Learning to Teach in an Era of Privatization: Reflections from the United States

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Learning to Teach in an Era of Privatization

Global Trends in Teacher Preparation

CHRISTOPHER LUBIENSKI T. JAMESON BREWER, EDITORS

<u>Perception</u> Schools are Failing

<u>Assumption</u> Bad Teachers are to Blame

<u>Perception</u> Schools are Failing

CHARTER SCHOOLS, VOUCHERS, HOMESCHOOL

<u>Assumption</u> Bad Teachers are to Blame

TEACH FOR AMERICA (Enseña Chile)

Milton Friedman 1950s Ideology

Solutions in search of a problem.

A Reconceptualization of:

Public v Private

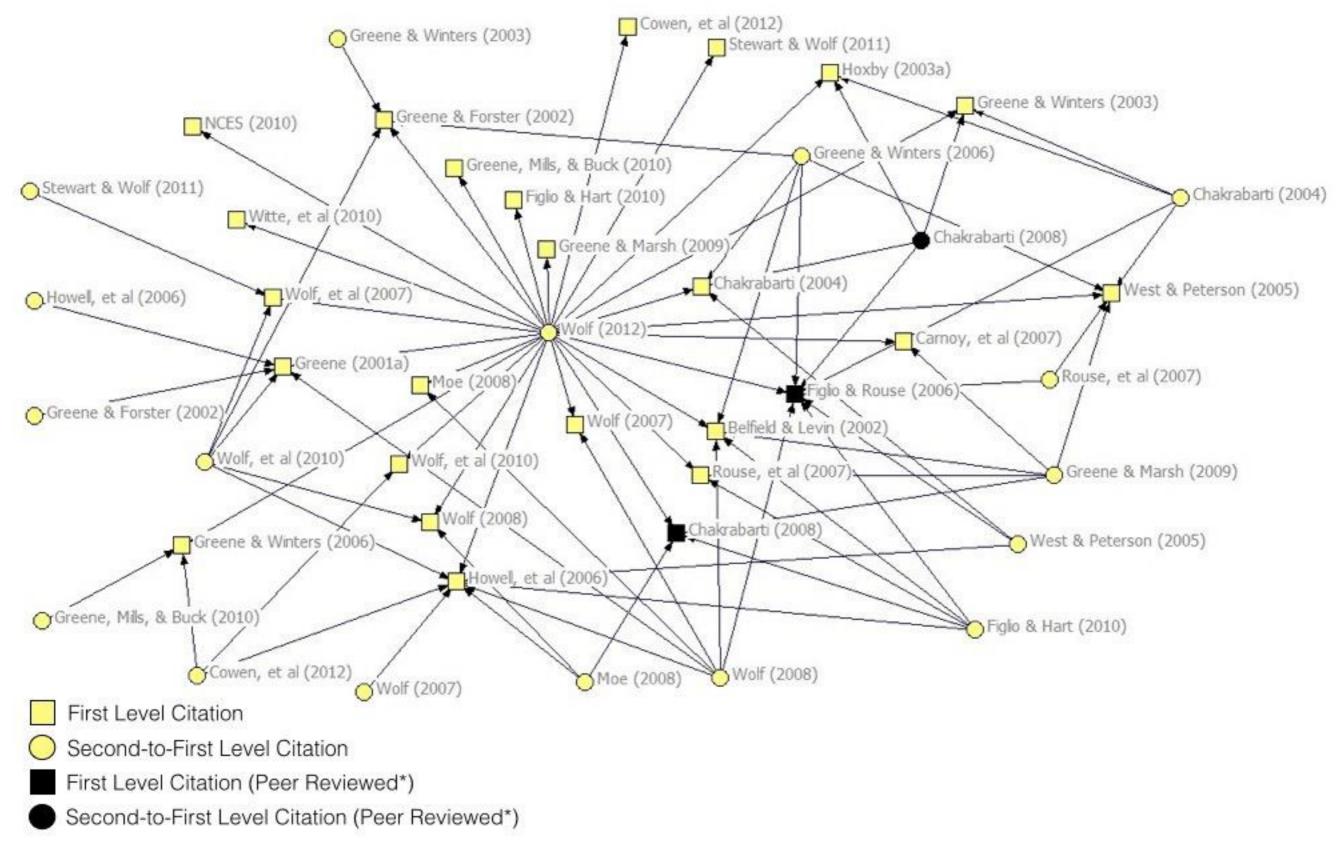
Common Good v Individualism

Reproduction of Economic Stratification and Racial Inequality Policy Echo Chambers

Key Findings

- Research is ideologically driven: market-orientation*
- Proponent research is often not peer-reviewed
- Echo chamber of citations

Directed Network Analysis of Backward Citations (First and Second-to-First Level Citations) from Wolf (2012)

