

TEACH  
+PLUS

# ANNUAL REPORT

# 2020



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DEAR FRIENDS,

This past school year has been like no other. The COVID pandemic presented disruption, stress, and trauma for thousands, compromising health, well-being, and learning. Amidst these challenges, at Teach Plus we saw our teacher leaders rise and respond to the crisis with creativity, passion, and resilience. They kept students fed and bridged the digital divide; adjusted lesson plans and navigated remote teaching; and, most of all, maintained the connections and relationships that sustain students and fuel their learning.

Addressing the real and consequential effects of this pandemic—and ensuring that its legacy is not enduring inequity—has heightened our resolve and sharpened our focus at Teach Plus. Over the past year, we've joined our teachers' voices and experiences together in new ways, through virtual learning communities that have enabled educators to learn from one another, exchange lessons in the moment, and share best practices regarding remote learning and mental health.

We approached the work of generating teacher-led solutions to the pandemic with even greater urgency, lifting lessons from the schoolhouse to the statehouse in more than 30 meetings with lawmakers across 11 states. We leveraged the expertise of over 760 teacher leaders across our programs to advocate for and support the success of students. To better understand the impact of the pandemic on teaching and learning, we captured insights from over 8,400 teachers and shared teacher voice and perspective across 148 op-eds and in our national report, *Barriers to Bridges*. And through this all, we prioritized and placed a special focus on those educators working to meet the needs of our low-income learners, students with disabilities, dual language learners, and students who may be highly mobile, homeless, or undocumented.

One of the most important lessons of this past year is captured in the words of one of our teacher leaders: "We must not go back, we must go forward." We've learned in even greater detail about the kinds of changes that teachers want to see as a result of this pandemic—shifts in how they communicate with parents, engage students in their learning, measure progress and success, and meet the needs of the whole child. Across 64 schools, our Change Agent Fellows have used this pandemic to break the logjam that has stifled teacher voice and vision in their schools—by challenging the status quo, envisioning a new direction for their teaching and their students, and creating a new system that will be more teacher-led, learner-centered, and grounded in equity.

In our charge to fulfill our student opportunity mandate, our path at Teach Plus continues to lead us in a direction to meet and respond to the racial reckoning underway across our nation. Our country grappled once again with the depth of racism and racial injustice in 2020, and we were reminded of the critical role our educators play as powerful facilitators of knowledge, social agents of change, warriors against injustice, and builders of our democracy.

As Washington, D.C. ushers in a new presidential administration in 2021, opportunities abound to center educators in the national policy discussion and to chart a future course for change in education that more closely connects to the values, ideas, experiences, and solutions of our talented and diverse teacher leaders. Our work is possible thanks to the partnership and support of so many who help to lift their voices and vision.

With Appreciation,

Roberto

# Mission and Student Opportunity Mandate

The **mission** of Teach Plus is to empower excellent, experienced, and diverse teachers to take leadership over key policy and practice issues that advance equity, opportunity, and student success.

In pursuing our mission, Teach Plus is guided by our **Student Opportunity Mandate**: All students should have the opportunity to achieve their potential in an education system defined by its commitment to equity, its responsiveness to individual needs, and its ability to prepare students for postsecondary success.



## Great Teachers. Deep Knowledge. Empowered to Lead.

### RECRUIT AND SELECT

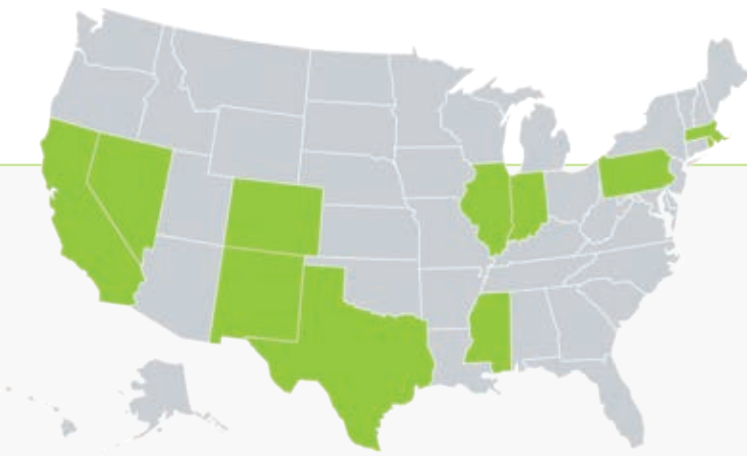
We recruit and select excellent teachers committed to equity and opportunity for students and to advancing policy and practice solutions.

