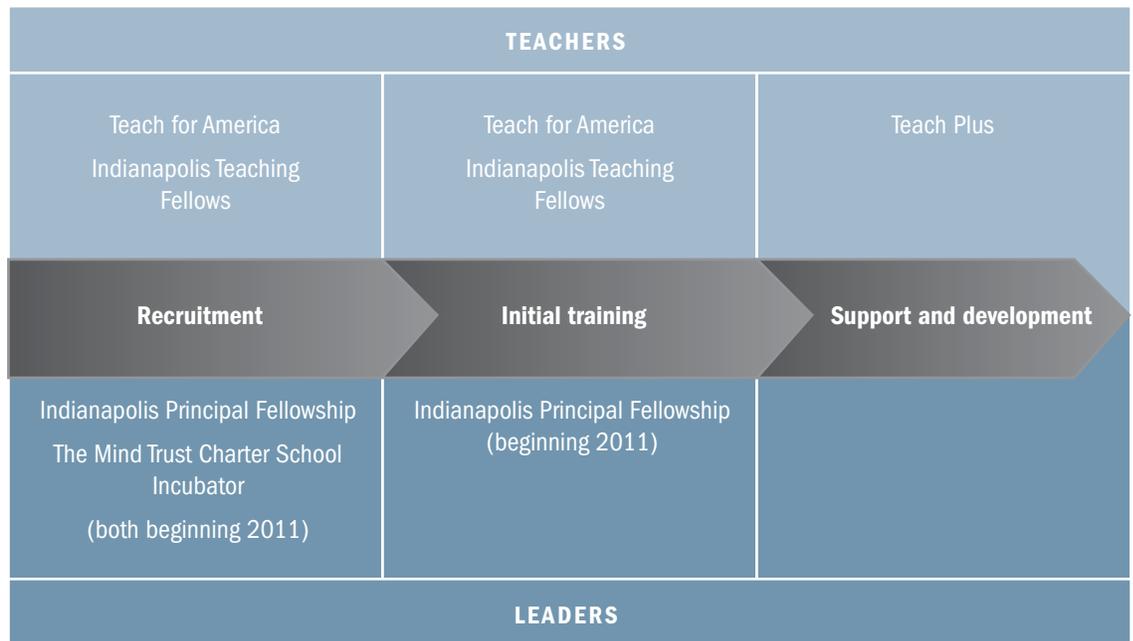
Organizations in place to provide ongoing development and support tend to provide a broader range of services. On the teacher front, MATCH will begin coaching existing charter school teachers this fall. Leading Educators focuses on developing the capacity of teacher leaders in schools, and the Achievement Network helps both teachers and school leaders use data to make decisions. School leaders in New Orleans also have the opportunity to benefit from Charter School Business Management and Abacus Consulting, both of which provide a variety of operational supports, covering topics like finance, human resources, and other back office functions.

Figure 1. How Education Talent Providers in New Orleans Meet the City’s Needs



As Figure 2 shows, Indianapolis is in the midst of building a robust supply of talent providers. Most efforts to date have focused on the recruitment and initial training of teachers, but now charter supporters are turning their attention to recruiting and training leaders and to providing support and development to both leaders and teachers.

Figure 2. How Education Talent Providers in Indianapolis Meet the City's Needs



As mentioned earlier, these talent pipelines did not happen organically, or by accident. NSNO and TMT played critical roles in recruiting and increasing the presence of national organizations, thus facilitating new pipelines in their cities. They raised funds, formed strategic relationships among stakeholders, and developed the case for why these talent programs were necessary to transform the city's education system.

High-Performing Charters

The presence of high-performing charter schools offers two important incentives for effective teachers and leaders to move to or remain in a city:

1. The chance to be part of a vibrant school community transforming the lives of children, an attractive incentive for most education talent
2. Advancement opportunities to become teacher leaders or school leaders in existing high-quality charter schools

Although charter performance varies across schools, a subset of charters in both New Orleans and Indianapolis has demonstrated outstanding results, particularly with traditionally underserved students (see Table 3). The multiple factors contributing to these results include a sustained effort on the part of each school's leadership and teaching staff, targeted support from outside organizations, and quality authorizing practices.

