

# TEACH +PLUS

## ANNUAL REPORT 2019

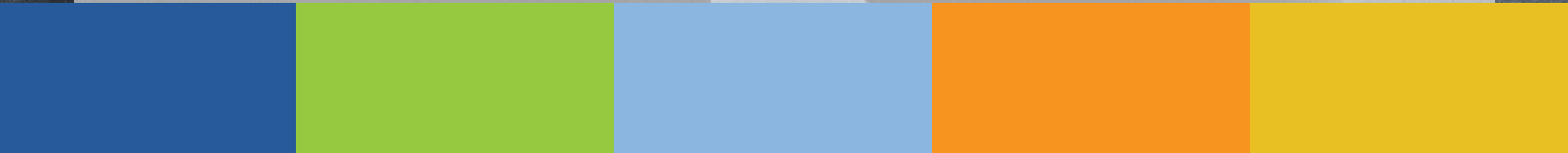


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## From the President & CEO



At Teach Plus, we believe in an education system where every student can succeed and is valued and supported in their learning, regardless of who they are or where they're from. We work alongside educators, students, parents, and policymakers to build a system that will fulfill that charge, and fully prepare every student for college, career and their future success.

This is our commitment to opportunity and equity for all students. In 2019, we redoubled our efforts to elevate and support the talent, ideas, voice and vision of our teacher leaders as a catalyst for fulfilling that commitment. Over the past year, Teach Plus worked to grow the knowledge, leadership, and influence of over 770 educators to shape policy and practice at the state, district, and school levels.

Our Teach Plus Teacher Leaders are true agents for change. Our Fellows led efforts to shape policy and advocacy last year across 10 states, making important strides to rethink how we prepare, develop, support, and retain talented teachers across our schools; to advance restorative practices that recognize the whole child; to shape policies that will promote equity in school funding; and to build a diverse and well-supported teaching profession. Our school-based Teacher Leaders worked alongside their principals to advance the core attributes of leadership within and beyond the walls of their classrooms. Their knowledge and dedication to instructional change and to the growth of their peers brought about deep and durable change to support students in their learning, and to advance classroom strategies that meet individual needs and identities of their students.

Across all of our work, the depth and breadth of our Teacher Leaders' voices, vision, and influence have been a critical component of our drive for change. Through 23 policy briefs, over 100 op-eds, and nearly 2,000 followers of What's the Plus—the Teach Plus blog—we have elevated teacher leadership to amplify and shape the issues that make the greatest difference for the success of our students.

We're inspired at Teach Plus by countless examples of our educators practicing their leadership in their communities and classrooms each day. Leaders like Texas Fellow Hjamil A. Martínez-Vázquez, who insisted on training in trauma-informed practices so that he and his colleagues could best support their students' social emotional needs. Leaders like Indiana Fellow Lauren Moore, who testified before the General Assembly to help secure \$3.5 million to expand career pathways opportunities for teachers in the state.

I invite you to peruse the following pages to learn more about our work and about some of our most noteworthy achievements over the past year. At Teach Plus, our stories are a clear testament to the power of teacher leadership and a reflection of our vision for the future. We're grateful for the support of so many who help us foster and grow the leadership of our educators at Teach Plus, to drive educational change and opportunity for students.

My best wishes,

A handwritten signature in black ink that reads "Roberto".

Roberto J. Rodríguez



## Mission

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.

Great Teachers. Deep Knowledge. Empowered to Lead.

Teach Plus Teacher Leaders are **informed, prepared, persuasive, and independent**. They achieve change in their schools and in the broader education system—mobilizing others in their school, district, state, and communities to bring change to scale.

### 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.

## Programs

Through our **Policy Fellowship and Instructional Leadership programs**, we grow teachers as leaders and empower them to take action to improve opportunities and outcomes for students.