### DEVELOP AND COACH

We develop and coach teacher leaders to shape education policy in their communities and to shape professional learning in their schools to improve outcomes for students.

### CONNECT AND EMPOWER

We connect and empower teacher leaders as change agents, from shaping professional learning in their schools to advocating with policy-makers in their statehouse.



## Our Reach

### TEACH PLUS TEACHER LEADERS

**480**

Leading instructional change  
in their schools and districts

**3719**

Participating in Teach Plus  
instructional practice programs

**286**

Leading policy and systems  
change in their state

### IN THE COMMUNITIES IN WHICH WE WORK

**18%**

of students are  
Dual Language Learners

**51%**

are economically  
disadvantaged

**53%**

are Latino

**14%**

are African American

### OUR IMPACT

**15,000**

active participants in  
the Teach Plus network

**25**

policy products  
and reports

**148**

op-eds authored by  
Teach Plus teacher  
leaders

**320**

media  
engagements

**12,671**

subscribers to Teach  
Plus blog, What's the  
Plus, and Newsblast

**52,980**

social media  
followers

## Programs

Through our **Policy Fellowship** and **Instructional Leadership programs**, we develop and support excellent teachers in their leadership and empower them to take action to improve opportunities and outcomes for students.

The **TEACH PLUS POLICY FELLOWSHIP** is a highly selective, rigorous program for excellent teachers who want to deepen their knowledge, expand their influence, and lead in shaping education policy and advocacy. Teach Plus Policy Fellows work to improve laws and policies at the school, district, and state levels.

The **TEACH PLUS INSTRUCTIONAL LEADERSHIP PROGRAMS** grow excellent teachers' skills to use and analyze data, make evidence-based decisions about teaching and learning, and shape professional development for their peers. Teach Plus teacher leaders create change needed in schools to advance equity and improve outcomes for students.

Teach Plus amplifies teacher voice and shapes the public narrative around teacher-led solutions through research and communications work by sharing stories of Teach Plus teacher leaders, and publishing reports, policy briefs, and op-eds.

# Teacher Leadership During COVID

The COVID pandemic is causing an unprecedented disruption in the learning and well-being of millions of students. With their expertise, voice, and vision, Teach Plus teacher leaders are helping to lead educators and decision makers in their respective schools, districts, and states to tackle the urgent problems of this crisis and drive toward solutions that meet the needs of their students, families, and communities.

## Informing Policy and Systemic Response at State and Local Levels

In every region where we work, Teach Plus and Teach Plus teacher leaders have become a critical resource for policymakers and decision makers in schools, districts, and state and local government. Teach Plus teacher leaders brought educator-informed and research-driven priorities to bear on issues such as equitable funding, the digital divide, remote learning, early childhood education, learning loss and recovery, and mental health supports for students and educators. They focused advocacy efforts on students most in need of support—low-income students and students of color—and emphasized how important it is that educators, who have been our communities' front-line responders in addressing the needs of students and families during this pandemic, are at the table when developing the policies and guidelines around teaching and learning during COVID.

**Teach Plus teacher leaders held more than 30 meetings with state superintendents, commissioners, and schools boards across 10 states, helping to shape a systemic response to the COVID pandemic in real time.**

**IN CALIFORNIA,** Teach Plus teacher leaders surveyed teachers statewide and identified recommendations for local leaders on three key challenges the state's teachers and students are facing during the COVID crisis: how to prioritize investing CARES Act funding; How to focus on student and community well-being; and how to serve emergent bilingual students. Many of Teach Plus teacher leaders' recommendations for what the state should require in district plans to ensure equitable access during distance learning were included in the state's budget trailer bill and its requirements for the Learning Continuity and Attendance Plan.



*"In this time more than ever, we must prioritize funding for the highest-need students, who will disproportionately be impacted by this period of school closures."* —Teach Plus Policy Fellow

Jessie Welcomer, San Pablo, California, in CalMatters.



**IN COLORADO**, Teach Plus teacher leader Catie Santos de la Rosa was the only practicing teacher on Governor Jared Polis' Back-to-School working group that helped to craft new state guidelines on returning to in-person learning. The guidance included changes to quarantining protocols as well as other precautions to ensure a safe return to school for students and staff.

**IN MASSACHUSETTS**, Teach Plus shaped and conducted a survey, *"Lessons from the Remote Classroom,"* which included responses from 1,600 educators across the state. Survey results were used by the Massachusetts Commissioner of Elementary and Secondary Education to inform the state's remote learning policies, including addressing social and emotional learning needs for students and adults as well as improving internet connectivity and technology support.