Table 3. Examples of High-Performing Charters in New Orleans and Indianapolis

New Orleans	Indianapolis
<ul style="list-style-type: none">■ In 2010–11, at least 80 percent of students performed at or above grade level at six New Orleans charter schools—Lake Forest Elementary, Lusher, Robert Russa Moton, Audubon, Edward Hynes, and Benjamin Franklin High.■ More than a dozen charter schools in New Orleans demonstrated exemplary growth in 2009–10, the state’s highest growth rating.■ New Orleans charter schools in the Recovery School District consistently outperform district-run schools.	<ul style="list-style-type: none">■ Both <i>Newsweek</i> and the <i>Washington Post</i> have named Herron High School one of the nation’s top high schools.■ 84 percent of students at Charles A. Tindley Accelerated School were proficient on the Mathematics section of the 2011 ISTEP, surpassing the average pass rate in the district by nearly 30 percentage points. Pass rates were just as high on the Language Arts section.■ On the 2011 ISTEP, the percentage of students proficient on the mathematics and ELA exams increased by more than 10 percentage points in 3 of the 13 Indianapolis charter schools for which data are available—KIPP Indianapolis Prep (11 percentage points), Fountain Square Academy (17 percentage points), and Andrew J. Brown Academy (18 percentage points).
<p>Sources: Public Impact analysis of Indiana and Louisiana state performance data.</p> <p>Indiana Department of Education. <i>ISTEP+ spring 2011 results</i>. Retrieved August 29, 2011, from http://www.doe.in.gov/assessment/2011/index.html</p> <p>Louisiana Department of Education. <i>What are the highest performing schools in my community: Orleans</i>. Retrieved August 29, 2011, from http://www.louisianaschools.net/resources/community/my_schools.aspx</p>	

Interviews with charter advocates in both cities suggest that policymakers are heavily invested in growing the number of high-quality schools. In addition to providing students an excellent education, these schools attract talented teachers and leaders who will in turn propel the sector forward through results and the opening of more schools (Steiner & Doyle, 2011).

Such strong performance creates a positive buzz around a city’s charter sector as a place where good things are happening. Indianapolis’s charter schools, for example, were given a boost in the spring of 2011 when a Stanford University study found that students in the city’s charter schools outperformed their peers in traditional schools (CREDO, 2011). Similarly, student gains in New Orleans have attracted lots of positive press. (See, for example, Chin, 2010; Jacobs, 2010; Khadaroo, 2010.) In a 2010 article, for example, Cohn (2010) asked in his title, “Will charters save the New Orleans schools?” Headlines like these can affect recruitment when talented people decide they want to join a movement of like-minded professionals with the shared goal of reforming a failing education system.

In addition to direct recruiting, both NSNO and TMT have focused on incubating new high-performing charter schools (for more on charter school incubation, see, in this series, “Incubating High-Quality Charter Schools: Innovations in City-Based Organizations”).

Charter incubators are organizations that recruit, select, train, support, evaluate, and monitor promising leaders as they prepare to open and run charter schools in specific geographic areas.⁶ They do not engage directly, though, in school management. NSNO has already incubated 13 charter schools. With the help of an Investing in Innovation grant from the federal government awarded in 2010, NSNO plans to expand existing high-quality charters to create 19 new schools that will replace failing schools in New Orleans. TMT started CEE-Trust in 2010, a national network of city-based nonprofits, foundations, and mayors' offices dedicated to accelerating the pace of education innovation and reform. As one of its first projects, it held a conference on charter school incubation. In addition, the Indianapolis mayor's office launched CEOs for New Schools in 2010–11, a competition to recruit local business and nonprofit organizations to open high-quality charters. And TMT plans to launch a charter school incubator in late 2011 to seed the creation of new charter schools and charter networks, although it will not engage in leader training.

