

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

Perception

Schools are Failing

Assumption

Bad Teachers are to Blame

Perception

Schools are Failing

CHARTER SCHOOLS, VOUCHERS, HOMESCHOOL

Assumption

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

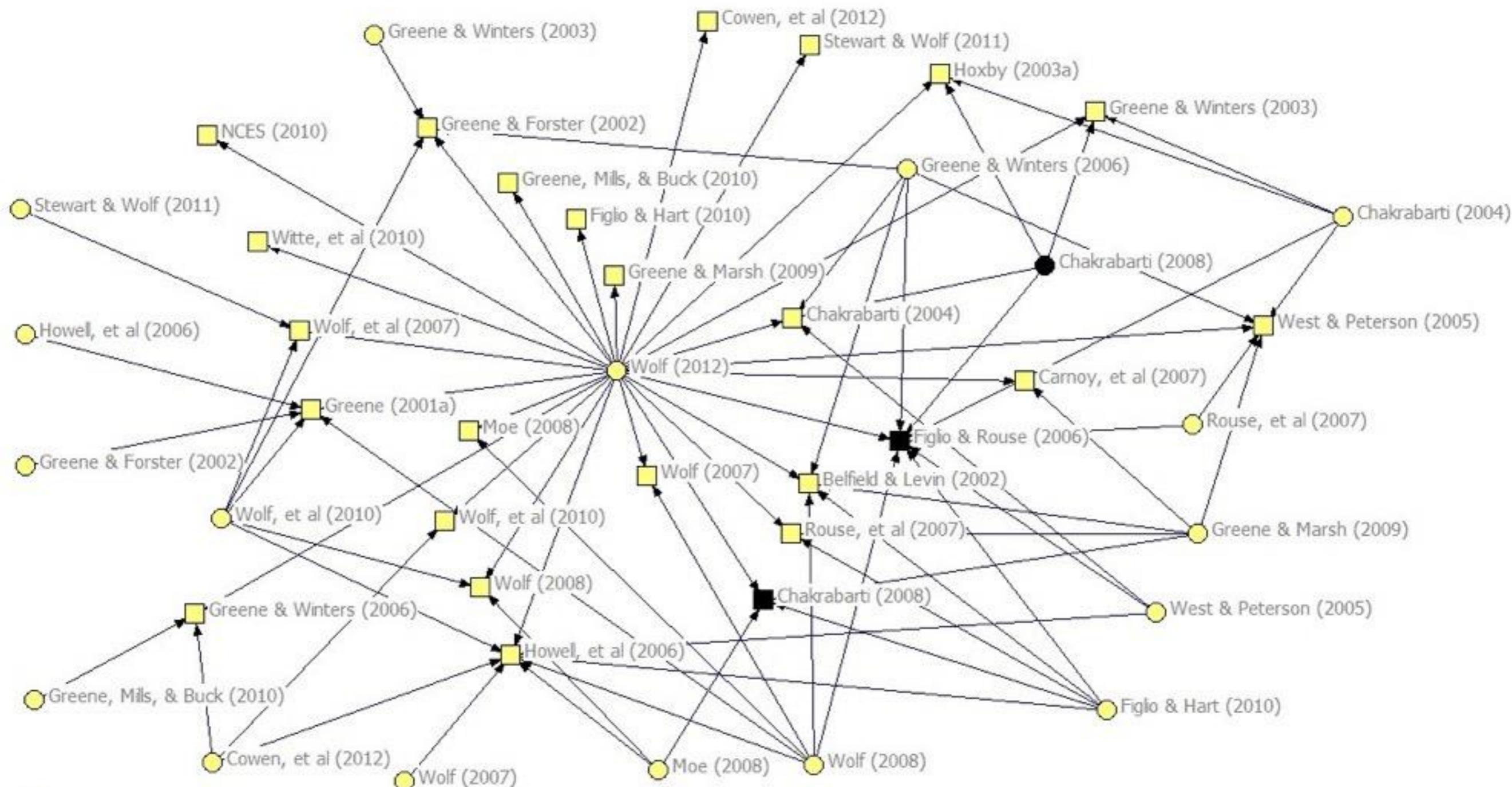
Reproduction of Economic Stratification
and Racial Inequality

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- Proponent research is often not peer-reviewed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)



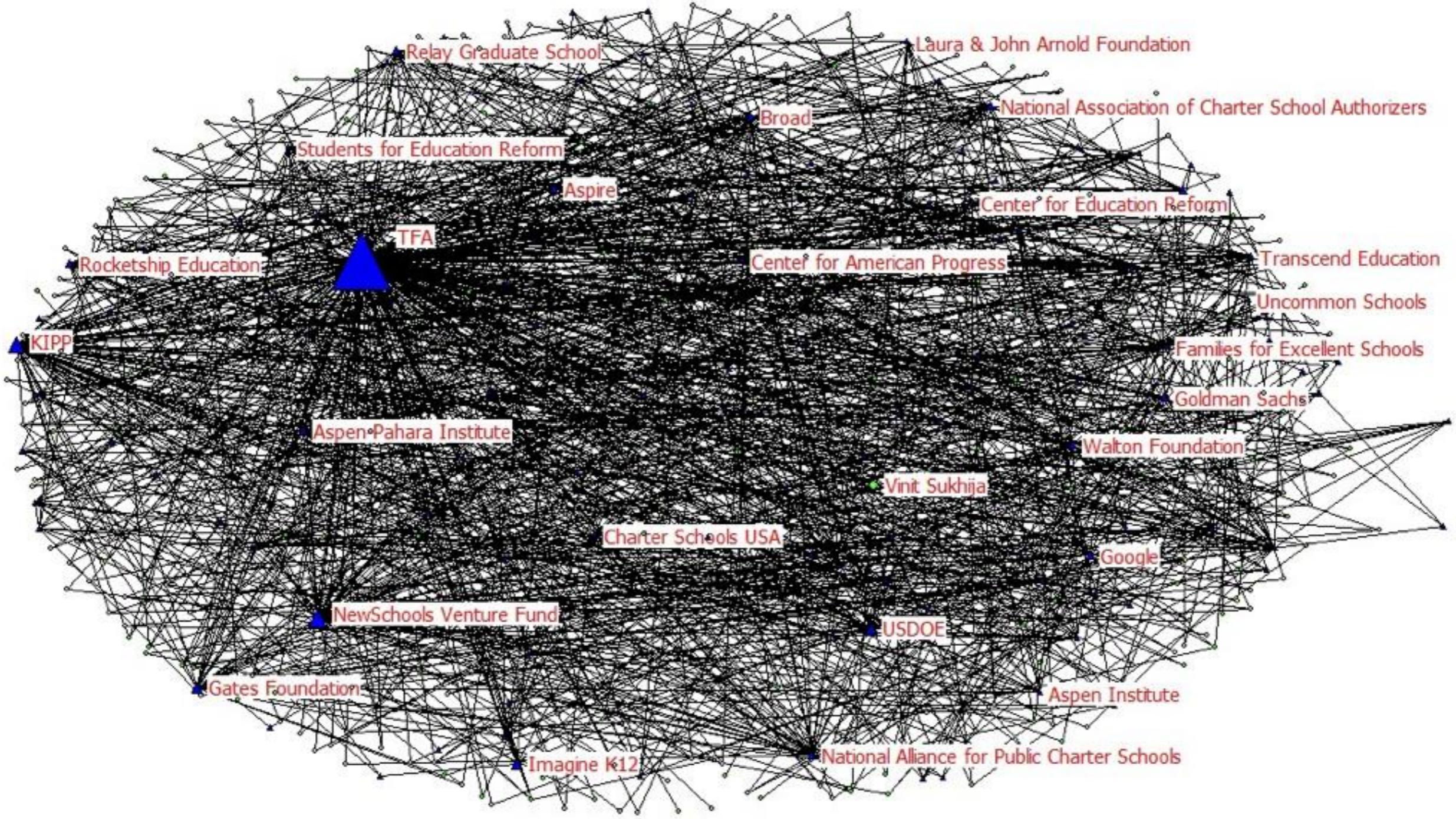
- First Level Citation
- Second-to-First Level Citation
- First Level Citation (Peer Reviewed*)
- Second-to-First Level Citation (Peer Reviewed*)

