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MHBSC

CASE: CENTER FOR INSPIRED TEACHING

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Case Discussion

Center for Inspired Teaching is a Washington, D.C.-based nonprofit organization aimed at shifting the role of the teacher through transformative teacher training. It seeks to build a future in which children are not taught what to think, but how to think. By changing the classroom from a place that prizes compliance to a place that promotes engagement, Inspired Teaching will ensure that all students can have the opportunity to thrive in, and contribute to, our complex and rapidly changing world (See Exhibit 1).

Though Inspired Teaching has attained a great deal of success, the organization still faces several challenges associated with achieving its growth and sustainability objectives. Over the past 22 years, Inspired Teaching has focused on serving the school population of Washington, D.C.; however, they would like to expand (See Exhibit 2). This goal is not motivated by any significant internal problems; rather, the organization seeks to increase its overall influence and presence. Specifically, the current leadership team would like to know how and where to expand their engagement-based pedagogy model. The ideal expansion strategy should address how to establish new partnerships (while building upon existing ones), how to effectively promote the organization's mission, and how to navigate existing competition.

Disclaimer: This case is based on a real organization headquartered in Washington, D.C. The details in the case are deliberately limited to information about Center for Inspired Teaching. You are encouraged to conduct research, but only publicly available sources are acceptable. You are not permitted to contact your coach, advisor, professors, or any other individual. Please contact the competition director at: challenge@hilltopconsultants.org if you have a question about whether or not a source is acceptable.

Organization Description

With its 16 staff members and 8 board members, Center for Inspired Teaching focuses its organizational efforts on building a future in which children are not taught what to think, but how to think. The organization has a current operating budget of \$2.4 million and earned \$2.6 million in revenue for Fiscal Year 2015-2016 (See Exhibit 3).

Currently, 41 Fellows are taking part in Center for Inspired Teaching's comprehensive teacher training program, a 24-month long experience for individuals looking to shift the traditional role of teachers. This training is distinct in its approach; it is based on improvisational theatre, (e.g. using kinesthetic techniques to engage students), as well as the principle of teaching as a medium for critical-thinking, not test-taking. At present, 92% of program alumni still hold positions in D.C. schools. Regardless of where they work now, the teacher training has left Fellows satisfied with the experience. Fellows have given the program over a 90% approval rating (See Exhibit 4).

In order to provide such services, as well as maintain their staff, Inspired Teaching has diversified its funding into two major segments: (1) philanthropy (comprised of corporate, foundation, and individual giving dollars) and (2) earned revenue (See Exhibit 5).

Behind all of the aforementioned programs are Inspired Teaching trainers, all of whom were classroom teachers themselves. Although each of their backgrounds relate to education, specialties vary among the group in order to provide a holistic experience for Fellows, clients, and workshop participants. Nonetheless, should a school require particular help in a particular area, such as Science, Technology, Engineering, and Math (STEM), Inspired Teaching will send a staff member whose specialties lie in that particular field.

Ultimately, while uniform procedures have been established across Inspired Teaching, they are adjusted on an individual basis as necessity dictates. Such flexibility is made possible not only by the diversity of expertise among staff members, but also by the fact that these leaders have also gone through Inspired Teaching's training program.

Inspired Teaching's Model

Inspired Teaching's model is comprised of three facets: *Prepare*, *Shift*, and *Model*.

Prepare: The *Prepare* segment encompasses teacher training and certification, which consists of a 24-month-long training process followed by a year-long residency. The aspiring teachers in the program spend their first year teaching in the classroom, studying, and working alongside experienced teachers. Fellows spend their second year as independent teachers, while continuing to receive intensive and personalized coaching, support, and mentoring from Inspired Teaching staff.

