

TPP21

Teacher Professional Partnerships for the 21st Century



The TPP Proposition

Teachers' inability professionally to control what matters for learning is the root of the K-12 system's difficulty.

Having been unable to secure professional status and economic security for members through negotiation or legislation, it is in the unions' interest to suggest the country cut this new deal with its teachers.

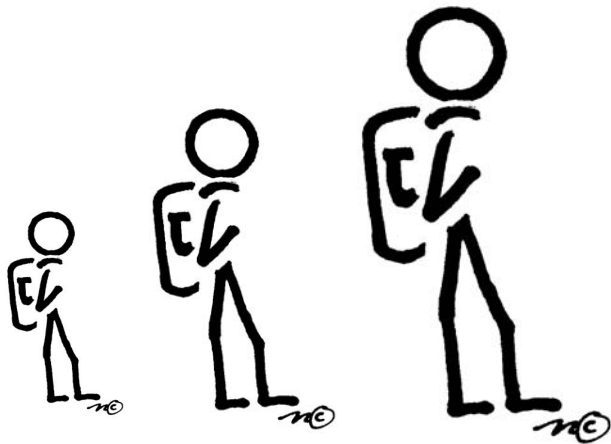
For teachers the appealing opportunity is to re-frame the debate; to leverage the “accountability” pressure in a way that will help win them professional status for their members...

...to take responsibility for student and school success in exchange for control over what matters for success.



A Divergence in Intent and Execution

In the classic bureau model, teachers are not only told what to do, but how and often when.



Even states regarded as high-performing
LOSE HALF THEIR NEW TEACHERS
in their first five years of service.

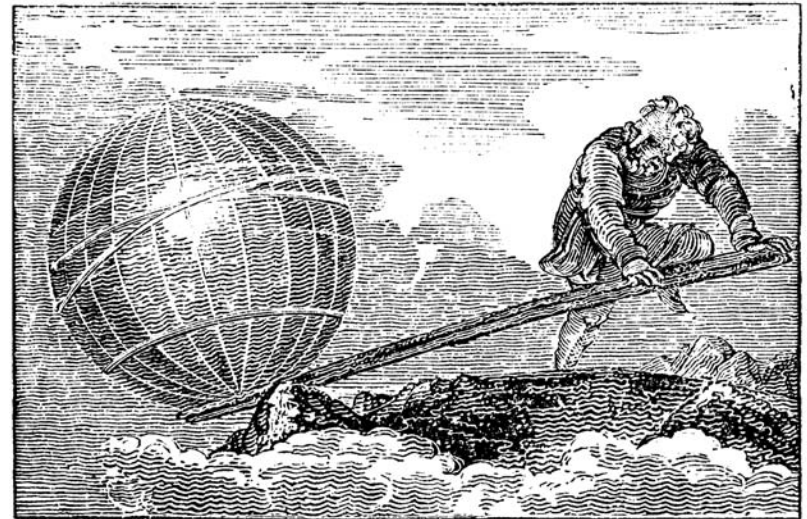


Motivation as a Lever for Change

To close gaps in achievement and lift the lid for the fastest, most able students, we must find ways to get better effort from students and from teachers.

This requires finding a politically effective way to introduce models structured to elicit **motivation**...

...**'discretionary effort'** ... from teachers.



Workers as Owners

- Organizations in which the workers are also the owners tend to take up new methods and new technology rapidly; to adapt to meet the needs of the customer.
- Education does not offer teachers the control of their work that defines being a professional.
- A truly professional model – the concept we see in most white-collar occupations we call professional – would place the opportunity to fully design and run the learning program with a group of teachers....
...would make teaching a better job and career proposition.



TPP Autonomies: The Best-Case List

Administrative

- Select, evaluate, and dismiss colleagues
- Select leaders (a principal, if selected, reports to the teachers)
- Set staffing pattern (allocation of teachers, aides, counselors, etc.)
- Determine resource allocation, including school budget
- Determine compensation, including salaries
- Set school-level policies - discipline
- Set the governance model (allocate responsibilities to committees, leaders, students, etc.)

Social

- Determine learning model and strategy

Academic

- Set school-level policies – schedule (year round, all day, etc.)
- Determine achievement goals and assessment tools



Our Hypothesis

When teachers are given significant control over their work, they operate at a higher level of motivation, the effects from which tend to enhance effectiveness, with a concomitant positive effect first on school climate and subsequently on student performance.