* 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



Privatization of Teacher Preparation

Three Main Impacts

The Profession

Hiring/Finances

Leadership

Three Main Impacts

The Profession

Hiring/Finances

Leadership

Deprofessionalizing



Pedagogical Impact
Licensure Impact
Racial Impact

Three Main Impacts

The Profession

Hiring/Finances

Leadership

Deprofessionalizing

Exclusivity & Savings



Pedagogical Impact
Licensure Impact
Racial Impact

Initial Cost Increase
Long-term Savings
Non-competitive contracts

Three Main Impacts

The Profession

Deprofessionalizing



Pedagogical Impact
Licensure Impact
Racial Impact

Hiring/Finances

Exclusivity & Savings



Initial Cost Increase
Long-term Savings
Non-competitive contracts

Leadership

School & Policy



Principals
Policy Makers
Non-Profit Leaders

Three Main Impacts

The Profession

Deprofessionalizing



Pedagogical Impact
Licensure Impact
Racial Impact

Hiring/Finances

Exclusivity & Savings



Initial Cost Increase
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Principals
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Three Main Impacts

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Principals
Policy Makers
Non-Profit Leaders

“Manufactured Expertise”



Three Main Impacts

The Profession

Hiring/Finances

Leadership

Deprofessionalizing

Exclusivity & Savings

School & Policy



Pedagogical Impact
Licensure Impact
Racial Impact

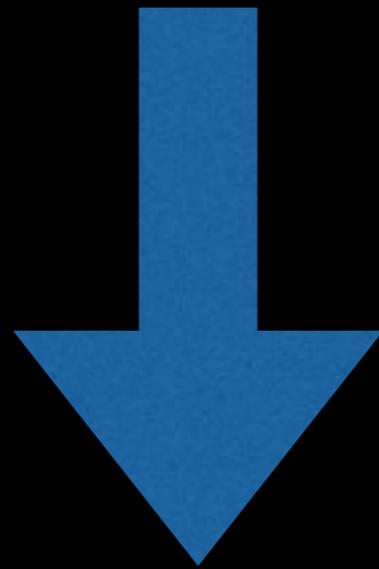
Initial Cost Increase
Long-term Savings

Principals
Policy Makers
Non-Profit Leaders

**Myth of the Failed School
& the Bad Teacher**

The Profession

Fast Entry & Limited
Commitment



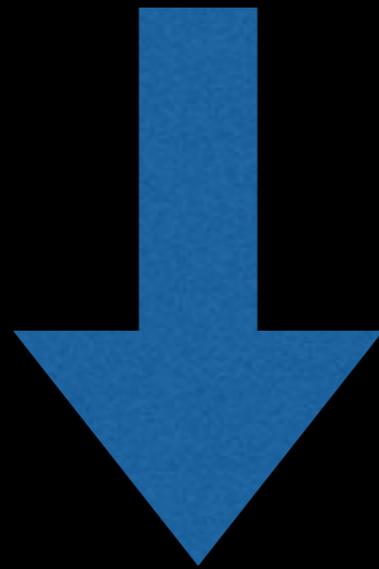
Deprofessionalization

Teacher Preparation Hours



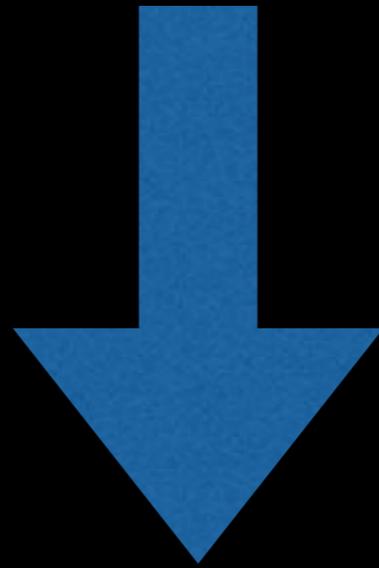
Brewer, T. J. (2014). Accelerated burnout: How Teach For America's academic impact model and theoretical framework can foster disillusionment among its corps members. *Educational Studies*, 50(3), 246-263.

