



GREATER REACH GREATER IMPACT

**TEACH
+PLUS**

2015-16
ANNUAL REPORT



TABLE OF CONTENTS

- 1 **Table of Contents / Letter from Our CEO**
 - 2 Theory of Change and Areas of Focus
 - 3 Developing Teacher Leaders
-
- 5 **Teachers Leading on Policy**
 - 7 Leading the Charge on ESSA
 - 9 Holding onto High Standards and Assessments
 - 11 Ensuring Students' Access to Excellent Teachers
 - 13 Fighting for Better School Funding in Low-Income Districts
-
- 15 **Teachers Leading on Instructional Practice**
 - 17 Solving Student Struggles in Real Time
 - 19 Transforming Local Union's Focus to Helping Improve Teaching
- 21 People and Finances

FROM OUR CEO



Dear Friends,

What an exciting year this was in the movement to elevate teacher leadership!

The highlight of the last school year for me came just days before President Obama signed the Every Student Succeeds Act (ESSA) into law. A dozen civil rights and education organizations were invited to the White House to give feedback on the president's decision. I got to represent Teach Plus and our teachers from across the country in that room.

The story of our year is a story of growth. In the following pages you'll read about:

+ GROWTH IN OUR NUMBERS

We've never had so many teachers participating in our programs. During the 2015-16 school year, we trained 539 teacher leaders, helped 2,551 teachers improve by participating in teacher-led professional learning, and had 8,475 advocacy actions taken. In all, a whopping **12,260** teachers took part in our movement in the last school year.

+ GROWTH IN OUR LOCATIONS

We have launched new Policy Fellowships in Colorado and New Mexico.

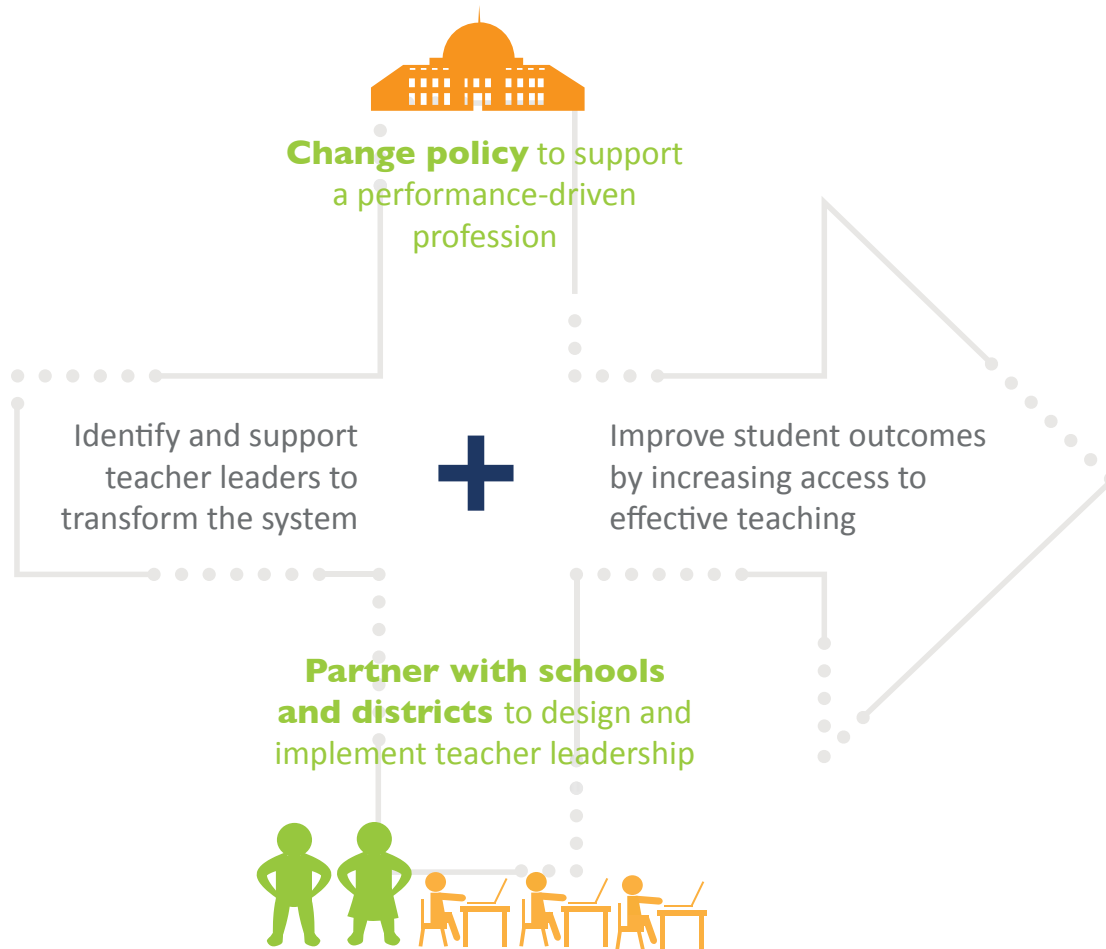
+ GROWTH IN STUDENT LEARNING

This was our best year yet in showing how teacher leadership can benefit students across a grade level. On multiple tests administered across all of our T3 schools, student growth was on average 5 points higher than the district average.

