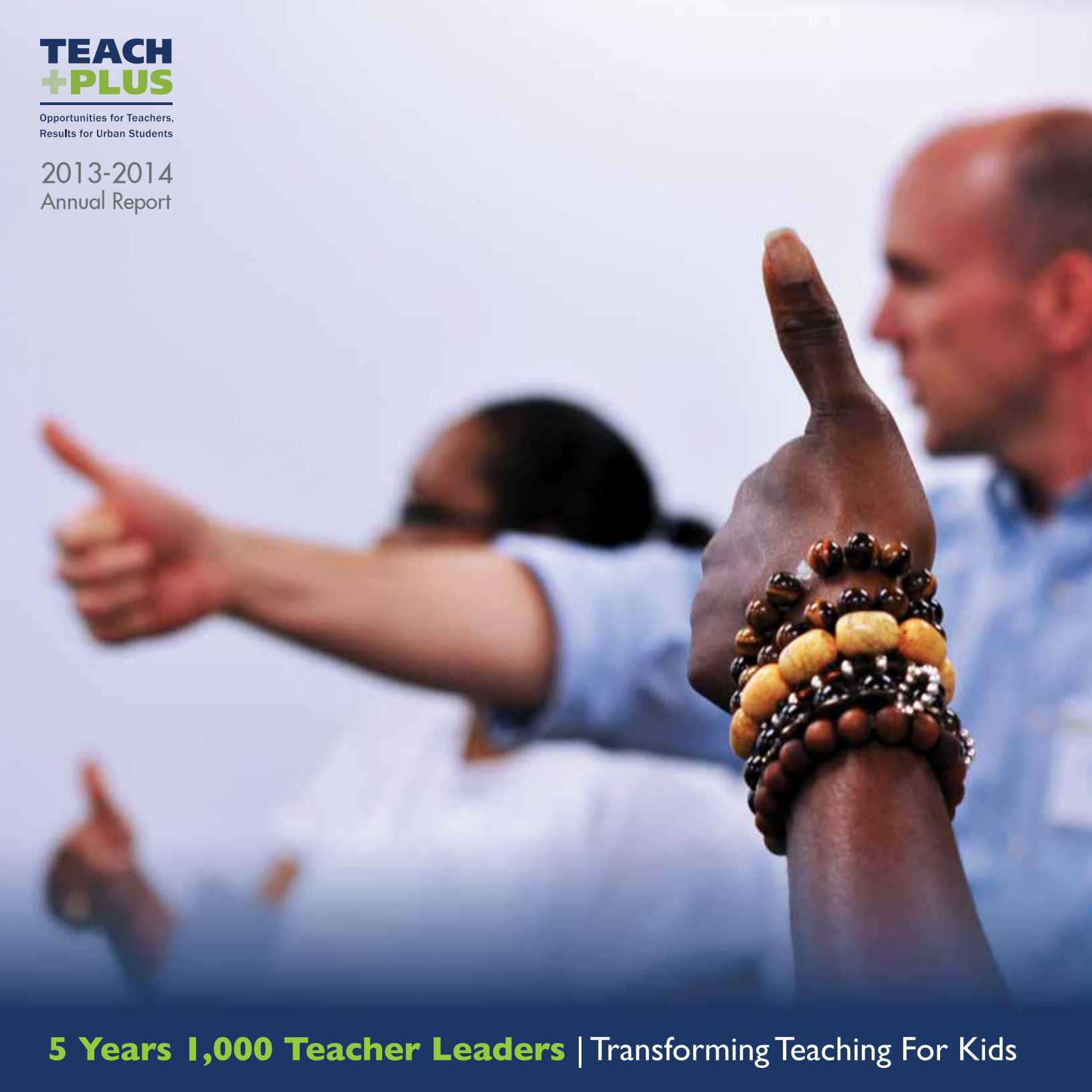




Opportunities for Teachers,
Results for Urban Students

2013-2014
Annual Report



5 Years 1,000 Teacher Leaders | Transforming Teaching For Kids

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This year marks a celebration of two exciting milestones. Teach Plus is turning five years old. In addition, this fall, we pass the threshold of selecting and training 1,000 excellent teachers for leadership roles.

That's 1,000 teacher leaders who have remained in front of students longer than they otherwise might have; 1,000 teacher leaders who are influencing the practice of other teachers to better serve all urban students; 1,000 teacher leaders changing the conversation about their profession at all levels of the system up to and including the Oval Office. (Yes, Fellow Dwight Davis met with President Obama there in July!)

Over the past five years, the growth of a movement around teacher leadership has become a key positive strand of the school improvement narrative. Amid the challenges, teachers have begun to lead in places and in numbers never seen in the past. Districts are now negotiating teacher leadership into contracts around the nation. Superintendents, state commissioners of education, and civic organizations are enlisting teachers as advisors. Unions are finding new ways for teachers to own their work through teacher-led professional development. And the focus of federal education efforts has turned to teacher leadership and ensuring effective teachers for all students.

I am proud of our organization's catalytic effect and grateful to the teachers who have taken up the call to lead. This movement, and our role in it, has exceeded the wildest expectations I had for Teach Plus five years ago.

In these pages, you'll find exciting updates about the expansion of our programs and some of our most noteworthy recent achievements. While this year's report primarily focuses on the 2013-14 school year, you'll also glimpse "throwbacks" to our earlier work throughout, demonstrating how our present impact rests on the foundation we began building five years ago.

Thank you for helping to make this work possible.

With gratitude,

Celene Coggins



2013-2014 Timeline

July 2013

First Teaching Policy Fellowship "boot camp" for KIPP teachers is held in Houston, TX.

KIPP:

September 2013

The C2: Core Collaborative program begins its pilot year in Boston and Washington, D.C.



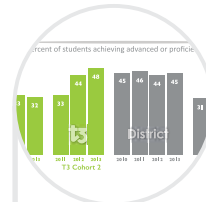
November 2013

T3 hosts its inaugural national conference for teachers from across all T3 sites.



December 2013

T3 releases student achievement data that demonstrates significant gains in both math and English Language Arts in the first two cohorts of schools.



March 2014

Teach Plus recruits a record 275 new Teacher Leaders for the 2014-15 academic year.



April 2014

T3 recruits Teacher Leaders for three new schools in Indianapolis, IN.



August 2014

CEO and Founder Celine Coggins travels to Argentina to speak at the South American Business Forum.



August 2013

Teach Plus and the NEA launch the Fellowship for the Future of the Profession with 50 Fellows from across the country.



August 2013

The T3 Initiative launches at three inaugural schools in Washington, D.C.



November 2013

Learning from the Experts, which includes chapters written by 17 Teach Plus Teacher Leaders, is published by Harvard Education Press.



March 2014

Executive Director of Strategic Partnerships Arielle Zurzolo travels to New Zealand as part of the U.S. Leadership Delegation to the International Summit on the Teaching Profession with the U.S. Secretary of Education and the President of the NEA.



March 2014

In a speech announcing the Teach to Lead initiative, U.S. Secretary of Education Arne Duncan highlights the excellent work being done by three Teach Plus teachers.



April 2014

Teach Plus and the Education Trust host a Congressional briefing on teacher preparation reform with Policy Fellows from across the country.



June 2014

Teach Plus teachers in Washington, D.C., Los Angeles and Memphis are featured on ABC and CBS affiliates showing how the Common Core is changing their classrooms.