Shift: The *Shift* segment focuses on changing the mindset of teachers from a compliance-based pedagogy to an engagement-based pedagogy. This is done through a two-week summer institute where teachers are taught to encourage student voice, leadership, and achievement through innovative methods that engage teachers intellectually, emotionally, and physically. Inspired Teaching's model is based on a "multiplier effect." Teachers are not only trained through the two-week intensive but also receive year-round coaching, seminars, and support with leading professional development. They are then able to train other teachers in their schools and networks. The organization desires to expand the summer program to other districts and charter school networks.

- a) Inspired Teaching Institute for STEM Educators - this institute is a multi-year initiative that in 2014-15 and 2015-16 involved the training of teacher leaders in the D.C. Public Schools (DCPS) classrooms on strategies such as inquiry-based instruction and peer training. As a result, these teacher leaders were empowered to teach over 400 of their teacher colleagues how to thread inquiry models into their daily practice and align instructions with the Next Generation Science Standards (NGSS). The NGSS emphasizes three core dimensions aimed at improving and building a cohesive understanding of science. Inspired Teaching Institute is a core example of Inspired Teaching's teacher leadership model, which focuses on training the trainers to ensure exponential effect.
- b) The Instigator of Thought™ Challenge - this is Inspired Teaching's online, virtual challenge that engages teachers to reflect on their role, strengthen their practice, and act as change-makers in their classrooms and beyond. Every month teachers receive multiple activities that they can

immediately apply to their classrooms and schools. For example, one challenge was to “Leave the classroom walls bare on the first day of school and let [your] students decorate their own learning environment.” Each challenge is accompanied by resources, backed by research, and linked to a discussion forum that stimulates the exchange of ideas among participants. Inspired Teaching hopes to add to the Instigator of Thought Challenge once it grows in use so that teachers can communicate with each other through an online community. The organization also hopes to package and sell the Instigator of Thought program to participating schools.

Model: The *Model* segment centers around both Inspired Teaching’s Real World History and the Inspired Teaching Demonstration Public Charter Demonstration School in D.C., which serves as a model for the organization’s teaching vision.

- a) Real World History - Inspired Teaching’s yearlong high school history course that takes students in D.C. Public and D.C. charter schools outside the classroom to directly engage with history and that models to humanities teachers a new way to make history relevant for young people. In the fall, students from across D.C. learn to be historians and engage in community-based projects. In the spring, for example, Inspired Teaching matches students with internships at the Library of Congress, the National Mall, the National Museum of American History, and several other museums.
- b) The Inspired Teaching Demonstration Public Charter School - a Washington, D.C. public charter school that demonstrates Inspired Teaching in action, and where program participants and alumni commit to making their practice public and to becoming education leaders and change-makers. The School serves 414 students from all wards of D.C., from preschool through 8th grade, and has been nationally recognized for its mission, model, and impact on student achievement.

As of now, Center for Inspired Teaching is seeking to expand only the Shift segment in an effort to explore new business opportunities.

Inspired Teaching Educators

The *Shift* model was designed to help in-service teachers. Acclaimed to be one of Inspired Teaching's greatest strengths is their commitment to partnering with teachers. Various programs instituted by Inspired Teaching are designed to train teachers to be engagement-based educators. The Inspired Teaching Institute is built to train Teacher Leaders. The program begins with a summer intensive where teachers are intellectually, emotionally, and physically engaged in the program as they learn new and effective strategies for reaching every student and engaging them in the material. The program continues throughout the year with mentoring, coaching, seminars, and an online community to deepen their practice.

The teachers who engage in this program are already certified and are coming to shift their mindset from the traditional authoritative figure to an Instigator of Thought™, an educator who teaches students how to think, not what to think. Teachers who participate in this program are incentivized to enroll because several districts and schools have requirements to attend professional development initiatives. In addition, Inspired Teaching provides help for specific content areas. Most of the alumni are from D.C. and have a four-year commitment to stay in D.C. and teach.