I can't wait to see what the 2016-17 school year has in store and look forward to working with all of you to make sure it is the best it can be for students.

With gratitude,
Celene Coggins

THEORY OF CHANGE



AREAS OF FOCUS



Performance-driven talent systems and practices such as strong evaluation systems, modern compensation systems, and tenure reform.



Effective teacher leadership roles and structures that create and sustain transformative change in schools.



Quality teacher preparation and professional development that ensure teachers and teacher leaders are equipped to succeed in their roles.



High K-12 academic standards and meaningful assessments that enable teachers to understand and measure student performance.



Access and equity approaches that ensure high-need students have access to excellent teachers.



Next-generation unions that prioritize student success and lead in elevating the profession.

THE MISSION OF TEACH PLUS IS TO EMPOWER EXCELLENT, EXPERIENCED TEACHERS TO TAKE LEADERSHIP OVER KEY POLICY AND PRACTICE ISSUES THAT AFFECT THEIR STUDENTS' SUCCESS.

Teach Plus Teacher Leaders achieve change in the classroom and in the system—and mobilize others in their school, district, state, and across the nation to bring change to scale.

RECRUIT AND SELECT



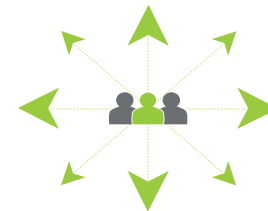
We recruit and select expert teachers committed to advancing policy and practice solutions

TRAIN AND COACH



We train and coach teacher leaders to successfully lead and mobilize their peers

EMPOWER AND CONNECT



We empower and connect teacher leaders to be change agents, whether they lead a team of their peers or a conversation with policy decision-makers



TEACHING POLICY FELLOWS

Since 2007, Teach Plus has trained thousands of teachers to become effective policy advocates. This year, we broadened our reach online and in new states, expanding our policy training to

5 TIMES MORE TEACHERS.

POLICY TRAINING THAT LEADS TO CHANGE: Teach Plus teachers advance ideas with decision-makers; influence local, state, and national policy through policy briefs, legislative testimony, op-eds, polls, and petition initiatives; and mobilize other teachers to bring change to scale.



12,260

TEACHER PARTICIPANTS IN
TEACH PLUS PROGRAMS

- + Educator advocacy actions: 8,475
- + Meetings and events with policymakers: 188
- + Letters to elected officials: 1,568
- + Flash polls and major surveys' respondents: 4,491

Coming in **2017** from Jossey-Bass:
A new book by **CELINE COGGINS**



39,510

Social media followers



18

Reports and
policy briefs



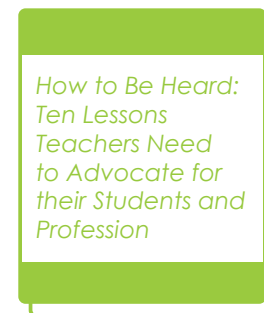
88

Teacher op-eds



309

Total media
placements



EXPANDING ONLINE AND TO NEW STATES

**TEACH
+PLUS
ONLINE**

In 2016, we launched our first online policy and advocacy course for educators. At a pivotal moment of ESSA implementation in every state across the nation, Teach Plus Online equips teachers nationwide with the knowledge and skills they need to advocate for smart policies that benefit them and their students.

849

EDUCATORS FROM 43 STATES HAVE SIGNED UP FOR THE COURSE.

THE COURSE: 5 MODULES, 32 VIDEO SEGMENTS WITH ASSESSMENTS

TEACHERS AS POLICY INFLUENCERS

+ The pathways for teacher impact in policy. What are the unwritten rules of policy that teachers need to know to be successful in advocacy?



POLICY 101

+ What is policy, and how is it made and changed? Who makes it, and how can teachers play a role in shaping it?



STORYTELLING FOR IMPACT

+ How can teachers develop the voice needed to influence policy? The power of storytelling and public narrative as tools for effective advocacy.



ADVOCACY 101

+ How do teachers make things happen in the complex world of policy and politics? The importance of goals, relationships, root cause analysis, and power mapping.



EVERY STUDENT SUCCEEDS ACT

+ How will ESSA affect assessment, accountability, resource equity, and teacher leadership in states and districts? A focus on what the law says and how to get involved.

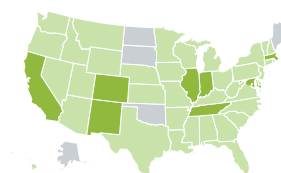


EXPANDING TO NEW STATES: TEACH PLUS POLICY FELLOWSHIPS IN COLORADO AND NEW MEXICO

THE TEACHING POLICY FELLOWSHIP:

Our flagship Policy Fellowship is a highly selective program for teachers who want to have a voice in decisions that affect their profession. The Fellows receive extensive training, develop advocacy campaign strategies in collaborative working groups, and engage directly with key education stakeholders and policymakers to shape and advocate for policies that meet the needs of their students. During this school year, **207 Fellows** participated in seven Fellowships in our regions.

■ Teach Plus Programs
■ Teach Plus Online



STATEWIDE FELLOWSHIPS LAUNCHED IN 5 STATES:

This year, we launched statewide programs for teachers in Colorado and New Mexico, and added state-level programs in our current regions of California, Illinois, Indiana, and Massachusetts. The new Fellowships are engaging teachers from across each state to help guide policy decision-making and impact key state-level issues, such as the implementation of ESSA.