Philanthropic Support for Human Capital Initiatives

In the ideal case, a strong city-based strategy to build the education talent pipeline for charter schools would include both local and national funders, as well as “funding intermediaries” who raise money on behalf of other organizations. In a scan of charter school investment in four cities—Denver, Albany, Harlem, and Houston—interviewees from both local and national foundations listed “human capital development” as one of five critical investment areas (Steiner & Doyle, 2011). The foundation officers interviewed for this report listed several ways funders can support talent pipelines:

1. **Create new, local organizations** that help build a talent pipeline within the sector (e.g., Get Smart Schools in Denver, Teacher U in New York City)
2. **Fund external talent providers** to directly recruit talented teachers and leaders (e.g., Teach for America, The New Teacher Project)
3. **Become a catalyst** for new solutions by conducting research, holding conferences, and networking with other organizations that are committed to improving the talent pipeline

As Table 4 illustrates, the charter sectors in both New Orleans and Indianapolis have benefited from the support of local and national funders to build their talent pipelines. Both NSNO and TMT have played a key role in their cities by raising funds through grant writing and by encouraging philanthropies to invest strategically in education reforms. For example, in 2010, NSNO won both the I3 grant mentioned earlier to incubate new charters and a \$13 million grant from the U.S. Department of Education's Teacher Incentive Fund (TIF) to reward and retain outstanding teachers in the city.

In Indianapolis, TMT launched its “Grow What Works” campaign in the spring of 2011. The campaign aims to raise additional funds to invest in the city's most promising, highest impact organizations, including TFA and TNTP, so they can serve more students and accelerate the pace of change. TMT received \$2.5 million to support Grow What Works even before the campaign's launch. “We need the influx of talent that only TFA and TNTP provide so that we have exceptional people to teach, lead schools and districts, launch charters, work for elected officials, and run nonprofits,” David Harris, founder and CEO of TMT, explains. “Fortunately, Indianapolis funders continue to respond to that message” (D. Harris, personal communication, August 14, 2011).

Table 4. Examples of Funding Sources

	New Orleans	Indianapolis
National funders		
	<ul style="list-style-type: none"> ▪ Walton Family Foundation ▪ Bill & Melinda Gates Foundation ▪ Eli and Edythe Broad Foundation ▪ Fisher Fund ▪ Calder Foundation 	<ul style="list-style-type: none"> ▪ Joyce Foundation ▪ Carnegie Corporation of New York ▪ Challenge Foundation
Local funders		
	<ul style="list-style-type: none"> ▪ Baptist Community Ministries ▪ Booth-Bricker Fund 	<ul style="list-style-type: none"> ▪ Lily Endowment ▪ Richard M. Fairbanks Foundation
Funding intermediaries		
	<ul style="list-style-type: none"> ▪ NewSchools Venture Fund ▪ NSNO ▪ Charter School Growth Fund 	<ul style="list-style-type: none"> ▪ TMT

Having political leaders who are willing to publicly support charter schools' autonomy from traditional district human resource policies, advocate for equal funding, and actively work to build community support for charter schools can be critical to their eventual success, including the ability to recruit and retain talent.

Political Support

In most cities, charter schools can be contentious. Established interests, including school board members, union leaders, and elected representatives, have a record of actively opposing charter schools, in part because charters receive public dollars and often do not operate under existing bargaining agreements. Having political leaders who are willing to publicly support charter schools' autonomy from traditional district human resource policies, advocate for equal funding, and actively work to build community support for charter schools can be critical to their eventual success, including the ability to recruit and retain talent.

For example, the current mayor of New Orleans has been a vocal supporter of charter schools and has recently announced that he will hold a series of public meetings to vet community opinion about charter school accountability and governance (Landrieu, 2011). Similarly, Paul Pastorek, Louisiana's former state superintendent, repeatedly said that charters are a key part of the state's strategy for turning around failing schools. "I'm very optimistic about our efforts around charters in the Recovery School District, because I don't think the strategy of a state takeover, where we try and run schools using the traditional district command-and-control, will work anywhere," he explained in a 2010 interview. "So if we can avoid the command-and-control approach and utilize charters for our low-performing schools, I think we will achieve a better outcome" (Snell, 2010, n.p.).

In Indianapolis, the previous mayor, Bart Peterson, was the first (and only) mayor in the country to gain authority to authorize charter schools. His successor, Mayor Greg Ballard, has been a strong supporter as well. As a result of their leadership, 22 mayor-sponsored charter schools operated in Indianapolis in 2010–11. State officials have also been strong charter supporters in Indiana.