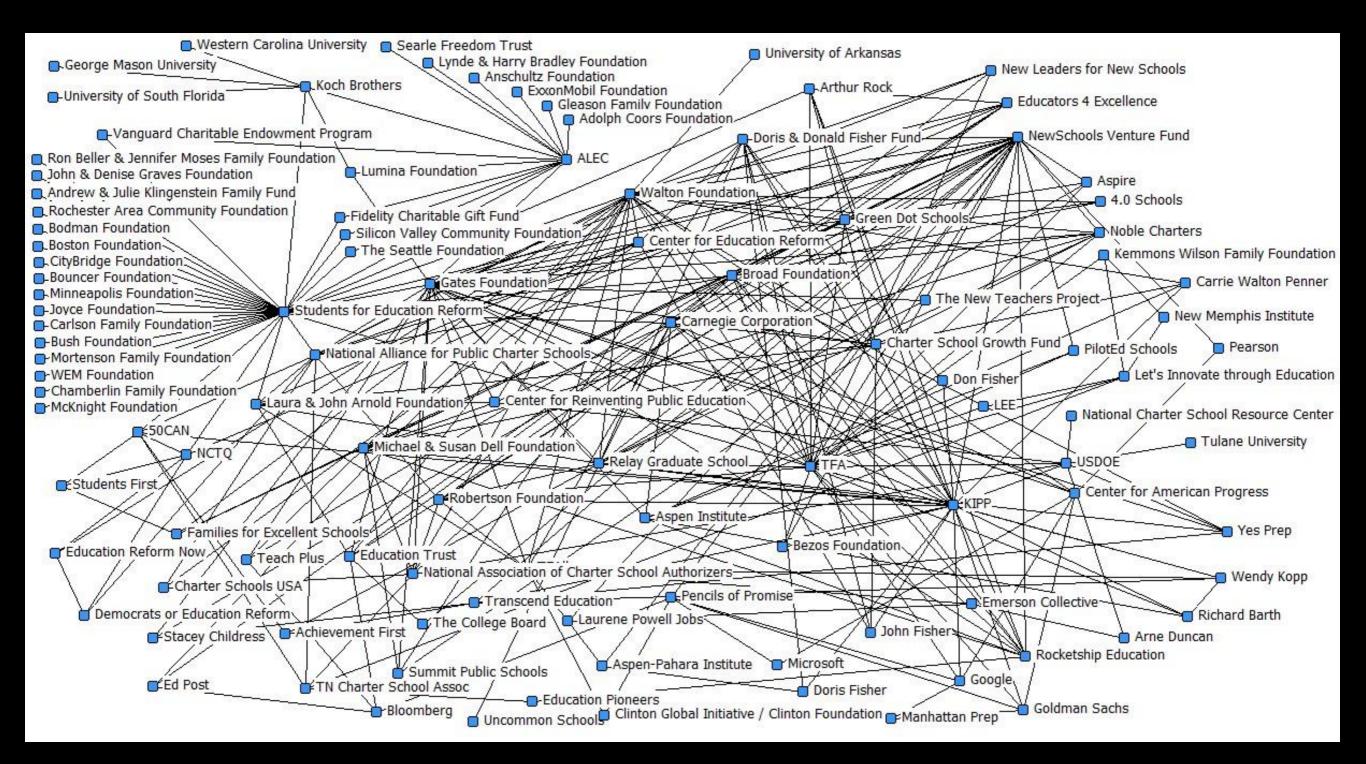


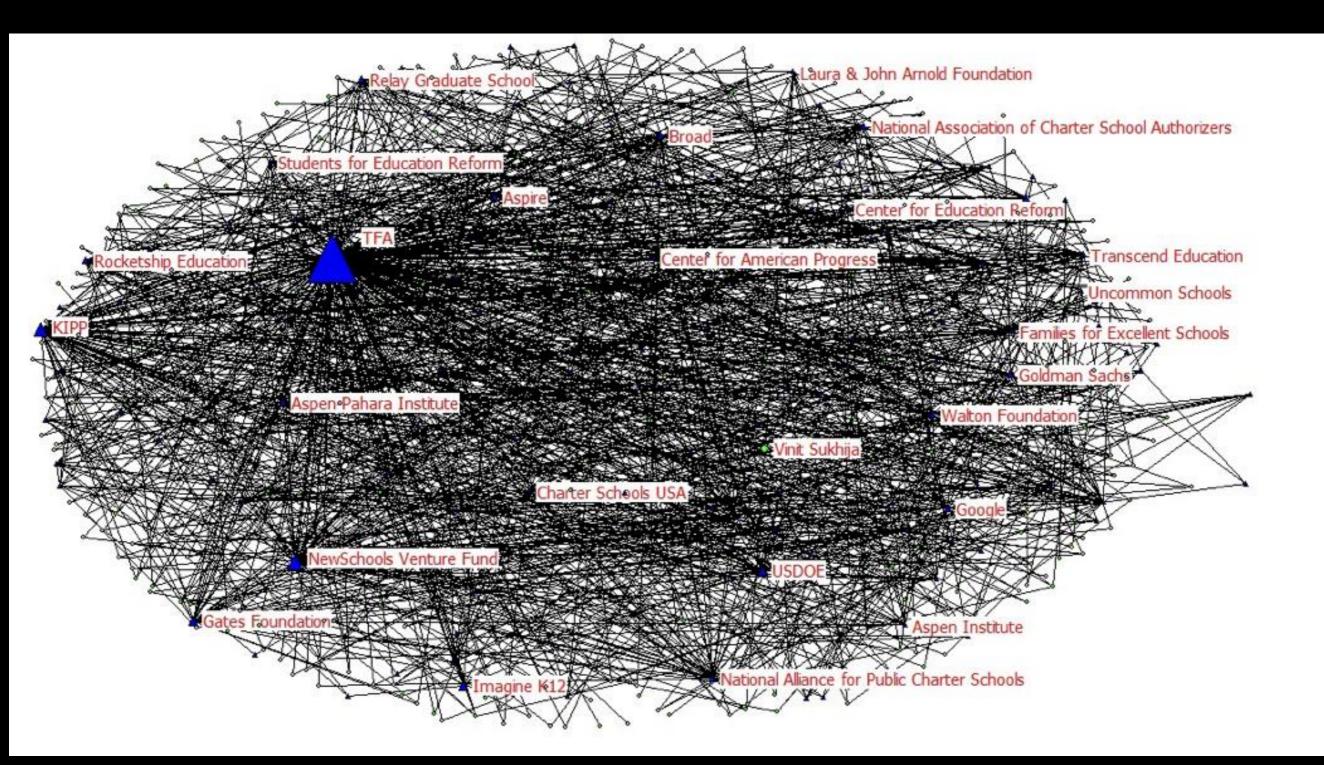
* Special Note: All peer reviewed sources shown above are not "double-blind." While the identities of reviewers for the Journal of Public Economics are not disclosed to authors, submitting authors' identities are known to journal reviewers during the review process and prior to acceptance or rejection for publication.

PHILANTHROPY, HIDDEN STRATEGY, AND COLLECTIVE RESISTANCE

A Primer for Concerned Educators

Kathleen deMarrais, T. Jameson Brewer, Brigette Herron, Jamie C. Atkinson, and Jamie B. Lewis





State Sen. Donald Ray Vaughan (D-NC) State Rep. Kevin W. Van De Wege (D-WA) tate Rep. Walter Leger, III (D-LA) tate Rep. Kris Edward Roberts (D-NH)

State Sen. Gen Olson (R-MN) State Sen. Randi Becker (R-WA) State Sen, Greg Goggans (R-G State Sen, Keith C. King (R-CC State Rep. John Fillmore (R-AZ State Rep. Diane Patrick (R-TX) State Rep. Scott Bounds (R-MS) State Sen. Florence D. Shapiro State Sen. Fran R. Millar (R-GA State Rep. Jan Jones (R-GA) State Sen. Stephen D. Newman (R-) State Rep. John D. Ragan (R-TN State Rep. Keith Grover (R-UT State Rep. Rob Eissler (R-TX)-State Sen, Jim Tracy (R-TN) State Rep. Timothy Jones (R-MO State Rep. Terry Calloway (R-KS)-State Sen. Fredie Videt Carmichael State Rep. Jill York (R-KY)-State Sen. Todd J. Schlekeway (R-S State Rep. Alonzo Baldonado (R-NM)-State Rep. Sondra L. Erickson (R-MN State Rep. Mike Kelley (R-MO) State Sen, Don G. Gustavson (R-NV State Rep. Sally R. Kern (R-OK) State Sen. Dolores R. Gresham (R. State Rep. Geanie W. Morrison (R-State Rep. Bryan R. Holloway (R-NC State Rep. Joe Harrison (R-LA State Rep. Dennis Roch (R-NM) State Sen. David P. Givens (R-KY State Sen. Margaret Dayton (R-State Rep. Frank Hoffmann (R. State Sen, Gen Olson (R - MN State Del, Mark L. Cole (R-VA) State Sen, Rich Orandall (R-AZ) State Rep. Amanda A. Reeve (R-AZ State Sen. John M. Wightman (R-NE State Sen, Doug E, Davis (R-NS) State Sen, Carlin J, Yoder (R-IN) State Rep. Wes Keller (R-AK) State Sen, Kenneth W, Winters (R-KY) State Rep. Scott C. Bedke (R-ID) State Sen. David Casas (R-GA)* ED Co-Chair

State Rep. Jacqueline Sly (R-SD)

State Rep. Steve Court (R-AZ)

State Sen. Jimmy L. Jeffress (D-AR) itate Sen. Ben Wayne Nevers, Sr. (D-LA)

State Rep. Jabar Shumate (D-OK)

State Rep. Dan D Skattum (R-MT) State Sen, Rich P. Wardner (R-ND) State Rep. Scott D. Dieckhaus (R-MO) State Sen. Barbara Cegavske (R-NV tate Rep. Tyler August (R-WI) te Rep. Dean Knudson (R-WI) ste Rep. John A. Carey, Jr. (R-OH State Del. John Overington (R-WV State Rep. Kathy L. Rapp (R-PA) State Sen. Brian D. Langley (R-ME) State Sen. Glenn Grothman (R-WI) State Sen. David Luechtsfeld (R-I Rep. Liza M. Meier (R-ND) tate Sen. Howard A. Stephenson (R-U tate Sen. John W. Send (R-OK) State Rep. Ann Coody (R-OK) , John W. Ford tate Rep. Linda P. Johnson (R-NC) State Rep. Phillip D. Owens (R-SC) State Rep. Bob P. Nonini (R-ID) Rep, Brad Montell tate Sen, Bob Marshall (R-KS tate Sen. Vernie D. McG kate Rep. Howard State Rep. David Yarde,

e Del. Marvin Kirkland Co tate Rep. Mary Ann Hanusa (R-IA) State Rep. Mary Ann Hanusa (R-IA) State Rep. Stave Huebert (R-KS) State Sen. Anitere Flores (R-RI) State Rep. Will Smith (R-NH) State Rep. Daniel H. Branch (R-TX) State Rep. Daniel H. Branch (R-TX) State Rep. Kevin Parker (R-WA) State Rep. Kevin Parker (R-WA) State Rep. Evan Wynn (R-WI) State Rep. Lee R. Denney (R-OK) State Rep. Lee R. Denney (R-OK) State Rep. Neal Akins (R-MS) ate Rep. Noal Akins (R State Rep. Tad Perry (I

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State Rep. Mike Dudgeon (R-GA)

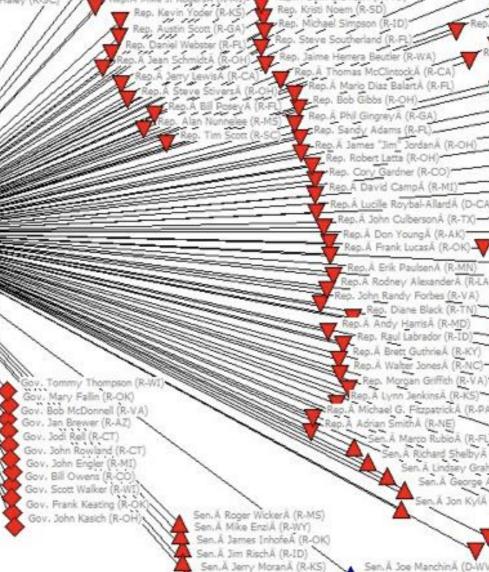
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Gov. Nikki Haley (R-SC

State Del. Kathy Afzali (R-MD) State Rep. Dan McGuire (R-NH) State Rep. Cindy J. Noe (R-IN) State Rep. David Monson (R-ND) State Rep. Carol McFarlane (R-MN) State Sen, Mark L. Boitano (R-NM) ate Rep. Jerry Lee Mitchell (R-IL) ate Rep. Timothy LeGeyt (R-CT) te Rep. Harry R. Brooks, Jr. (R-TN) ate Rep. Michael Molgano (R-CT) tate Sen. Tom Apodeca (R-NC) ate Del, Robert Tata (R-VA) ate Rep. Mark W. Blasdel (R-MT) ate Rep. Herbert D. Frierson (R-MS)

State Rep. Greg Forristall (R-IA)* ED Co-State Rep. Harvey A. Filingane (R-MS) State Rep. Marlene Anielski (R-OH) State Sen. Jane D. Cunningham (R-MO) State Rep. Carole R. Murray (R-CO) State Nancy Spence (R-CO) Gov. Terry Branstad (R-IA)

50E Ryan Wise (IA)



Gov. Rick Perry (R-TX)