LEADING THE CHARGE ON ESSA

Teach Plus engaged thousands of teachers in the rewrite of the Elementary and Secondary Education Act (ESEA)—a civil rights law that is at its core focused on the students who fill the classrooms of Teach Plus teachers: Low-income students and students of color. ESSA includes a common-sense approach to assessment and strong provisions to build and promote teacher leadership opportunities, two sets of recommendations that came from Teach Plus teachers.

From meeting with President Obama, to serving on the ESSA Negotiated Rulemaking Committee, to bringing a message about the need for Title I support to U.S. Secretary of Education John B. King Jr., our teachers have led the charge every step of the way.

OCTOBER 2015

+ Two Teach Plus Policy Fellows, **Bootsie Battle-Holt** (LA) and **Farida Mama** (MA), meet with President Barack Obama in the Oval Office to discuss over-testing in American schools.

The meeting follows the Administration's announcement of its Testing Action Plan. Teach Plus is the only organization invited to send teachers to meet with the president.



DECEMBER 2015

+ Teach Plus CEO **Celine Coggins** takes part in the final White House ESSA strategy meeting. Celine is one of 16 leading civil rights organizations' leaders who give feedback on the final version of the bill.



+ President Obama signs ESSA into law. Policy Fellows **Clare Berke** and **Raquel Maya Carson** (DC), along with Teach Plus CEO **Celine Coggins** and other Teach Plus staff, are at the White House for the signing ceremony.

law. Policy Fellows **Clare Berke** and **Raquel Maya Carson** (DC), along with Teach Plus CEO **Celine Coggins** and other Teach Plus staff, are at the White House for the signing ceremony.

JANUARY 2016

+ Teach Plus teacher team is named finalist in the Thomas B. Fordham Institute ESSA Accountability Design Competition to build the best new accountability plan under the new law. During



the subsequent speaking tour, Policy Fellow **Rachel Man** (MD) and Policy Fellowship alum **Chris Hofmann** (LA) share their ideas with the National Association of State Boards of Education, the Hunt Institute, and the National Conference of State Legislatures.

MARCH 2016

+ Policy Fellowship alumna **Audrey Jackson** (MA) is one of only two teachers in the country (and one of the 23 national education experts) to serve as a voting member of the ESSA

Negotiated Rulemaking Committee. Audrey works on developing regulations for ESSA assessment provisions.



APRIL 2016

+ Secretary King tweets Teach Plus Title I Flash Poll to 252,000 followers. **1,139 teachers** from 34 states and the District of Columbia participated in the poll. The poll's key finding: A majority of teachers in Title I schools do not believe that their schools are sufficiently funded to meet the needs of their students.



+ **Chicago Policy Fellows** publish a policy brief, *A Seat at the Table: Teachers' Guiding Principles for Accountability under ESSA*, and six Fellows testify at the state ESSA hearings.

MAY 2016

+ Seven Teach Plus teachers hand-deliver a Title I letter, signed by **627 Title I educators**, to Secretary King. The letter underscores the importance of enforcing the ESSA provision that calls for federal Title I funds to supplement and not to replace state and local school funding.



+ Over 500 teachers enroll in a **Teach Plus webinar on ESSA** hosted by NCTAF and Learning Forward.

+ **Massachusetts Policy Fellows** publish a policy brief, *Leveraging ESSA to Support Teacher Leadership*, which focuses on ESSA's Title II provisions.



1 Teacher Served as Voting Member on the Federal Committee to Draft ESSA Regulations



2 Teachers Met with President Obama



12 Teachers Met with U.S. Secretary of Education



3,563 Teachers Took Action on ESSA



JULY 2016

+ Teach Plus Board member and Teaching Policy Fellowship alum **Emanuel Harper** (IN); and Policy Fellows **Maggie Lasaga-Flister** (MD) and **Michael Macchi** (MA) discuss fixing testing at a special event with Secretary King. The conversation is livestreamed to a national audience and viewed by over 9,800 people to-date.

+ **Policy Fellows** from across the country submit formal comments to the U.S. Department of Education on its ESSA accountability regulation, stating that "When regulating the new law, we urge the Department to continue to keep the interests of our students, who have historically been marginalized, at the forefront."

THE CHALLENGE

Since 2010, Massachusetts districts and teachers have invested significant time and money implementing the Common Core State Standards. During the 2015-16 school year, both the standards and the new state assessment designed to align to the Common Core (PARCC) came under political threat. **TEACH PLUS WORKED WITH TEACHERS TO HELP THEM FIGHT FOR THE SYSTEM THEY BELIEVE SUPPORTS STUDENTS IN DEVELOPING THE KNOWLEDGE AND SKILLS NEEDED IN THE 21ST CENTURY.**

MOBILIZING EDUCATORS' VOICE

In the 18 months since the standards and assessments have come under threat, **TEACH PLUS HAS MOBILIZED OVER 1,000 TEACHERS IN MASSACHUSETTS** to push for high quality standards and assessments. Teach Plus also supported exceptional teachers in finding a place on the front lines of advocacy.

