Producing the Next Generation of K-12 Entrepreneurs
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Producing the Next Generation of K-12 Entrepreneurs

Expert Presenters:

Andrea Hodge, executive director, Rice University Education Entrepreneurship Program, Jones Graduate School of Business, Rice University

- Follow Andrea and REEP on Twitter: @RiceREEP

Kendra Hearn, clinical assistant professor, University of Michigan school of education; coordinator, Teach For America interim certification program

- Follow Kendra on Twitter: @KLHearn
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Rice University
Education Entrepreneurship Program

May 14, 2013
The Rice University Education Entrepreneurship Program (REEP) combines a rigorous business school education with an innovative educational entrepreneurship curriculum to develop leaders who can effect powerful change.
Immediate Need

- Only 22% of 8th grade students enrolled in Texas public schools achieve any sort of postsecondary certificate or degree within 6 years of their expected high school graduation date.

- For our important Latino and African-American populations, that number is about 13%.

SOURCE: Houston Endowment
Houston’s Demographics

SOURCE: US CENSUS. CLASSIFICATIONS BASED ON TEXAS STATE DATA CENTER CONVENTIONS.
New Era: Education Technology

Clever

Rocketship Education

edSurge

Khan Academy
Three Program Tracks

REEP MBA for School Leaders
- Evening classes with diverse industry representation
- Two-year program with 80% tuition reimbursement
- Target Class Size: 10 per year

REEP Business Fellowship for School Leaders
- Comprehensive Overview
- 15 month program
- Target Class Size: 30-35 students per year

REEP Summer Institute (open to national participation)
- Two-week immersion
- Target Class Size: 60 students per cohort
REEP Competency Model

Developing, inspiring & motivating others
Managing conflict and providing feedback
Leveraging diversity
Team building

Vision
Innovation
Strategic thinker
Institutionalizing new approaches
Establishing culture

Leading Change

Leading People
Stakeholder management
Partnering and influencing
Negotiating
Political Savvy

Driving Results
Data driven
Customer Service
Decisiveness
Planning and execution
Instructional credibility

Building Coalitions
Operational mgmt
Financial mgmt
Technology mgmt
Human capital mgmt

Building the Business
REEP MBA Curriculum

- 54 Credit Hours *plus* REEP Summer Institute and Practicum
- Core Courses include: Marketing, Finance, Org. Behavior, Data Analysis, Accounting, Operations, Communications, Strategy, Ethics, Negotiations
- Electives allow students to seek concentrations
- REEP Summer Institute
- Practicum and Action-Learning Project
- Peer-based and Field-based Mentoring
- Executive Coaching
- May include Principal Certification
Business Fellowship Curriculum

- Requires a Masters Degree as a prerequisite
- 168 Hours of Business and Education
- Entrepreneurship Executive Education
- REEP Summer Institute
- Practicum and Action-Learning Project
- Peer-based and Field-based Mentoring
- Executive Coaching
- May include Principal Certification Option
Program
- Intense two-week summer coursework in July
- Focuses on theory and practice of leadership, education entrepreneurship and problem-solving

Faculty
- Includes accomplished local and national researchers and practitioners
- Effectively integrates management principles into public school settings
Student Voice

REEP Fellow Paul Castro, KIPP Houston
Feedback from REEP Graduates

Network Effect:
• I have experienced the power of a vast network of educators and friends.
• I reach out to others when I am in over my head.

Promotion Opportunities:
• I would not have made this unprecedented from administrative intern to principal without the leadership skills and support of the REEP faculty and staff.
• I received job offers as a result of relationships I developed through REEP.

Professional Confidence:
• I have had a surge in self-confidence and have been hired as a principal in a local high school.
• Because of the incredible experience I had at REEP, I am more confident in my ability to effect change and dive into the data
• REEP increased my confidence and skill set to pursue a bold vision for education and push for change within the district
Lessons Learned

- **Model the entrepreneurship you want to cultivate**
  - Listen to stakeholders
  - Make continuous improvement
  - Prototype and test
- **Emphasize Quality**
  - Select carefully
  - Maximize the time you have with students
- **Cultivate Partnerships**
  - Philanthropic, University, Districts, Charters, State Regulators, Businesses, Not-for-Profits
Contact information