Rep. David Rivera (R-FL)

lep.A Mike J. RogersA (

Cathy McMorris RodgersÄ (R-WA 👦 Rep. A Leonard Boswell A (D-IA) Rep.A Rodney FreinghuysenA (R-NJ Rep. Joseph Pitts (R-PA) Rep.A Spencer BachusA (R-AL) Rep. Jeff Duncan (R-SC) Rep. Thomas Price (R-GA) Rep. A Tom Cole A (R-OK) Rep. Steven Palazzo (R-MS) Rep. A Todd PlattsA (R-PA) Rep. A Joe Wilson A (R-SC) Rep.A Mike CoffmanA (R-CO Rep. Vicky Hartzler (R-MO) Rep. A Kevin Brady A (R-TX) Rep. A John Boehner A (R-OH) Rep. A Lynn WestmorelandA (R-GA Rep. A John SullivanA (R-OK Rep. A Howard CobleA (R-NC Rep. Rick Berg (R-ND) Rep.A Rodney AlexanderA (R-LA) Rep. A Frank LoBiondo A (R-NJ) Rep. Diane Black (R-TN) Rep. A John MicaA (R-FL) Rep. A Mike D. Rogers A (R-AL Rep. Raul Labrador (R-ID) Rep. Tom Graves (R-GA) Rep. A Brett Guthrie A (R-KY) Rep.A Walter Jones A (R-NC) Rep.A Scott GarrettA (R-NJ Rep. Morgan Griffith (R-VA) Rep. A Lynn JenkinsÄ (R-KS) Rep. A Eric Cantor A (R-VA Rep. A Lynn Jankinsk (R-KS) Rep. A Michael G. FitzpatrickÁ (R-PA) Rep. A Jack KingstonÅ (R-GA) Rep. A Adrian SmithÅ (R-NE) Rep. A John CampbellÅ (R-CA) Sen. A Richard ShelbyÅ (R-AL) Rep. A John CampbellÅ (R-CA) Sen. A Richard ShelbyÅ (R-AL) Rep. A Jeff MillerÅ (R-FL) Sen. A Lindsey GrahamÅ (R-SC) Steve AustriaÅ (R-OH) Sen. Å George AllenÅ (R-VÅ), Justin Amash (R-MI) Rep. A Charlie DentA (R-PA) en Á George Allena (N-Y Dup, Justin Ginton (R-CO) en Á Jon Kylá (R-AZ) Rep. Scott Tipton (R-CO) Rep. Pat Tiben (R-OH) Rep. A Marsha Blackburn A (R-TN) Rep. A Blaine LuetkemeyerA (R-MO) Sen.A Joe ManchinA (D-WV)

Rep.A David SchweikertA (R-AZ)

Rep.A Doug LambornA (R-CO)

Rep.A Ileana Ros-LehtinenA (R-Fi

Rep.A Dan BurtonA (R-IN)

Rep.A Kenny MarchantA (R-TX)

Rep. Bill Huizenga (R-M)

Rep.Ä Steve KingÄ (R-IA)

Rep. Sam Johnson (R-TX)

Rep. A Dan Boren A (D-OK)

Rep. Ed Perimutter (D-CO)

Rep. Dennis Ross (R-FL) Rep. Jeff Denham (R-CA) Rep. Ä Richard Norman "Doc" Hastingså (R-WA

Rep. A Edward Royce A (R-CA)

Rep.A Sam GravesA (R-MO)

Rep.A Kurt SchraderA (D-OR)

Privatization of Teacher Preparation

The Profession

Hiring/Finances

Leadership

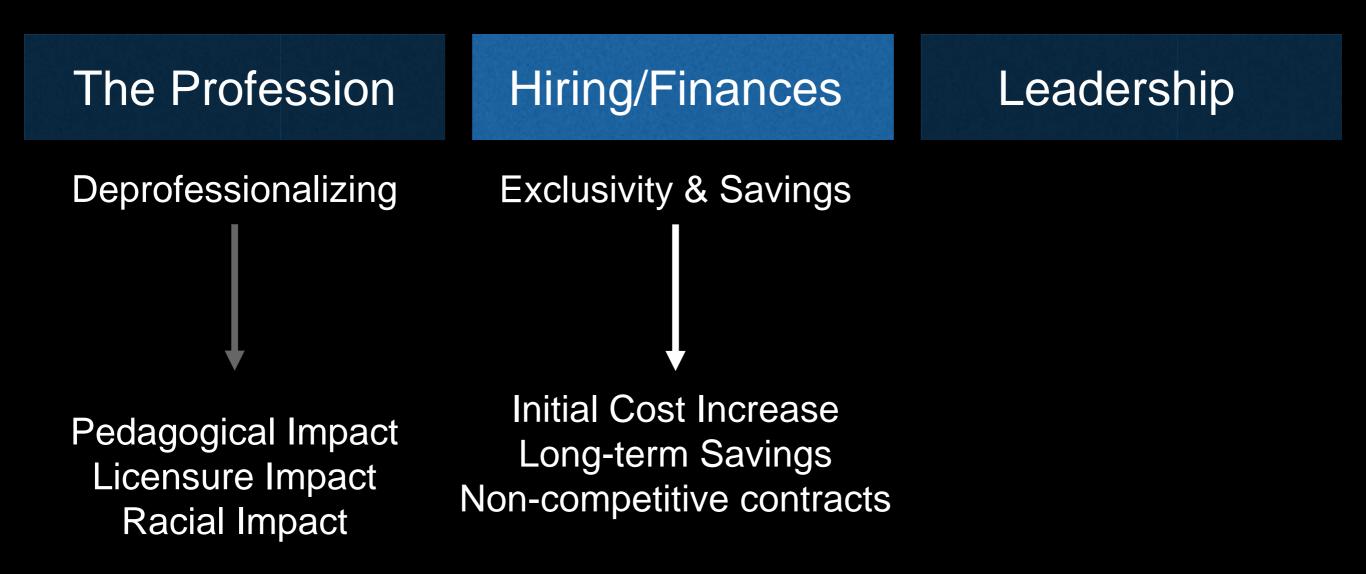
The Profession

Hiring/Finances

Leadership

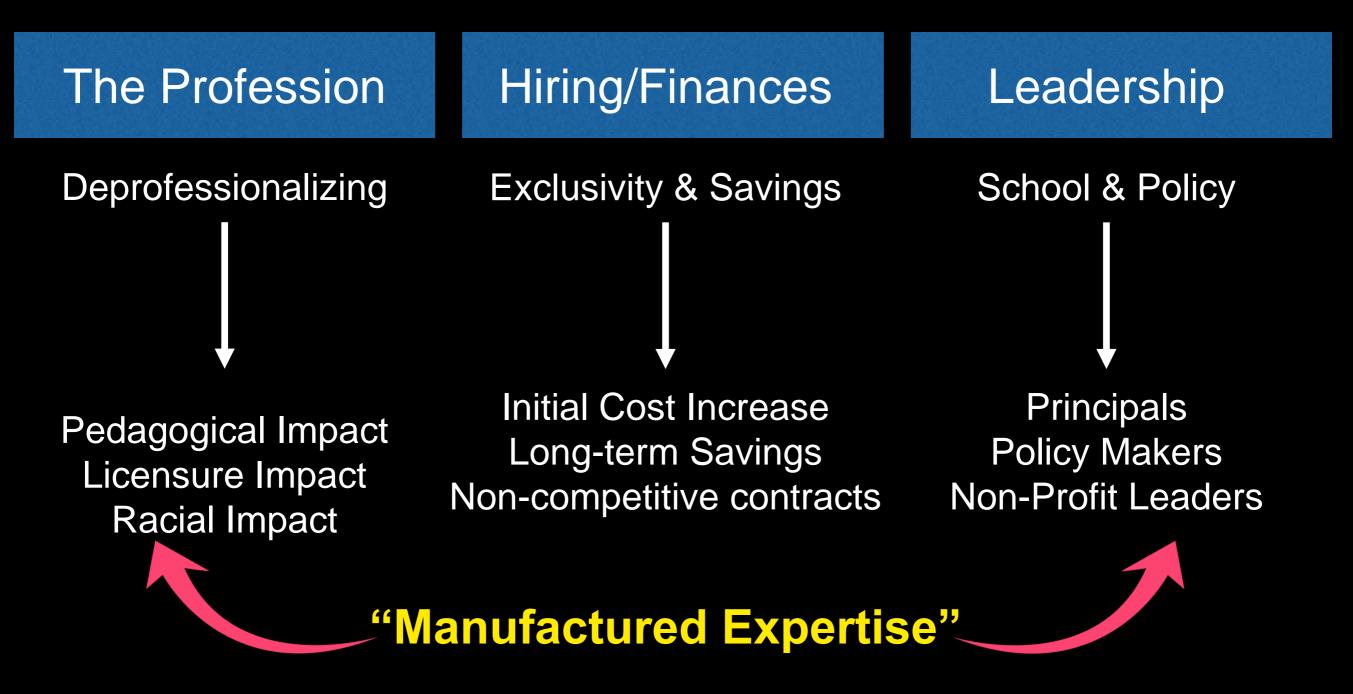
Deprofessionalizing

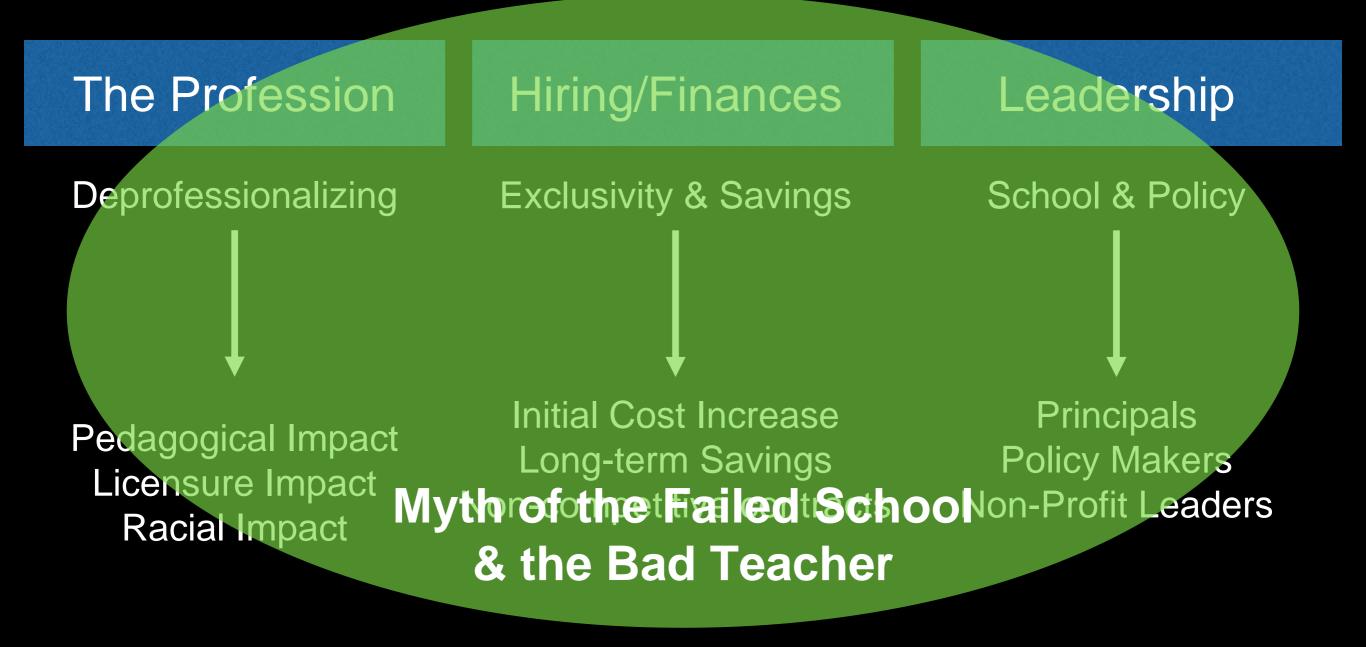
Pedagogical Impact Licensure Impact Racial Impact