- + When the constitutionality of the ballot question to repeal the Common Core was taken up by the state's Supreme Court, **Kalimah Rahim**, an 11th grade teacher at New Mission High School in Boston Public Schools, stepped up to serve as a plaintiff in the case against the ballot initiative.
- + **Farida Mama**, a 5th grade mathematics teacher at UP Academy Dorchester in Boston Public Schools, was one of the teachers who met with the editorial boards of major newspapers including The Boston Globe. She explained the difference the Common Core State Standards had made in her classroom and her experience reviewing the PARCC test items. Ultimately, the Globe editorial board agreed with her and used its platform to endorse the PARCC ahead of the Board vote.

THE ENDGAME

- + **BALLOT INITIATIVE TO ROLL BACK COMMON CORE HALTED.** The Massachusetts Supreme Judicial Court unanimously sided with Kalimah and her fellow plaintiffs that the ballot question was flawed. They ordered it removed from consideration at the polls.
- + **MASSACHUSETTS REMAINS IN THE PARCC CONSORTIUM.** While the State Board decided to construct its own test, it will do so as part of the PARCC consortium using PARCC's test items that align to the Common Core State Standards.



The Massachusetts Frameworks emphasize using higher order thinking skills and encourage ingenuity in solving real-world problems. I believe the standards better prepare our kids for the demands of college and career that await them.

- Kalimah Rahim, 11th grade English teacher, Boston Public Schools



Teachers Taking
Part in Events & Polls **471**



Testimony & Meetings
with Leaders **74**



Op-Eds & Mentions
in the Media **56**



Reports &
Policy Briefs **3**

THE CHALLENGE

California's laws around teacher tenure, dismissal, and layoffs increase the odds that low-income students will be taught by weaker teachers. **TEACH PLUS TEACHER LEADERS PLAYED AN INTEGRAL ROLE IN THE CRAFTING AND INTRODUCTION OF A BILL THAT, FOR THE FIRST TIME IN MANY YEARS, SUBSTANTIVELY ADDRESSED STAFFING STATUTES IN CALIFORNIA.** This work is building the foundation for future legislative change.

MOBILIZING EDUCATORS' VOICE

Teach Plus focused on training top teachers in a targeted set of legislative districts.

- + A NEW SYSTEM FOR IDENTIFYING KEY LEGISLATIVE DISTRICTS.** By working closely with key partner organizations and analyzing voting records of the state's lawmakers, Teach Plus strategically developed a set of target legislators open to sensibly-amended teacher quality statutes. The analysis incorporated the central role that education/budget/caucus committee members play in the California state legislative process.
- + NATIONAL TEACHER-OF-THE-YEAR USES HER BULLY PULPIT FOR STUDENTS.** 2012 National Teacher of the Year **Rebecca Mieliwocki** played a critical role as a teacher leader and primary liaison to the state Senate Education Committee Chair and her district representative Carol Liu.
- + TEACHERS GIVE IDEAS FOR BILL AS IT'S CRAFTED.** In spring 2016, **12 Teach Plus teacher leaders** met with Assembly member Susan Bonilla, the author of AB 934 (teacher quality legislation), to provide input on key tenure and layoff provisions in the bill. Teachers included Sacramento County Teacher of the Year **Jennifer Walker** and **Mayra Lara**, an LA Unified Teacher who had experienced three seniority-based layoffs.


THE ENDGAME

+ NEW LEGISLATION INTRODUCED, BUT NOT PASSED. Teacher advocacy was the catalyst for significant momentum and increased debate about teacher quality issues in California. The introduction of new legislation that would better serve high-need students was a starting point. Teach Plus is working to further galvanize support for sensible teacher quality legislation and achieve passage of a sound bill that will help put an effective teacher in front of every student.



Our state's tenure system is currently a safe haven for underperforming educators. We need legislation that ensures we hold ourselves more accountable and continue to hone our practice, push ourselves, and foster one another in the same way we do our students.


- 2015 Sacramento County Teacher of the Year Jennifer Walker, English teacher, River Delta Unified School District



All-Star CA Teachers
Trained as Organizers-in-
Residence **25**



Educators
Represented in
Surveys & Reports **1,016**



Legislative Offices
Reached by
Teachers in One Day **120**



Op-eds & Stories
in the Media **30**

THE CHALLENGE

In the face of significant budget challenges, Teach Plus teacher leaders in Chicago and Memphis stepped up to advocate for adequate funding for their schools. **THEY MOUNTED CAMPAIGNS TO EDUCATE AND ORGANIZE TEACHERS IN THEIR DISTRICTS AND STATES, AND ENSURE THAT THEIR DISTRICT BUDGETS HELD NO CUTS DETRIMENTAL TO TEACHERS AND STUDENTS.**

MOBILIZING EDUCATORS' VOICE

- + **TEACHERS PROVIDED TESTIMONY ABOUT THEIR CLASSROOMS AT BUDGET HEARINGS.** Throughout spring and early summer, Teach Plus Policy Fellows testified at every budget and regular meeting where public comments were accepted in Memphis.
- + **TEACHERS WROTE LETTERS AND PETITIONS TO POLICYMAKERS.**
 - + A letter written by Teach Plus teachers arguing for the need to fix education funding was signed by teachers from across Chicago Public Schools and delivered to the leaders of the state House and Senate.
 - + In Memphis, Teach Plus teachers authored a petition advocating for full funding of the district's budget and presented it at a County Commission meeting.
- + **TEACHERS ENLISTED THEIR STUDENTS IN THE FIGHT.** In Chicago, Policy Fellows and alums collaborated to hold an event titled "Don't Forget the Kids: CPS Funding from the Student Perspective." Choir students, directed by Policy Fellowship alum **Casey Fuess**, created a song and video focusing on funding which was covered by local television and radio stations.