**IN NEW MEXICO**, state policymakers acted upon the recommendations from Teach Plus' statewide survey of educators to offer free-of-charge training on new online platforms for teaching and learning to teachers across the state. In response to Teach Plus' recommendation to improve communication with teachers during the pandemic, the New Mexico Public Education Department, together with state leaders, hosted a town hall with educators to share information and answer questions about COVID-related policies and guidelines.

**IN TEXAS**, after hearing Teach Plus teacher leaders' input on health and safety, school re-opening, and school accountability during the pandemic, the Texas Education Agency created a free online training for teachers on trauma-informed instruction during the pandemic. The teachers also helped to inform the Texas Education Agency Commissioner's decision to pause accountability, while preserving the state assessment to capture important information about where to target additional resources and support.



*"This abrupt shift to virtual teaching and learning has challenged many of my beliefs and practices as a teacher. So many of the tools I rely on in my physical classroom seem irrelevant or unhelpful when I'm teaching through a screen."*—Teach Plus Policy Fellow Sydney Chaffee, Dorchester, Massachusetts, in FutureEd.



*"I am poring through the few student records to which I have access from home, in the hope of contacting students who I know were already vulnerable: Students who are struggling with mental illness and other difficult life circumstances and students who have a hard time accessing adequate nutrition and safety under the best conditions. These are the students who are most in need of our collective attention in this crisis."*—Teach Plus Policy Fellow David Carroll, Austin, Texas, in the Austin American-Statesman.

## Leading and Listening to Teachers

Teach Plus leveraged its expertise in developing educators' skills and leadership to create collaborative spaces for teachers to learn and support one another in transitioning to remote learning. Through **All Means All** collaborative platforms in Illinois and Texas, Teach Plus and Teach Plus teacher leaders provided free, facilitated spaces for teachers in the state to plan, problem solve, and develop strategies for remote learning. In all, these two programs reached over a thousand teachers across the two states.

Teach Plus listened to what teachers needed most during this time and provided safe spaces for them to share, breathe, and be together. In a series of virtual conversations, Teach Plus and educators from around the nation discussed and practiced self-care, addressed best ways to engage parents to prevent learning loss, and took time to reflect on their experiences supporting students and what it would take to move beyond the crisis.

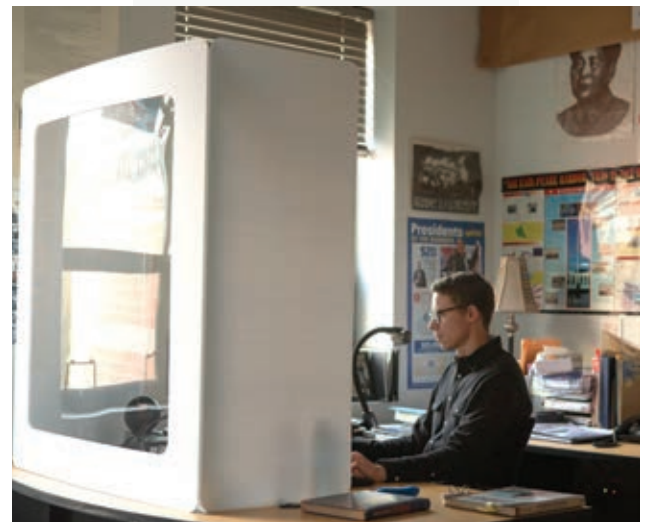
## Leading Teams for School Re-Entry

In the summer, Teach Plus deployed its teacher-led Change Agent Fellowship across Chicago, Illinois; Deming, New Mexico; Indianapolis, Indiana; Lubbock, Texas; Richardson, Texas; and Santa Fe, New Mexico. Change Agent Fellows are focused on school re-entry and on customized, school-based solutions to COVID, among other issues. The program launched with Virtual Leadership Summits where Change Agent Fellows and their teams convened to collaborate with experts and peers to develop plans to address the challenges facing their schools.

Sixty-one Change Agent Fellows and their teams receive targeted coaching, guidance, and support from Teach Plus in the development of teacher leadership and change management skills as they lead transformative, student-centered projects for their schools and districts. Across the 2020-21 school year, these Fellows led projects to improve student engagement and pedagogy in remote learning, build relationships with parents and community, practice trauma-informed teaching, and meet the social and emotional needs of their students.



*"Continue to practice the grace and patience that so many of you did at the end of the school year. If you are struggling with technology, motivating a child, or the district's content/curriculum, your child's teacher is probably struggling with something similar at home as well. We all want the same thing—to get through this as successfully as possible."*—Teach Plus Policy Fellow Arnetta Thompson, Oak Park, Illinois, in Education Post.