The Profession	Hiring/Finances	Leadership		
Deprofessionalizing	Exclusivity & Savings	School & Policy		
Pedagogical Impact Licensure Impact Racial Impact	Initial Cost Increase Long-term Savings Non-competitive contracts	Principals Policy Makers Non-Profit Leaders		

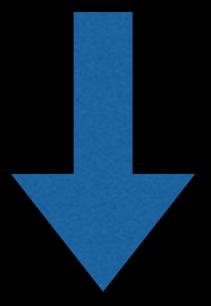




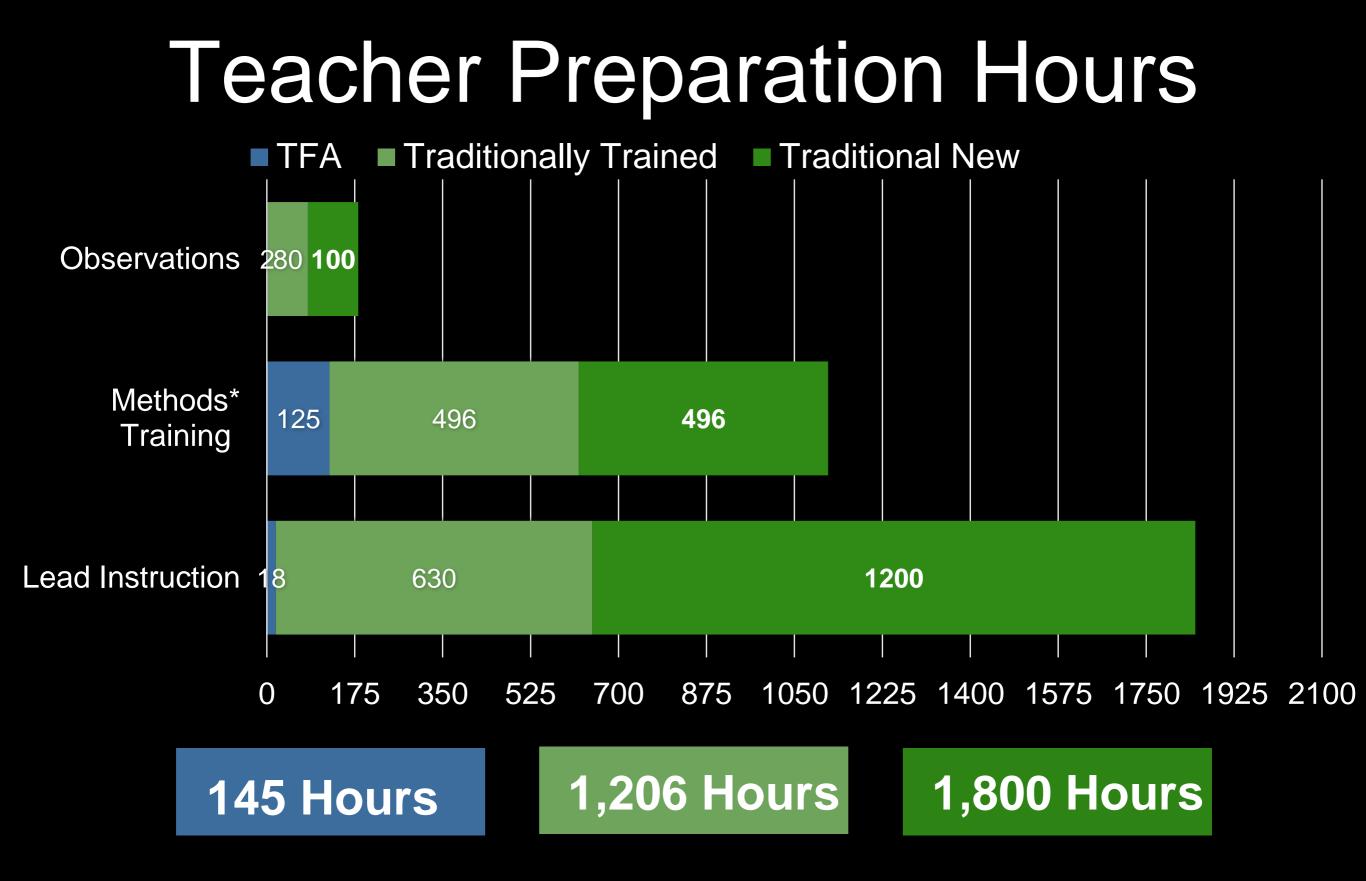


The Profession

Fast Entry & Limited Commitment

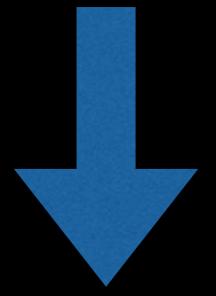


Deprofessionalization



Brewer, T. J. (2014). Accelerated burnout: How Teach For America's academic impact model and theoretical framework can foster disillusionment among its corps members. *Educational Studies, 50*(3), 246-263.

Pedagogical Impacts



Test-Prep Pedagogy

Racial Impacts

Deficit Ideologies & Demographics

Hiring & Finances

		* You have a set of the set of	EDUCATION	AL PROFESSIONAL				
	1. N		This educational	STOWAL	SERVICES AGREEMENT (this "Agreement") is dated the 9th day of MERICA, INC. ('Teach r	EDUCAT	TIONAL R	1
		PROVERSTON.	reagast and in	mal services agreemen	17 (ML) *-			
	DISTRICT EDU	CATIONAL PROFESSION	Connecticut non-profit and the Co Georgia (School Distri	teen TEACH FOR A	MERICA and the 9th days	This educational pro	ofessiona	
	mis educat	incl professional ser	Georgia (School Distri	bb County School to	The art of the second s	2010 and is entered into ber	Dunce T	
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EDUCAT	10008	CA, INC. ("Teach For An Clayton County Public S	- V				This ed	PROFESSIONAL
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EACH		GERVI	CES AGREEN		Between		Georgia ("School py	FOR AMERICA
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	EDUCAT	DISTRICT EDUCATIONAL PROPESSIONAL SERVI This educational professional services agr "Agreement") is dated June 11, 2014 and is entry "Agreement") is dated June 11, 2014 and 11, 2014	ered into between	This Me	emorandum of Understanding (this "Agreement"), dated as of	March 2007, is entered	Teach For An	political mabel
	EDUCAT	DISTRICT EDUCATION This educational professional services of "Agreement") is dated June 11, 2014 and is entry "Agreement") is dated Jun	a Connecticut	into by and bety	ween Fulton County Schools ("School District") and Teach Fo	or America, Inc., a not-	engoing profession t	and the second sec
ach F				for-profit corpo	ration organized under the laws of the State of Connecticut (" onditions and principles pursuant to which School District wil	IFA"), and sets forth	Dy and as effective element to in	ndi in recruiting
pment	This educati	Agreement") INC. ("Teach Public Schools,	County Public	provided by TF			the secles to recruit	anviduals committed
Berv	"Agreement") is d	TEACH FOR AMAIN Clayton County ("Clayton	llectively "the		Recitaly		same	octically equipped to a ching the achieve
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ns. S ied to	Connecticut non-pro	subdivision individually		WHER	EAS, TFA's mission is to identify, train and provide a networ al development for highly qualified teachers who are specifica	k of on-going support	Acros I	monal development and
teach	political subdivisi	schoose	in recient	enhance student	t achievement in under-resourced communities, and to facilita	ate the placement of	2011 and continent	support to further a
urthe	District").	partician national	profession	such teachers in	a schools serving such communities;		School Die upon Teach Fo	
		subdivision Schools") (each individual", Parties"). Teach For America is a national leader selecting, training and providing ongoing I development to individuals committed to cl by serving as effective classroom tear by serving as effective classroom tear	loaing the attically	WHER	EAS, School District seeks to recruit highly qualified new tea	achers and to equip	Accordingly, and contingent upon Teach For 2011 - 2014, School District and Teach For I. TEACHER CANDIDATE RECRUITS	America's receipt of p-
ordine	Teach For Ameri	training and training and the committed to	chers spectro		ngoing support and professional development necessary to en	isure that they suce	TEACHER CANOUR	strice agree as follows
TO At	selecting, training	selection individual classroom	in under-ice to recruit	the classroom		/	School D.	wit: ** undit
stric	development to individ	Teach For America is a surface of a selecting, training and providing ongoing of development to individuals committed to cluder of the selective classroom teacher of teacher	hools see academic		EAS, School District wishes to hire certain highly qualified to a"), all on the terms, subject to the conditions and on the basis	eachers provided	L TEACHER CANDIDATE RECRUITM School District Responsibilities: A. Hintog Commi	ENT, SELECTION
TEA	gap by serving as ef	achievement and support to further deve	idents to ing professional	h in this Ag		on one humerhu	A H	AND HIRING
	equipped to enhance stu	school systems. the are trained to techers	with ongoing austain their	NOW	THEREFORE, School District and TFA agree as follows:		A. Hiring Commissions	
chool	"Race To The Top" funds			7.070.014 A			. Teach For Amar	
A- 1	seeks to recruit new tea	achievement and support to further	a corica	Respons	sibilities of School District		candidates for an will use its reason	17 mars
A	to academic achievement a	development and practice.	and Teach For Amount	A. I	Designation of Teachers.		A (the "Agreed N.	able efforts to provid
	professional development	achievement and to to further development and support to further professional practice. Accordingly, Clayton County Public Sch unce as follows:	h0018		I. School District shall cooperate in good faith with TFA	staff thro	ability to provide at Teach	table efforts to provide the number of teacher of District ("Teachers") set forth in Appendix for America cannor and does not guarantee its er of Teachers to School District and the the full Agreed Number for any acad
35	sustain their professional	clayton County			term of this Agreement to determine the appropriate no	umber, gr	radure of Teach For A Breed Numb	or America cannor) set forth in Apr
	suscain their professional	According-1	TON AND HIRING		subject matter expertise of new Teachers that School I make available for employment by School District.	District w	il, year shall not const	er of Teachers to c and does not put
		agree support s	(Dar-				The source of the source a breach of this	tull Agreed N.
	Accordingly, and contingen	CANDIDATE RECAULT	atbilities:	2	 As far in advance of the start of each school year as rea School District shall provide TFA with guidance as to 		America is able	recement for any port
	funding to enable Teach Fo		onus	1	anticipated preferences for such school year with respe	ect to	 Italiure of Teach For America to provide year shall not constitute a breach of this A year shall not constitute a breach of this A Whether or not Teach For America is able Teachers, School District will consider for h America, up to and including the Agreed No requirements set forth in Appendix B. 	provide the Agreed N
NY	Metro Atlanta and provid	ton County Public Star	use its reasonable efforts to eacher candidates for n County Public Schools	1994 . P	level and subject matter expertise of the Teachers to be District during such school year pursuant to this Agree	CI-CARE AND ADDRESS	intenents set forth in Ace	untery Teacher provid
	District and Teach For Ame	clayton ent.	its reasonable for	-12		WYA 611599 1A	"ppendix B.	over, who meets the di
			macher candidates tools	3	 The School District shall hire all of the Teachers made each school year in accordance with Section I.B.1 belo 	1 IIV		district eligibility
		i. Teach For the number of t	eacher candidates to the county Public Schools		School District shall not be obligated to hire more than	47 Teachers in such		
		provide the clayton	D COL	1	school year (the "Aereed Number") and movided furt			