THE ENDGAME

- + **IN ILLINOIS**, the legislature passed a one-year education budget which included pension parity for Chicago and an equity grant for poorer districts, both ideas for which Policy Fellows advocated. Pension parity requires the state to contribute \$205 million to the Chicago Teachers' Pension Fund just as it does for teachers elsewhere in the state. The poverty grant of \$250 million provides additional funding for districts, including Chicago, based on the number of low-income students they serve.
- + **IN MEMPHIS**, the district brought the deficit down from \$80 million to \$41 million, and the teachers' advocacy helped restore an additional \$22 million to the budget. A critical win for the teachers was the inclusion of a 3% pay increase in the budget.

I am a Teach Plus Fellow, teacher, parent, and grandparent. I come before you today with 500 signatures from teachers in Shelby County schools requesting that you invest in the future of our children and our community by voting yes to supplement SCS' general fund deficit. The stakes are high for both our students and our economic growth and competitiveness. We must work with a sense of urgency to ensure that adequate funding is available to help our children reach their full potential.

- Soya Moore, 8th grade pre-algebra teacher, Shelby County Schools





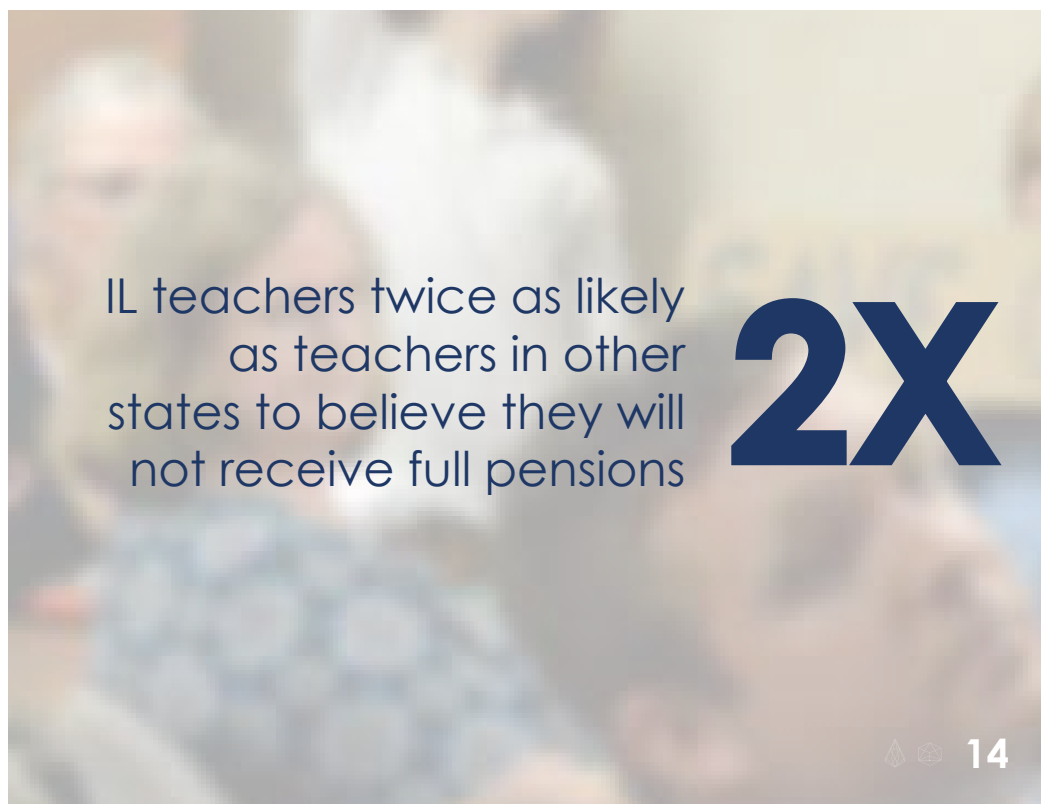
Teachers Sign
Letters & Petitions **938**



Teachers
at Events **300**



Educators Participate
in Flash Polls **743**



IL teachers twice as likely
as teachers in other
states to believe they will
not receive full pensions **2X**

TEACHERS LEADING ON INSTRUCTIONAL PRACTICE



Our Teacher-Led Professional Learning (TLPL) programs empower excellent teachers to help other teachers improve. We work with schools, districts, and across regions to structure professional development that allows great teachers to spread their expertise and drive improved student learning beyond their own classrooms.

Our programs vary in intensity, duration, and content area, but share a common denominator: Teachers with a track record of success supporting other teachers in changing their instruction. In all of our TLPL programs, Teacher Leaders are selected through a competitive process and trained for effectiveness with adult learners.