State Policy Environment

The state policy environment can help fuel the talent pipeline in two critical ways:

1. By establishing a growing, high-quality charter sector
2. By clearing away barriers that might hinder charter schools' ability to hire and keep the best teachers and leaders

To establish a growing, high-quality charter sector, state policy should avoid strict caps on the number of charter schools permitted in the state, empower one or more authorizers willing to issue charters to qualified applicants, provide charter schools with adequate funding, and ensure that authorizers or state leaders take action to close down failing charter schools.

Beyond these basic policies on growth, policymakers also should eliminate barriers that can hinder schools from hiring and keeping the best teachers and leaders. Most collective bargaining agreements, for example, would not allow charter leaders to effectively measure teacher performance, which would prevent them from making evidence-based decisions on personnel. Collective bargaining agreements also often prohibit recruitment bonuses and similar incentives that leaders in other sectors use to attract top talent. Similarly, charters are best situated when they have automatic exemptions from other human resource restrictions, such as tenure, seniority, and compensation schedules, so that they can retain great teachers by having their pay reflect their talent and remove teachers who are not effective.

Supportive state policies also make it is easier and faster for high-potential candidates to join charter schools by allowing for truly alternative pathways to the classroom and principalship, such as permitting organizations other than universities and districts to certify staff. Another helpful policy allows teachers to move between district and charter schools without penalties to their retirement or pay.

Both Indiana and Louisiana have very strong overall charter policy environments and, as shown in Table 5, generally strong provisions related to talent pipelines. Both states give most charter schools automatic exemptions from collective bargaining agreements and other policies that constrain public schools on talent issues. Both enable teachers to switch to charter schools without giving up pension benefits they have accrued. And both now allow nonuniversity teacher certification. Louisiana could enhance its policy environment by extending exemptions to talent policies and collective bargaining to more charter schools.

Table 5. Overview of Key State Policies Related to the Talent Pipeline in Louisiana and Indiana

New Orleans	Indianapolis
Alternative teacher certification program	
<ul style="list-style-type: none"> ✓ Allows nonprofits to provide alternative certification programs in addition to universities. 	<ul style="list-style-type: none"> ✓ Recent legislation allows organizations other than universities to provide teacher certification programs, although none have yet done so.
Exemption from existing collective bargaining agreements	
<ul style="list-style-type: none"> ○ All charters can be exempt, but only some charter schools are exempt automatically. 	<ul style="list-style-type: none"> ✓ Recent legislation gives all charters the option to be exempt from existing agreements.
Automatic exemption from other human resources restrictions (e.g., tenure, seniority, and compensation schedules)	
<ul style="list-style-type: none"> ○ Only some charter schools are exempt. 	<ul style="list-style-type: none"> ✓ Recent legislation gives all charters the option to be exempt from existing human resources restrictions.
Teachers retain retirement benefits if they switch from a district to charter school	
<ul style="list-style-type: none"> ✓ Yes, teachers have the option to retain retirement benefits if they switch from a district to charter school. 	<ul style="list-style-type: none"> ✓ Yes, teachers have the option to retain retirement benefits if they switch from a district to charter school.
<p>Key: ✓ state policies support the criterion ○ some, but not all, state policies support the criterion</p>	
<p>Source: National Center for Teacher Quality. (2010). <i>2010 state policy handbook</i>. Retrieved August 29, 2011, from http://www.nctq.org/stpy09/updates/reports.jsp; National Alliance for Public Charter Schools. <i>Measuring up to the model: A tool for comparing state charter laws</i>. Retrieved from http://charterlaws.publiccharters.org/charterlaws/state/</p>	

The Impact of Location on Teacher and Leader Pipelines

Just as in real estate, location matters when it comes to education talent. The easiest places to recruit and retain excellent educators are places where people want to work and live—places with a low cost of living, lots to do, and a certain *je ne sais quoi*.