"School District will employ Teachers hired under [the] Agreement for a minimum of two (2) years"

"given special consideration for appropriate existing vacancies in the School District"

"Although [TFA] will work in good faith with School District to provide Teachers who meet specific grade level, subject matter or other criteria specified by School District, School District shall hire every qualified Teacher made available by TFA pursuant to this Agreement whether or not such Teacher meets such specific criteria

"will hire each [Corps Member] for vacancies across the full range of grades and subject matters and will not restrict or limit any Teacher to so-called 'critical' or 'shortage' subjects or grade level vacancies"

"given special consideration for appropriate existing vacancies in the School District"

Corps Members go through private "interview fairs" held exclusively for TFA

"Teach For America has a proven history of successfully recruiting and training high quality teachers who are specifically equipped to positively impact student achievement in under-resourced communities and developing a pipeline of people with the potential to serve as future leaders in the District and beyond – as exceptional teachers, school principals, District staff and community leaders in an array of capacities."

"School District[s] hereby agrees and acknowledges that Teach For America does not make and has not made any representation and warranty as to the fitness of any Teacher presented or provided by Teach For America."

"Teach For America has a proven history of successfully recruiting and training high quality teachers who are specifically equipped to positively impact student achievement in under-resourced communities and developing a pipeline of people with the potential to serve as future leaders in the District and beyond – as exceptional teachers, school principals, District staff and community leaders in an array of capacities."

"Teach For America has no obligation to refund to School District any amount paid by School District regarding any Teacher for any reason whatsoever"

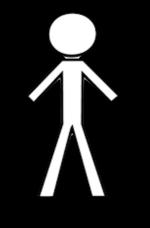
Table 4.4 Estimated Finder's rees to TFA in Selected Regions									
District	Years	Total Corps	Average Annual	Total Estimated					
		members	Finder's Fee	Finder's Fees					
Metro-Atlanta	2000-2014	1,370	\$3,534.50	\$9,684,530					
Chicago	2000-2014	3,060	\$1,222.87*	\$7,484,000					
New York	1990-2014	5,290	\$4,583.33	\$24,245,833					
Eastern North Carolina	1990-2014	1,100	\$3,500	\$3,850,000					
New Orleans	1990-2014	1,230	\$5,000	\$6,150,000					
Total		12,050	\$4,154.46	\$51,414,363†					

Table 4.4 Estimated Finder's Fees to TFA in Selected Regions

Notes: Totals are as follows: Atlanta (1,200 alums plus 170 corps members)(<u>Teach For America</u>, <u>n.d.-e</u>); Chicago (2,600 alums plus 460 corps members)(<u>Teach For America</u>, <u>n.d.-b</u>); New York (4,700 alums plus 590 corps members)(<u>Teach For America</u>, <u>n.d.-g</u>); Eastern North Carolina (820 alums plus 280 corps members)(<u>Teach For America</u>, <u>n.d.-c</u>); and New Orleans (960 alums plus 270 corps members)(<u>Teach For America</u>, <u>n.d.-d</u>). Average annual finder's fee is based on collected MOUs. (*) Indicates that the average annual finder's fee was calculated by dividing the total reported finder's fees of \$7,484,000 by the total number of corps members (3,060). (†) Indicates that the figure is the total of the column.

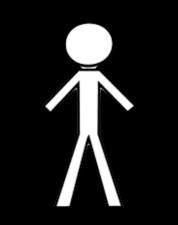
\$400,000,000 (50,000 CMs x \$4,000/yr)

First-Year Teacher Hire



TFA







Fulton County Public Schools									
Years	Non-TFA	Non-TFA	Non-TFA	Non-TFA		TFA			
	(w/ BS)	(w/ BS)	(w/ MS)	(w/ MS)	TFA	Cumulative			
		Cumulative		Cumulative					
1	\$40,308	\$40,308	\$44,748	\$44,748	\$43,551	\$43,551			
2	\$40,308	\$80,616	\$44,748	\$89,496	\$43,551	\$87,102			
3	\$40,308	\$120,924	\$44,748	\$134,244	\$43,551	\$130,654			
4	\$40,308	\$161,232	\$44,748	\$178,992	\$43,551	\$174,205			
5	\$41,436	\$202,668	\$45,996	\$224,988	\$43,551	\$217,756			
6	\$41,436	\$244,104	\$45,996	\$270,984	\$43,551	\$261,307			
7	\$42,012	\$286,116	\$46,644	\$317,628	\$43,551	\$304,859			
8	\$42,600	\$328,716	\$47,292	\$364,920	\$43,551	\$348,410			
9	\$43,800	\$372,516	\$48,612	\$413,532	\$43,551	\$391,961			
10	\$45,024	\$417,540	\$49,968	\$463,500	\$43,551	\$435,512			
11	\$46,284	\$463,824	\$51,372	\$514,872	\$43,551	\$479,064			
12	\$47,580	\$511,404	\$52,812	\$567,684	\$43,551	\$522,615			
13	\$48,924	\$560,328	\$54,288	\$621,972	\$43,551	\$566,166			
14	\$50,292	\$610,620	\$55,812	\$677,784	\$43,551	\$609,717			
15	\$51,696	\$662,316	\$57,372	\$735,156	\$43,551	\$653,269			
16	\$53,148	\$715,464	\$58,980	\$794,136	\$43,551	\$696,820			
17	\$54,636	\$770,100	\$60,636	\$854,772	\$43,551	\$740,371			
18	\$56,160	\$826,260	\$62,328	\$917,100	\$43,551	\$783,922			
19	\$57,732	\$883,992	\$64,068	\$981,168	\$43,551	\$827,474			
20	\$59,352	\$943,344	\$65,856	\$1,047,024	\$43,551	\$871,025			
21	\$59,352	\$1,002,696	\$65,856	\$1,112,880	\$43,551	\$914,576			
22	\$61,008	\$1,063,704	\$67,704	\$1,180,584	\$43,551	\$958,127			
23	\$61,008	\$1,124,712	\$67,704	\$1,248,288	\$43,551	\$1,001,679			
24	\$62,712	\$1,187,424	\$69,600	\$1,317,888	\$43,551	\$1,045,230			
25	\$64,464	\$1,251,888	\$71,544	\$1,389,432	\$43,551	\$1,088,781			
26	\$64,464	\$1,316,352	\$71,544	\$1,460,976	\$43,551	\$1,132,332			
27	\$64,464	\$1,380,816	\$71,544	\$1,532,520	\$43,551	\$1,175,883			
28	\$64,464	\$1,445,280	\$71,544	\$1,604,064	\$43,551	\$1,219,435			
29	\$64,464	\$1,509,744	\$71,544	\$1,675,608	\$43,551	\$1,262,986			
30	\$64,464	\$1,574,208	\$71,544	\$1,747,152	\$43,551	\$1,306,537			
Total	\$1,574,208		\$1,747,152	-	\$1,306,537				

Table 4.3 Annual Salary and Cumulative Costs of Staffing a Single Teaching Position, Fulton County Public Schools

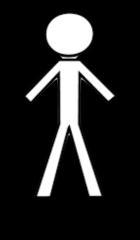
Notes: Salaries based on Fulton County Public Schools. TFA costs include \$3,243.24 annual finder's fee in addition to salary paid and are reset every two-years following TFA's two-year teaching commitment.