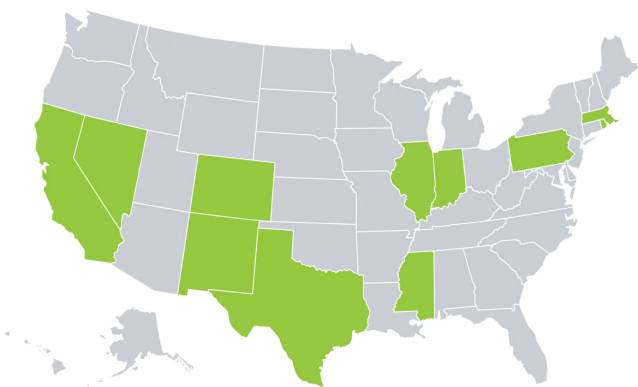
The Teach Plus Policy Fellowship is a highly selective, rigorous program for excellent teachers who want to deepen their knowledge, expand their influence, and lead in shaping education policy and advocacy. Teach Plus Policy Fellows work to improve laws and policies at the school, district, and state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

# Our Reach

## Teach Plus Teacher Leaders:



452

Leading Instructional Change in their Schools and Districts

321

Leading Policy and Systems Change in their State

773

Total Teach Plus Teacher Leaders

## In the communities in which we work:

19%

of students are English learners

52%

are economically disadvantaged

41%

are Latino

16%

are African-American

# Our Impact

Our Fellows have driven over 25 significant changes to state and local policies that advance equity and opportunity for students.

90% of educators have changed their strategies for teaching and learning as a result of working with Teach Plus.

18,000

active participants in the Teach Plus network

2,460

teachers supported by Teach Plus Teacher Leaders

23

policy products and reports

114

op-eds authored by Teacher Leaders

338

media engagements

49,000

social media followers



# TEACH PLUS

## in 2025:



### OUR GROWTH AND IMPACT STRATEGY

Our growth and impact plan is rooted in our commitment to **equity**, our mission to grow and support **teacher leadership**, and our mandate to deliver educational **opportunity for students**.

## Student Opportunity Mandate

Teach Plus believes that 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.

Teach Plus believes that when we invest in developing our most talented teachers into teacher leaders who are well-informed, persuasive, and prepared to lead, they have deep leverage in advancing equity for students, especially for students of color, low-income students, and those from underserved communities.

# The Reach

We are pursuing a growth strategy driven by an advocacy agenda for collective impact. By 2025:

**4,000 Teacher Leaders Prepared to Lead Change:**

Teach Plus will double the number of teacher leaders participating in our programs, from 2,000 to 4,000.

**A Network 35,000 Strong:** Teach Plus will link our teacher leaders across the country and mobilize a network of over 35,000 educators and partners committed to change.

**Influence Across 16 States:** Teach Plus will reach a majority share of the nation’s African-American, Latino, and low-income learners.

**Teacher Leadership as an Essential Lever:**

Teach Plus will establish the attributes, skills, and conditions necessary for teacher leadership to thrive across our education system.



# The Change

Through this growth, Teach Plus works to break down barriers in five core EQUITY FOCUS AREAS ripe for change.

**Teacher preparation, development, and leadership.**  
We are building access for teachers to high-quality preparation, clinical practice, induction, and mentoring.

**Recruitment and retention of a diverse teaching force.**  
We are creating the conditions for talented teachers of color to enter, stay, grow, and thrive in the teaching profession.

**Whole child, student-centered learning.**  
We are ensuring that educators meet the needs of the whole child and implement the science of learning in their schools and classrooms.

**Rigorous curricula, high standards, and meaningful accountability.**  
We are advancing access to rigorous, relevant curricula and culturally competent teaching for all students, and accountability for equitable resources in our schools.

**High-quality early childhood education.**  
We are growing access to high-quality early learning and enhancing the quality of early learning programs and settings.



# Teacher Preparation, Development, and Leadership

## Shaping The System to Position New Teachers for Success.

Because so many students—especially low-income students and students of color—have brand-new teachers, Teach Plus Teacher Leaders recognize that one of the most important things we can do for educational equity is ensure that new teachers are well-prepared and positioned for success as they enter the classroom. In 2019, Teach Plus Teacher Leaders collaborated to strengthen teacher preparation and improve opportunities for building knowledge and leadership. Policy efforts focused on three common priorities:

### 1

#### DATA AND ASSESSMENT:

What gets tested gets taught, and rigorous and relevant assessments are needed to measure the readiness of teaching candidates for the classroom. Teachers also know that what gets measured gets managed, so we need to identify and use relevant data on the quality of teacher preparation programs.