Pedagogical Impacts



Test-Prep Pedagogy

Racial Impacts

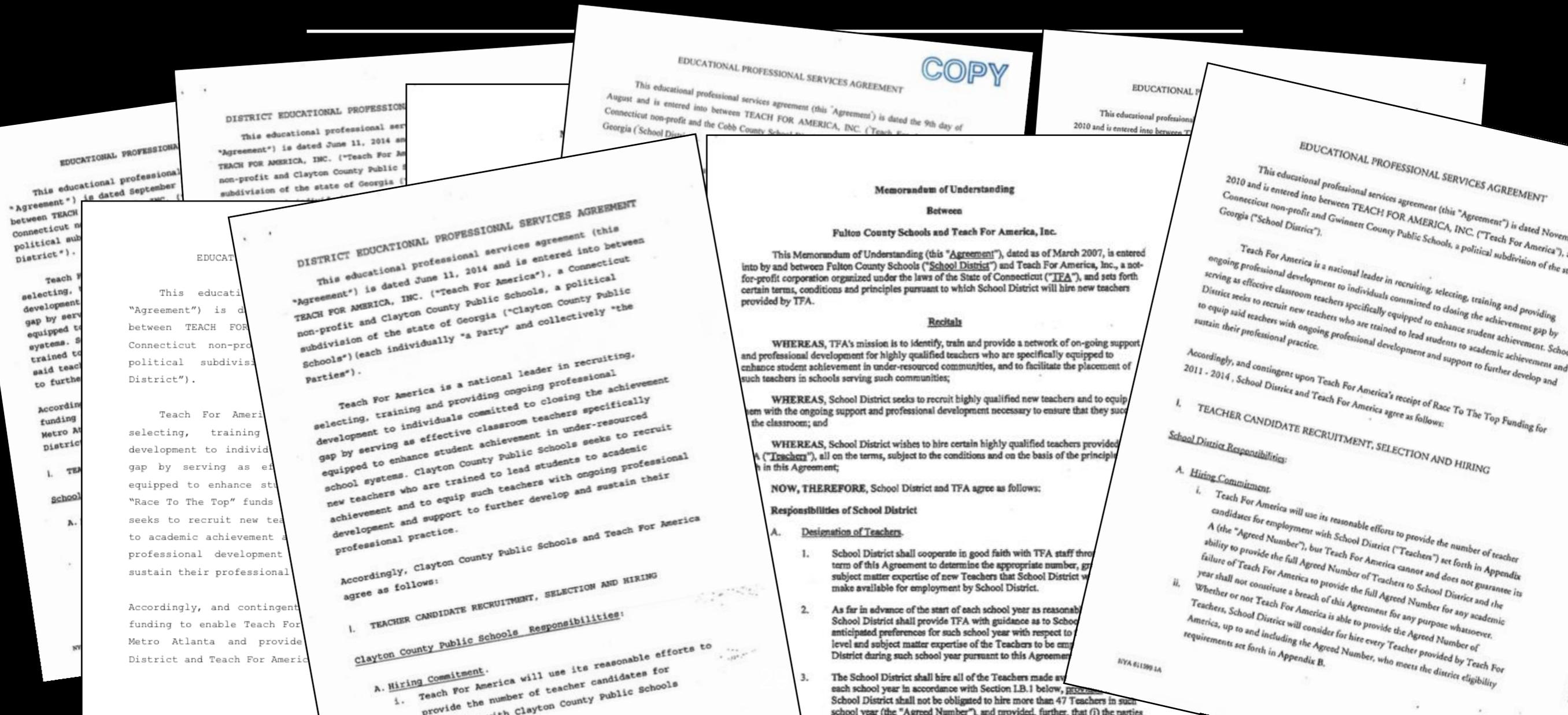


Deficit Ideologies & Demographics

Hiring & Finances

“TFA is one source of candidates for open teaching positions. Corps members do not have special contracts with schools or districts. They apply for open jobs, and they go through the same interview and hiring process as any candidate. Our approach is to bring the best possible people into the field, but no one is obligated to hire our teachers.”

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

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“given special consideration for appropriate existing vacancies in the School District”

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“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**

“TFA is one source of candidates for open teaching positions. Corps members do not have special contracts with schools or districts. They apply for open jobs, and they go through the same interview and hiring process as any candidate. Our approach is to bring the best possible people into the field, but **no one is obligated to hire our teachers.**”

“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”

“TFA is one source of candidates for open teaching positions. Corps members do not have special contracts with schools or districts. They apply for open jobs, and they go through the same interview and hiring process as any candidate. Our approach is to bring the best possible people into the field, but no one is obligated to hire our teachers.”

“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 Fees to TFA in Selected Regions*

District	Years	Total Corps members	Average Annual Finder's Fee	Total Estimated 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†

Notes: Totals are as follows: Atlanta (1,200 alums plus 170 corps members)([Teach For America, n.d.-e](#)); Chicago (2,600 alums plus 460 corps members)([Teach For America, n.d.-b](#)); New York (4,700 alums plus 590 corps members)([Teach For America, n.d.-g](#)); Eastern North Carolina (820 alums plus 280 corps members)([Teach For America, n.d.-c](#)); and New Orleans (960 alums plus 270 corps members)([Teach For America, n.d.-d](#)). 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



non-TFA



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

Years	Non-TFA (w/ BS)	Non-TFA (w/ BS) Cumulative	Non-TFA (w/ MS)	Non-TFA (w/ MS) Cumulative	TFA	TFA 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	

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.

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

Years	Non-TFA (w/ BS)	Non-TFA (w/ BS) Cumulative	Non-TFA (w/ MS)	Non-TFA (w/ MS) Cumulative	TFA	TFA Cumulative
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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



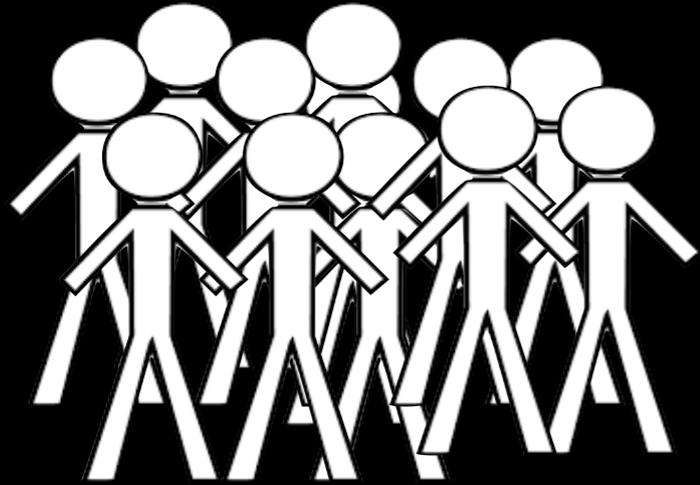
TFA



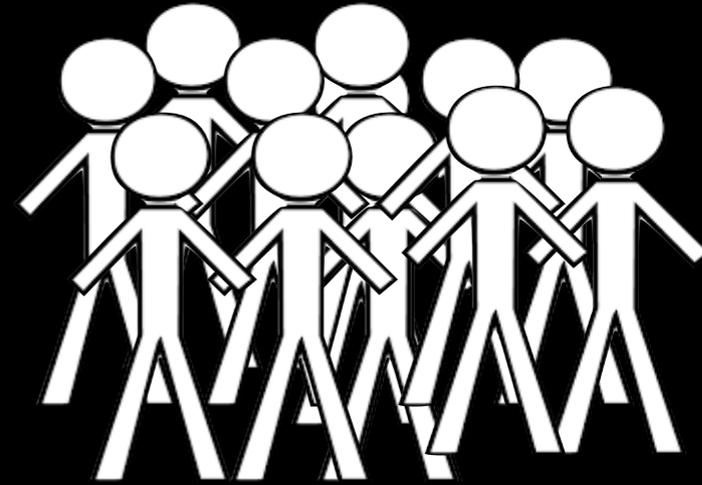
non-TFA



District-Wide Re-Staffing



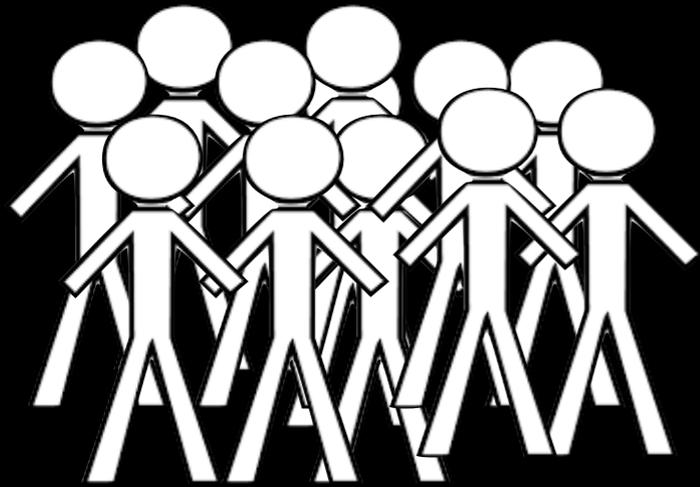
TFA



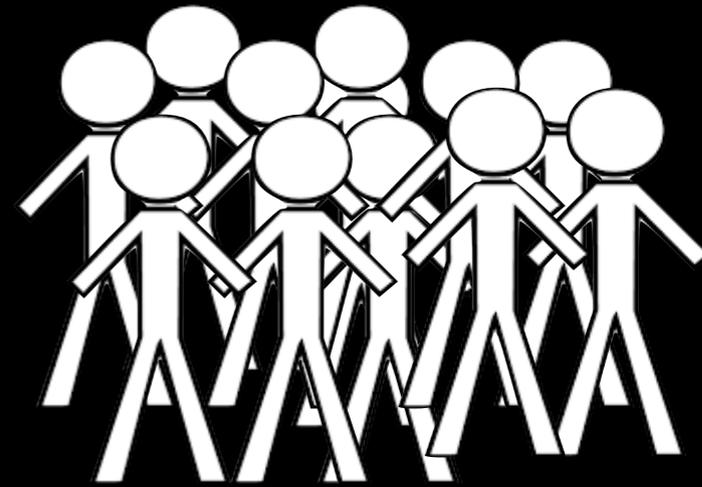
non-TFA



District-Wide Re-Staffing



TFA



non-TFA



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).