## Leading and Collaborating with Families

Since the first days of the pandemic, Teach Plus teacher leaders focused on building trusted relationships with their students' families knowing that this partnership was more critical than ever during remote learning. They met families' unique needs, using phone, text, email, and parent communication apps such as Parent Square and Seesaw. They communicated at days and times that met parents' varied work schedules and stressed the importance of communicating in the parents' language. Teach Plus teacher leaders have provided parent care packages, visited their students' homes to help set up technology for learning, hosted Sunday evening parent Zoom meetings, and done virtual home visits to get to know families and caregivers better. These efforts are leading to better student engagement—and success.

## Leadership Through Voice and Research

Teach Plus teacher leaders lifted their voices in powerful ways to inform the public about the critical education issues laid bare by COVID. In op-eds and in interviews with regional and national media, teachers highlighted the importance of teacher-student relationships, called for closing the digital divide and supporting students' and teachers' social-emotional needs, and argued passionately for equitable funding, especially for underserved student populations. In research-driven policy briefs and reports, Teach Plus teacher leaders asked educators in their states and across the country to share their stories, ideas, and advice on critical educational issues such as teaching and learning, student equity and needs, student and teacher mental health, and the future of education, schooling, and the teaching profession.



*"I wanted my parents to know I am here as a source and resource for school and beyond. So, I made it a point to contact parents to let them know we can do this and get through this together, and I outlined clear steps for how I can assist them."*—Teach Plus Policy Fellow Tasha Jones, Springfield, Massachusetts, in Education Post.



79  
COVID-RELATED  
OP-EDS



Austin American-Statesman



The Dallas Morning News

Chalkbeat

EdSource

Clarion Ledger

San Jose Mercury News

VOICE  
of SAN DIEGO

The Boston Globe

CHICAGO SUN-TIMES  
The Hardest-Working Paper in America

ED WEEK

The Philadelphia Inquirer

54 STORIES  
IN PRINT AND  
BROADCAST  
MEDIA



Los Angeles Times

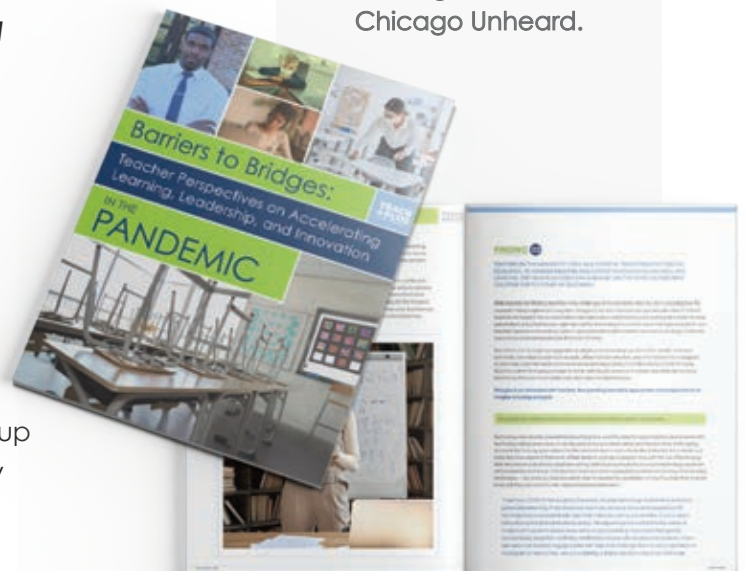


**TEACH PLUS TEACHER LEADERS PUBLISHED 9 STATE-LEVEL POLICY BRIEFS IN CALIFORNIA, MASSACHUSETTS, MISSISSIPPI, NEW MEXICO, AND NEVADA WITH RECOMMENDATIONS FOR POLICYMAKERS ON SUPPORTING TEACHERS AND STUDENTS DURING THE COVID CRISIS**



**8,407 teachers nationwide participated in Teach Plus state-level surveys providing input about their experiences during COVID and school closures.**

**Teach Plus teacher leaders conducted 152 virtual focus groups with 532 teachers from 25 states to inform the Teach Plus national report, “Barriers to Bridges: Teacher Perspectives on Accelerating Learning, Leadership, and Innovation in the Pandemic.”** The report examines the frontline experiences of educators during the COVID pandemic and provides recommendations for education leaders and policymakers based on teachers’ guidance and input. Among the recommendations: Identify, evaluate, and scale up promising practices and approaches, particularly from teachers who are uniquely qualified to understand and reenvision how schools can best serve children.