5 Years

1,000 Teacher Leaders

Recruited, Selected and Trained

2009
+ Boston & Indianapolis
37 Teacher Leaders

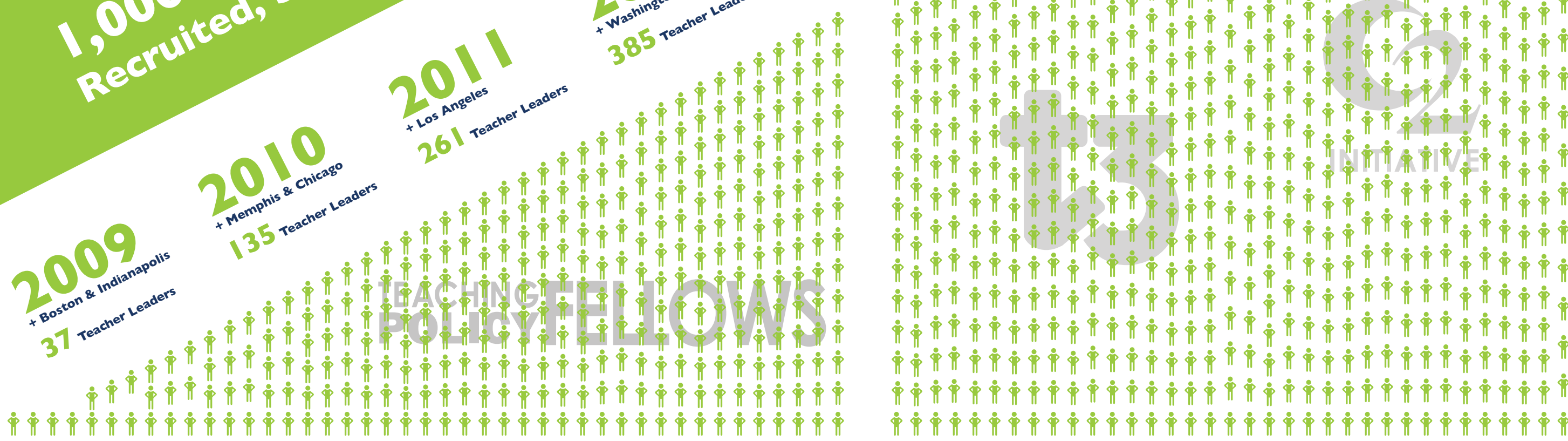
2010
+ Memphis & Chicago
135 Teacher Leaders

2011
+ Los Angeles
261 Teacher Leaders

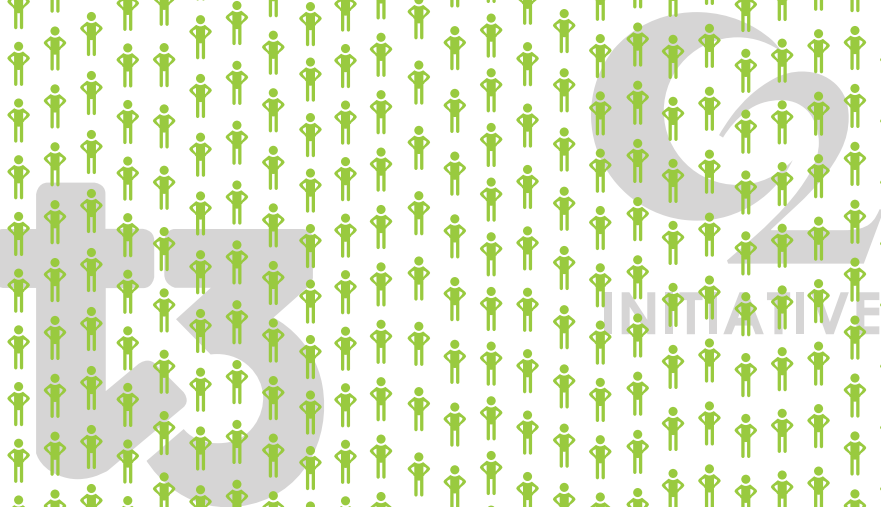
2012
+ Washington, D.C & Fall River
385 Teacher Leaders

2013
+ NEA + KIPP
635 Teacher Leaders

2014
1022 Teacher Leaders



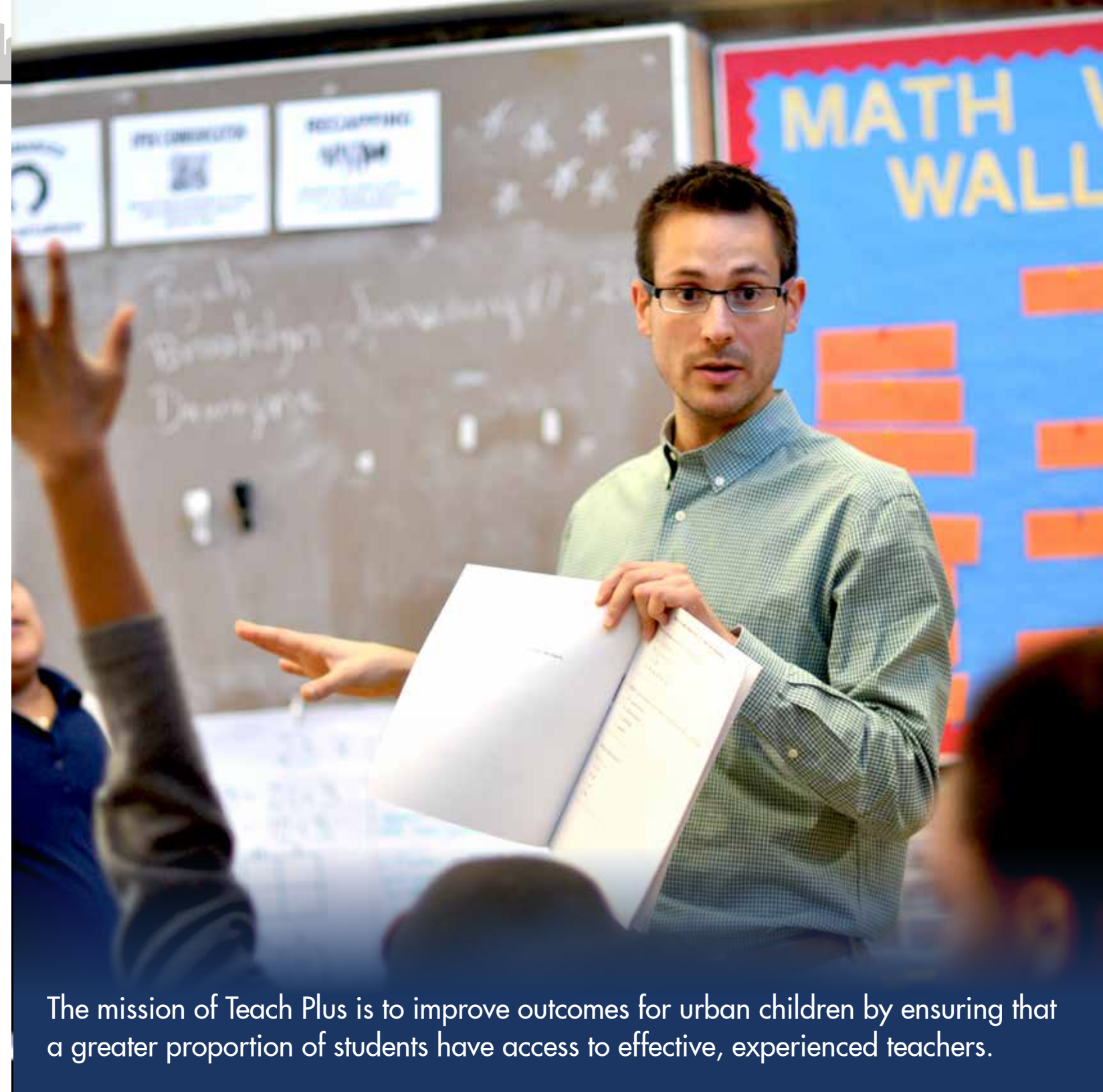
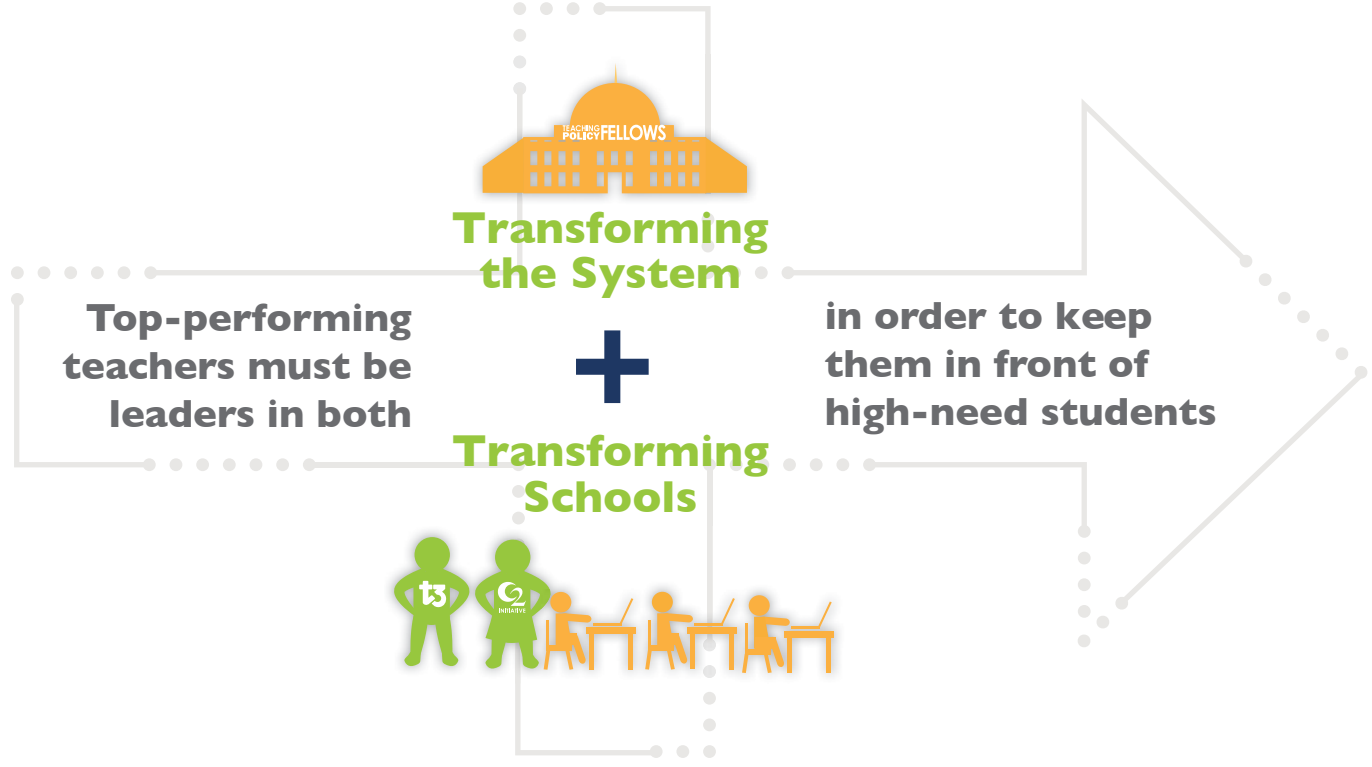
TEACHING
POLICY
FELLOWS