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 Dixon ([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 Dixon ([2011](#)). Estimated total population numbers rounded.

RIF & Experience Shift

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

	0-1	2-3	4-10	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.

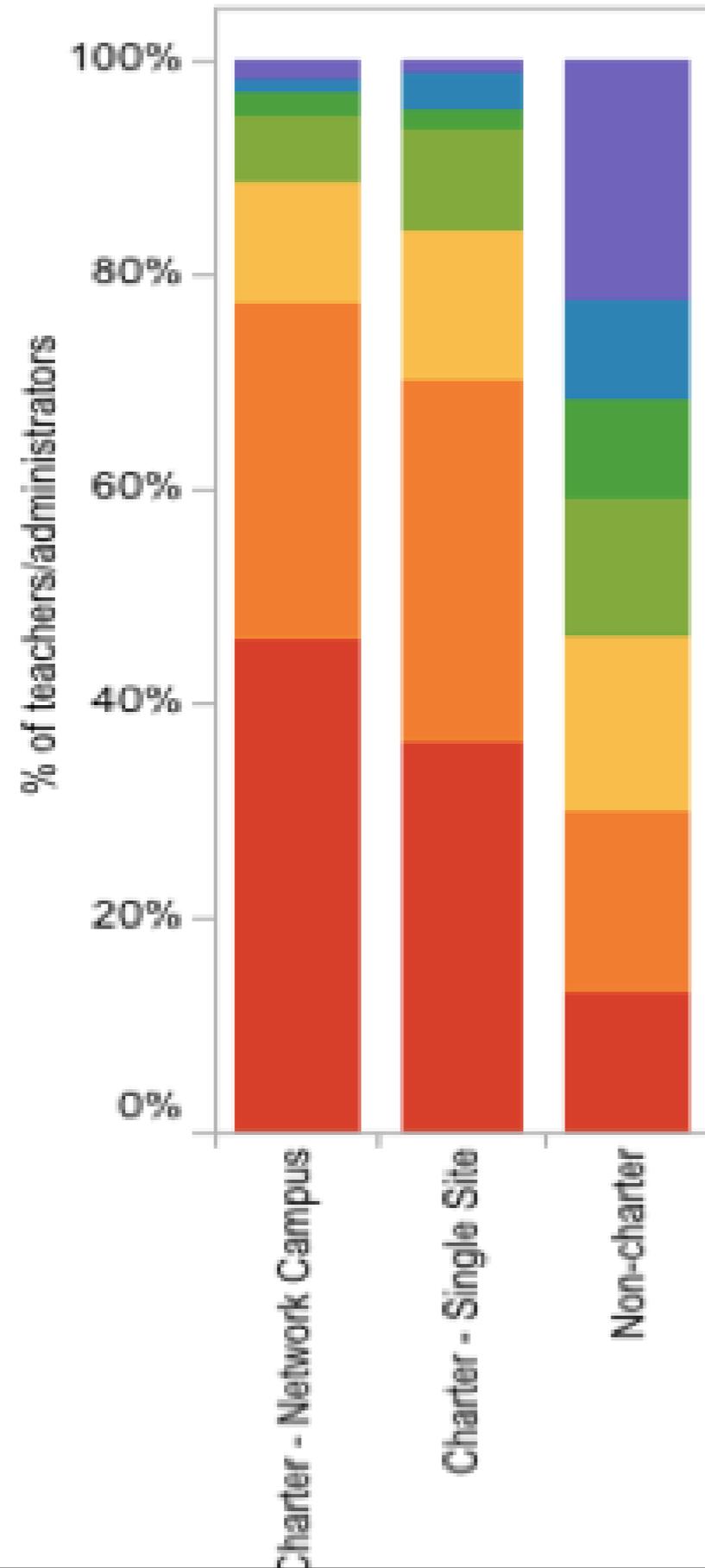
Total Est. Annual Savings (RIF & Experience Shift)

$$\begin{array}{rcccl} \$174,029,194 & - & \$79,339,268 & = & \$94,689,925 \\ \text{Old Cost} & & \text{New Cost} & & \text{Savings} \end{array}$$

**It's Not Just About
the Money**

**It's About
Undermining/Redefining
Teaching**

Experience mix of teachers/staff



Total yrs. experience (self-report)