*“What if we put our money, time, and energy into what we say matters most? What if this school year celebrated imagination? What if we designed a school year that sought to radically shift how communities imagine, problem solve, heal, and connect? What if we remembered that reading, writing, social studies, mathematics, and science are built into our understanding of and response to events every day?”*  
—Teach Plus Board Member and Policy Fellowship alumna Ashley McCall, Chicago, Illinois, in Chicago Unheard.





# Teacher Leadership and a Call for Racial Justice

From grappling with discriminatory discipline practices in Los Angeles to building curriculum centered on the murder of George Floyd in Las Vegas, Teach Plus teacher leaders are living and working in the nation's gaping racial divide. With tenacity, brilliance, and love, they are also leading the way to a more equitable tomorrow.

## Leading the Way for Policy Change in States and Districts

Research demonstrates that teachers of color are good for all students, especially students of color. Teach Plus teacher leaders are leading the way toward equitable policy change. Across the country and at the federal level through the Teach Plus Federal Policy agenda, Teach Plus teacher leaders are advocating for policies that recruit, prepare, and retain a teaching force that looks like America's students.

**IN ILLINOIS,** Teach Plus teacher leaders helped to develop the new Culturally Responsive Teaching and Leading Standards, which the Illinois State Board of Education has adopted to prepare future educators to teach diverse students. Moving forward, educator preparation programs throughout the state will integrate these new standards into the courses, content, and clinical experiences used to prepare the next generation of Illinois' teachers.

**IN NEVADA,** Teach Plus teacher leaders supported several districts working to close opportunity gaps for students of color, designing and implementing professional learning focused on the use of research and data to inform continuous improvement for every student. The teachers worked to address opportunity, resource, and information gaps, including food insecurity, limited technology, connectivity, and language access.



*"I've witnessed my own children wondering about their place in a system where they don't see themselves reflected, whether that be in the staff or in the curriculum. My son advocated to be placed in the only African American teacher's class in his school his senior year because he realized that he'd never before had a Black teacher and wanted to have that experience." —*  
Teach Plus Policy Fellow Keisha Rembert, Naperville, Illinois.





**IN NEW MEXICO**, following the release of a Teach Plus report, *“Transparency and Trends: Teach Plus Teacher Leaders on Creating Opportunities for Students and Teachers of Color,”* the New Mexico Public Education Department included teacher demographic data in a new statewide online data system, to better compare and understand gaps and disparities in racial and ethnic diversity among educators in the state.

**IN MASSACHUSETTS**, Teach Plus teacher leaders worked with the Department of Elementary and Secondary Education to review and develop rubrics for identifying culturally responsive curriculum for adoption by school districts. Teach Plus-developed rubrics are now being used to identify examples of teaching and learning that best represent culturally responsive practices, and to review, adopt, and implement curriculum in schools.



*“Our relationships with students and their families boldly communicate that, as educators, we’re unwilling to be part of a system that makes them feel unwanted. It can start with one conversation.”* — Teach Plus Policy Fellow Juliana Urtubey, Las Vegas, Nevada.

*Juliana was named the 2021 Nevada Teacher of the Year, the first teacher of color to hold that title in the state since 1956.*



*“Black teachers provide diverse, honest perspectives and captivating lessons that challenge historical myths and offer anecdotes to evoke change.”*—Teach Plus Policy Fellow Shareefah Nadir-Mason, Dallas, Texas, in Education Post.





*“When reading instruction is grounded in a strong evidence base, it can be a powerful tool for equity. But when it’s not, far too many children can fall through the cracks, placed at a disadvantage before they even reach the 3rd grade.”—Teach Plus Policy Fellow Lisa Hanifan, Malden, Massachusetts, in Commonwealth Magazine.*

## Transforming Instruction and School Climate

The movement to build a more racially just educational system begins in the classroom. Teach Plus believes in the potential of our teacher leaders to dismantle systemic barriers and advance equity and opportunity for students.

## Teach Plus Network for School Improvement

Over the past two years, the Teach Plus/Rennie Center Network for School Improvement (NSI) has worked across 10 Chicago and Los Angeles middle schools to increase the share of Black, Latino, and low-income students prepared for success in mathematics as they enter high school. Applying the principles of continuous improvement, Teach Plus instructional leadership coaches and content partners worked across the Network to develop a shared vision for student success and to implement strategies and improvement cycles to raise engagement, learning, and equity in the classroom. Over the course of the project, Network schools saw significant gains in academic achievement in math among Black, Latino, and low-income students.