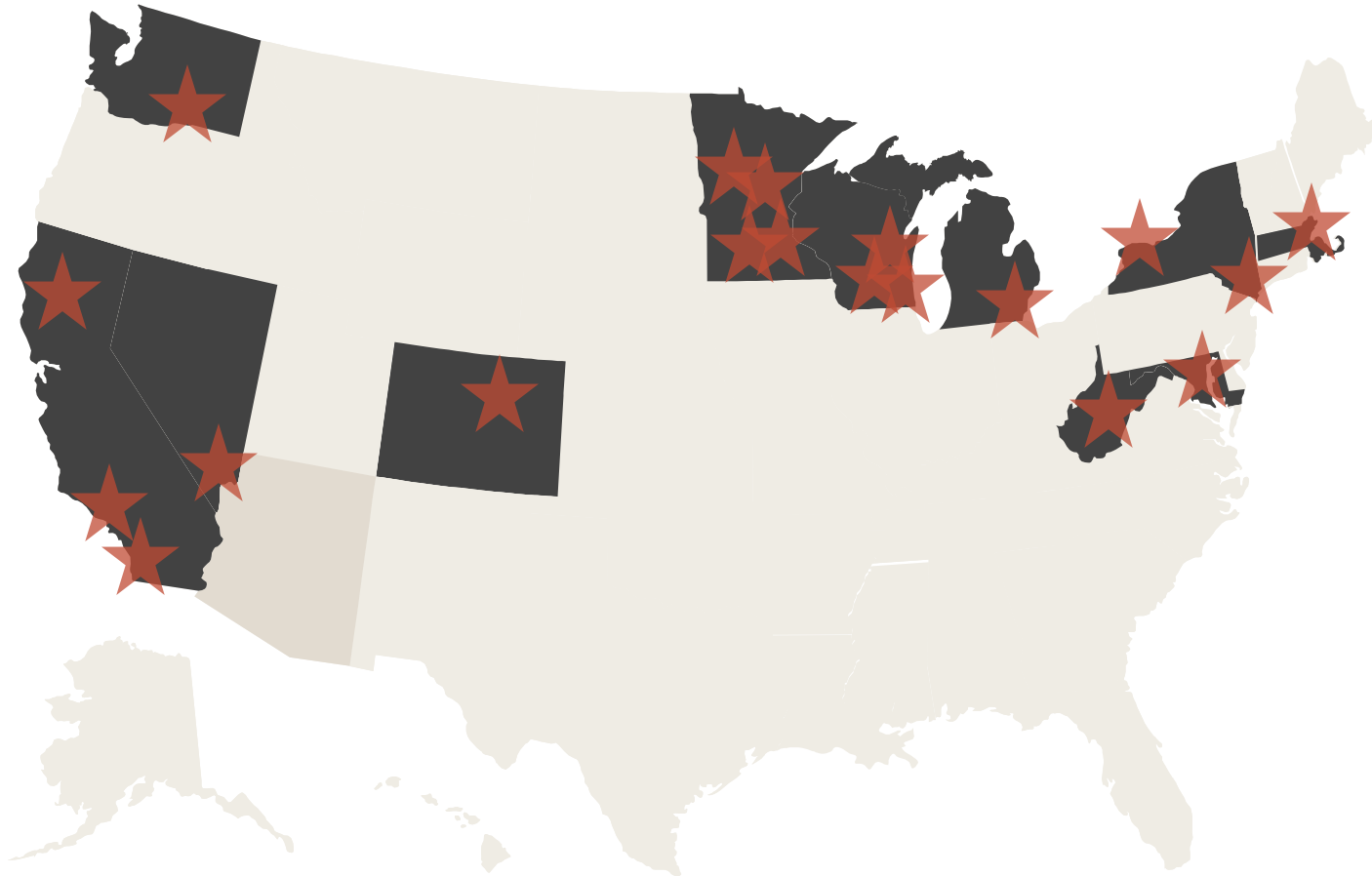


Growing Evidence of Demand

- In a 2005 Public Agenda survey, two-thirds of under-five-year teachers and half of the over-20-year teachers said they would be somewhat or very interested in working in a school run and managed by teachers; a school organized, in effect, on the partnership model.
- This new school model is taking different policy forms:
 - Chartering (Nationally)
 - District Decentralization (Rochester, NY)
 - Site-Governed Schools (Mpls / St. Paul)
 - In-District Contract and Innovation Schools (MA)
 - Receivership and Turnaround (Detroit)
 - Empowerment Schools (NYC)