- 1 to 3
- 4 to 6
- 7 to 9
- 10 to 12
- 13 to 15
- 16 to 18
- 19 or more

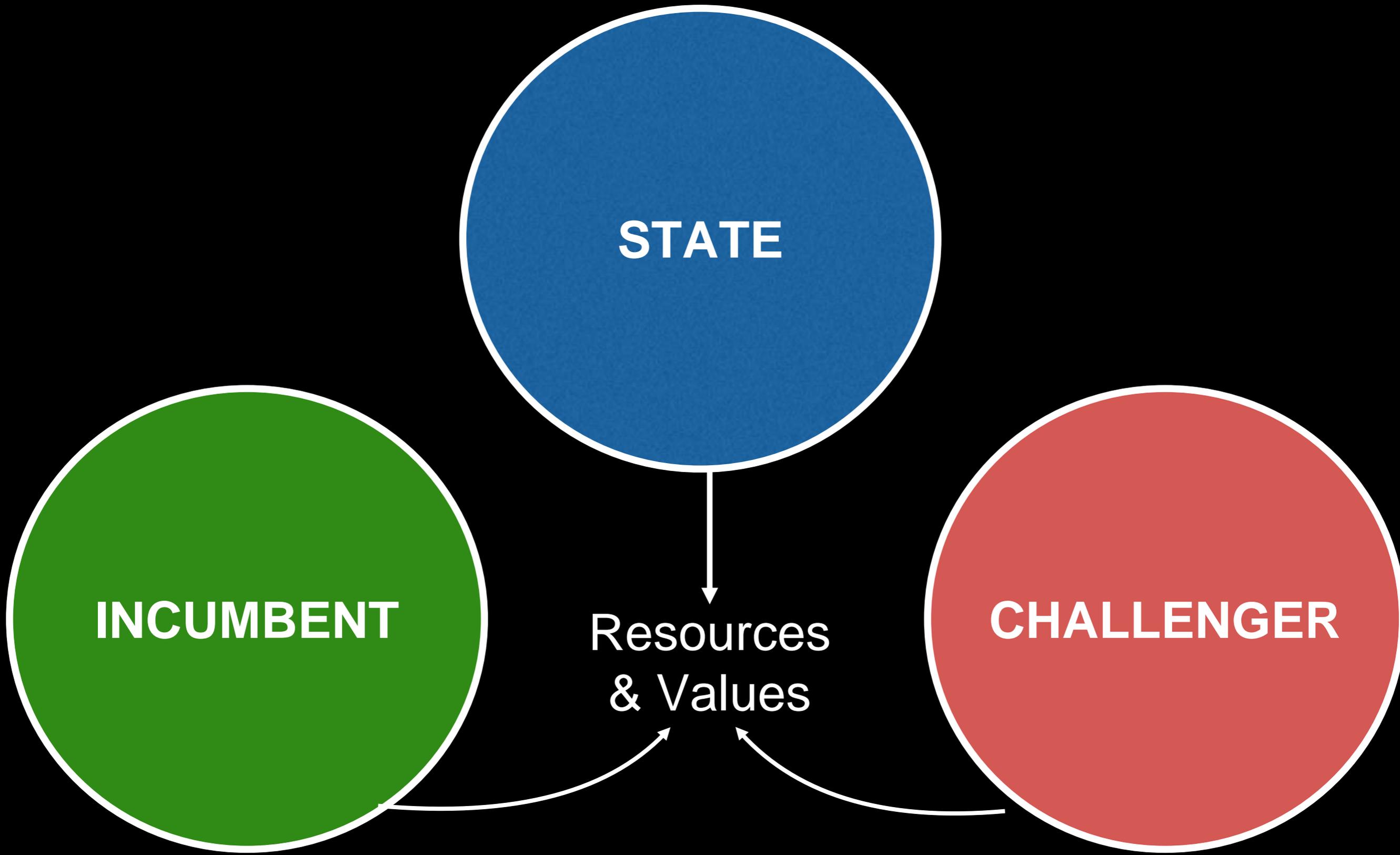
Strategic Action Fields Theory

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

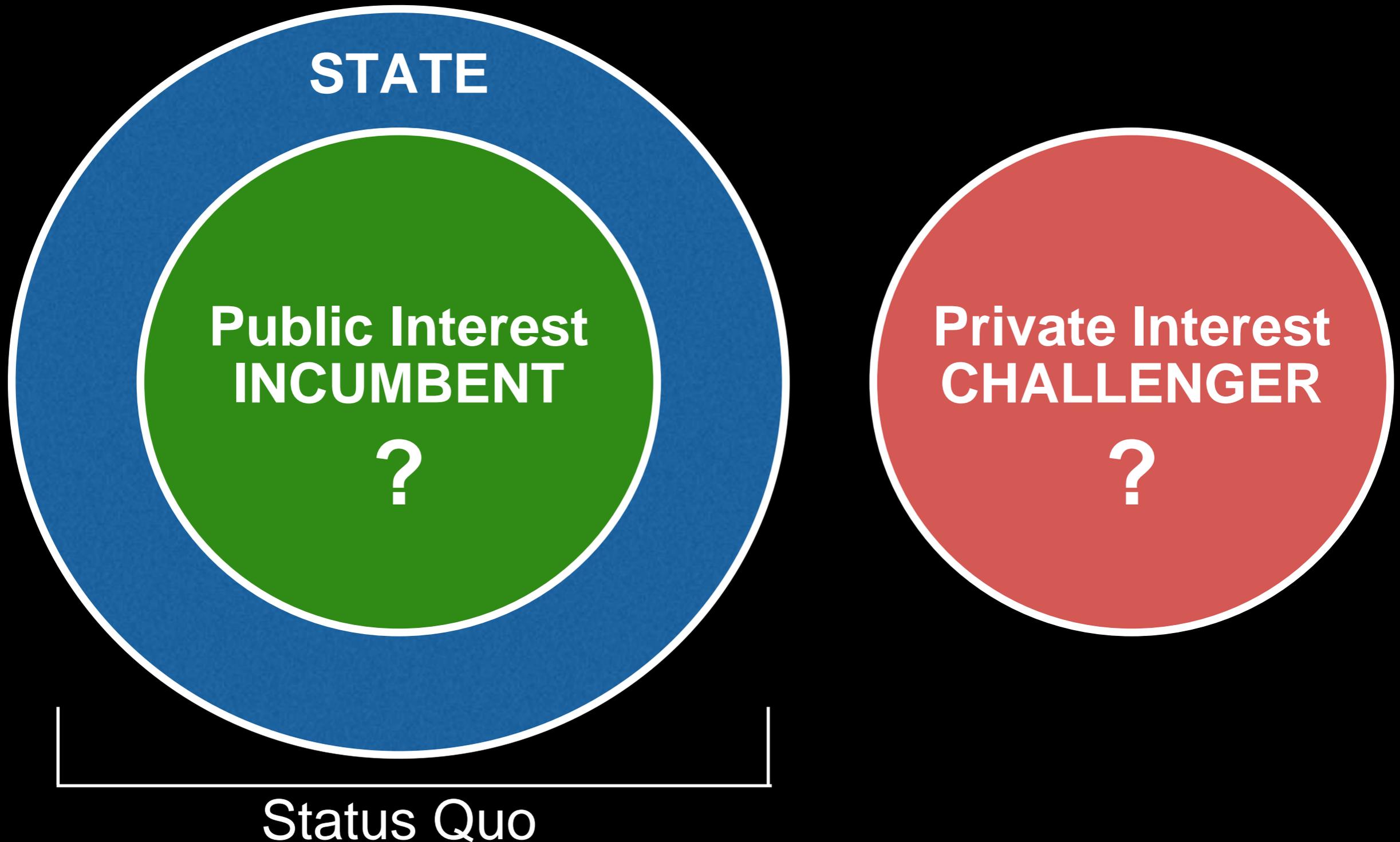