What, then, if *Kiplinger* did not name a city as one of the best to live, work, and play? Then it becomes the job of charter supporters to market the city as the place education talent wants to be. Here are a few ideas on how to do it:

1. **Market a city's need.** The opportunity to make a real and lasting change inspires many educators. Hundreds of highly effective teachers and leaders poured into New Orleans after Hurricane Katrina, compelled to be part of the effort to build a better, stronger education system. Of course, cities typically lack such a clear indication of need, nor would anyone wish for a disaster just to attract teachers. Still, marketing your city as a place that needs talented individuals, where they can be part of a movement to transform the city's public school system, can be an effective strategy. In an effort to recruit more corps members to a number of rural regions, for example, TFA implemented a variety of tactics, including a video depicting life in the program's rural regions and the strong need for great teachers there. In large part because of its marketing efforts, TFA has been able to grow its presence in these regions.
2. **Foster exciting opportunities for energetic and talented educators.** Work with local universities, human capital organizations, and donors to create free or low-cost degree programs, fast-track pathways into leadership positions, and opportunities to grow the next big idea in education. TMT's Education Entrepreneur Fellowship, for example, lets talented education entrepreneurs develop, build, and launch their break-the-mold ventures in Indianapolis by providing a salary, benefits, travel and training stipends, and ongoing support. As a result, six highly motivated and capable individuals have launched their ventures from Indianapolis and have contributed to the field by providing opportunities for students to maintain their gains during the summer (Summer Advantage) and engage in their education by creating and managing their own record labels (Youth Music Exchange), among others.⁷
3. **Focus on recruiting a critical mass of like-minded peers.** Cross-sector research shows that high-performing employees prefer working with other high performers. Moreover, research suggests that companies can retain more of their star performers by placing them on teams with other high performers (Ableidinger & Kowal, 2010). The same principle likely holds true in the charter context, where the presence of such organizations as TFA, TNTP, NLNS, KIPP, or prominent national foundations signal to prospective talent that they can find similar idealistic, ambitious, and driven teachers and school leaders.

Together, these steps can give your city a reputation as a place where bold changes are happening in education and where educators want to be.

Where to Go From Here

The presence of all six of these indicators does not guarantee a strong talent pipeline, nor does the absence of a single indicator preclude success. Charter advocates interested in increasing the supply of great teachers and leaders in their cities, however, can gain insight on how to jump-start their own efforts by assessing how their city ranks on each of these indicators. By identifying the most significant barriers, charter advocates are in a stronger position to address these bottlenecks through advocacy, funding, or by reallocating existing resources to specifically address current weaknesses in the talent pipeline.

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Notes

¹ The following table describes how FSG’s framework was modified for this report.

FSG Indicator	Modification for Education Talent Pipeline
State policy environment	Focuses on aspects of state policy that affect recruitment and retention of effective teachers
Local political support	Combined with “district support” to create new “political support” indicator
Strong authorizing	Not included
District support	Combined with “local political support” to create new “political support” indicator
High-performing charters	Focuses on the role of high-performing charters in recruiting and retaining effective teachers
Infrastructure support	Breaks down into three indicators most relevant to the recruitment and retention of effective teachers: <ul style="list-style-type: none"> ■ A facilitator that focuses specifically on the talent pipeline (in place of a state CSO in FSG framework) ■ Local and national talent providers (consistent with a deep pool of talent in FSG framework) ■ Philanthropic funding for education talent initiatives (modified from “local funder support of charters” in FSG framework)

² Estimated using a two-step process:

1. Find the proportion of all charter students residing in the IPS boundaries in 2008–09, the most recent year for which those data are available. Source: Special request to City of Indianapolis, Office of Education Innovation.
2. Multiply proportion from step one by all charter students in Indianapolis in 2010–11. Source: National Alliance of Public Charter Schools (2011).

³ For a full list of partners, see NSNO’s website, http://newschoolsforneworleans.org/aboutus_keypartners.php.

⁴ The Mind Trust is a nonprofit organization that is building a network of education innovators and reformers to improve public education for underserved children in Indianapolis. The Mind Trust invests in promising new ideas and proven national education reform organizations; champions and supports local education entrepreneurs; and joins with state and local officials to create a strong environment for reform. Public Impact has provided research and consulting services to The Mind Trust on various initiatives.

⁵ High Tech High in California created its own master’s degree program with teacher certification authority. In New York City, three CMOs partnered with Hunter College to create a new kind of master’s program, called Teacher U. The New York City Charter School Center started the Principal Support Network, a yearlong leadership development program open to all current charter school principals. In addition, CMOs including Knowledge Is Power Prep (KIPP), YES Prep, and Achievement First have developed their own internal leader pipelines.

⁶ TMT’s incubator will not train leaders.

⁷ For a list of all of the fellows and their ventures, go to <http://themindtrust.org/fellowship/fellows.aspx>.



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