Fulton C	Fulton County Public Schools									
Years	Non-TFA	Non-TFA	Non-TFA	Non-TFA		TFA				
	(w/ BS)	(w/ BS)	(w/ MS)	(w/ MS)	TFA	Cumulative				
		Cumulative		Cumulative						
1	\$40,308	\$40,308	\$44,748	\$44,748	\$43,551	\$43,551				
2	\$40,308	\$80,616	\$44,748	\$89,496	\$43,551	\$87,102				
3	\$40,308	\$120,924	\$44,748	\$134,244	\$43,551	\$130,654				
4	\$40,308	\$161,232	\$44,748	\$178,992	\$43,551	\$174,205				
5	\$41,436	\$202,668	\$45,996	\$224,988	\$43,551	\$217,756				
6	\$41,436	\$244,104	\$45,996	\$270,984	\$43,551	\$261,307				
7	\$42,012	\$286,116	\$46,644	\$317,628	\$43,551	\$304,859				
8	\$42,600	\$328,716	\$47,292	\$364,920	\$43,551	\$348,410				
9	\$43,800	\$372,516	\$48,612	\$413,532	\$43,551	\$391,961				
10	\$45,024	\$417,540	\$49,968	\$463,500	\$43,551	\$435,512				
11	\$46,284	\$463,824	\$51,372	\$514,872	\$43,551	\$479,064				
12	\$47,580	\$511,404	\$52,812	\$567,684	\$43,551	\$522,615				
13	\$48,924	\$560,328	\$54,288	\$621,972	\$43,551	\$566,166				
14	\$50,292	\$610,620	\$55,812	\$677,784	\$43,551	\$609,717				
15	\$51,696	\$662,316	\$57,372	\$735,156	\$43,551	\$653,269				
16	\$53,148	\$715,464	\$58,980	\$794,136	\$43,551	\$696,820				
17	\$54,636	\$770,100	\$60,636	\$854,772	\$43,551	\$740,371				
18	\$56,160	\$826,260	\$62,328	\$917,100	\$43,551	\$783,922				
19	\$57,732	\$883,992	\$64,068	\$981,168	\$43,551	\$827,474				
20	\$59,352	\$943,344	\$65,856	\$1,047,024	\$43,551	\$871,025				
21	\$59,352	\$1,002,696	\$65,856	\$1,112,880	\$43,551	\$914,576				
22	\$61,008	\$1,063,704	\$67,704	\$1,180,584	\$43,551	\$958,127				
23	\$61,008	\$1,124,712	\$67,704	\$1,248,288	\$43,551	\$1,001,679				
24	\$62,712	\$1,187,424	\$69,600	\$1,317,888	\$43,551	\$1,045,230				
25	\$64,464	\$1,251,888	\$71,544	\$1,389,432	\$43,551	\$1,088,781				
26	\$64,464	\$1,316,352	\$71,544	\$1,460,976	\$43,551	\$1,132,332				
27	\$64,464	\$1,380,816	\$71,544	\$1,532,520	\$43,551	\$1,175,883				
28	\$64,464	\$1,445,280	\$71,544	\$1,604,064	\$43,551	\$1,219,435				
29	\$64,464	\$1,509,744	\$71,544	\$1,675,608	\$43,551	\$1,262,986				
30	\$64,464	\$1,574,208	\$71,544	\$1,747,152	\$43,551	\$1,306,537				
Total	\$1,574,208		\$1,747,152		\$1,306,537					

Table 4.3 Annual Salary and Cumulative Costs of Staffing a Single Teaching Position, Fulton County Public Schools

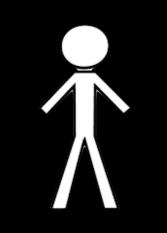
Notes: Salaries based on Fulton County Public Schools. TFA costs include \$3,243.24 annual finder's fee in addition to salary paid and are reset every two-years following TFA's two-year teaching commitment.

First-Year Teacher Hire



TFA







District-Wide Re-Staffing









District-Wide Re-Staffing









New Orleans Teachers by Years of Experience Before and After Katrina									
	0-1	2-3	4-10	11-14	15-19	20-24	25+		
2004-2005	9.7%	7.3%	24.7%	9.0%	8.9%	10.9%	29.5%		
2007-2008	36.7%	17.2%	19.3%	4.8%	5.5%	4.9%	11.6%		
% Change	27.0%	9.9%	-5.4%	-4.2%	-3.4%	-6.0%	-17.9%		
Source: Cowen Institute (2009), as cited in Dixson (2011).									

Brewer, T. J. (2016). An examination of Teach For America's impact on the teaching profession, hiring practices, and educational leadership. University of

Pre-Katrina

Table 4.5. New Orleans Teachers by Years of Experience and Estimated Total (pre-Katrina)									
0-1 2-3 4-10 11-14 15-19 20-24 25+ Total									
Percentage	9.7%	7.3%	24.7%	9.0%	8.9%	10.9%	29.5%	100%	
Est. Total	446	336	1136	414	409	501	1,357	4,600*	
Notes: Experience percentages from Dixson (2011). Estimated total population numbers rounded. (*) The									
total pre-Katrina teacher population is estimated.									

Post-Katrina

Table 4.6. New Orleans Teachers by Years of Experience and Estimated Total (post-Katrina)									
0-1 2-3 4-10 11-14 15-19 20-24 25+ Total									
Percentage	36.7%	17.2%	19.3%	4.8%	5.5%	4.9%	11.6%	100%	
Est. Total	676	317	356	88	101	90	214	1,842	
Notes: Experience percentages from Dixson (2011). Estimated total population numbers rounded.									

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RIF & Experience Shift

Table 4.7. New	Table 4.7. New Orleans Teachers by Years of Experience Before and After Katrina - Salary Expenditure Estimation										
	0-1	2-3	4-10	11-14	15-19	20-24	25+	TOTAL			
2004-2005	446	336	1136	414	409	501	1,357	4,600			
Cost	\$13,326,655	\$10,497,443	\$39,362,188	\$16,566,935	\$17,103,831	\$21,502,439	\$59,537,018	\$177,896,510			
2007-2008	676	317	356	88	101	90	214	1842			
Cost	\$26,570,392	\$12,794,779	\$15,220,812	\$4,048,082	\$4,884,611	\$4,595,441	\$11,225,152	\$79,339,269			

Note: Computation is based on teachers holding a bachelor's degree. Cost per grouping is based on an average of years shown. 2007-2008 salaries are averaged between OPSB and RSD salary schedules (Louisiana Department of Education, 2005, 2007). Currency rounded to the nearest whole dollar.

RIF Only (pre-Katrina experience levels)

Table 4.8. New Orleans Teachers by Pre-Katrina Years of Experience with Post-Katrina Population – Salary Expenditure Estimation										
New Orieuns Te	0-1	2-3	4-10	-Kairina Populai 11-14	15-19	20-24	25+	TOTAL		
Pre-Katrina Percentage	9.7%	7.3%	24.7%	9.0%	8.9%	10.9%	29.5%	100%		
Post-Katrina Population	179	134	455	166	164	201	543	1842		
Hypothetical Cost	\$7,022,692	\$5,430,342	\$19,479,484	\$7,590,154	\$7,904,188	\$10,222,511	\$28,546,721	\$86,196,095		

Note: Computation is based on teachers holding a bachelor's degree. Cost per grouping is based on an average of years shown. 2007-2008 salaries are averaged between OPSB and RSD salary schedules (Louisiana Department of Education, 2005, 2007). Currency rounded to the nearest whole dollar.

Total Est. Annual Savings (RIF & Experience Shift)