- Teach Plus Teacher Leaders in California and Illinois protected high-quality teacher licensure assessments against attempts to lower the bar for new teachers.
- Teach Plus Teacher Leaders in Texas influenced the adoption of a performance-based licensure pilot to prepare teachers with on-the-job skills before they enter the classroom.
- Teach Plus Teacher Leaders in California worked to secure and fund a new data system that will facilitate the improvement of educator preparation programs.



*“Let’s adopt a portfolio-based set of assessment tasks that will ask our future teachers to consider a diverse range of pedagogical and content-based scenarios so that the licensure assessment matches what we’re asking of them in the classroom.”*

—Teach Plus Policy Fellow Mark Rogers, Austin, Texas.



## 2

CLINICAL EXPERIENCE:

High-quality clinical, pre-service and induction experiences—such as teacher residencies and mentoring for new teachers—are among the most important factors in teachers' readiness to teach.

- Teach Plus Teacher Leaders in California and Indiana secured funding for high-quality teacher residencies.
- Teach Plus Teacher Leaders in Texas worked to pass new legislation and secure funding for school districts implementing high-quality mentoring programs for new teachers.



*“For me, mentoring was where hope and success began. Career ladders and mentorship opportunities allow effective teachers to gain leadership experience while remaining where they are most needed: in the classroom with students.”*

—Teach Plus Policy Fellow Lauren Moore, Indianapolis, Indiana.

*“I am convinced that the stabilizing presence of a highly skilled mentor teacher is part of the solution to teacher retention, particularly in schools that serve students with high needs.”*

—Teach Plus Policy Fellow Julianne Beebe, Long Beach, California.



## 3

HIGH-LEVERAGE CONTENT:

Teacher preparation programs must focus on the topics that are closest to the success of students, such as integrated whole child development and the science of teaching and learning.

- Teach Plus Teacher Leaders in New Mexico worked to gather data and help improve the teaching of social emotional learning in teacher preparation programs.
- Teach Plus Teacher Leaders in California worked to focus on the science of learning in the preparation and licensure of teachers.

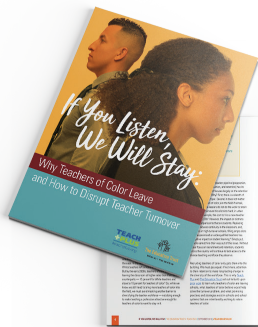


# Recruitment and Retention of a Diverse Teaching Force

## Launching a Movement to Retain Talented Teachers of Color in the Classroom.

Research has consistently shown that teachers of color matter for all students, and especially for students of color. Yet, the proportion of teachers of color in the workforce continues to lag far behind the share of students of color in our schools. And teachers of color are leaving the profession at higher rates than White teachers.

In September 2019, we released a seminal report titled, *"If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover."* The report explores the challenge of retaining diverse teachers in our schools by understanding the barriers they face in the profession and highlights promising solutions adopted by schools working to retain faculty of color.



### "If You Listen" Report Begets a Movement



**IN THE MEDIA:** 18  
feature stories and op-eds  
that feature the report

**ON THE WEB:** 4,057  
report downloads  
and page views

**IN A PUBLIC FORUM:** 17  
conferences and symposia  
feature lessons from  
*If You Listen, We Will Stay*  
that inspire audiences to action

Using the report's findings and recommendations, Teach Plus and Teach Plus Teacher Leaders across the nation are amping up their call for a paradigm shift in how we value, support, recruit, and retain teachers of color—urging states, districts, and schools to follow their lead.



*"More state, local, and district leaders are feeling a sense of urgency around the diversity of their teaching force. This is about re-engineering our policies and our practices."*

—Teach Plus President and CEO Roberto Rodríguez





*“It is imperative that my students feel like they matter, and that they are accurately represented in their classrooms. I want them to see someone who looks like them, shares similar experiences and provides authentic anecdotes to overcome the challenges they experience. That magnitude of leverage begins with the intentional development and implementation of a pipeline of effective teachers of color.”*

—Teach Plus Policy Fellow Shareefah Mason, Dallas, Texas.

## CALIFORNIA

To reduce teacher turnover and improve retention rates among teachers of color, Teach Plus Teacher Leaders in Los Angeles collaborated with district leaders to provide school principals with the tools needed to foster a strong school culture that supports the voice and advocacy of teachers of color and the well-being of their diverse learners. Teach Plus Teacher Leaders and LAUSD worked to ensure that future principals prioritize culturally affirming school environments as a strategy for supporting teachers and students of color.

