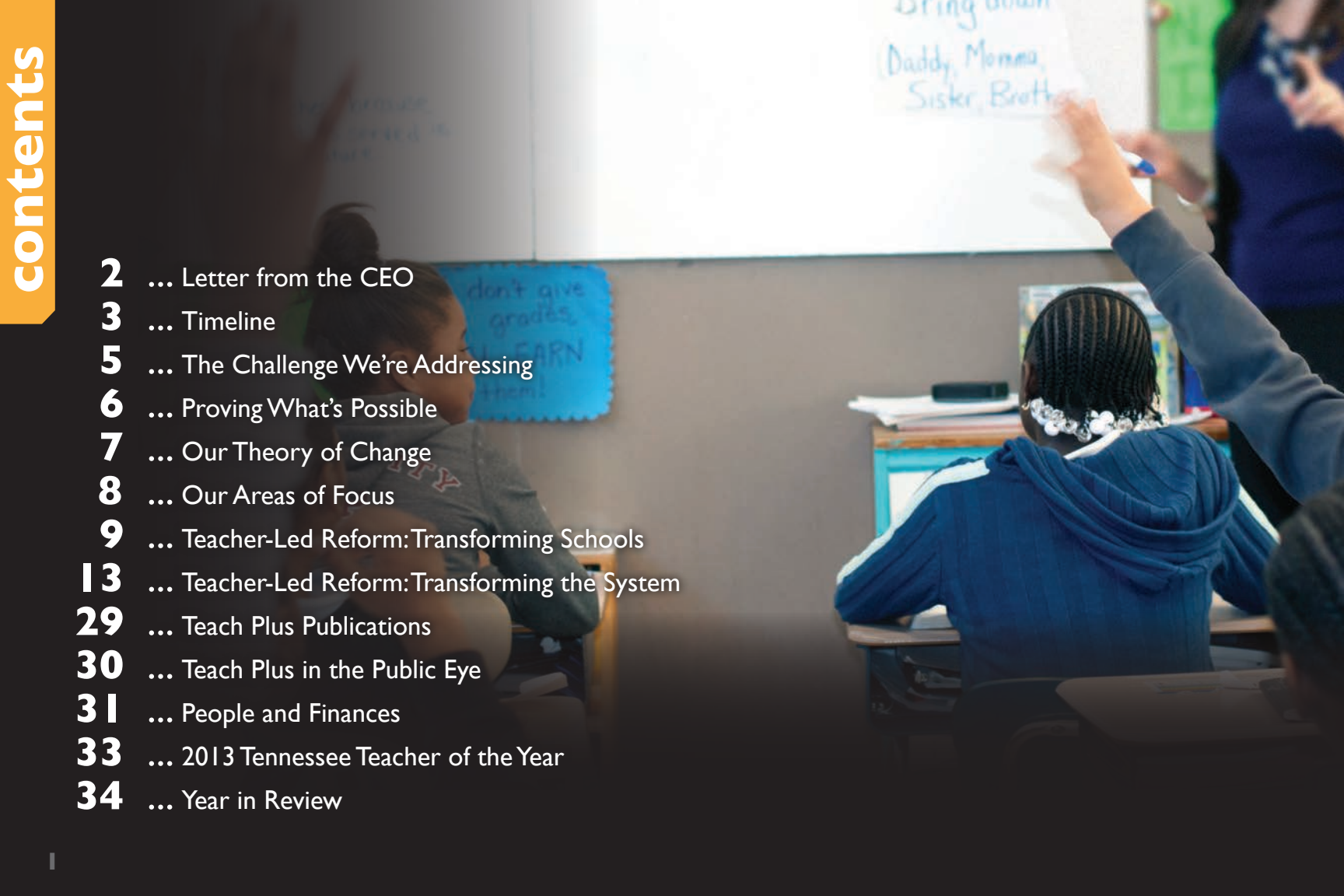


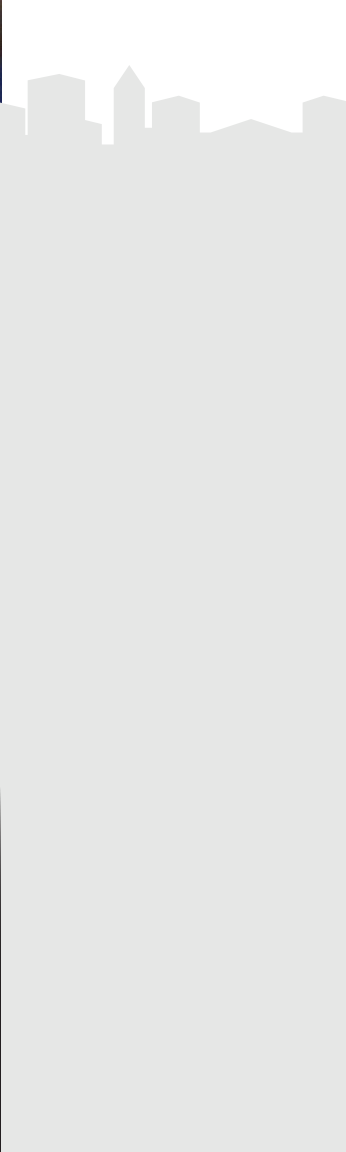


## Proving What's Possible: School Year 2012-13 Annual Report

**TEACH  
+PLUS**



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We launched Teach Plus four years ago to create the leadership and growth opportunities that would extend excellent teachers' commitment to the classroom. With the help of an amazing team of teachers and staff, we're disproving one of the most damaging assumptions in American education: that nothing can be done to stem the rapid attrition of top-performing teachers from high-need schools.

We currently operate three programs designed to put solutions-oriented urban teachers at the center of school- and system-level change:

The **T3 Initiative** is a first-of-its-kind program designed to ensure that high-need students have increased access to excellent, experienced teachers.

The **Teaching Policy Fellowship** is a selective 18-month program for teachers who want to have a voice in the policy decisions that impact their classrooms.

The **Teach Plus Network** is an expanding series of opportunities for more than 14,000 teachers nationwide to advocate for policies they believe in.

As we look to the year ahead, we are launching major new partnerships with KIPP and the National Education Association to leverage our Teaching Policy Fellows model toward a more national impact on the profession.

We are also expanding our T3 Initiative to work in three schools in the District of Columbia Public Schools, serving a total of 1,140 students among them.