HIGH-INTENSITY SCHOOL TEAMS

Year-long meetings multiple times a week



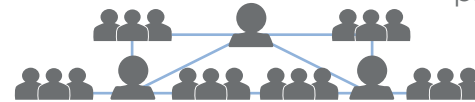
SCHOOL-BASED

- + 1:4 Teacher Leader to teacher participant ratio
- + Teacher Leader accountable for student growth across multiple classrooms



LARGE-SCALE NETWORK

Multiple sessions with time to practice new skills in classroom



SCHOOL-BASED, CROSS-DISTRICT, OR CROSS-REGION

- + 1:10 Teacher Leader to teacher participant ratio
- + Teacher Leader accountable for changes to instruction across multiple classes

THIS YEAR IN OUR TLPL PROGRAMS, WE WORKED WITH

321 Teacher Leaders who taught...

2,551 teachers and...

~10,000 students

T3 SCHOOL-BASED TEACHER LEADERSHIP (HIGH INTENSITY)

Through the T3 Initiative, we train a cohort of Teacher Leaders, one at each grade level or content team, to accelerate student achievement across their school. Each Teacher Leader leads a team of colleagues for an entire school year and is responsible for improving student outcomes of their whole team.

REGIONAL NETWORK OF INSTRUCTIONAL TEACHER LEADERSHIP (LARGE SCALE)

Through the TLPL network, we connect teachers of similar grades and subjects to collaborate on improving instruction. We coach Teacher Leaders to lead courses that guide a group of their peers through the process of developing new lessons and strategies, and analyzing their impact on student learning.

5 points

T3 schools across all three districts exceeded the combined district average growth by **5 points** on early literacy assessments. (4 points on DIBELS, 6 points on TRC)



50
K-2 T3 Teacher Leaders



150
Classrooms led by T3 Teacher Leaders



3,200
Students in grades K-2

AT THE END OF THE YEAR, T3 SCHOOLS BEAT THEIR DISTRICT'S AVERAGE GROWTH ON ALL FOUR ASSEMENTS GIVEN IN MULTIPLE CITIES

- DIBELS**
- TRC**
- SRI/Lexile**
- PARCC ELA**

BOS



Bentley

Beat the median student growth by **9 points** on PARCC Math

BOS



Mattahunt

Beat district average on TRC by **8 points**

BOS



Winthrop

Beat district average on TRC by **5 points**

DC



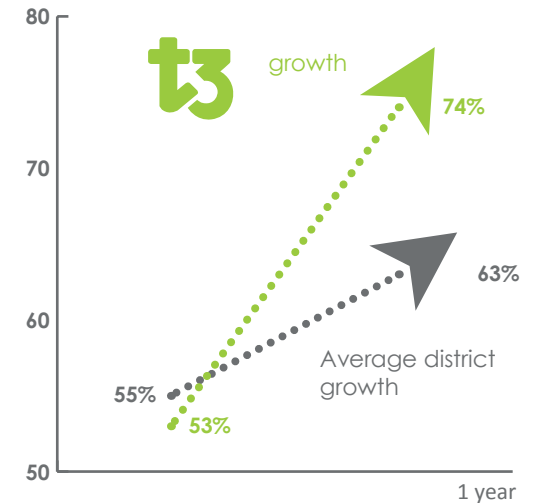
Marie Reed

Beat district average on PARCC Math by **19 points**

SPOTLIGHT ON INDIANAPOLIS PUBLIC SCHOOLS (IPS)

On one national K-2 reading assessment, students in all T3 schools in IPS scored below the district average at the beginning of the year and by the end of the year exceeded the district average by **11 points**.

This growth helped T3 schools exceed the district average, closing the achievement gap.



T3 TEACHER LEADERS IN IPS ARE LEADING STUDENTS IN THEIR SCHOOLS TO CLOSE THE GAP AND SURPASS THEIR PEERS. THE STUDENTS STARTED THE SCHOOL YEAR BELOW THE DISTRICT AVERAGE.

THEY FINISHED THE YEAR SIGNIFICANTLY ABOVE IT.



School #44

Beat district average on TRC by **21 points**



School #61

Beat district average on DIBELS by **12 points**



School #14

Beat district average on DIBELS by **16 points**

THE CHALLENGE

In 2015, with training and support from Teach Plus, teachers in Indianapolis led the charge for a new, performance-based teacher contract in IPS. As members of the local union's collective bargaining team, **TEACH PLUS TEACHERS HELPED CRAFT AN AGREEMENT THAT INCLUDED NOT ONLY A SIGNIFICANT PAY INCREASE FOR EARLY-CAREER TEACHERS BUT ALSO BETWEEN \$1.5 AND \$2 MILLION FOR THE CREATION OF TEACHER LEADERSHIP ROLES WITHIN THE DISTRICT.** This created tremendous opportunity for teacher leadership in IPS, but the district needed a strategy to ensure the resulting roles would be effective in driving school and student success.

MOBILIZING EDUCATORS' VOICE

Drawing on one of the key training components in the T3 program—being a Change Agent in one school—Teach Plus partnered with IPS to work with individual teachers across 12 schools. In a four-month cycle, teachers identified challenges and developed specific action plans to solve them.