## ILLINOIS

To attract a greater number of diverse educators into the teaching profession, Teach Plus Teacher Leaders pursued a strategy to secure \$3 million in state-level funding aimed at teacher recruitment and at raising awareness among schools and school districts of the need to create more supportive environments for teachers of color to thrive. North Chicago—a high poverty-district of 3,500 students—has begun the work of changing its culture and invited three Teach Plus Teacher Leaders to facilitate community conversations focused on supporting teachers of color.

## MASSACHUSETTS

Teach Plus Teacher Leaders developed plans for the recruitment and retention of teachers of color in the state. The teachers forged a partnership with the Massachusetts Commissioner of Education, the Department of Elementary and Secondary Education, and others across the state to investigate barriers to entry into the profession for teachers of color. Teach Plus Teacher Leaders then worked to improve regulations to support a more diverse pipeline of teacher candidates.

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Teach Plus highlighted the recommendations in the “If You Listen” report at panels and briefings on Capitol Hill, at the Black Male Educators Convening (BMEC) EdFest 2019 conference, and at many others. Using the report, Teach Plus Teacher Leaders in California, Colorado, Illinois, Indiana, New Mexico, Rhode Island, and Texas have recommended disaggregating data on recruitment, retention, and hiring and support for residencies that focus on growing the pipeline for teachers of color.



# Whole Child, Student-Centered Learning

## **A Push for Schools to Prioritize the Whole Child.**

Engaging and supporting the whole child—including their social, emotional, cognitive, and academic growth—is critical to success in school and in life. Teach Plus Teacher Leaders led efforts from the schoolhouse to the Statehouse to ensure that schools have the information, resources, and professional learning opportunities necessary to meet the needs of the whole child, based on the science of learning.

### TEXAS

Teach Plus Teacher Leaders' policy brief, "The Mental Health Equation," resonated with state lawmakers, who passed legislation based on its recommendations. The findings in the brief were based on a statewide survey of Texas educators on whether they had children in their classes who had experienced Adverse Childhood Experiences (ACES), and whether they thought they needed training to ensure those students could thrive. In the brief and through testimony and op-eds, Teach Plus Teacher Leaders advocated for all teachers to receive training in trauma-informed instruction practices.



*"I am a teacher, but I am also a first responder to my students' mental health. However, what about the teachers who are not trained to understand students' mental health problems? We must ensure that teachers are trained in trauma-informed strategies so they are better equipped to help their students."*

—Teach Plus Policy Fellow Travon Jefferson, Houston, Texas.

COLORADO

Teach Plus Teacher Leaders have long recognized that Colorado's youngest learners of color, in grades K-3, were being disproportionately impacted by expulsions and suspensions. Teach Plus Teacher Leaders culminated years of advocacy and relationship-building across urban and rural schools to influence and shape the passage of legislation to limit the expulsion and suspension of students in the early grades and to make discipline practices more equitable for such students. Then, pivoting to a strategy to ensure that students and families are well-equipped to thrive under the new law, Teach Plus Teacher Leaders developed bilingual resources to help families understand the law and become better-informed advocates for their children.



*"As a teacher, I know that education reform does not need to look like more standards, tests, and measurements. Instead, education reform requires the social emotional supports to help children reach their greatest potential in all areas of their lives."*

—Teach Plus Policy Fellow Paige Dulaney, Northeast Colorado.





# Rigorous Curricula, High Standards, and Meaningful Accountability

## Preparing All Students for College, Career, and Citizenship.

Teach Plus Teacher Leaders are focused on ensuring that state and local systems' policies help hold schools accountable for the readiness of all students for college, career, and citizenship. Often the mechanisms states or local systems could use to ensure students have equal access, such as tools for accountability, evaluation, and assessment, lack the input of those closest to the classroom. Teach Plus Teacher Leaders led from the bottom up, transforming their schools to better understand the connection between equity and their students' readiness to meet rigorous college and career-ready standards.

### PHILADELPHIA

Teach Plus Teacher Leaders working across five elementary schools in Philadelphia have elevated equity to the core of a teacher-led movement to improve early literacy. The results have been transformative: For the third year in a row, Teach Plus partner schools are outpacing 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. Students at Bayard Taylor Elementary grew in their mastery of English Language Arts for the fourth year in a row, gaining a remarkable 35 points on the School Progress Report over the course of Teach Plus' partnership with the school. Students at McClure Elementary made a 27 point gain on that same measure, as the school advanced two tiers in the district accountability system.