Partnerships

Inspired Teaching has partnered with several organizations, especially within the D.C. area (*See Exhibit 6*). Additionally, Inspired Teaching has a partnership with Literacy Design Collaborative (LDC). LDC is a teacher-created instructional design system that transforms educational practices through the use of tools and resources that facilitate collaboration, content development, and professional learning to effectively implement College and Career Readiness Standards in K-12 classrooms. Inspired Teaching has been using the LDC design framework within its own programs. For example, they have used the partnership to write LDC instructional modules for the DCPS social studies unit. They have created over sixty instructional modules which have won several academic awards (*See Exhibit 7*).

Despite substantial success, Inspired Teaching still believes that they have not utilized their relationship with LDC to its full extent. They want to know how they can build on that partnership.

Inspired Teaching is also looking for new district-wide partnerships or partnerships with charter school networks. They are looking for the best way to enter a new

district. Each district is very different in terms of strength and presence of public and charter schools. They want to know what partnerships would be best to implement in each section.

Expansion Progress and Goals

In the 21 years since its founding, Center for Inspired Teaching has not significantly attempted to increase the reach of its impact beyond D.C. However, expansion to other areas is now a key goal as Inspired Teaching looks towards promoting and sustaining future growth. Inspired Teaching believes that its techniques would benefit thousands of teachers and students in other regions of the country.

Inspired Teaching also partners with Ashoka Innovators for the Public, an international nonprofit network that helps social entrepreneurs access resources and provides Fellowships to organizations that positively impact the world. Current Fellows include Google, Forbes, and McKinsey & Company.

Inspired Teaching has spent approximately five months in the strategic planning process for expansion, and has now transitioned to their “action-planning” phase. They are currently facing a set of expansion-related issues that they would like to address. Specifically, Inspired Teaching is looking into how it can build a meaningful presence in the larger Washington, D.C. area. Outside of Washington D.C., it is also looking into where it should focus its expansion strategy. Inspired Teaching is familiar with its resources in the D.C. area, but is less aware of resources in other parts of the country. Before they expand to these areas, Inspired Teaching also must determine necessary resources, develop a marketing campaign, and establish national attention by publishing materials to interact with these communities.

Competition

While there are many non-profit organizations in the Washington D.C. area, Inspired Teaching does not have an accurate estimate as to the scope of its competition, especially in other regions. Hence, Inspired Teaching is developing a strategy as to how it can maintain its competitive advantage when strategically entering these new markets. When conducting market research to correctly analyze the position of other competitors, it is important to note the way in which the rivals compete and to what extent. Competitor organizations would be those that do professional development and teacher leadership work with teachers who are in the classroom.

Inspired Teaching believes that its *Shift* element is unique because of its clear, instrumental model that hones in and highlights what it means to be a great teacher. Inspired Teaching has its mission rooted in developing the 4 I's (Intellect, Integrity, Inquiry, and Imagination) in students through the implementation of the 5 Core Elements (Mutual Respect, Student as Expert, Purpose, Persistence and Action, Joy, and Wide Range of Evidence of Learning) in schools (*See Exhibit 8*). These are key performance indicators to identify and assess an "Inspired Teacher". This divergence from the standardization and emergence of a "best practice" provides a competitive edge within the *Shift* element that distinguishes Inspired Teaching from several of its potential rivals.

When analyzing and researching the various competitors in different regions, Inspired Teaching must maintain a distinct competitive advantage when strategically expanding any of its programs or institutes. However, it is willing to form partnerships with other organizations provided that they align with Inspired Teaching's values and there is a synergy where both organizations can bring an innovative factor to the market through their strategic alliance.

Organizational Goals

Inspired Teaching wishes to tackle the systemic challenge of how students learn. In the next five years, it plans on addressing this issue in the following ways:

1. *Teacher Training* - Inspired Teaching will reach thousands of teachers in 5-10 regions across the United States. A "region" is a loosely-defined term which can refer to either a state, county, or city (for example, the Baltimore region). Inspired Teaching aims to expand to five to ten regions (though ideally the creation of five to ten institutes). Because its main aim is to help children in low-income and minority communities, Inspired Teaching is not targeting private schools in these regions. Rather, it focuses on public and public charter schools. These teachers in turn will create authentically engaging classrooms for tens of thousands of students.
2. *Institutional Norms* - More than 250,000 teachers will participate in the Instigator of Thought online community and 75% of those teachers will engage in a specific act of advocacy for engagement-based teaching.
3. *Public Expectations* - Engagement-based education will be on the agenda of 80% of major U.S. annual educator gatherings. Influential thought leaders will incorporate engagement based education into their advocacy.