Where / Why / How This is Happening



Conditions Indicating Change

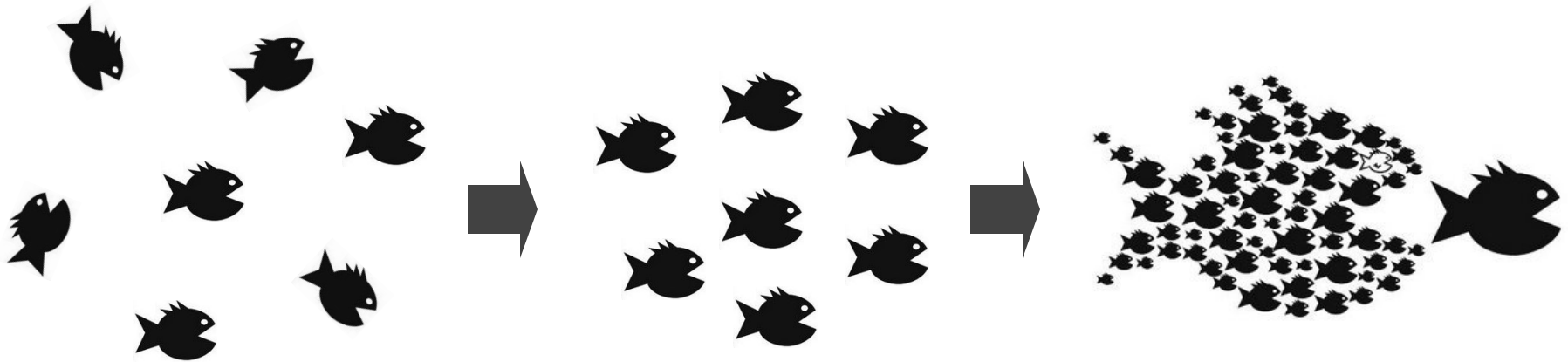
Although the TPP model has existed in places previously unknown to each other for over a decade...

...it is beginning to make its way into both policy and mainstream education research...

...to gain **credibility**.



Evidence of a Developing “Field”



CONTAGION

Organizations and individuals becoming aware of one another, replicating with adaptations for local needs.

AFFILIATION

Pioneers and leading organizations coming together, exchanging ideas, and cross-pollinating.

MOBILIZATION

The emergence of common language and messaging and increased access to funding to change policy and practice in the external environment.