For example, Change Agent Teacher Leader **Bonnie Benson** increased her school's use of differentiated

instruction. She built a team to help develop common definitions of and strategies for differentiation and built a system of weekly observations, classroom walkthroughs, and lesson plans to measure changes in teaching. **Her work led to every teacher on her multi-grade team increasing her/his use of differentiated student intervention groups from zero to two-three times per week, resulting in improved student performance.**

THE ENDGAME

+ TEACHER OWNERSHIP OF MAJOR CHALLENGES IN THEIR SCHOOLS AT SCALE. Every Change Agent successfully led a school effort to identify and solve real challenges for their students.

+ EXPANSION OF EFFECTIVE TEACHER LEADERSHIP ACROSS THE DISTRICT. Based on IPS' overwhelming satisfaction with the pilot program, the district wants to double the number of Change Agents in 2016-2017 to 30 teacher leaders and expand effective teacher leadership throughout the district.



Teaching Policy Fellow and Change Agent **Katharina Shepler** led the adoption of standards-based grading for her school to ensure students' grades reflect their understanding of the skills they need to be successful. Her work led to the entire district adopting a new technology system that allows for standards-based grading in every school.

Teacher
Leaders

12

Creating School-
Based Movements

144
TEACHERS

Change Agent
Teacher Leaders
Retained in IPS To
Teach the Next Year

100%

In Change
Agent Schools

5,548
STUDENTS

THE CHALLENGE

In 2014, Teach Plus and the National Education Association (NEA) partnered to hear from teachers around the country on how the union could increase its value to teachers. The group's final report, *Rock the Union: An Action Plan to Engage Early Career Teachers and Elevate the Profession*, envisioned a bold new direction for the future of unions. Inspired by the report to make their association the "go-to on high quality instruction" and "the leader in developing teacher leaders," **LOCAL CHANGE AGENT FELLOWS IN COLORADO APPLIED FOR A GRANT (WITH THREE OTHER LOCALS) FROM THE NEA TO LAUNCH THEIR OWN TEACHER-LED PROFESSIONAL LEARNING PROGRAM.**

MOBILIZING EDUCATORS' VOICE

In spring 2016, Teach Plus partnered with four local NEA affiliates to offer teacher-led courses on improving their teaching of the Colorado state standards. In five three-hour sessions over five weeks, expert teachers shared their knowledge and tools with small groups of 10-12 teachers, who came from four different districts.

Teachers took part in ongoing professional learning led by expert peers to improve their teaching of the Colorado state standards and influence the quality of instruction at their school in courses such as:

My Student is Struggling: What's the Root Cause?

Shifting Instruction to Support Student Independence and Rigor

Embracing Blended Learning in the Classroom: Harnessing the Power of Student Inquiry

THE ENDGAME

+ TEACHERS CHANGED THEIR INSTRUCTION.

94% of teachers in the program reported changing how they taught, incorporating new strategies and practices into their classroom as a result of TLPL.

+ LOCAL ASSOCIATIONS SHIFTED THEIR FOCUS TO HIGH QUALITY INSTRUCTION.

98% of teachers reported wanting their local association to continue to focus on professional learning and to recruit, select, and pay teacher experts to lead this work.

+ TEACHERS CAME TO SEE NEW VALUE IN THEIR UNION. The local associations involved will continue the program, further changing into unions that offer a value proposition for their members and focus on student success.



I've been a teacher and union member for five years, and this is the first time I've felt connected to the union. I used to delete their emails because I didn't see what they had to do with me, but this program directly impacts my work with students.

- Teacher Leader Sari Saperstein



I believe that the power to reform lies with teachers like me and with the union, which must adapt to the changing needs of teachers and maintain its relevance to our profession.

- Teacher Leader Anne Eden in an op-ed in The Huffington Post



Local CO
Associations **4**



Teacher
Leaders **16**



Teacher
Participants **120**



Students **3,000**

SENIOR STAFF



Celine Coggins
Founder & CEO



Monique Burns-Thompson
President



Alice Johnson Cain
Executive Vice President of Policy & Partnerships



Meghan O'Keefe
Vice President of Programs



Nathan Pelsma
Vice President of Finance & Operations



Emily Silberstein
Vice President of Regions



Lindsay Sobel
Senior Executive Director for Strategic Partnerships



Mike Stryer
California Senior Executive Director

BOARD OF DIRECTORS



Michelle Boyers
Board Chair & Executive Committee;
Director of Education, Charles and Lynn Schusterman Foundation



Kati Haycock
Executive Committee;
President, The Education Trust



David Driscoll
Former Massachusetts Commissioner of Education



Emanuel Harper
French Teacher, Herron High School, Indianapolis, IN
Teach Plus Teaching Policy Fellowship alum