Challenges


The challenges that Inspired Teaching faces is how to expand its *Shift* model and ensure that it is primed as a thought leader in the educational reform community. On the expansion front, there are several questions with which the organization is grappling:

1. *How does Inspired Teaching identify regions into which it can expand? What would be the most optimal, comprehensive, five-year strategy for this expansion?*
2. *What existing partnerships can it build on and what new ones can be created? How can it build on the relationship with LDC and utilize LDC as a means for entering new markets?*
3. *What is the marketing message it want to convey? Where is the best place to advertise so that a wide range of leaders, especially outside of the D.C. area, learn about Inspired Teaching?*
4. *How does Inspired Teaching deal with competition within new regions it expands to?*
5. *How much should Inspired Teaching charge for its yearlong Inspired Teaching Institute for Teacher Professional Development and Leadership?*

By 2020, Inspired Teaching plans to have 5 to 10 Inspired Teaching Institutes nationwide. The content of the Institutes will be uniquely shaped by local districts with which Inspired Teaching partners. Inspired Teaching can create generalized professional development courses for teachers or it can create specific, tailored trainings, depending on the needs of the partners. The engagement-based model of training educators, however, will remain constant. Currently, it plans to expand only the teacher professional development program.

Inspired Teaching has begun to build its presence by attending conferences and engaging in national public speaking opportunities. The issues it needs to address are: Who are the leaders in this space that share the same philosophy and how can Inspired Teaching partner with them? Where else should Inspired Teaching publish written material to grow their influence?

Exhibit 1: Inspired Educational Strategy versus Traditional Educational Strategy



The Inspired Teaching difference

Compliance-Based Teachers . . .	Engagement-Based Teachers . . .
Spoon-feed information to students.	Act as <i>Instigators of Thought</i> : ask tough questions and fuel students' innate desire to learn
Teach from a script.	Build lessons around the 4 I's: Intellect, Inquiry, Imagination, and Integrity.
Teach children from the neck up.	Engage students intellectually, emotionally, and physically so they can learn and perform at full capacity.
Cram for a test	Based on ongoing assessment of student interest and understanding, adjust instruction to ensure goals and standards are met.
Engage in surface teaching or quick-fix tactics for discipline or instruction	Address the root of the problem, in classroom management and in academic endeavors.
Allow students to "go through the motions" of learning.	Engage students in Learning Through Play.



Exhibit 2: Center for Inspired Teaching Organizational Timeline

1995: Organizational Founding of Center for Artistry in Teaching (later known as Center for Inspired Teaching) based in Washington, D.C.

1996: Inspired Teaching is incorporated as a 501(c)(3) nonprofit organization.

1998: Inspired Teaching Institute doubles in size; Inspired Teaching also formalizes a Professional Development Academy to engage and train educators across DCPS.

2004: Center for Artistry in Teaching officially becomes known as Center for Inspired Teaching.

2006: Inspired Teaching doubles the number of schools served throughout the D.C. area (11 schools, 1248 teachers).

2008: 5 Core Elements and 4 I's are formalized in Inspired Teaching pedagogical model.

2009: Inspired Teaching launches Inspired Teaching Certification Program, becoming the first D.C. nonprofit entity authorized to license new teachers in the District.

2009: Inspired Teaching formally implements *Prepare, Shift, Model* academic curriculum.

2011: The Inspired Teaching Demonstration Public Charter School Opens joining other public school educators and members of the local academic community.