OUR THEORY OF CHANGE

Leadership and growth opportunities are a key lever in helping teachers extend their commitment to the classroom



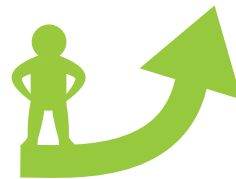
The mission of Teach Plus is to improve outcomes for urban children by ensuring that a greater proportion of students have access to effective, experienced teachers.

TEACHING POLICY FELLOWS

Teaching Policy Fellowship

The Teaching Policy Fellowship is a highly selective program for teachers interested in having a voice in decisions that affect their profession. The program spans two school years and offers excellent teachers an opportunity to expand their influence without leaving the classroom.

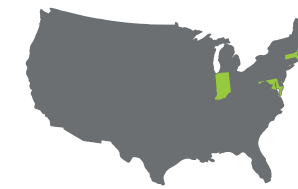
253 Fellows participated in **8** Fellowships during the 2013-14 school year.



T3: Teacher Turnaround Teams

The T3 Initiative is an innovative teacher leadership program for low-performing schools. The initiative offers experienced, effective teachers the framework they need in order to take their careers to the next stage while staying in high-need urban districts.

During the 2013-14 school year we worked with over **6,000** students, over **450** teachers, and **94** T3 Teacher Leaders at **11** schools, including our **three inaugural schools in Washington, D.C.**



RECRUIT

- Each site-based cohort has 25-30 Fellows
- More than 150+ new Fellows are admitted each year
- Fewer than 1/4 of applicants are selected

SELECT

- Applicants participate in a rigorous three-stage selection process that includes a written application, interview, and group activity
- Sample Question: *Describe a current education policy and explain why it interests or concerns you. What impact do you hope to have on this policy through the Fellowship?*

TRAIN

- 16 policy training modules, including Storytelling for Impact and a simulation on district budgeting
- Monthly meetings with key local and national decision makers
- Support in developing and implementing advocacy ideas and plans with colleagues

LEAD

- Advance ideas with leading decision makers from President Obama and U.S. Secretary of Education Arne Duncan to local district and union leaders
- Influence local policies through policy briefs, legislative testimony, op-eds, and petition initiatives

RECRUIT

- Each partner school has T3 Teacher Leaders as 20-25% of its teaching staff
- Teachers are recruited from within partner schools and districts, and from across the country in order to draw on a highly qualified pool of candidates

SELECT

- Through a four-part process, a rubric of 12 competencies identifies those who can best use data to improve student outcomes
- Competitive application process selects only one out of six qualified candidates
- 243 Teacher Leaders at 27 schools in the past four years

TRAIN

- Teacher Leaders participate in an Annual National Conference as well as regional Summer Institutes
- Embedded 1:1 support for each Teacher Leader with a T3 Coach and year-round Link Leadership trainings
- Multi-year training builds skills in five key attributes of leadership

LEAD

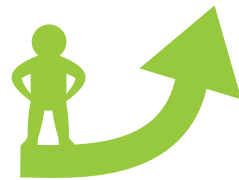
- Each Teacher Leader leads a team of grade-level or subject-area colleagues in instructional improvement
- All three schools in the first cohort have left turnaround status
- All three schools in the second cohort have surpassed the district average in both math and English Language Arts



C2: Core Collaborative

C2 is a teacher-led professional learning series through which groups of teachers, led by a C2 Teacher Leader, come together to learn collaboratively from one another and selected experts about the Common Core to promote student learning and achievement.

In its pilot year in Boston and Washington, D.C., **238** teachers participated in courses designed and taught by **19** C2 Teacher Leaders.



RECRUIT

- 5-10 Facilitators are chosen in each site each semester
- Following successful completion of the pilot year, C2 is growing to include 60 Teacher Leaders working with at least 600 teachers in the 2014-15 school year

SELECT

- Teacher Leaders are selected for their advanced knowledge of the Common Core; many presented highly rated sessions at 2013 Common Core conferences
- Applicants participate in a multi-stage process that includes giving a live presentation on a Common Core-aligned lesson plan

TRAIN

- National C2 Coach and regional staff provide training on strategies, skills, and tools to effectively facilitate adult learning for fellow teachers
- Each Teacher Leader receives ongoing coaching while creating and implementing their course throughout the semester

LEAD

- Over 90% of the participants reported being confident in implementing effective Common Core strategies in their classrooms after their participation
- Sample courses include Middle School Literacy and Writing Strategies and Integrating the Common Core into Elementary Math



OUR AREAS OF FOCUS



Evaluation

We are helping to develop strong evaluation systems that differentiate performance and provide teachers with useful feedback on their practice.



Access

We are proving what's possible when high-need students have access to effective, experienced teachers.



Assessment

We work to elevate teacher perspectives so that the next generation of assessments is meaningful for teachers, students, schools, and families.