STATE

INCUMBENT

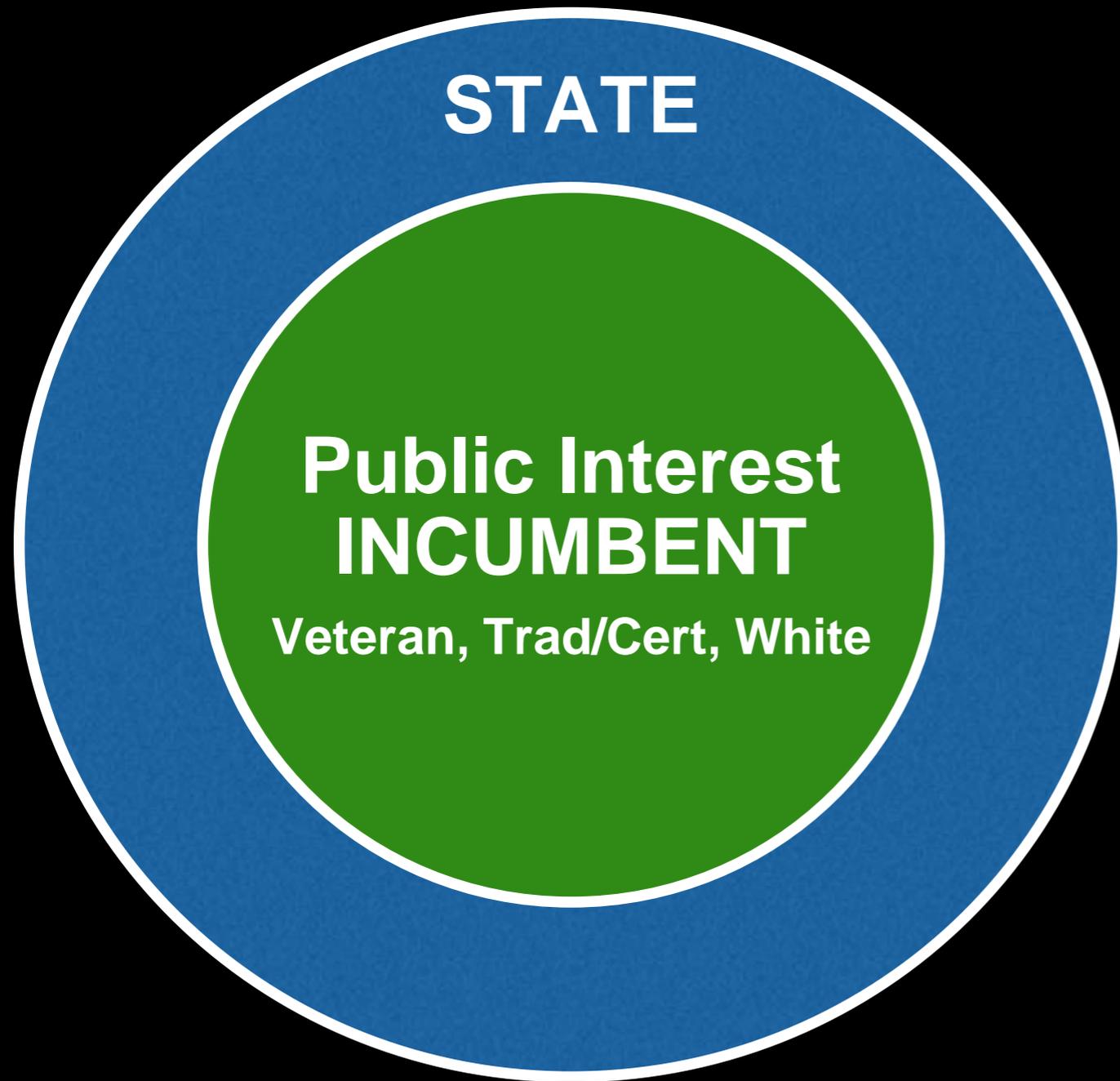
CHALLENGER



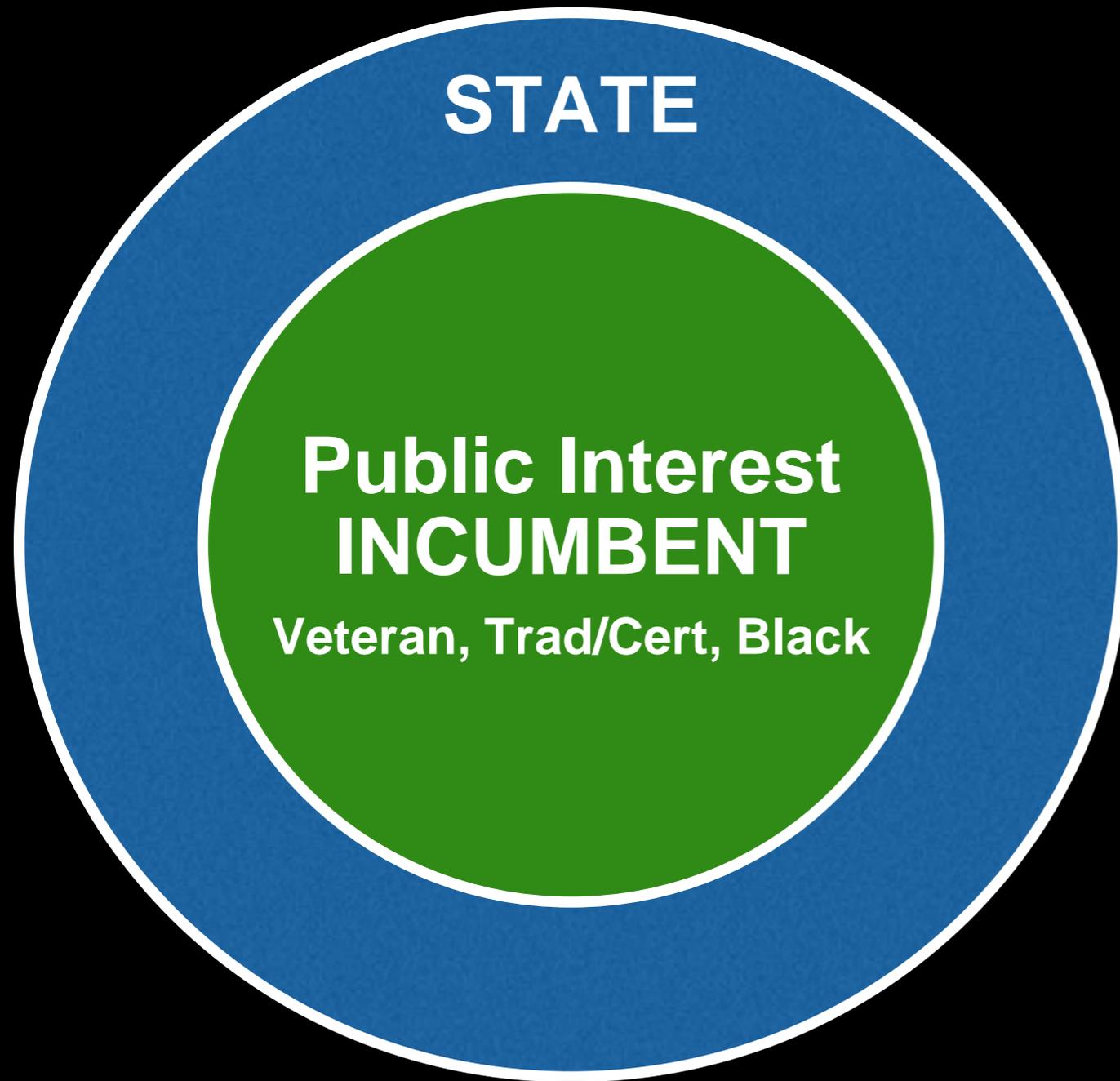
SAF Argument



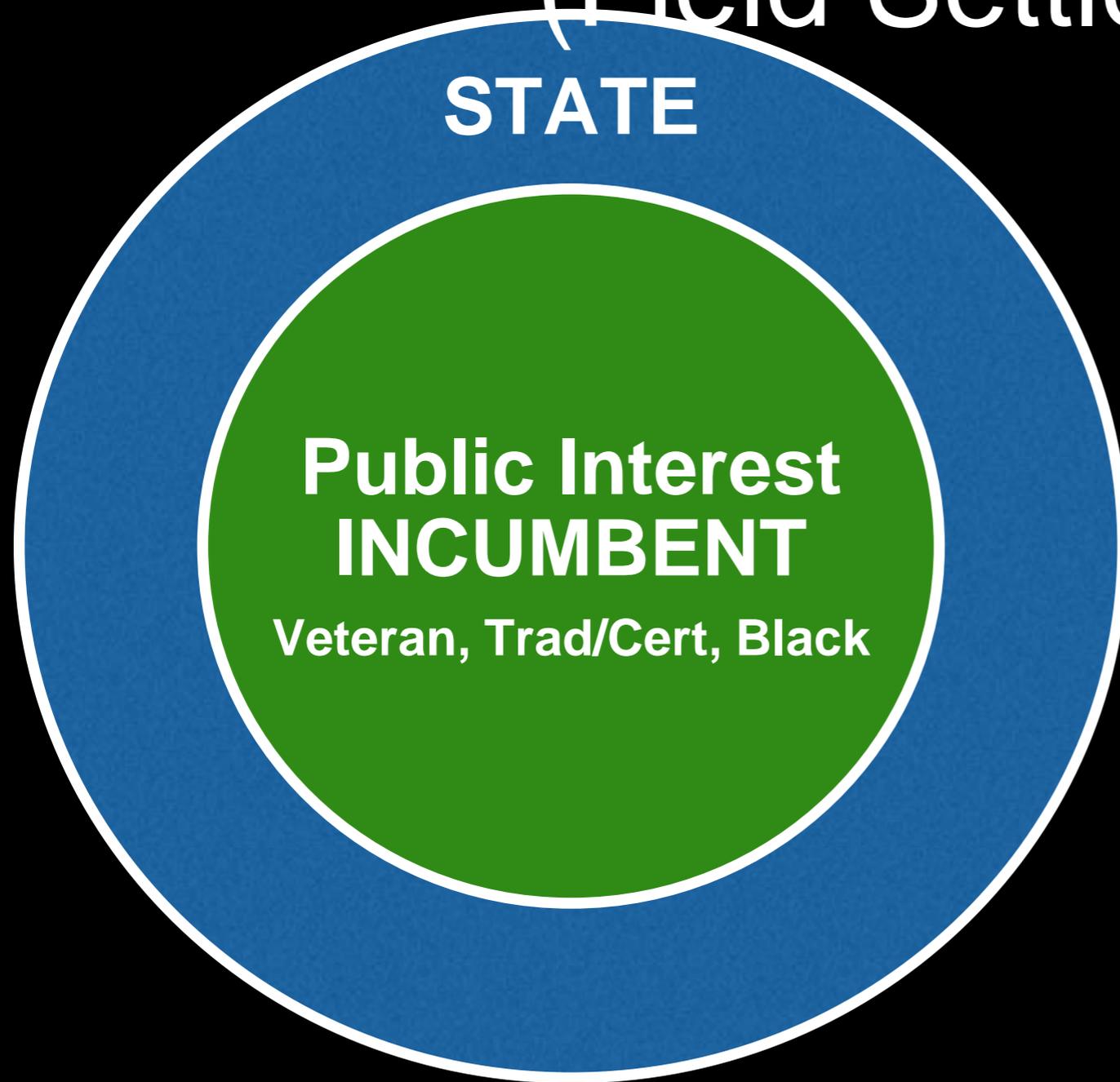
Suburban Context (Field Settlement)