2014: Inspired Teaching begins a multi-year partnership with DCPS known as Science Curriculum Advancement through Literacy Enhancement (SCALE) in order to promote Inspired Teaching pedagogy in the field of Science, Technology, Engineering, and Mathematics (STEM).

2015: Inspired Teaching's Demonstration School is voted "Best Middle School" in Washington D.C.'s Paper's "Best of DC" Reader's Poll.

2015: Inspired Teaching celebrates its 20th anniversary.

Exhibit 3: Organizational Budget

Fiscal Year 2015 - 2016
September 1, 2015 - August 31, 2016
Organizational Budget

Revenue

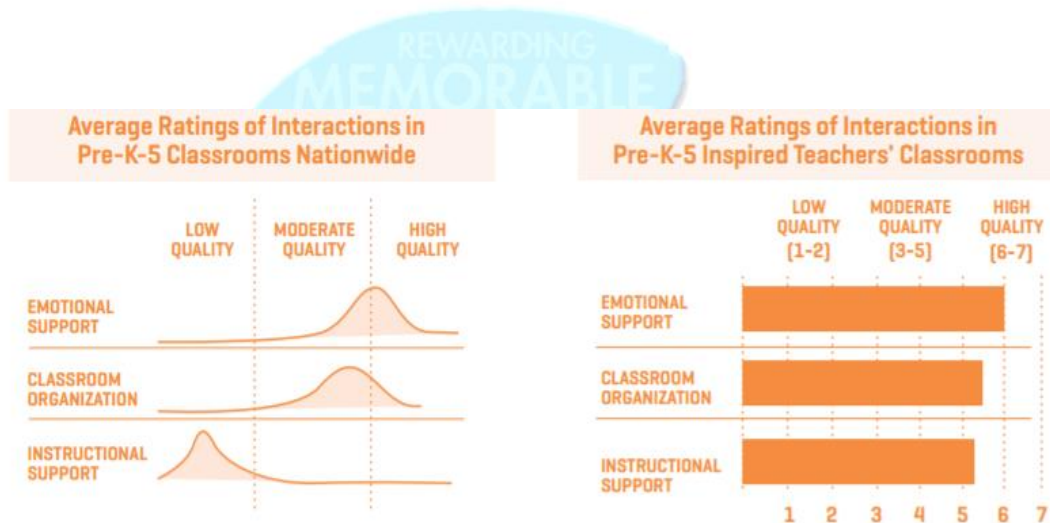
Individual Donors	\$ 40,000
Government Grants & Contracts	\$ 570,103
Corporate Grants	\$ 90,000
Foundation Grants	\$ 1,030,500
Earned Income-Partnership Agreements	\$ 789,100
Professional Development Services	\$ 50,000
Event Sponsorship	60,000
Total Revenue	<u>2,629,703</u>