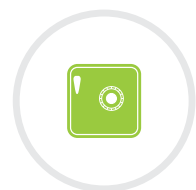
Common Core

We create opportunities for teachers to lead the transition to the Common Core and ensure successful implementation of the standards.



Next Generation Unionism

We engage early career teachers in considering union leadership as a way to have influence in the profession.



Retention

We help districts keep effective, experienced teachers in the classroom, addressing the high turnover problem that challenges far too many urban schools.

THE ROAD TO IMPACT

At Teach Plus, we believe that leadership and growth opportunities are instrumental to keeping great teachers in high-need schools. We select and train teacher leaders so that they become problem-solvers and agents of change in the profession.

In each Teach Plus program, our teachers engage in a multi-step process of advancing changes to policy and practice. Teachers work through a variety of channels that connect them to legislature, district and state leaders, the union, and the media.

In this, our fifth year, we begin each impact pathway with a reference to how this work builds on our past successes.

Evaluation

Through passion and commitment, Teach Plus teachers are proving that change in evaluation is possible. Teachers are advocating for effective measures for all grade levels, including non-tested grades and subject areas.

SUMMER-FALL 2014

The Shelby County Kindergarten Growth Measure Initiative launches as a pilot in 26 county schools. 

Summer 2014

Teach Plus and district and state leaders conduct a Kindergarten Growth Summit in Memphis for schools throughout the state of Tennessee.

Spring 2014

District takes on the issue with the Shelby County Schools' Kindergarten Growth Measure Working Group, with Policy Fellow Joy Singleton-Stevens leading the effort.



Fall 2013

Fellows launch a working group to shift Kindergarten teachers' evaluation from using test scores from grades 2-6 to one based on the Kindergarten students' own performance assessment process.

TEACHING POLICY FELLOWS

Lessons from the **LEADING EDGE:**
Teachers' Views on the Impact of Evaluation Reform

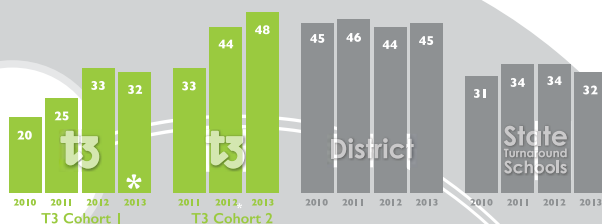
In the summer of 2013, Teach Plus released **Lessons from the the Leading Edge: Teachers' Views on the Impact of Evaluation Reform**. The report showed that teachers in Memphis saw value in the district's new, multi-measure evaluation system.

ACCESS

The T3: Teacher Turnaround Teams Initiative has grown to be a nationally-recognized game changer in increasing student access to excellent, effective teachers. This teacher-developed, teacher-led program was part of the inspiration for the Obama Administration's Excellent Educators for All Initiative, a set of policies designed to improve educational equity and increase poor and minority students' access to excellent teaching. Since its launch with Boston Public Schools in 2010, T3 has become a foundational proof point, influencing thinking across the nation on what is possible to achieve through teacher leadership at the school level.

T3 Cohorts 1 and 2 English Language Arts (Grades 3-8)

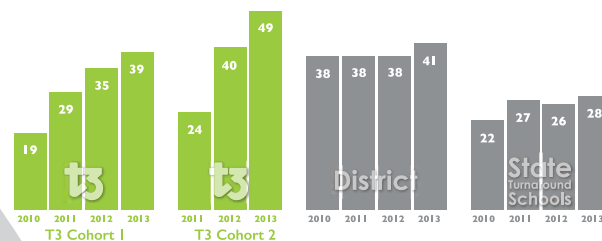
Percent of students achieving advanced or proficient on MCAS



Refers to the year in which tests were administered
Baseline year for T3 Cohort 1 is 2010 & for T3 Cohort 2 is 2011

T3 Cohorts 1 and 2 Math (Grades 3 to 8)

Percent of students achieving advanced or proficient on MCAS



Refers to the year in which tests were administered
Baseline year for T3 Cohort 1 is 2010 & for T3 Cohort 2 is 2011

September 2013

The T3 Initiative begins the year analyzing its first six schools' student achievement data. All six schools made significant gains, closing achievement gaps with district and state averages in math and English Language Arts. (The data above can be found on the Massachusetts Department of Elementary and Secondary Education website.)

November 2013

For the very first time, T3 Teacher Leaders from all sites come together in Boston for a **National T3 Conference**. Experienced T3 Teacher Leaders lead sessions on goal setting, instructional development, and student performance.



T3 INFLUENCES FEDERAL POLICY 2014

The United States Department of Education announces a new major 50-state push to ensure high-need students' access to effective teachers featuring T3 as a proof point:

"In Boston, the district is partnering with Teach Plus to recruit and support and retain teams of effective, experienced teachers, and results for students have been pretty profound." - U.S. Secretary of Education Arne Duncan

- Teach Plus alum Dwight Davis meets with President Obama in the Oval Office to discuss equity at a special luncheon and
- At a Teacher Equity Roundtable held after the announcement, Davis, Policy Fellowship alumni Marisol Castillo and Marcello Sgambelluri, and T3 Principal Abdullah Zaki, share their views on teacher equity with Secretary of Education Arne Duncan.



Spring 2014

T3 Teacher Leader **recruitment** begins and garners up to 7 qualified applicants per open position, a solid testament to the fact that great teachers want to work at high-need urban schools with the support of the T3 Initiative.



May 2014

The first **Leadership Orientation** gives seven incoming T3 Principals the opportunity to learn the work from current T3 Principals and Coaches who share best practices developed through their schools' successes and challenges. They also open their schools to the new T3 Principals.



April 10, 2014

T3 launches a new partnership with the **Indianapolis Public Schools** with the support of a \$1M, four-year grant from the Eli Lilly Corporate Foundation.



Winter-Spring 2014

The **T3 Initiative** works to adapt its K-8 model to the high school setting, paving the way to work with two high schools in Fall 2014.



READY FOR THE NEXT CHALLENGE: Improving the Retention and Distribution of Excellent Teachers in Urban Schools - A Proposal by Teachers



In 2009, Teach Plus Policy Fellows presented their idea of a program that would attract and retain top teachers in high-need schools. Their recommendations for recognition, differentiated pay, positive career-growth challenges, and a team-based workplace became the T3 Initiative.

ASSESSMENT

Testing occupies an ever-growing place in the education debate. Teach Plus is bridging the gap between teachers and leaders in state houses and districts around the country and is a driving force in the creation of policies that ensure that tests work for accountability and, more importantly, for improving teaching and learning.

WHICH TEST IS THE BEST?

1. WHICH TESTS DO TEACHERS RATE AS **BEST** (OR **NOT**) ON ASSESSMENT-ADVISOR.ORG

- A NWEA with an average rating of **2.87** stars
- B Achievement Network with an average rating of **3.50** stars
- C AIMSweb with an average rating of **2.83** stars

TEACHERS, WHICH TEST DO YOU THINK IS BEST?

Have your say. Rate a test at www.assessment-advisor.org

Summer 2013

Teach Plus publicly shares findings from thousands of teachers' input on Assessment Advisor. Teachers want tests that:

1. Are better aligned to standards
2. Capture learning of students above and below grade level
3. Ask complex questions
4. Return data quickly
5. Connect to resources that help teachers improve

February 2014



Teach Plus releases a national report, *The Student & the Stopwatch: How much time do American students spend on Testing?* The report is unveiled at an event at the Thomas B. Fordham Institute in Washington, D.C. and webcast to a nationwide audience. At a panel during the event, Teach Plus teachers from Indianapolis, Memphis and Washington, D.C. discuss testing time, test preparation, and local and national policy ramifications in light of report's findings.