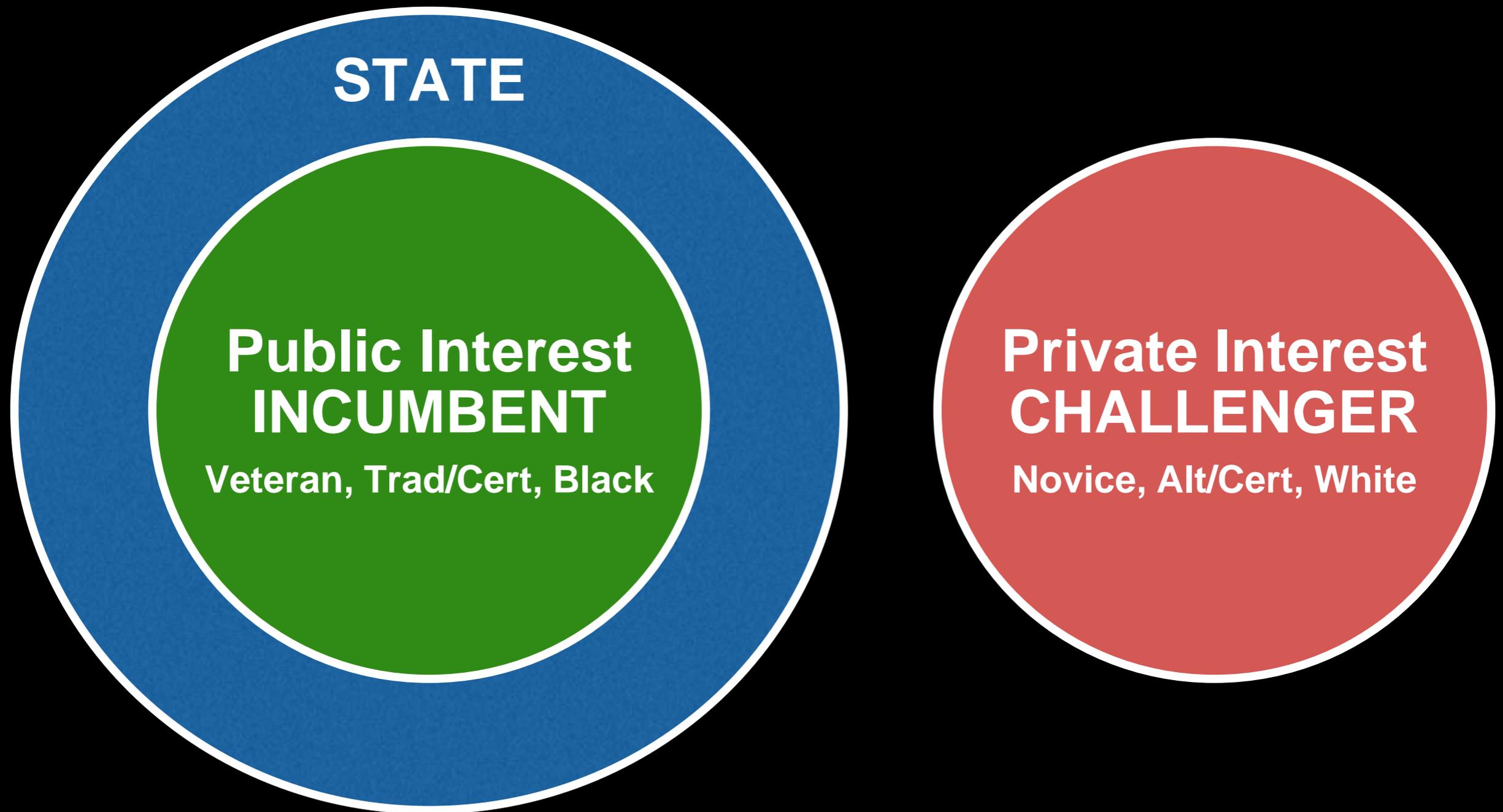
Atlanta/Chicago/NC (Field Contention)



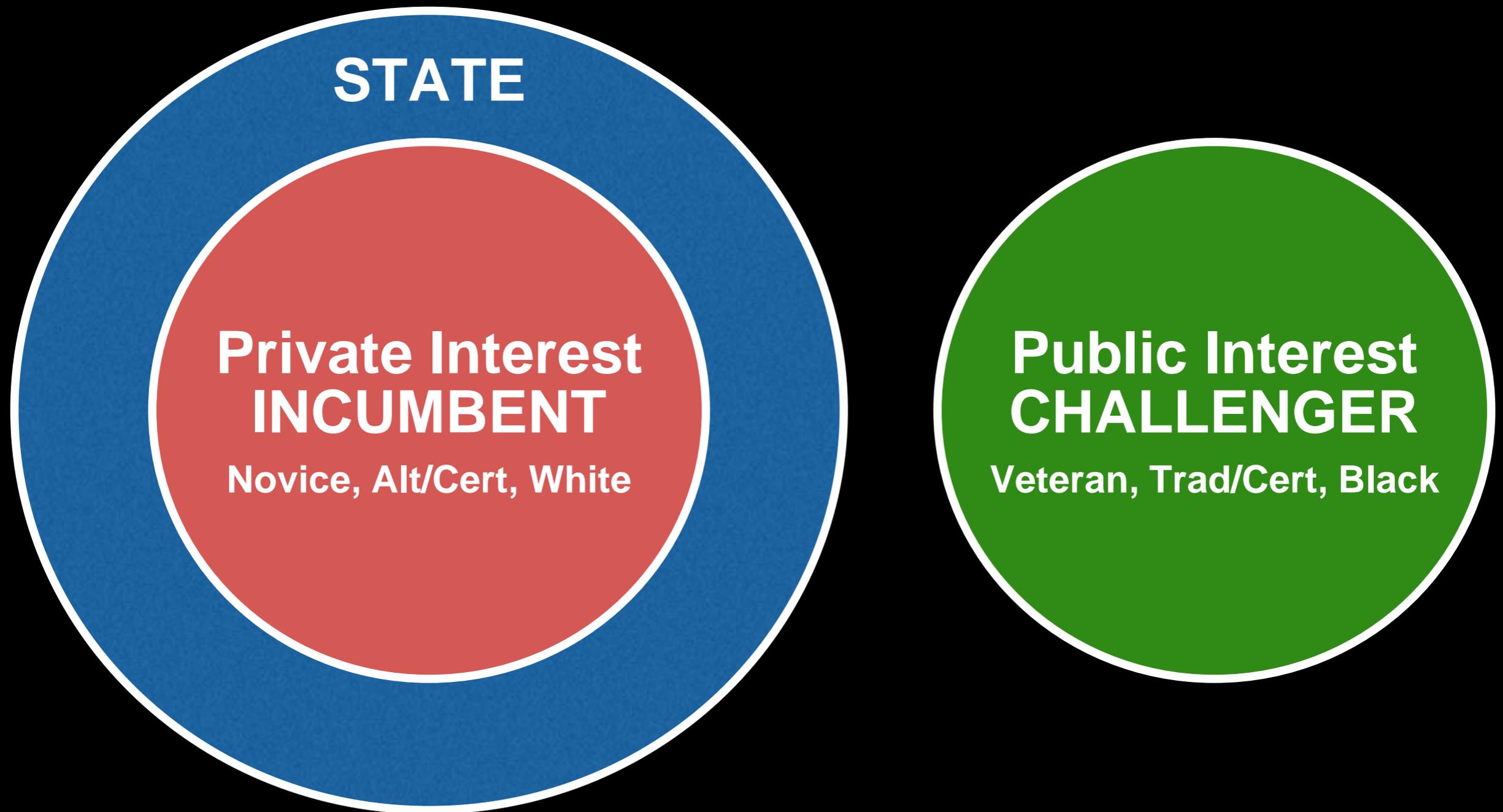
NOLA, Pre-Katrina Context (Field Settlement)