Expenses

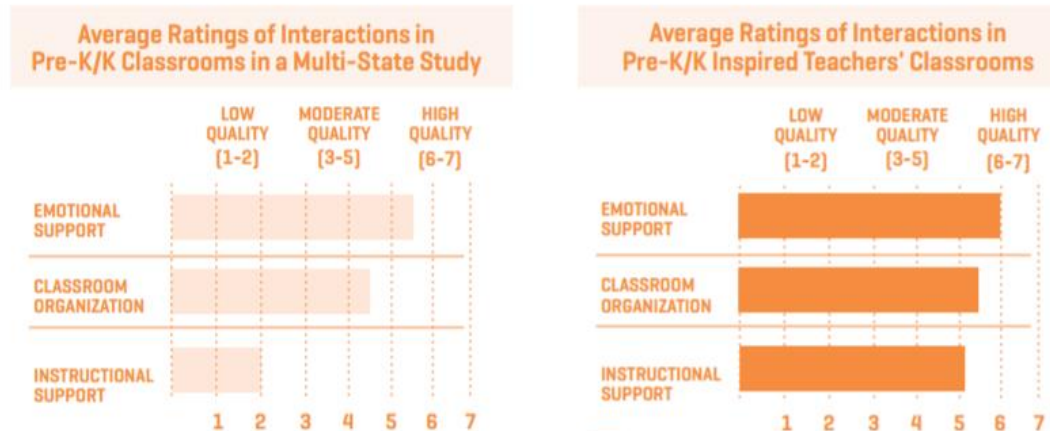
Personnel: (salary + benefits)	\$ 1,364,580
Conference Registrations	\$ 6,650
Contractors/Consultants	\$ 289,750
Equipment & Supplies	\$ 66,875
Fees, permits, licenses, taxes	\$ 3,120
Governance	\$ 800
Insurance	\$ 15,806
Maintenance & Repairs	\$ 3,420
Meals & Entertainment	\$ 6,395
Occupancy (rent, utilities)	\$ 86,316
Postage, shipping, & delivery	\$ 2,650
Printing/Photocopying	\$ 8,320
Professional materials	\$ 17,500
Professional Services	\$ 4,000
Professional Services (Audit)	\$ 12,400
Recruitment (Teacher Cert & Genl)	\$ 6,400
Space Rental	\$ 4,500
Staff Development	\$ 14,950
Teacher Candidate/Leader Stipends	\$ 471,600
Technology	\$ 27,530
Telephone & telecommunications	\$ 3,600
Travel: Airfare/per diem	\$ 17,100
Travel: local	\$ 4,550
Grant/Event Expenses	\$ 176,500

Total Expenses	<u>\$ 2,615,312</u>
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Exhibit 4: Inspired Teaching's Ratings & Results

**Preschool Gains in Reading and Math Linked to Higher Levels of Instructional Support**

Higher ratings in the Instructional Support domain of the CLASS™ are linked to preschoolers' gains in pre-reading and math skills. Compared to a multi-state study of more than 1,400 classrooms, Inspired Teaching data show our teachers receive significantly higher ratings in instructional support.