While facilitating a process of improving teaching and reading in language arts, Teach Plus supported its Teacher Leaders across Philadelphia in the development of their understanding and leadership across issues of race and equity. This foundation allowed for deeper exploration of implicit bias, research and stories about inequity, creating space to reflect on the access their students had to the standards and a high bar for learning. Now, Teach Plus Teacher Leaders use equity as a lens when engaging in school goal setting, navigating team dynamics, and analyzing data. Equity has also become a core part of schools' rationale for improving standards-based instruction and ensuring that all students have access to a rigorous curriculum.

*"I used to not talk about race because I didn't know what I was talking about. But now I'm over being defensive. I had this aha moment that I need to talk to other people about race. I have grown so much in how I think over the last few months."*

—Philadelphia Teacher Leader.

## COLORADO

Teach Plus Teacher Leaders came together from across the state to take a close look at Colorado's teacher evaluation system. After researching best practices in evaluation across the nation, Teach Plus Teacher Leaders proposed and implemented a series of micro-pilots to determine how best to support and improve teachers' knowledge and skills. The micro-pilots included teachers creating peer coaching opportunities in their school; structuring evaluations based on teachers' past ratings; creating actionable feedback loops in schools; and creating collaborative learning teams, among other topics.

By translating data from these micro-pilots into policy recommendations, Teach Plus Teacher Leaders improved the state teacher evaluation system and gained support of policymakers to ensure that future efforts encompass their recommendations. Teach Plus built a strong, empowered coalition of educators with interest and expertise in evaluation to inform the effort ahead.

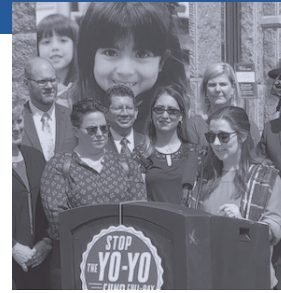
*". . . the opportunity to pursue micro-pilots really opened my eyes to possibilities within the implementation of the current policy and how to change the upcoming policy so that the focus is on growing all teachers to become highly effective."*

—CO Teacher Leader.

## TEACHER LEADERS, WORKING ACROSS NETWORK, IMPROVE STUDENT OUTCOMES

The Teach Plus Network for School Improvement (NSI) works across ten Chicago and Los Angeles middle schools to increase the share of African-American, Latino, and low-income students ready for high school success in mathematics, as a defining point in preparing students to stay on track for high school graduation and college success. With instructional leadership and coaching from Teach Plus, 10 network schools and teams have developed a shared vision for student success: Ninety-seven percent of NSI participants have reported a shared accountability for their network aims using continuous improvement tools supported by Teach Plus in collaboration with the Rennie Center. During the 2018-19 school year, network schools saw significant gains in academic achievement in math among Black, Latino, and low-income students.

Teach Plus has made equity a strong focus of this network approach, from the selection of individual schools and teacher leaders to the evidence collected on teacher and student learning. Teach Plus Teacher Leader teams across the network developed their leadership skills to focus on equity, exploring their own identity and biases and integrating equity leadership into their strategy for instructional change and improvement in mathematics. Teacher-led teams developed continuous improvement cycles to advance classroom strategies that promoted student learning, supported access to high standards, and accelerated progress on grade-level content.



# High-Quality Early Childhood Education

## **Bridging the Opportunity Gap Begins in the Earliest Years.**

Equity begins with the opportunities our youngest learners have to access high-quality early learning and care. Teacher leadership can inform state systems of early learning and build a comprehensive continuum of learning and development, from birth through school entry.

Teach Plus has jumpstarted a movement of early childhood educators across diverse settings, and connected K-12 teachers to legislative impact to improve access to high-quality early childhood education.

### COLORADO

Teach Plus was an active participant in Governor Jared Polis's coalition advocating for funding for full-day kindergarten. Teach Plus Teacher Leaders worked with the coalition, wrote op-eds, and testified before key legislative committees to help get the bill to the governor's desk. Teach Plus continues to work with Governor Polis's office to increase access to early childhood education opportunities.