Key Report Findings

- The typical third grader in an urban school spends **1.7%** of the school year on mandated tests
- Teachers report the amount of time spent on testing to be more than double the time reported in district calendars

REPORT RECOMMENDATION

POLICY ACTION

Work with teachers to streamline testing in high-test districts.	Approved New York state budget includes: funding to launch audit of testing time in each district and provisions to "reduce unnecessary tests."
Proceed with Common Core implementation, recognizing that long-term gain will exceed short-term pain.	Common Core implementation continues in New York.

March 5, 2014



At the invitation of Governor Cuomo's office, Teach Plus provides **expert testimony** from *The Student & the Stopwatch* report before the New York State Common Core Implementation Panel. Testimony highlights several of the report's recommendations. The central recommendation is subsequently incorporated into the Panel's conclusions as well as the Governor's budget: *"Each school district shall... ensure public discussion of the results of the testing transparency report, in a manner as the district sees fit, including the extent to which those standardized tests not mandated by federal or state law are beneficial to the educational process or may be eliminated in order to reduce over-testing."*

March-May 2014

Teach Plus teachers and leadership publish **six op-eds** on improving assessments, including an op-ed by CEO Celine Coggins. *"Instead of focusing on the amount of time spent on testing, the national conversation needs to shift to discussing the quality of tests and the effect they have on teachers' practice and student learning."*

-Celine Coggins, *The Christian Science Monitor*, April 2014



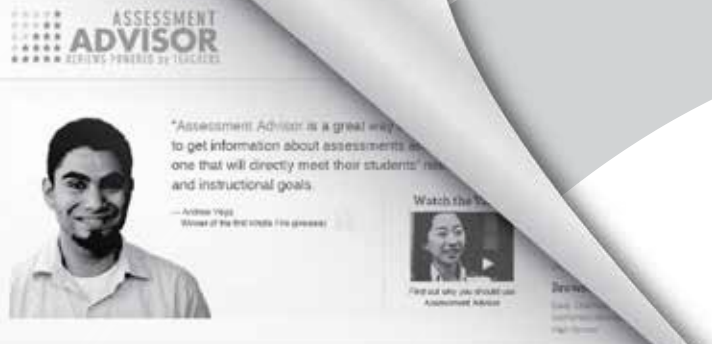
February 2014

Report generates major national media coverage including stories in the *Washington Post*, *U.S. News* and *World Report and Education Week*. Press coverage overall reaches close to **14 million people**.



February 2014

#TimeOnTesting is a top trending hashtag on Twitter and becomes one of the most talked about topics on social media during the report launch.



In the summer of 2011, Teach Plus began working with teachers to develop Assessment Advisor, a Yelp-like ratings site focused on test reviews. Thousands of teachers participated, bringing their agenda for improved testing to the White House and the U.S. Department of Education.

COMMON CORE

The Common Core State Standards (CCSS) were hotly contested in several states this year, despite the fact that many teachers have been implementing them for years. Teach Plus teachers brought the wisdom of their experience to legislators and the media. At the same time, Teach Plus launched the Core Collaborative (C2), a new teacher leadership program that connects teachers who are successfully teaching CCSS with peers in need of support.

TEACHING POLICY FELLOWS

2013-2014 School Year

Teach Plus teachers nationwide publish **25 op-eds** describing the value of the Common Core for their students, including the Chicago Sun-Times op-ed listed below.

2013-2014 School Year

Chicago Policy Fellows fight back when the Chicago Teachers Union passes a resolution opposing the Common Core and accompanying assessments. In an op-ed published in the *Chicago Sun-Times*, 18 teachers wrote: *"It would be a shame to begin anew when Common Core has put the U.S. system of education the closest it has ever been to preparing our students for life, careers, and success in the workforce."*

CHICAGO SUN-TIMES

March 2014

Teachers give testimony before state leaders in support of the Common Core including Casie Jones in Tennessee, who shared her experience with the committee: *"My students are all at-risk or below grade level, and these are students who skeptics say would be harmed by raising expectations even higher. However, over the past four months of full implementation of the standards, I have seen students take apart complex documents and hold self-sustained classroom discussions that did not seem possible."*



Ultimately, the committee voted **7-2** to continue with the Common Core in Tennessee.

Policy

C2 COMPLETES SUCCESSFUL PILOT YEAR

- Over **90%** of teachers report that they are confident in implementing effective Common Core strategies in their classrooms compared to only **59%** before the program.
- Over **90%** of teachers report that they are confident in understanding the Common Core compared to **63%** before.



2013-2014 School Year

238 Teacher Leaders work in groups of up to 15 colleagues over the course of the semester developing new strategies, incorporating them into lessons, then analyzing results at a subsequent session.



2013-2014 School Year

19 Teacher Leaders are selected to develop and implement C2 courses in **Boston** and **Washington, D.C.** for their deep expertise in Common Core-aligned instruction.



Fall 2013

Building on the high demand for teacher-led Common Core professional development seen at its conferences, Teach Plus launches **C2**.

Practice



In 2012 and 2013, 5,000+ teachers attended teacher-led Common Core conferences organized by Teach Plus in six cities around the country.

NEXT GENERATION UNIONISM

The NEA, the largest professional association for teachers in America with over three million members, partnered with Teach Plus to elevate the voice of early career teachers through the Future of the Profession Fellowship. Fifty Fellows from around the nation came together to participate in a training modeled on Teach Plus Teaching Policy Fellows program, with the goal of informing the NEA agenda and motivating a new brand of participation in the union.



Fall 2013

Beginning in October 2013, Fellows travel to Washington, D.C. three times for meetings with the NEA leaders including former President Dennis Van Roekel, and education influencers like former Congressman George Miller and the American Enterprise Institute's Rick Hess. They take part in monthly virtual trainings between trips.

February 2014



When Diane Ravitch and others criticize the partnership, Fellows set the record straight in multiple op-eds. In the words of Emilie Hill in the *Huffington Post*: *"Lately, the blogosphere has been filling up with ill-informed and plainly wrong facts about the Fellowship. I want to set the record straight. What joins us together is our desire to elevate the teaching profession in a way that unites teachers and offers support. Rather than sit on the sidelines and hope for public education to right itself, we are choosing to be solutions-oriented."*

REPORT RECOMMENDATION

POLICY ACTION

Develop leadership pathways for excellent teachers.	NEA and Teach Plus expand Fellowships for high-performing early career teachers in multiple states. <input checked="" type="checkbox"/>
Launch a Rock the Union campaign to engage early career teachers.	Thousands of teachers from Tennessee to Colorado and beyond get trained in the principles of Rocking the Union during new teacher induction as part of a growing nationwide movement. <input checked="" type="checkbox"/>
Implement governance structures dedicated to early career teachers.	Memphis-Shelby County Education Association is one local union that is implementing every one of Rock the Union's recommendations. <input checked="" type="checkbox"/>

58%

Fall 2013- Summer 2014

58% of the Fellows have taken on new positions in their unions, carrying the principles of *Rock the Union* as part of their leadership.



July 2-6, 2014

Fellows attend the NEA's annual **Representative Assembly** and consequently get the report recommendations into the hands of thousands of teachers and union leaders from all fifty states.

ROCK THE UNION:

An Action Plan to Engage Early Career Teachers & Elevate the Profession

May 25, 2014

Fellows release *Rock the Union: An Action Plan to Engage Early Career Teachers & Elevate the Profession* and train key NEA leadership and staff on the ideas it contains.

Rock The Union Recommendations

1. Re-allocate budget to prioritize spending on professional issues and teacher development.
2. Develop leadership pathways for excellent teachers.
3. Implement governance structures dedicated to early career teachers.
4. Modernize existing processes through technology.
5. Launch a Rock the Union campaign to engage early career teachers.

GREAT EXPECTATIONS:
Teachers' Views on Elevating the Teaching Profession



In the fall of 2012, Teach Plus hosted a Congressional briefing to release *Great Expectations*, a report on generational differences in the teaching force. The report sparked a collaboration between Teach Plus and the NEA to better engage the incoming generation of teachers.