Teach Plus is proud to launch and lead a new project in partnership with Chicago Public Schools to increase the readiness of Black, Latino, and low-income middle school students in math and reading. Working across 15 K-8 schools, the Teach Plus Network for School Improvement will support Chicago’s teachers, principals, and leaders to develop and implement classroom changes that will benefit student learning while maintaining a central focus on advancing equity in the classroom. Teacher-led teams will develop continuous improvement cycles to advance strategies that promote student learning, support access to high standards, and accelerate progress on grade-level content. Teachers across the Network will also hone their leadership skills to explore and integrate equity into their strategies for teaching and instructional change.

## Teacher Leadership in Philadelphia Public Schools

Over the past three years, Teach Plus’ coaching and professional development project in Philadelphia has focused on improving literacy and reading in the early elementary grades, including deep and sustained professional learning around race and equity. Teach Plus teacher leaders across five elementary schools reflected upon their own implicit biases, practiced crucial conversations related to equity, considered culturally relevant pedagogy, and prioritized grade-level reading and language arts content through an equity lens. Teacher leaders have brought this learning back to their schools, facilitating learning with their colleagues about race and equity.

For three years in a row, Teach Plus partner schools have outpaced the school district on academic learning and growth across multiple early literacy measures, including the third-grade state reading assessment. Bayard Taylor Elementary School and Alexander McClure Elementary School were recognized by the School District of Philadelphia among the most improved schools in the city. One hundred percent of the teacher leaders agreed that, “Through the program, I have become more committed to working for equity” and 97 percent agreed that “My experience as a teacher leader has developed me to advocate for equity for all students.”

## Advancing Racial Equity in Communities and Districts

### **TEACH PLUS CHANGE AGENT NETWORK**

With the pandemic exacerbating inequities, Richardson, Texas—a diverse district of 80,000 students—recognized that Teach Plus would be a strong partner in its efforts to advance racial equity. Teach Plus selected 10 teacher leaders as Change Agent Fellows and has coached them to lead change projects in their schools focused on advancing racially equitable practices and policies across the district.

### **TEACH PLUS READY TO LEAD FELLOWSHIP**

Across Texas, eight Ready to Lead Fellows have founded racial equity groups, working to build a more diverse teacher pipeline and ensure that teachers of color thrive. Among these, the Austin Avanza group is working with the University of Texas at Austin to mentor aspiring teachers of color and smooth their path into the profession, while Real Talk 2 Percent brings Black male educators together to build culturally responsive instructional practices, and attract and retain Black men in the teaching profession.

*“Richardson ISD’s partnership with Teach Plus is game changing for our district. Two years ago, we adopted an equity policy and began to take steps to actualize the vision of the policy. However, we recognized the need to bring the policy and action to the classroom ... and that is what Teach Plus has brought to RISD.”* —Richardson Deputy Superintendent Tabitha Branum.



*“Ready To Lead has given me the opportunity to invest in Black male educators in North Texas, and help to influence them to not leave the profession. Teach Plus has amplified my advocate voice. Being a young Black male, Teach Plus has put me in rooms I would’ve never thought I would be in to speak on behalf of scholars and teachers.”*—Rickey Townsend, Ready to Lead Fellow, Dallas, Texas.





## Building the Racial Equity Movement

In this year of racial reckoning, Teach Plus teacher leaders played an important role in helping the public understand how racial oppression is often reinforced in our schools—and how schools can help shape a more just future. Teach Plus teacher leaders authored 31 op-eds about building a more racially just education system, offering recommendations on culturally responsive instruction, listening to students about their experiences with race, and valuing parent and community input.

Teach Plus staff and teachers have continued to share the findings from the report, *“If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover,”* presenting at 15 conferences, hosting convenings on teacher diversity in Indiana, Massachusetts, Rhode Island, and Texas, and training policymakers, administrators, and advocates on solutions for retaining teachers of color.

Since its release in 2019, the report has helped to jumpstart a racial equity movement. School system leaders from New Orleans to Chicago to Lonsdale, Minnesota, have cited *“If You Listen, We Will Stay”* as an important inspiration for their efforts to diversify the educator workforce.

**IN ILLINOIS**, as part of this bottom-up movement of change, Teach Plus teacher leaders created an anti-racist toolkit for educators, distributed by Chicago Public Schools and utilized by LaGrange Public Schools and the Noble Network of Public Charter Schools.

**IN NEVADA**, Teach Plus teacher leaders and staff were selected to serve as members of the Clark County School District Superintendent’s Teacher Recruitment & Retention Advisory Commission, informing teacher recruitment, support, and retention strategies to promote access to an effective and diverse teaching force.