*"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 Policy Fellow Erin Jackle, Elgin, Illinois.





*"I want all preschool-age children to have the opportunity to sit at the dinner table each night and talk about their day with joy in their eyes. I want preschoolers in our state to have the opportunity to build a strong bond with their teacher, rather than wonder who the adult in their classroom will be each day."*

—Teach Plus Policy Fellow Brittany Behenna Griffith,  
Santa Fe, NM.



## ILLINOIS

Research conducted by the inaugural Teach Plus Policy Fellowship for early childhood educators highlighted the need for developmentally appropriate, play-based instructional practices in kindergarten classrooms. Using their policy brief, *Mastering Kids: Voices from the Field*, Teach Plus Teacher Leaders focused their work on Illinois' new statewide tool to gauge kindergarten readiness. Teach Plus also launched the Kindergarten Readiness Innovator Initiative to bring teacher-led instructional leadership work to the early childhood space, working with teachers who propose innovative approaches to improving kindergarten readiness in their communities.

## TEXAS

Teach Plus was a founding member of the coalition that successfully led advocacy efforts to invest \$6.5 billion in public education across Texas—including funds to ensure that all low-income students and English Language Learners have access to full-day preschool. Teach Plus Teacher Leaders also successfully advocated for legislation to create an Early Childhood-3rd Grade Teaching Certification, ensuring that early childhood teachers receive targeted training in the unique knowledge and teaching skills required to support the learning of the states' youngest learners.





# Equitable Funding in Our Schools

## Increasing Resources and Ensuring Equitable Funding for Our Schools.

Change falls flat without adequate and equitable resources for our schools. Across the country, Teach Plus Teacher Leaders helped to shape legislative policy that increased the investments needed for students and teachers to thrive. In Texas, Teach Plus Teacher Leaders achieved unprecedented change in enacting their priorities and additional funding into law.

In California and Massachusetts, Teach Plus Teacher Leaders advocated for investments to make diversity a priority in the state's teaching force and to support high-need students.

### TEXAS

Teach Plus Teacher Leaders proved the power of teacher leadership in the Texas Statehouse with the passage of a historic school finance bill, HB 3, that invests 6.5 billion new dollars in education. The 2019 bill expands full-day preschool, provides new options for teacher advancement and compensation, provides for nearly \$1 billion in targeted resources for the state's highest-need students, prioritizes early literacy, and adds an additional \$1,000 per student in every Texas school.

Teach Plus Texas Teacher Leaders testified, met with legislators, hosted legislative briefings, authored op-eds, talked with the media—and saw every single one of their priorities enacted into law.



*“We need to allocate resources so our high-need students have access to equitable education and can grow into contributing, working citizens. Additional funding for all K-3 students who are low income or English language learners would reward quality early childhood programs and better prepare our students for future successes.”*

—Teach Plus Policy Fellow Natalie Brown, Dallas, Texas.

*“HB 3 is a monumental school finance bill that is a tremendous leap in the right direction for better and more equitably funded public schools.”*

—Teach Plus Policy Fellow Sarah Perez, San Antonio, Texas.



## CALIFORNIA

For every student to have the opportunity to achieve their full potential, they must have access to excellent, empowered, and diverse teachers. Recognizing that this was not the case for many of California's historically underserved students, Teach Plus Teacher Leaders advocated for the state to explore a range of recruitment, development, and retention strategies to expand the teacher workforce. The teachers' advocacy helped to secure nearly \$90 million in competitive grant funds for candidates to enter the teaching force and teach in shortage fields and priority schools. The teachers also helped to secure \$38 million to support professional development for teachers to serve emergent bilingual students, including \$10 million to implement the California English Learner Roadmap Policy, as well as training on implicit bias, social and emotional learning strategies, and trauma-informed practices.



*"I am encouraged to see our state leaders focusing on investing in professional learning opportunities and meeting the needs of California's diverse student body ... there is a significant opportunity for districts to use their grants from this program to focus on strategies to support social-emotional learning or practices to create a positive school climate."*

—Teach Plus Policy Fellow Daniel Helena, Los Angeles, California.

*"For our most vulnerable student populations, California public schools can be the sanctuaries that offer safe haven and acceptance. This is especially true in schools where students are taught by a diverse teaching faculty that reflects the range of life experiences, languages, and cultural traditions held by their pupils."*



—Teach Plus Policy Fellow Eddie Garcia, Monterey Park, California.