174,029,194 - 79,339,268 = 94,689,925

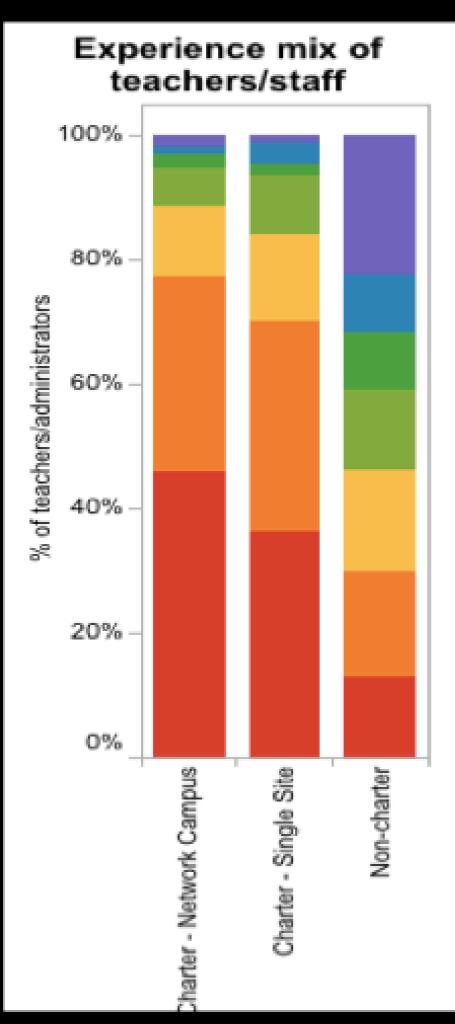
Old Cost

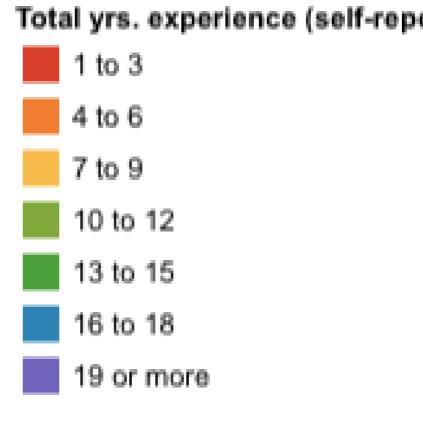
New Cost

Savings

It's Not Just About the Money

It's About Undermining/Redefining Teaching

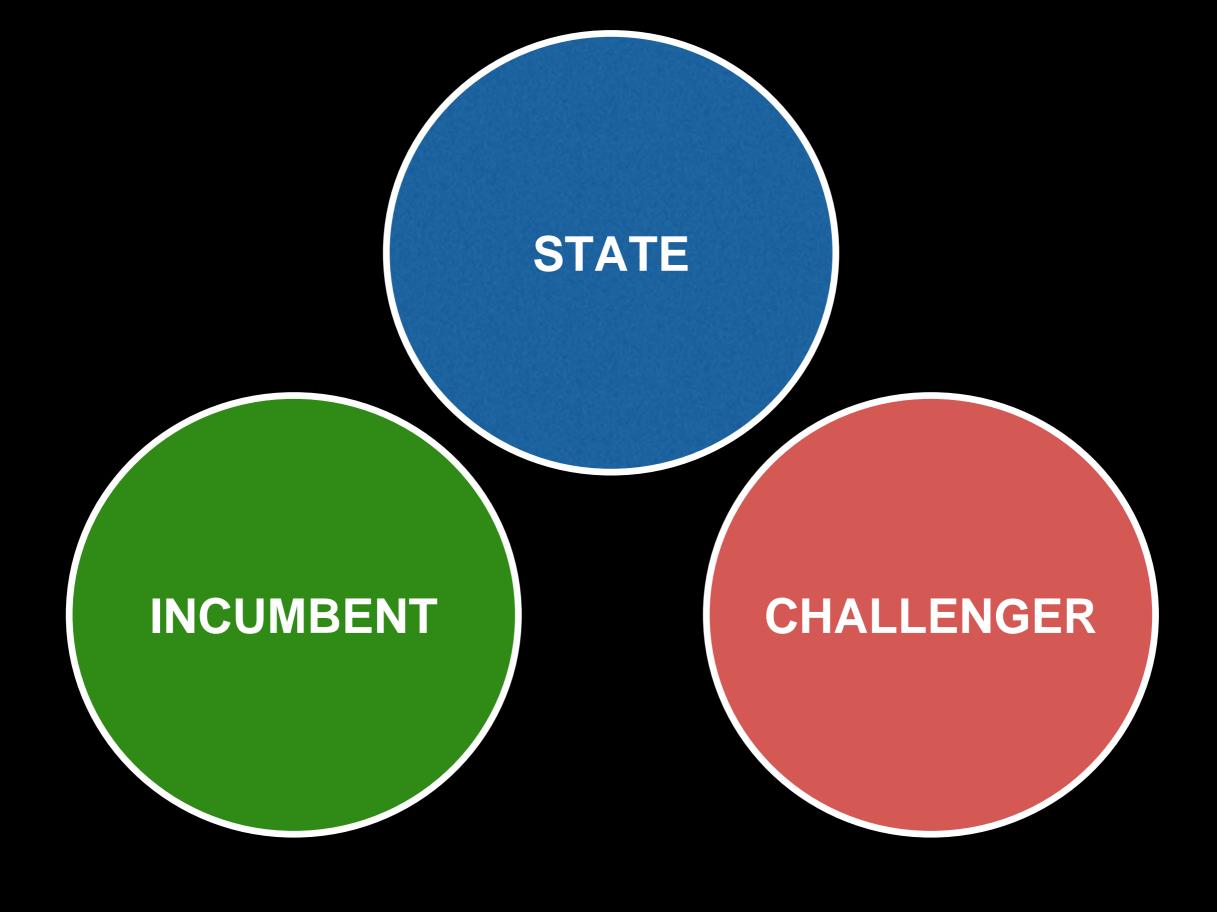


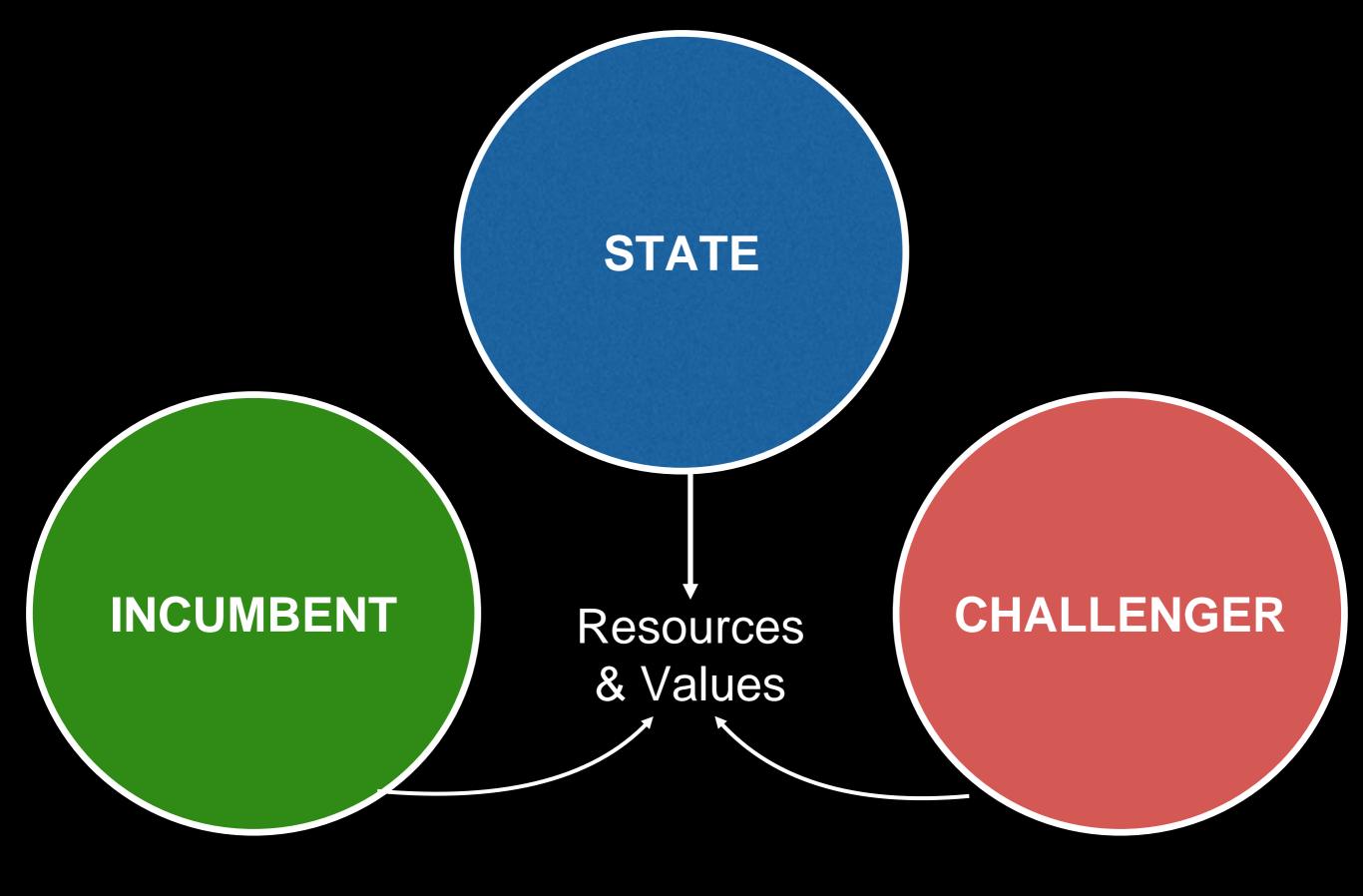


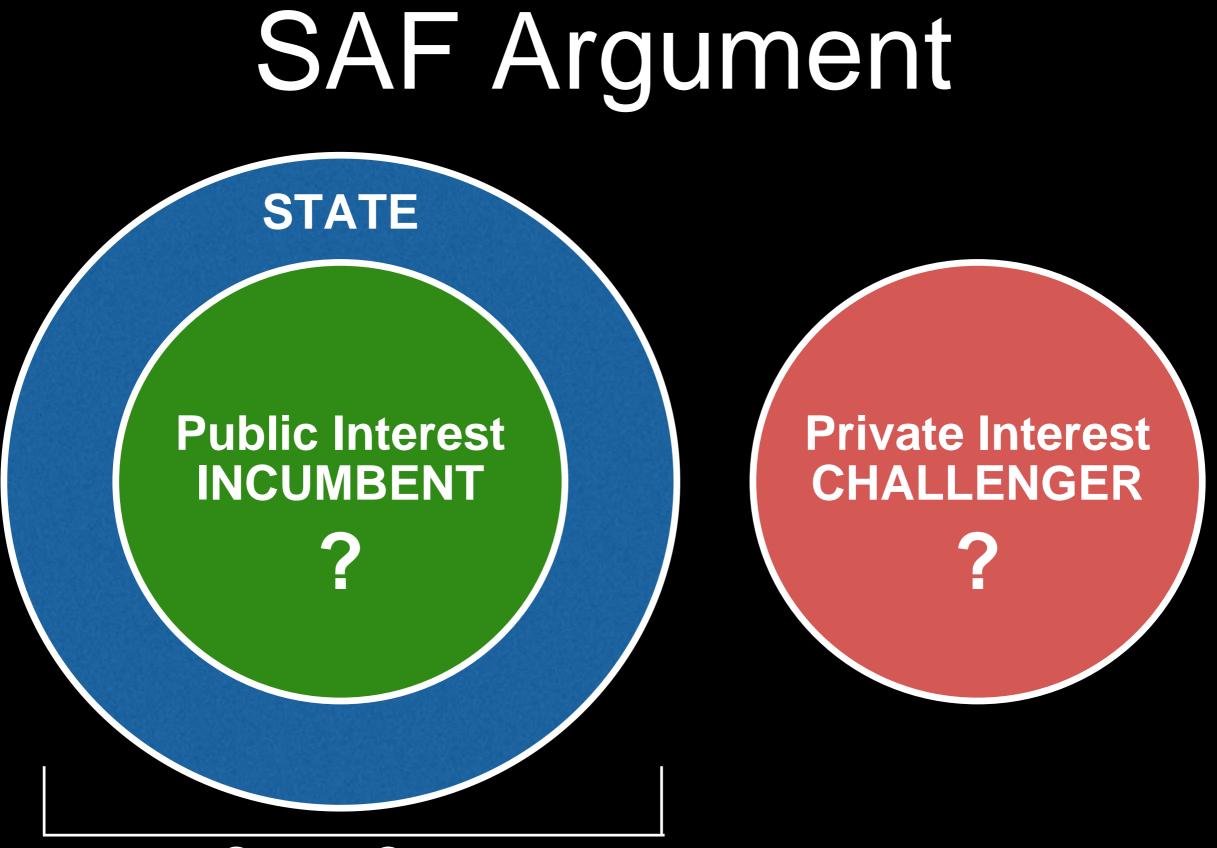
Total yrs. experience (self-report)

Strategic Action Fields Theory

Fligstein, N., & McAdam, D. (2012). A theory of fields. Oxford: Oxford University Press.







Status Quo

Suburban Context (Field Settlement)



Public Interest INCUMBENT

Veteran, Trad/Cert, White

Private Interest CHALLENGER

Atlanta/Chicago/NC (Field Contention)



Public Interest INCUMBENT

Veteran, Trad/Cert, Black

Private Interest CHALLENGER

NOLA, Pre-Katrina Context (Eield Settlement) STATE

Public Interest INCUMBENT

Veteran, Trad/Cert, Black

Private Interest CHALLENGER

NOLA, Post-Katrina Context (Exogenous Shock)



Public Interest INCUMBENT

Veteran, Trad/Cert, Black

Private Interest CHALLENGER

NOLA, Post-Katrina Context (Exogenous Shock)