*“After centuries of avoidance or fear of sounding too political, the recent events and the aftermath of media coverage, social media, and living room conversations concerning Floyd’s death are making one lesson abundantly clear: The prevailing whiteness of a classroom doesn’t make teachers, including myself, exempt from discussing issues of white privilege and racial prejudice.”*—Teach Plus Policy Fellow Shayla Ewing, Pekin, Illinois, in Education Post.



*“As an educator, my job is to teach about the ways race impacts my students. Sometimes, however, I just need to listen. Sitting in silence doesn’t send a message of indifference or complicity. It means that I am acknowledging the pain of my students and allowing them the time to reflect and advocate on behalf of themselves.”*—Teach Plus Policy Fellow Scoie Green, Katy, Texas, in Education Post.



# Moving the Needle on the Equity Focus Areas

Teach Plus works to break down barriers in five core equity focus areas—all of which have been more important than ever during the COVID pandemic. Teach Plus is also focused on school finance equity, advocating to increase resources, and ensuring equitable funding for schools.

**Teacher Preparation, Development, and Leadership**

**Recruitment and Retention of a Diverse Workforce**

**Whole Child, Student-Centered Learning**

**Rigorous Curricula, High Standards, and Meaningful Accountability**

**High-Quality Early Childhood Education**



*"The lack of connectivity has caused significant learning gaps and losses in my area even before the pandemic and it is much worse now. The digital divide is keeping thousands of students across Mississippi from continuing their education during the pandemic." —Teach Plus Policy Fellow Alexandra Melnick, Leland, Mississippi, in the Clarion Ledger.*

In 2020, Teach Plus teacher leaders took to op-ed pages, social media, and Zoom to advocate for and lead change from the classroom to the Capitol. Responding to teachers' reports of widening opportunity gaps for low-income students and students of color, Teach Plus launched a campaign to advocate for stimulus funding to stabilize K-12 education funding, close the digital divide, and protect early education and childcare. In this work, Teach Plus and Teach Plus teacher leaders pursued multiple advocacy pathways, including writing letters to Congress, meeting with Congressional staff, and participating in coalitions.

Following the election, Teach Plus President and CEO Roberto Rodríguez was invited to serve on the Biden-Harris Education Agency Review Team, representing teachers' voices in the conversation about the direction of the new administration. Teach Plus presented its Federal Policy Agenda to the transition team, and shared it with Members of Congress. At the same time, Teach Plus teacher leaders advocated in their state capitals on the same core issues.

**IN CALIFORNIA,** Teach Plus Board Member and Policy Fellowship alumna Bootsie Battle-Holt and teacher leader Al Rabanera served as co-authors with Ed Trust-West of the "Pathway to Equitable Math Instruction" toolkit.

**IN INDIANA,** Teach Plus teacher leaders helped to advocate for the successful passage of a bill with a provision for the Indiana Department of Education to publicly report teacher vacancies data alongside other teacher supply and demand data.

**IN TEXAS,** Teach Plus teacher leaders spearheaded a statewide campaign with the Texas Impact Network to encourage districts to apply for the Teacher Incentive Allotment (TIA), which provides districts with funding to adopt strategic compensation systems to retain outstanding teachers, especially in the highest-need districts. As a result, more than 700 districts have indicated their intent to apply for TIA funds.

## Teacher Preparation, Development, and Leadership

2020 was a year that highlighted the central, pivotal role of the teacher. We saw teachers rise to the challenge and begin to reinvent their profession. Teach Plus teacher leaders advocated to preserve and improve teacher preparation, and led professional learning in their schools and districts. They advocated to include high-leverage content in teacher preparation and maintain a high bar for educator preparation programs and for teacher licensure.

**IN CALIFORNIA**, Teach Plus teacher leaders successfully advocated to preserve licensure requirements measuring candidates' proficiency in reading instruction.

**IN NEW MEXICO**, the Public Education Department agreed to Teach Plus teacher leaders' proposal to create a position to oversee and facilitate teacher professional learning across the state.

**IN INDIANA**, Teach Plus teacher leaders successfully advocated for the passage of legislation requiring teacher preparation programs across the state to incorporate trauma-informed instruction into their curricula. As a result, new teachers across Indiana will be prepared to identify and support students in their classrooms who have experienced trauma. To complement this advocacy effort, Teach Plus teacher leaders published a brief, *"Preparing New Teachers for the Classroom: A Vision for Social and Emotional Learning in Indiana,"* highlighting their recommendations for teacher preparation programs working to implement the new legislation.

**IN TEXAS**, the Teach Plus teacher leaders' advocacy led to the state maintaining a high bar for licensure, while adding a measure of student growth to the accountability system for teacher preparation programs in the state.