NEXT GENERATION UNIONISM

In the 2011 election for union president, less than 23 percent of the 40,000 members of United Teachers of Los Angeles (UTLA) cast ballots. The Teach Plus Policy Fellows decided that this low voter turnout was due in part to antiquated voting methods. Fellows pushed for a policy change that would make voting more accessible and increase involvement of all teachers and especially early career teachers in the union.



Fall 2013-Winter 2014

Policy Fellows and network teachers gather over 1,000 signatures to qualify for UTLA's direct petition initiative.
"We're proposing that all the city-wide elections would be online. We want to encourage people to vote more and that comes from a more flexible, user-friendly system."
 - Marisa Crabtree



March 2014

Signatures are submitted to **UTLA** and a proposal to require the union to adopt an online voting system for electing its leaders qualifies as a ballot measure.



April 2014

Linda Yaron publishes an op-ed in the **LA School Report**:
"If we are to truly have a union that represents the voices and needs of teachers and the students we teach, we must both examine the causes of low participation and take steps to make it easier for our busy and overworked teachers to have a voice. The first step is to make it easier for teachers to vote."



Spring 2014

Policy Fellows conduct an intensive information campaign including social media outreach via Facebook and Twitter, podcasts, letter writing to chapter chairs, and dinner events around the district. They also spread the word at their school sites.
"We're calling all UTLA members, chapter chairs, house of reps members, and teachers in the district to come out to one of four of our online voting forums."
 -Michael Hess in a podcast interview.



May 23, 2014

UTLA approves online voting by an overwhelming majority. The measure covers all of UTLA contractual ratifications, initiatives, referendums and any other city-wide votes.
"This is a sign of a new type of unionism, where activism and organization can be part of our daily lives, rather than something we only do at certain times of the year. That will be how teachers effect positive change for students and schools in LA: by participating in decisions that have the power to change our district for the better."
 -Megan Markevich

VOTING MEASURE PASSES

The UTLA online voting measure passed with **77** percent of the vote and a higher turnout than the union's officer election earlier in the year. To date, the online voting measure is one of only three initiatives ever passed by the union.



TEACHER RETENTION

Today, half of new teachers leave the classroom within their first three to five years, just as they are reaching peak effectiveness. The highest rates of attrition are found in the urban systems. Teach Plus is addressing this precise challenge by providing excellent teachers with opportunities for leadership and growth that don't require them to leave the classroom.

APRIL 2014

DCPS announces VAL-ED survey pilot. Deputy Chief of Principal Effectiveness reaches out to Teach Plus to say that DCPS is "...excited to be using many of the same guiding principles that you and the Fellows discussed with us...including making the survey non-high stakes and implementing it purely as a tool for feedback."



January 2014

Deputy Chief of Principal Effectiveness meets with Policy Fellows and hears their advocacy for a district-wide survey.

TEACHING POLICY FELLOWS

September 2013

New cohort of Policy Fellows takes up advocacy for survey.

June 2013

Policy Fellows present idea for faculty culture survey to the DC Public Schools' (DCPS) Deputy Chief of Human Capital and Deputy Chief of Principal Effectiveness.



Washington, D.C.

JUNE 2014

The School Committee adopts quality indicators including, "School retains proficient and exemplary teachers," as a key measure of school quality.



January 2014

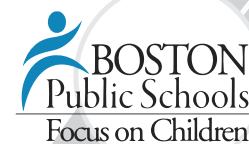
Policy Fellow **Rhiannon Varmette** is appointed to the School Quality Working Group.

November 2013

Policy Fellows present their policy brief to the **School Quality Working Group** that decides quality measures.

November 2013

Policy Fellows release **Measuring School Quality: A Perspective from Boston Teachers**, calling on the Boston School Committee to make "high retention of effective teachers" a key measure of school quality.



Boston, MA

April 4, 2014

Teach Plus publishes op-ed in the *Indianapolis Star* tying *Musical Chairs* recommendations to the new legislation: "*Teach Plus is working with Indianapolis Public Schools to identify the issues impacting teacher mobility and retention in the classroom, but it is time that the data are publicly available statewide.*"

MARCH 26, 2014

Governor Mike Pence signs HEA1388: "*Before August 1 of each year, each charter school and school corporation shall provide the annual retention rate for teachers employed by the school.*"

Spring 2014

Teach Plus works with the Education Committee to add teacher retention tracking language to House Bill 1388, a teacher preparation bill. **Three** Policy Fellows testify in support of the bill at the Indiana State House.

TEACHING POLICY FELLOWS

October 2013

Policy Fellows release **Musical Chairs: Teacher churn and its impact on Indianapolis Public**. Eighty-three teachers attend the release of *Musical Chairs* and share their stories of teacher mobility in Indianapolis.

Musical Chairs: Teacher churn and its impact on Indianapolis Public Schools

"*IPS loses when teachers face constant moves, report says.*"
- *Chalkbeat Indiana*, October 1, 2013

Indianapolis, IN



Proving What's Possible:
School Year 2012-13 Annual Report



In 2009, Teach Plus became the first organization to ask teachers whether opportunities to lead from the classroom have extended their career and to urge districts to follow suit in studying and tracking what helps retain effective teachers in the classroom.



THE FACES AND FACETS OF TEACHER LEADERSHIP

All teachers who engage with Teach Plus want to improve results for high-need students, and all are looking to broaden their influence as educators. In the following pages you will read about six different teachers and their singularly unique paths to leadership.



As President Obama Shifts Focus to Education Equity, Teach Plus Teachers Sit at the Table

DWIGHT DAVIS

Fifth grade teacher in Washington, D.C. Public Schools / Teaching Policy Fellowship Alum

July 7, 2014 was a memorable day for Dwight Davis. At noon, he sat down for lunch with President Barack Obama, U.S. Secretary of Education Arne Duncan, and three other teachers in the Blue Room of the White House. Secretary Duncan has held up Teach Plus' T3 Initiative as an example to build on when it comes to teacher equity. The President now wanted to discuss efforts to ensure that every student gets an effective teacher, a topic Dwight is passionate about.

Dwight is in his eleventh year of teaching and in his seventh at his current school, a high-needs school in Washington, D.C. Throughout his career, he has been single-minded in his pursuit of educational justice: "I look at my meeting with the President and the many others opportunities I've had along the way as markers on the path towards this."

This path includes an intensive focus on leadership. He is often the first one to champion new initiatives at his school, which currently include blended learning and technological literacy for his students. "The world our students need to succeed in is changing and the educational paradigm is changing with it. Our view has to be much more nuanced and flexible. With Teach Plus, I'm learning what that looks like and where I need to be as a leader."

Dwight's hope is for every student to receive the instruction they need and for each teacher to have the expertise and support to account for variations in learning. "My students can drastically change the financial landscape of their families - but first they need to learn to read and write. And that gets us even closer to justice."



If you want to become a leader, stay in the classroom a bit longer. If I didn't do that, I wouldn't have known the power of working collaboratively and becoming part of organizations like Teach Plus.

The Teaching and Practice of Entrepreneurship: Building a School from the Group Up

SUJATA BHATT

Founder of the Incubator School in Los Angeles Unified School District / Teaching Policy Fellowship Alum

Sujata Bhatt founded the Incubator School, a middle school devoted to fostering entrepreneurship, in 2013. By the time students were enrolling for the 2014 academic year, the school had doubled in size. "We're engaging kids in entrepreneurial thinking. We're asking them to take risks; to look at obstacles as opportunities."

An entrepreneur and risk-taker herself, Sujata is also a National Board Certified teacher with over a decade of teaching experience. She was searching for ways to have a larger impact when she became a Teaching Policy Fellow. "Teach Plus opened up the world for me so that I could connect with the possibilities beyond the bounds of my school."

Sujata is constantly rethinking the roles teachers and schools must play in a child's life. "Our educational system doesn't allow teachers to be creative risk-takers. And yet, how else do we break down boundaries and create schools that respond to the world our kids live in?" At Incubator, her team partners with technology companies to create ongoing dialogue between developers and products used in the classroom.