Private Interest INCUMBENT

Novice, Alt/Cert, White

Public Interest CHALLENGER

Veteran, Trad/Cert, Black

NOLA, Post-Katrina Context (New Field Settlement)

Private Interest INCUMBENT

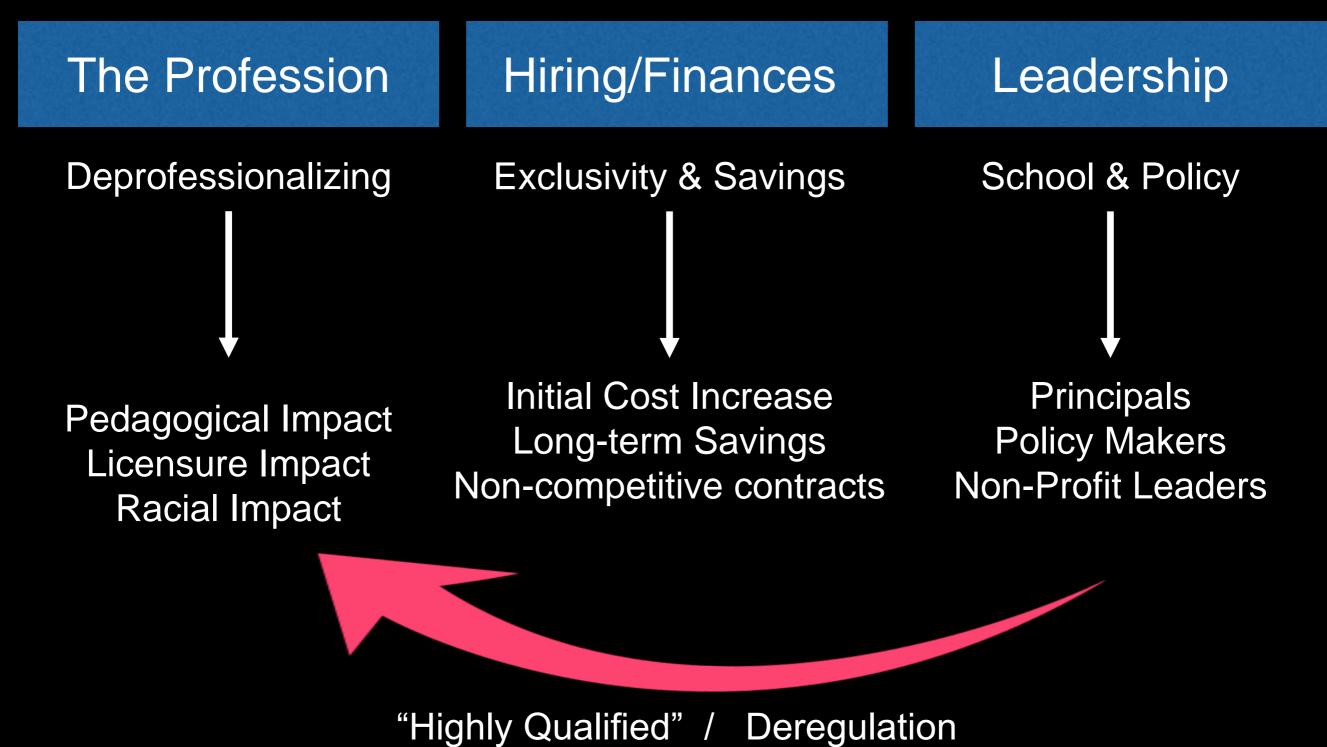
STATE

Novice, Alt/Cert, White

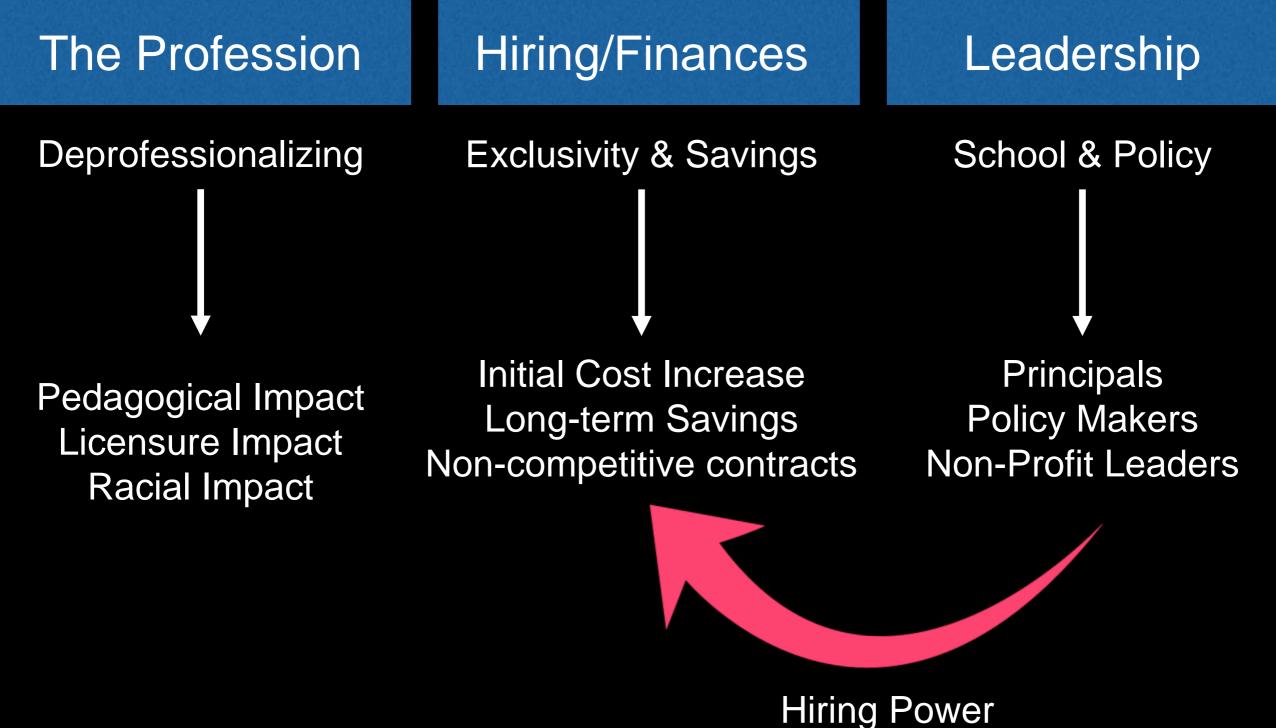
Public Interest CHALLENGER

Veteran, Trad/Cert, Black

Three Main Impacts



Three Main Impacts



Key Implications

- Privatization represents a real, and ongoing, threat to public education.
- The elevation of individualism and the myth of meritocracy undermines a public good.
- TFA deprofessionalizes teaching, employed deficit ideologies, perpetuates inequality, & alumni network reinforces control in the field - the importance of traditional preparation and foundations is apparent.
- Growing public dissatisfaction with testing may lead to more opt-out movements.
- We need to get better at articulating why long-term, professional teaching is better than fast-entry voluntarism.

Thank You





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