Teach Plus is continuing to champion school-based, distributed leadership. **In Texas**, Teach Plus is supporting teacher leadership in Harmony Public Schools' 58 schools across the state, providing coaching support to eight Assistant Area Superintendents, more than 60 principals and deans, and more than 200 teacher leaders leading their peers through collaborative inquiry cycles in professional learning communities. Ninety-two percent of project participants incorporated new strategies and skills in exercising teacher leadership as a result of working with Teach Plus.



*"I see three key challenges for new teachers: the lack of practice with 'real life' lesson planning; an absence of understanding of assessment; and an unpreparedness for dealing with the social-emotional landscape of the public school classroom."*—

Teach Plus Policy Fellow Brandi Sapp, Goshen, Indiana, in the South Bend Tribune.



*"Not only are you [the Public Education Department] improving your professional-learning opportunities and delivery, but you have committed to creating a director of professional learning position in the department, as well as being interested in constructing a website around teacher training. As part of the Teach Plus Fellows team that urged you to do so, I am grateful."* —Teach Plus Policy Fellow Kelly Pearce, Albuquerque, New Mexico, in the Albuquerque Journal.

## High-Quality Early Childhood Education

Teach Plus teacher leaders are advocating to improve quality and access to early childhood education across our regions and in the nation's capital, including funding high-quality early childhood seats, federal funds to stabilize the early learning and childcare sector, kindergarten readiness, and early literacy instruction.

**Teach Plus Illinois Early Childhood Educator Fellows** have testified before Governor J.B. Pritzker's Early Childhood Funding Commission and have collaborated with the Illinois Early Learning Council and Professional Development Advisory Council. Teach Plus teacher leaders also supported the implementation of the Kindergarten Individual Development Survey (KIDS) in an effort to track student progress and enable teachers to develop interventions to address individual learning needs well before formal statewide assessments begin in third grade. As part of the **Kindergarten Readiness Innovator** program, 12 early childhood educators in Illinois will tackle incorporating play in kindergarten, strengthening family engagement, and improving collaboration between preschools and kindergarten.



*"The first day of [kindergarten] is usually filled with so many emotions—excitement, nervousness, and hope. [W]hen I looked at the faces on my screen on the first day of school, I knew that I would have to build those authentic opportunities very differently this year."*—Teach Plus Early Childhood Educator Policy Fellow Margi Bhansali, Chicago, Illinois, in What's the Plus.



*"Children enter kindergarten with a wide range of skills and experiences. In a single classroom, a kindergarten teacher may have a child who is already reading and a child who does not know what letters are...Instead of asking if our children are ready for Kindergarten, maybe we should be asking if every Kindergarten classroom is ready for them."*—Teach Plus Early Childhood Educator Policy Fellow Erin Jackle, Elgin, Illinois, in What's the Plus.



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Former U.S. Secretary of  
Education



**HON. GEORGE MILLER**

Former Member,  
U.S. House of Representatives (D-CA)  
Former Chairman,  
House Education and  
Labor Committee



**DR. TRAVIS J. BRISTOL**

Assistant Professor  
*University of California,  
Berkeley*



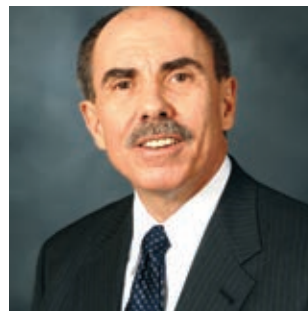
**BOOTSIE BATTLE-HOLT**

Math Teacher, Marina  
del Rey Middle School  
*Los Angeles Unified  
School District*



**ASHLEY MCCALL**

Bilingual Teacher,  
César Chavez  
Multicultural Arts Center  
*Chicago Public Schools*



**HON. BOB WISE**

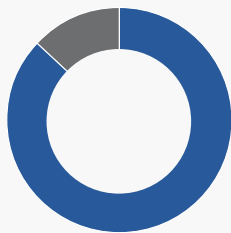
Principal Bob Wise LLC  
Former Governor and  
U.S. Representative  
from West Virginia

## Teach Plus Senior Staff

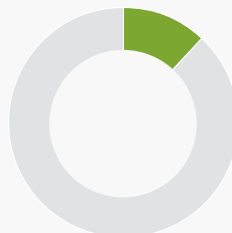


## Finances

### REVENUE



**87%**  
Philanthropic



**12%**  
Earned Income



**1%**  
Individual

### EXPENSES



# Thank You

**TEACH PLUS IS GRATEFUL FOR THE GENEROUS SUPPORT IN ADVANCING**

**OUR MISSION AND WORK, FROM THE FOLLOWING PARTNERS:**

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