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Education Entrepreneurship

a course designed for Teach For America-Detroit Corps Members

by the University of Michigan

with the School of Education
U-M SOE & TFA-Detroit

• Partnership began in 2010
• U-M SOE is the university partner to TFA’s Detroit region
• Provide alternative route teacher certification courses to corps members
  o currently 175 corps members enrolled
  o Non-degree granting, professional/continuing education
• Corps members also wanted the opportunity to earn a master’s degree; currently two cohorts totaling 40 students enrolled
Master’s Degree in Urban Pedagogy

Designed to:

• compliment the certification program which is focused on developing effective teaching skills and practices
• build their ability to clearly identify and effectively address problems of practice, particularly those faced by urban educators
• develop deep understanding of urban schooling; including historical and current policy and reform efforts
• enhance the leadership and service dispositions that drew them to TFA by building their teacher leadership capacity
Why include an Education Entrepreneurship course in the TFA master’s program?

- Strengthen their professional practice
- Capitalize on corps members’ inside view of urban education to bring fresh ideas to longstanding urban schooling problems
- Synergize with TFA’s theory of change
  - **Empower** corps members to change the schools in which they are currently working
  - **Empower** corps members to positively impact education from their post-corps careers if they choose not to remain classroom teachers
Program Structure

- 8 credits of teacher certification courses, requires by law to hold the interim/alternative teacher certificate

- 18 credits of other Education courses, including:
  - Education Foundations
  - Education Research
  - Educational Psychology
  - Instructional Leadership

- 4 credits of cognate courses, including:
  - Educational Entrepreneurship weeklong workshop (1 credit)
  - Educational Linguistics or Ed. Policy (3 credits)
The CFE @ U-M

Founded in 2008, the CFE is Impact Driven - we shape entrepreneurs who want to have a positive impact on society – with disruptive ideas that are scalable and meet a societal need. CFE supports these entrepreneurs and connects them with the Michigan entrepreneurial network.
About the Ed. Entrepreneurship Course

• 1 week course (5 days; 7 hours)
• A version of the CFE’s Social Entrepreneurship course typically held on the Ann Arbor campus
• Designed for TFA-Detroit corps members, but open to any student

Moses Lee, Instructor
Course Description

• Introduces a theoretical framework for education entrepreneurship
• Introduces skills needed to respond to complex social needs inside and outside of the classroom
• Students work in teams to engage in hands-on activities, case studies, competitions, and a final presentation
Draws on the practices and principles of DESIGN THINKING

**EMPATHY**
Learning about the audience for whom you are designing

**DEFINE**
Redefining and focusing your question based on your insights from the empathy stage.

**IDEATE**
brainstorming and coming up with creative solutions.

**PROTOTYPE**
Building a representation of one or more of your ideas to show to others

**TEST**
Returning to your original user group and testing your ideas for feedback.
design challenge question

How might we improve student motivation to learn inside and/or outside of the classroom?
The Impact: One Example

TFA Detroit Corps Member, Amy Berkhoudt will graduate from the University of Michigan in April 2013. She is currently the co-founder and co-director of the Detroit Food & Entrepreneurship Academy (www.detroitfoodacademy.org), an organization that utilizes food entrepreneurship as a vehicle to activate high school-aged Detroiters as solution-based thinkers in their communities.

http://www.youtube.com/watch?feature=player_embedded&v=z8lBgDhJJd4
Lessons Learned

• Students want extended opportunities to develop and implement their ideas
• Many students from other schools take on education challenges in the CFE’s other social entrepreneurship class
• Need to find more ways to incorporate SOE faculty with CFE’s work
Contact Information

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Ed-Tech Leadership for Better Schools—Leaders to Learn From

Required Reading from *Education Week*:

**Universities Create Ed. Entrepreneur Programs**
Efforts to promote an evolving area of study—entrepreneurship in education—are taking hold in graduate schools across the country, as universities craft programs and courses focused on cultivating school leaders and private-sector developers capable of bringing new ideas, and possibly new products and technologies, to schools.

**Spotlight on Creating School and District Leaders**
To create school and district leaders, school systems must provide opportunities for training, professional development, and meaningful feedback. In this Spotlight, see how some districts are remaking principal evaluations, find out what it takes to build a positive school culture, and look at schools using on-site training to prepare principals for their jobs. Free download for a limited time!