Sujata believes that in order for teachers to successfully translate between the classroom and the world outside its walls they, like students, must have their interests nurtured. "Teachers must be allowed to reach out beyond existing structures. I ask, what products do you use? Who do you want to interact with outside the school to help you grow? How can I help you build relationships to better serve your students?"



Leadership is empowering reasonable risk-taking.

Los Angeles Teacher Finds Her Voice Advocating for California's Teachers and Students

PAM CHIRICHIGNO

Fifth grade teacher in Los Angeles Unified School District / Teaching Policy Fellowship Alum

"My biggest accomplishment is that I've been effective in reaching all my students to help them master and go beyond grade-level standards," says Pam Chirichigno. In her twelfth year of teaching, Pam is also proud of helping disenfranchised teachers find their voice. "Once we start speaking, we have a lot of commonalities, especially when it comes to policy changes." For Pam, this includes advocating for an evaluation system that incorporates test scores and changing what tenure looks like in California. Earlier this year, she co-authored an op-ed with former Congressman George Miller in support of Beatriz Vergara in her suit against California, and then publicly applauded the decision in the case.

Despite Pam's many achievements - she is National Board Certified and was named a 2011-2012 LAUSD Teacher of the Year - finding her own advocacy voice was not easy. "It really started with Teach Plus. They helped me to understand policy and find my voice through meetings with other Fellows. I realized that I was not alone. Then I found myself sharing all this information with colleagues at my school site. It became a powerful little movement that grew exponentially."

Pam is passionate about collaboration and shared leadership, especially around the Common Core standards. This spring, Pam invited TV cameras into her classroom when her 5th graders presented designs for new space colonies, an interdisciplinary Common Core-inspired curriculum she developed with a team of LAUSD teachers. "I love the standards. I'm really pushing teachers to learn and collaborate around them."



It's OK to speak my own truth; it's an amazing feeling to be able to say this.

In Rural Kentucky, One Teacher Brings Much-Needed Professional Learning to Teachers in the Region

MATTHEW B. COURTNEY

Executive Director of Bluegrass Center for Teacher Quality / Teach Plus
NEA Future of the Profession Fellowship Alum

Matthew Courtney had been teaching elementary general music for several years when he became involved with his union. It was this interest that drew Matthew to the Teach Plus NEA Future of the Profession Fellowship. "I got into a room with other teachers like me, who were union members and believed that the union was important. I kept hearing that they needed professional support and professional learning opportunities."

In November 2013, Matthew launched Bluegrass Center for Teacher Quality, a nonprofit dedicated to providing professional learning opportunities to teachers in Southeastern Kentucky. "I wanted to start in a place of greatest need. Within our service region are some of the lowest-income counties in the country. This creates a very different environment in which teachers have to work and function."

During its first year, the Center is operating in a pilot region of thirteen school districts. The goal is to provide 300 hours of free professional development to teachers in the region by the end of the 2014-2015 school year; 75 hours have been successfully implemented to date with over 450 teachers served. "We need to build up teachers from the beginning, setting a path for them towards becoming great teacher leaders," says Matthew. He is conducting the trainings himself and is also working on bringing in other teacher-trainers known for their excellence in the classroom. "We align the learning with how adults learn and make the sessions participatory. And we focus on peers learning from peers."



*Great teachers aren't born,
they're built and grown.
Professional learning is at the
root of everything.*

For T3 Teacher Leader, Capitalizing on Team's Strengths Leads to Student Achievement

ERICA ALLEN

Kindergarten teacher in Boston Public Schools / T3 Teacher Leader

"Being a T3 Teacher Leader is about knowing how to pull out the team's strengths," says Erica Allen. "I ask myself: how do I facilitate a meeting to make sure that everyone's voice is heard? How do we continue to develop new skills as a team and use these to move our students forward?"

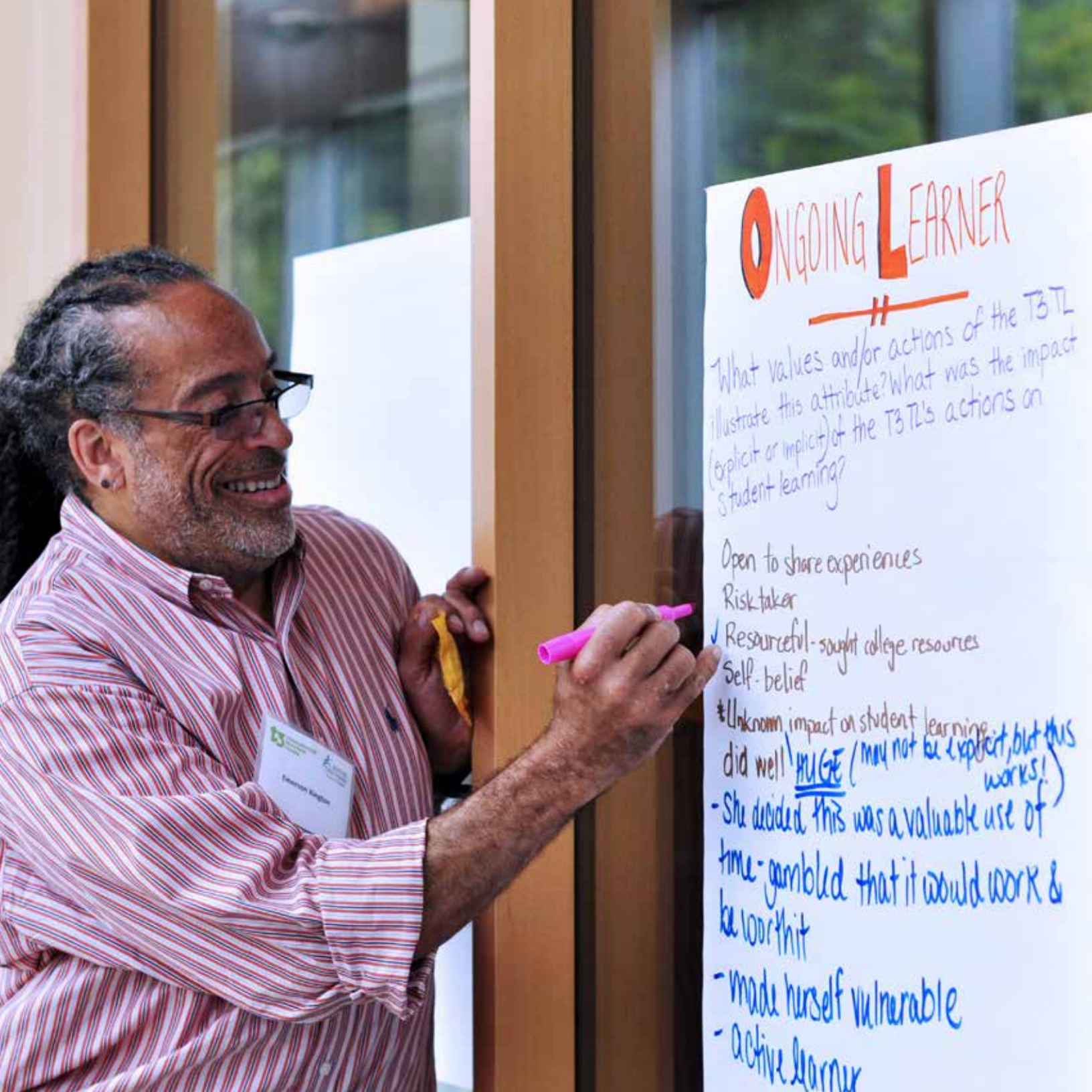
Every Wednesday, Erica meets with six other Kindergarten teachers at her school to review strategies and plan work for the upcoming week. She gauges what is most important to her team ahead of time and works to engage everyone in the room according to their strengths. "One of the teachers has a lot of experience with assessments. I frame this work and then ask her to facilitate. Then I go back to the entire team with questions. This way everyone feels that they bring something valuable to the table."