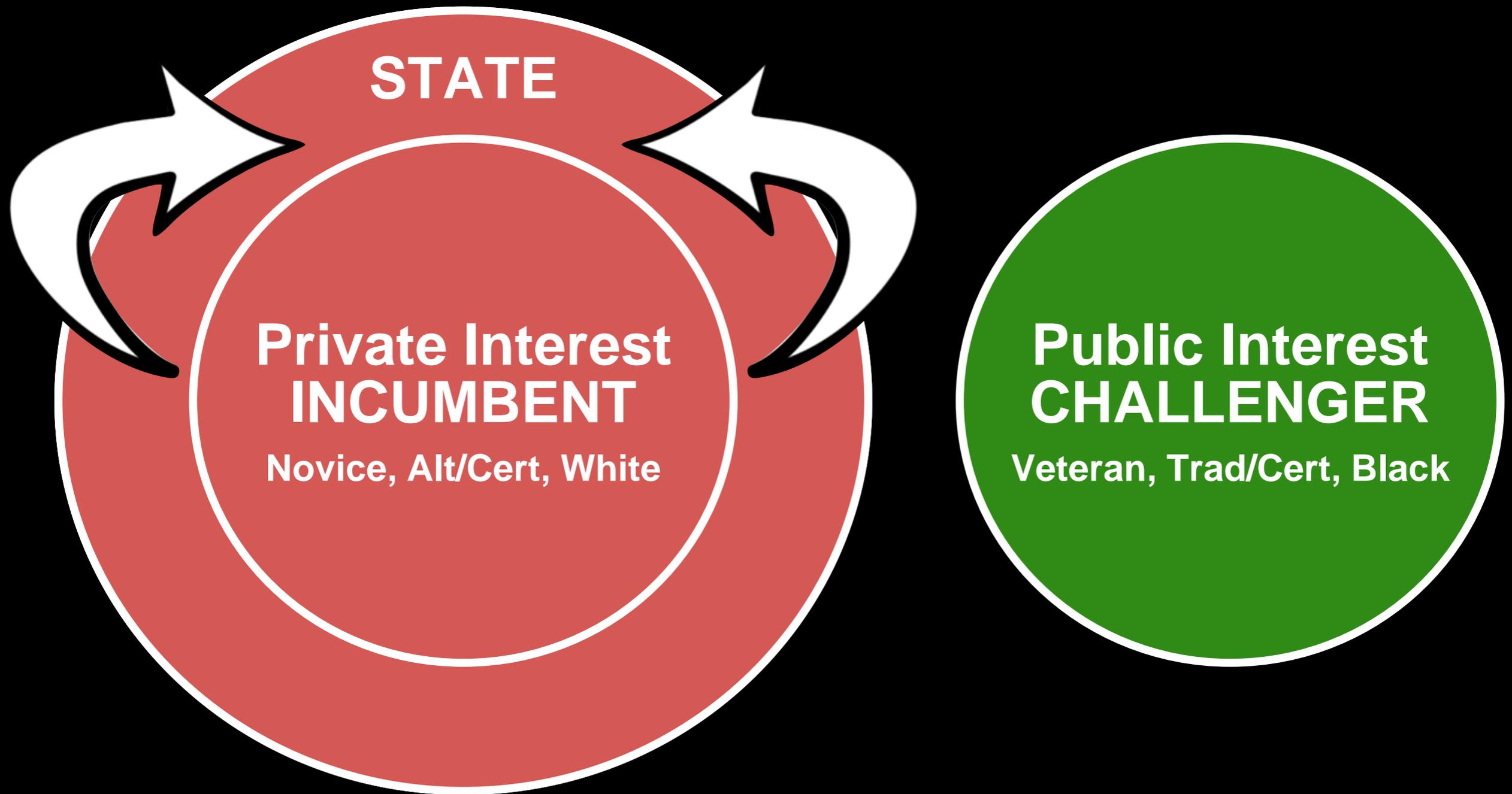
NOLA, Post-Katrina Context (Exogenous Shock)



NOLA, Post-Katrina Context (Exogenous Shock)



NOLA, Post-Katrina Context (New Field Settlement)



Three Main Impacts

The Profession

Deprofessionalizing



Pedagogical Impact
Licensure Impact
Racial Impact

Hiring/Finances

Exclusivity & Savings



Initial Cost Increase
Long-term Savings
Non-competitive contracts

Leadership

School & Policy



Principals
Policy Makers
Non-Profit Leaders



“Highly Qualified” / Deregulation

Three Main Impacts

The Profession

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Pedagogical Impact
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Hiring/Finances

Exclusivity & Savings



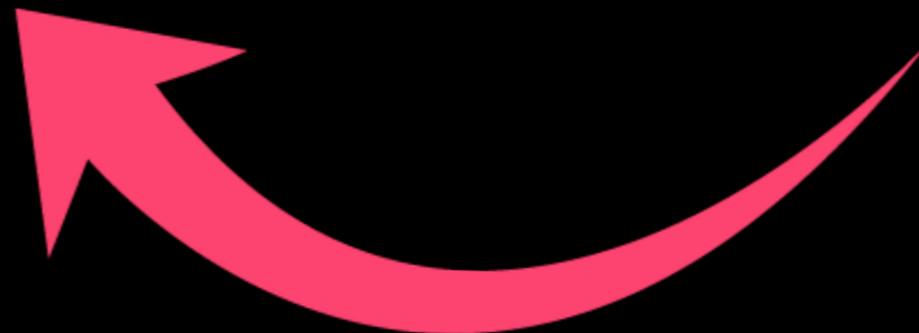
Initial Cost Increase
Long-term Savings
Non-competitive contracts

Leadership

School & Policy



Principals
Policy Makers
Non-Profit Leaders



Hiring Power

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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