## MASSACHUSETTS

Teach Plus Teacher Leaders advocated for additional funding to meet the needs of low-income students, English language learners, and special education students. Teacher Leaders conducted a survey on school funding of 300 educators to determine how best to shape investments in Massachusetts' public education. The teachers kept a drumbeat of advocacy, meeting with the Joint Education Committee, writing to all members of the Massachusetts House and Senate, publishing op-eds, and working closely with coalition partners. The \$1.5 billion Student Opportunity Act, signed into law in November 2019 after a three-year effort, authorizes investment in schools across the state with a focus on the highest-need students and districts.

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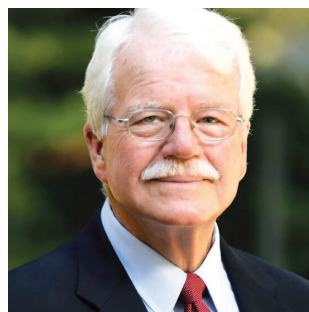
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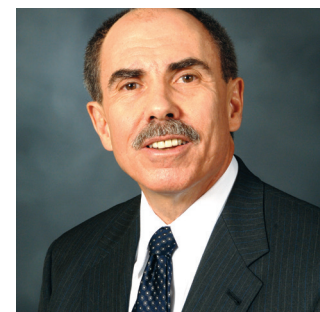
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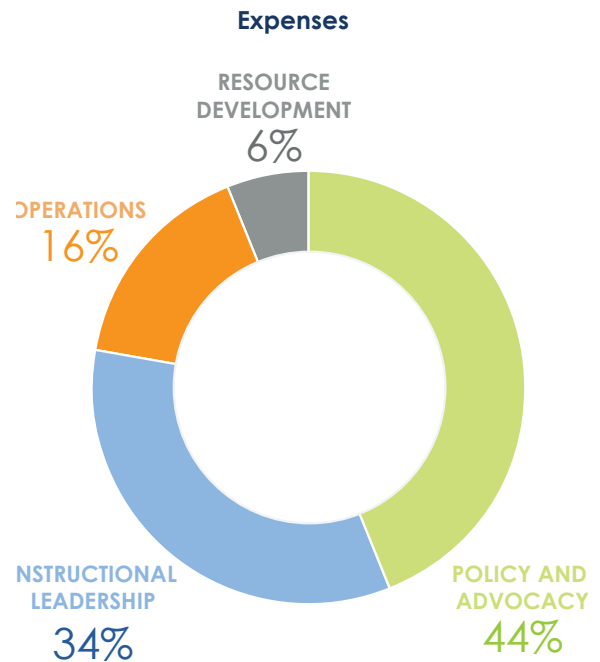
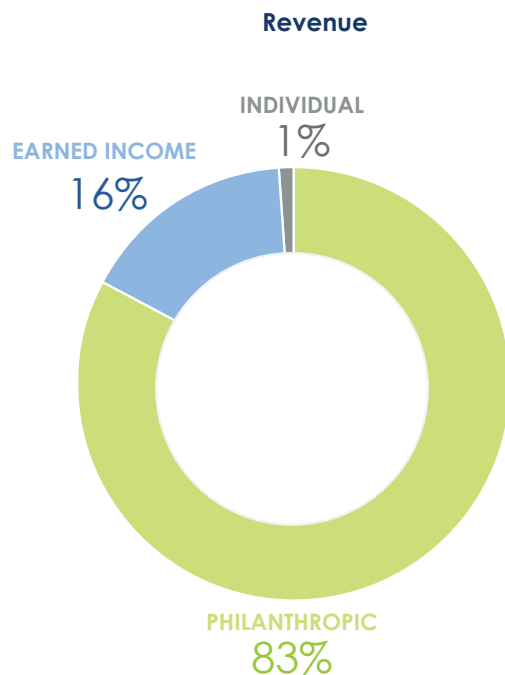
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- + Todd A. Williams Family Foundation
- + The W. Clement & Jessie V. Stone Foundation
- + W.W. Caruth Jr. Foundation Fund at Communities Foundation of Texas
- + The Walton Family Foundation
- + William Crown
- + William Penn Foundation
- + And individual donors and those who wish to remain anonymous





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