The team is focused is on maximizing the use of research and Erica works with her T3 Coach and other T3 Teacher Leaders to hone in on most current and effective teaching resources. She is also shaping a framework for what great teaching looks like for her students. In Kindergarten, this means having a comprehensive reading curriculum and tests that measure both foundational reading skills and her students' progress.

In 2013, the K-2 grades at Mattahunt Elementary saw significant growth, meeting both benchmark and growth objectives. This year, Erica is creating the unit assessments that break down the specific skills needed for end-of-year benchmark assessments to make sure that her students are ready. "Since we know that our foundational work is working, how can we push our students even deeper?"



*I feel the same sense of growth
with Teacher Leaders as I do
with students.*



The Power of Teacher-Led PD: Common Core Learning and Training Builds on Teachers' Expertise

CATHERINE TIGHE

Kindergarten teacher in Somerville Public Schools / Teaching Policy & Teach Plus NEA Future of the Profession Fellowships Alum



Catherine Tighe is in her eleventh year of teaching and in her eighth as a lead teacher. Much of her leadership work has focused on the Common Core State Standards. "The standards are very high but also very approachable in terms of what we know about children and their natural development. There is nothing written in them about how to teach them; this is when you become the artist. So it's particularly important to create a system where teachers know what they're doing."

As a Teaching Policy Fellow, Catherine was a member of a Common Core working group. Through a survey of 3,000 teachers, the group found that most teachers had received less than four hours of specific training on the new standards and wanted more. Catherine had already helped rewrite her district's K-6 literacy curriculum around the Common Core. "It was enlightening to know that, as a teacher, I got to interpret what the standards look like in my classroom."

In answer to what teachers were asking for, her working group hosted a Common Core conference with teachers from over 100 districts. "After we organized it, a lot of us wanted to keep learning. That was the genesis of the C2 Core Collaborative." In the fall of 2013, Catherine led Common Core in the Elementary Classroom, and in the spring of 2014 she continued with Common Core in the Early Childhood Classroom. "There is plenty of room to grow. We all explore and ask questions together. And the kids benefit."

We as teachers spend a lot of time thinking about how students develop; we should spend some time thinking about how adults develop and we need stimulating materials in order to do that.

TEACH PLUS PUBLICATIONS

Learning from the Experts: Teacher Leaders on Solving America's Education Challenges

Harvard Education Press

In November 2013, Teach Plus released its first book written by Teach Plus Teacher Leaders with contributions from the organization's staff. The authors share their expertise on a range of key topics, from ensuring equitable access to great teachers to raising the status of the profession. Education schools nationwide, including Harvard Graduate School of Education, have since begun using the book as part of their curriculum, exposing the next generation of leaders to new perspectives on education reform.



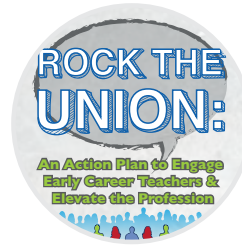
The Student & the Stopwatch: How much time do American students spend on testing?

Teach Plus brings empirical evidence on testing to the table for the first time.



Rock the Union: An Action Plan to Engage Early Career Teachers & Elevate the Profession

The report puts forth a vision of what early career teachers want their union to be.



Policy Briefs

Core in the Classroom: Teachers Speak Out on the Common Core

Musical Chairs: Teacher churn and its impact on Indianapolis Public Schools

Measuring School Quality: A Perspective from Boston Teachers

Transforming Instruction Across the District Through Common Core

Dollars and Sense: Elevating the teaching profession by leveraging talent

License to Transform: Teachers Speak Out on Educator Licensure

TEACH PLUS IN THE MEDIA

In 2013-2014, Teach Plus and Teach Plus teachers were more than ever in the public eye, with multiple stories in **top national publications**, in **education media**, and on **TV and radio**.

235 Total media placements

122 Teacher-authored opinion pieces and blog posts

2 Congressional briefings

25,958 Social media followers

4 TV segments showcasing Common Core in action

CHICAGO SUN-TIMES

Chicago Tribune

The CHRISTIAN SCIENCE MONITOR

WALL STREET JOURNAL

The Washington Post

U.S. News & WORLD REPORT

POLITICO

EDUCATION WEEK

Phi Delta Kappan publishes Teach Plus' **Five Goals for Teacher Leadership** highlighting the importance of clear metrics when measuring the success of teacher leadership. The proof points of Teach Plus' work in this field, such as the T3 Initiative, are echoed in the Obama Administration's announcement of its Teach to Lead Initiative.

The goals are: **#1.** Improve student outcomes across a school. **#2.** Improve access of high-need students to effective teachers. **#3.** Extend careers of teachers looking for growth opportunities. **#4.** Expand influence of effective teachers on peers. **#5.** Ensure a role for teachers as leaders in policy decisions affecting their practice.



EXECUTIVE LEADERSHIP TEAM



Celine Coggins,
Founder and CEO



Monique Burns Thompson,
President



Alice Johnson Cain,
Vice President for
Federal and State Policy



Meaghan O'Keefe,
Vice President for T3



Mike Stryer,
Vice President for District
and Union Policy



Nathan Pelsma
Chief Operating Officer

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The Education Trust



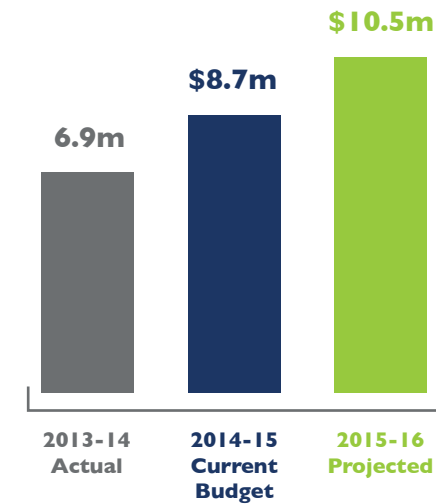
Gideon Stein,
Founder and CEO,
Lightsail Education



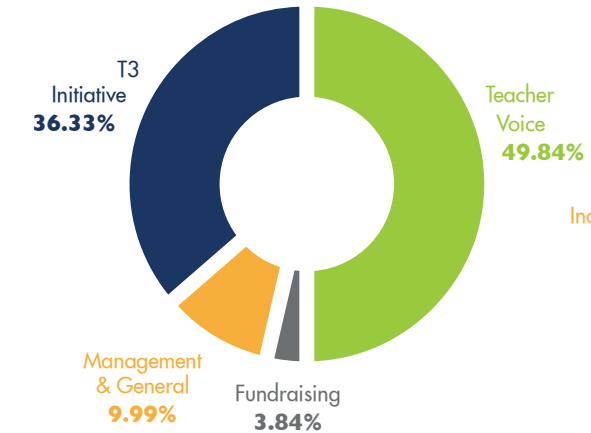
John Luczak,
Principal,
Education First

FINANCES

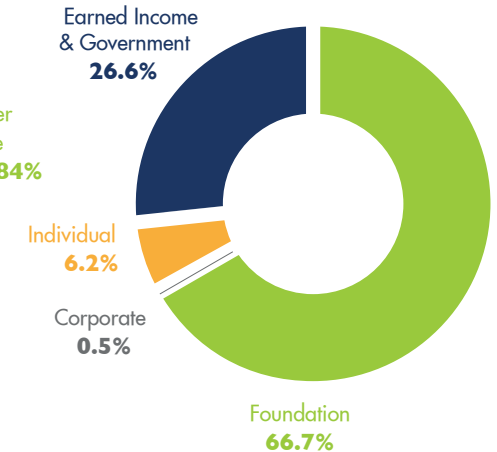
Total Annual Budget



Fiscal Year 2013 Expense Breakdown



Fiscal Year 2013 Revenue Breakdown



FUNDERS

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