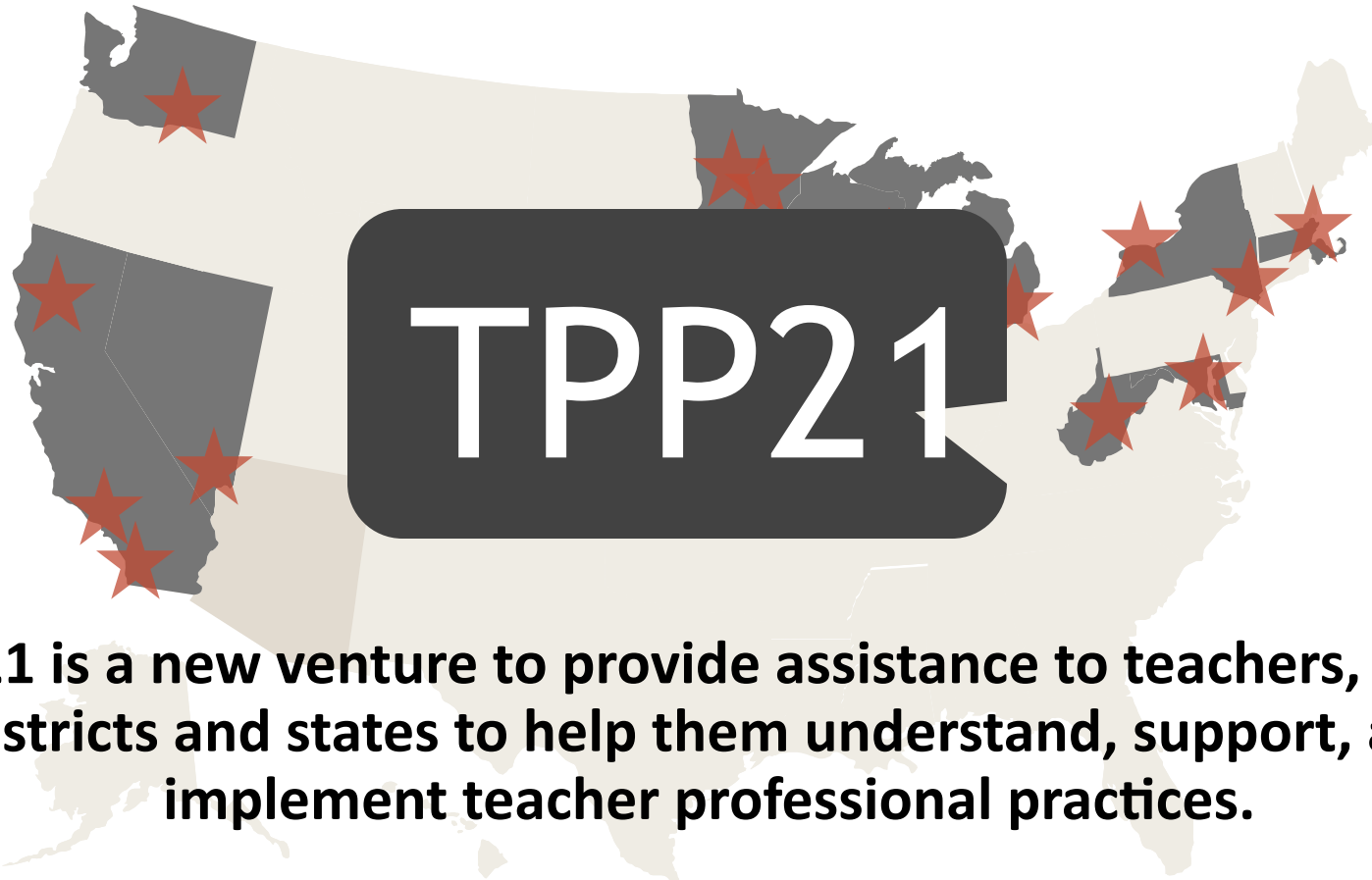


A Gap to Fill

- The dots are there, but they are not connected.
- Effective response will require not just local action but more broad-based, national, systemic change.
- Because mounting a drive for systemic change on a macro scale is beyond the capacity of any individual or group, there is need for a more formal structure (or structures).
- If self-organized effectively, this effort can gain public attention and acquire a place at the national policy table.



The TPP21 Service Gap Solution



TPP21 is a new venture to provide assistance to teachers, school districts and states to help them understand, support, and implement teacher professional practices.



Six Support Services

Policy Environment

- Meet with governors and legislators, and national associations to garner support to shape national policy supporting TPPs.
- Bring knowledge and experience in how legislation has been crafted around the country that allows for autonomous schools and by extension, teacher partnerships.
- Bring knowledge and expertise of policy makers / designers from one state to another.
- Assist in drafting legislation to bring an autonomous schools and TPPs into the framework of states' K-12 policy.
- Work with state education agency policy-makers to include autonomous schools and TPPs in state school improvement efforts.



Six Support Services

Education and Advocacy

- Sponsor national conferences to recruit, support, and develop TPPs.
- Make state presentations to legislative committees, groups of union leaders, and business groups where interest in adopting this model arises.
- Provide the consultative assistance to walk interested teacher groups through the process for forming and operating a partnership.
- Assist in preparing proposals – describing what teachers would do; how ‘management’ duties will be fulfilled; what agreements and contracts are needed.
- Support the early implementation phase with experienced coaching.



Six Support Services

Union and District Relationships

- Work with national union leaders to support TPPs, including the TURN network.
- Produce model agreements to meet variances from collective bargaining agreements and to set terms and conditions for autonomous operation with school boards.
- Lead in explaining how the teacher-partnership works with the local union.
- Establish a base of schools and a network of support that enables this model to be scalable in proportion to demand.
- Demonstrate and study the decisions teachers make under this partnership model, including and especially the design of learning strategies that are more cost-effective and carry the capacity to operate efficiently quite small schools.



Six Support Services

Instructional Program Design

- Explain the advantages of the teacher partnership as a way to organize and run a school – or the instructional program of a school.

Corporate Structure and Formation

- Legal consultation – determining and filing for most appropriate organizational and tax status (cooperative, LLC, 501(c)(3), etc.)
- Connect teachers with local professionals in other fields where partnerships are long established.
- Assist with defining a self-governance structure – a cadre of teachers available to advise on what has worked.
- Consultative support from established groups with the longest and deepest experience with teacher partnerships.
- Consult on initial set-up of finance and business operations, site-based budgeting, and related professional development.

Organizational Management Support



Project Goals

#1

Remove school structural barriers that prevent current teachers from being effective.

#2

Broaden the definition of teacher effectiveness to include levels of motivation, engagement, and use of innovative practice.

#3

Further substantiate the research based on how increased control allows teachers to improve their effectiveness.



Project Activities

- Recruit 100 schools through outreach and assist in the formation of 50 TPPs to be responsible for a new or converted school.
- Provide follow-up professional development and whole-school planning to 50 of the schools to establish TPPs.
- Design and apply a thorough evaluation study of the TPPs on teacher effectiveness.
- Disseminate project results.
- Develop and begin to implement a detailed long-term project plan to help sustain, grow, and improve TPPs in the future.



Current Project Partners

- Education | Evolving
- EdVisions Cooperative
- LarsonAllen LLP
- Richard Ingersoll (University of Pennsylvania)
- National Education Association
- Teachers Union Reform Network
- Fredrickson & Byron PA



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