John Luczak
Principal, Education First

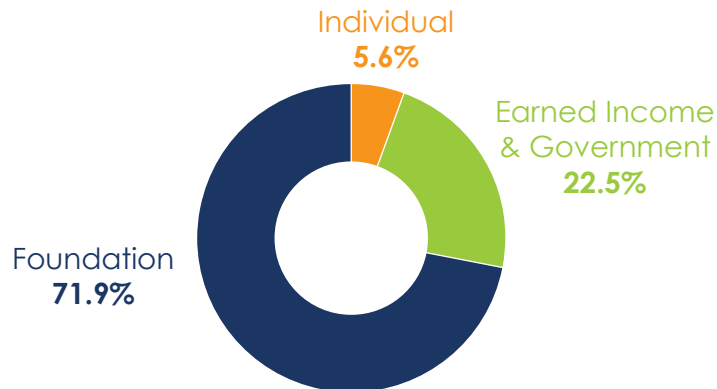


Emily McCann
CEO, Citizen Schools

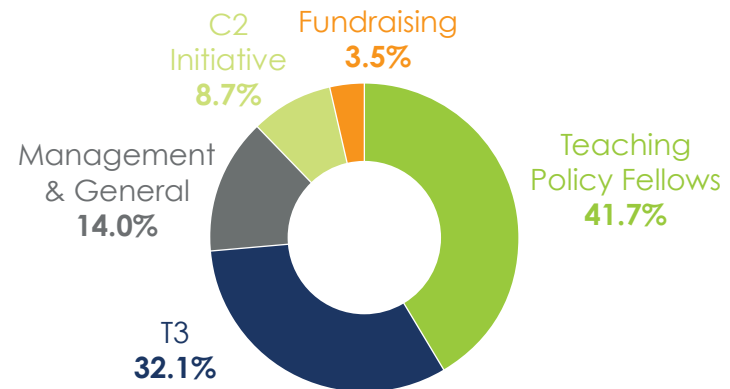


Hon. George Miller
Former U.S. Representative from California

FY15 Revenue Breakdown

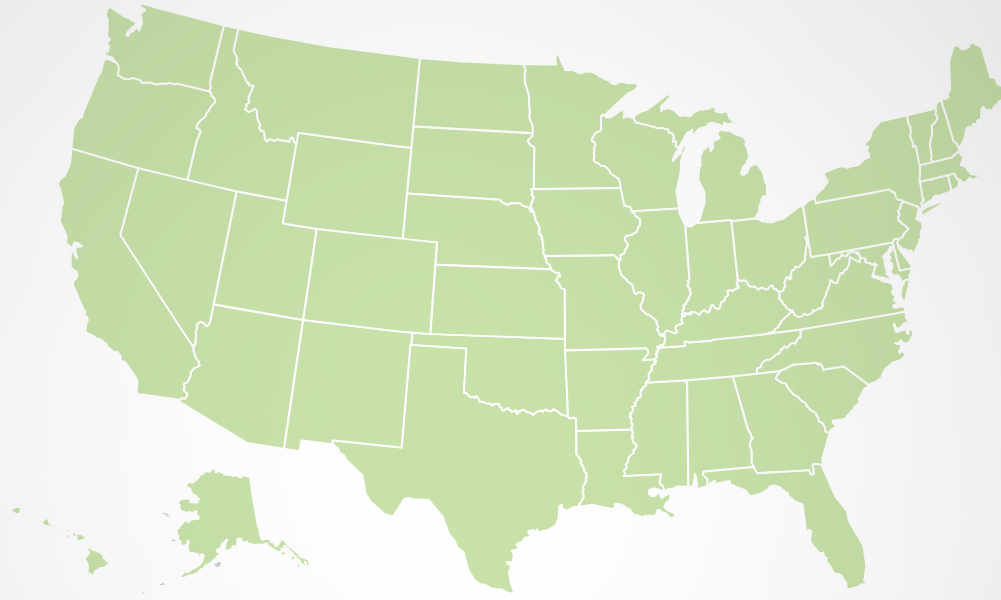


FY15 Expense Breakdown



WE DEEPLY APPRECIATE THE SUPPORT OF OUR MANY GENEROUS DONORS.

- + America Achieves
- + Aurora Educators Association
- + Barr Foundation
- + Bill and Melinda Gates Foundation
- + Gates Family Foundation
- + Bentley Academy Charter School
- + Boston Public Schools
- + Bloomberg Philanthropies
- + The Boston Foundation
- + California Community Foundation
- + Central Adams UniServ
- + Charles & Lynn Schusterman Family Foundation
- + Chicago Public Schools
- + Council of Chief State School Officers
- + The Crown Family
- + The Irene E. and George A. Davis Foundation
- + The 5 District Partnership
- + District 12 Educators' Association
- + Eagle County Education Association
- + EdVestors
- + ECET², a project of the New Venture Fund
- + The Eli and Edythe Broad Foundation
- + Eli Lilly and Company Foundation
- + Indianapolis Public Schools
- + The Joyce Foundation
- + The Leona M. and Harry B. Helmsley Charitable Trust
- + The Richard K. Lubin Family Foundation, Richard and Nancy Lubin, Emily and Greg Woods, Kate Lubin and Glen Sutton
- + The Mind Trust
- + Moriah Fund
- + Nellie Mae Education Foundation
- + Reeder Foundation
- + Rockefeller Philanthropy Advisors
- + Rose Community Foundation
- + Salem Public Schools
- + Charles and Helen Schwab Foundation
- + W. Clement & Jessie V. Stone Foundation
- + Stuart Foundation
- + The Walton Family Foundation
- + And individual donors and those who wish to remain anonymous



12,260 TEACHERS PARTICIPATED IN TEACH PLUS
PROGRAMS IN THE 2015-16 SCHOOL YEAR

TEACHPLUS.ORG