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Exhibit 5: Revenue Sources

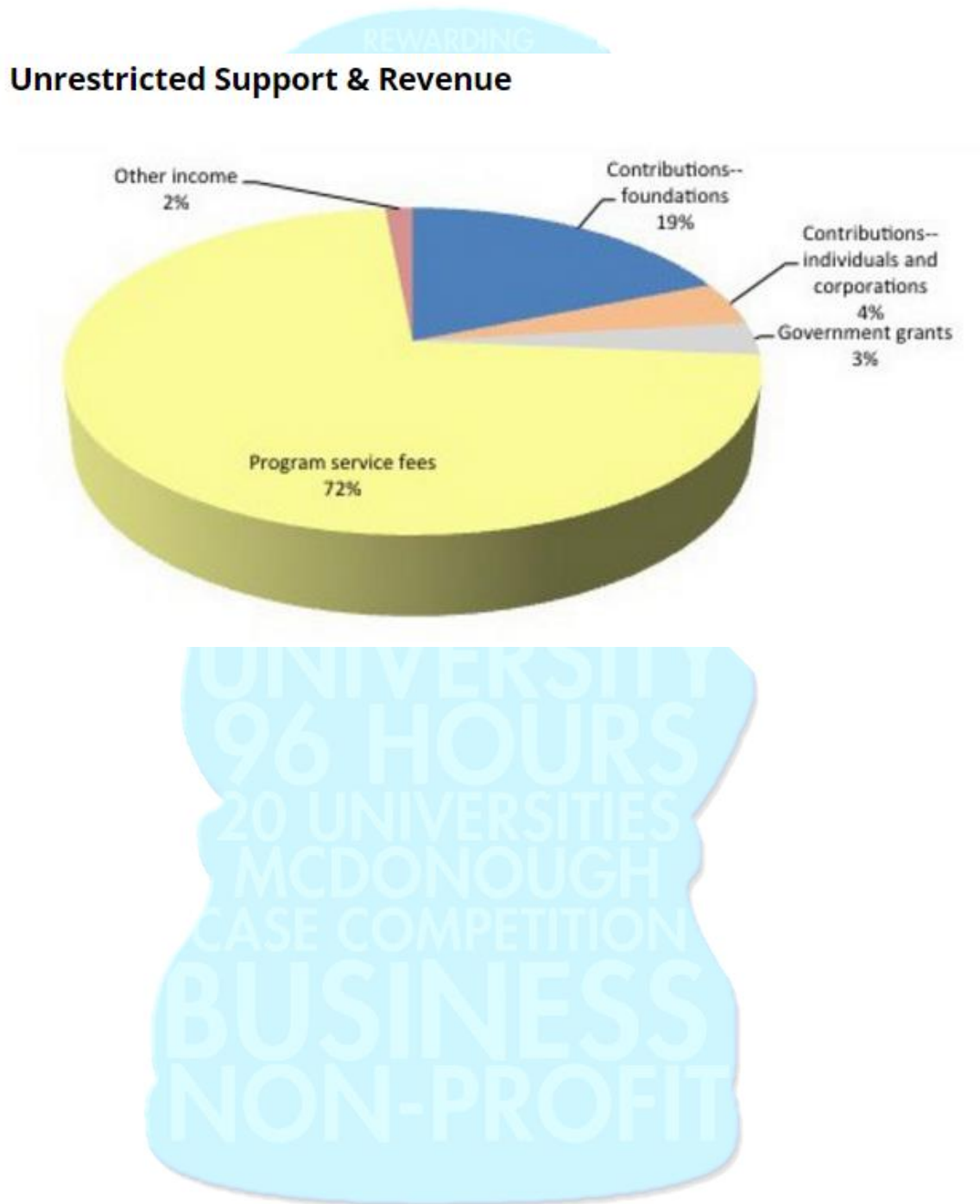
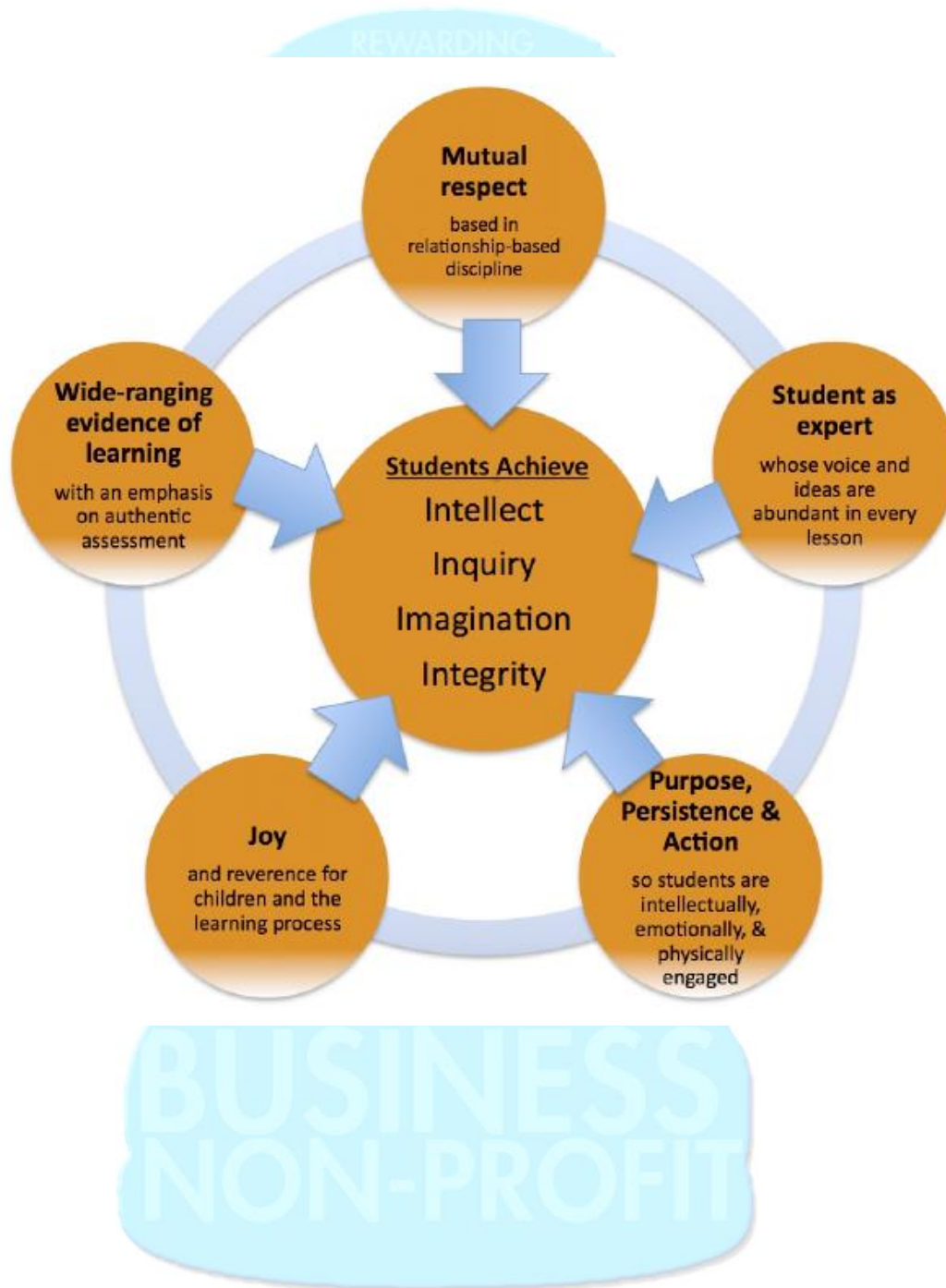


Exhibit 6: Corporate, Foundation, and Institutional Partners

- Akin Gump Strauss Hauer & Feld LLP
- AmeriCorps/Serve DC
- Ashoka: Innovators for the Public
- Morton K. and Jane Blaustein Foundation, Inc.
- The Morris & Gwendolyn Cafritz Foundation
- Capital City Public Charter School
- Capital One Foundation, Inc.
- Capitol Hill Community Foundation
- Catholic University of America
- The Clark Charitable Foundation, Inc.
- Clark-Winchcole Foundation
- Combined Federal Campaign of the National Capital Area
- Community Foundation for the National Capital Region
- Corina Higginson Trust
- Diana Davis Spencer Foundation
- District of Columbia Public Schools
- District of Columbia public charter schools
- DLA Piper
- Editorial Associates
- Lois & Richard England Family Foundation
- Ferris Family Foundation
- GlobalGiving Foundation
- Horning Family Fund
- Humanities Council of Washington, DC
- IBM
- Inspired Teaching Demonstration Public Charter School
- Kaplan Foundation
- The LEGO Foundation
- J. Willard and Alice S. Marriott Foundation
- Richard E. and Nancy P. Marriott Foundation
- Eugene and Agnes E. Meyer Foundation
- National Writing Project
- The Olender Foundation (Lovell and Jack Olender)
- PNC Foundation
- J.B. and M.K. Pritzker Family Foundation
- Share Fund/Ms. Julie Jacobson
- Taproot Foundation
- TEGNA Foundation
- Toyota USA Foundation
- Trinity Washington University
- Van Ness Feldman

Exhibit 7: Locations where Three Religions, One Sacred Place is being taught (partnerships with LDC)



Exhibit 8: Center for Inspired Teaching 5 Core Elements

References:

Revenue Sources

<http://inspiredteaching.org/support/our-supporters>

Inspired Teaching's Results

<http://inspiredteaching.org/impact/our-results>

LDC Locations

<http://inspiredteaching.org/programs/literacy-design-collaborative>

5 Core Elements

<http://inspiredteaching.org/about/our-model/5-core-elements>