Personally, I am humbled every day by the incredible teachers who are having a profound impact on their students, but come to us because they are desperate to grow and have influence beyond the walls of their classrooms. Likewise, I am grateful to all of our supporters who recognize how important it is to address this teacher need if we are to meet the needs of our students.

With gratitude,

*Celene Cogans*



## August 2012

Chicago Teaching Policy Fellows Laura Meili and Alex Seeskin succeed in bringing to life their idea for large-scale, teacher-led Common Core professional development in Chicago. They secure the commitment of both Chicago Public Schools then-CEO Jean-Claude Brizzard and Chicago Teachers Union President Karen Lewis to jointly sponsor and attend a kick-off event that turns out over 1,600 teachers.

## September 2012

Boston Teaching Policy Fellow alumni lead a successful effort to change the Boston Teachers' Union bylaws, allowing absentee voting for the first time.

## December 2012

Teach Plus CEO Celine Coggins and President Monique Burns Thompson are invited to meet President Obama at a White House holiday reception.



## July 2012

Boston Teaching Policy Fellow alumnus Sean Brooks runs in the 2012 London Olympic Torch Relay after being nominated by Teach Plus.



## October 2012

Teach Plus holds its first Congressional briefing, featuring a panel of Teaching Policy Fellows, to launch *Great Expectations: Teachers' Views on Elevating the Teaching Profession*.



## December 2012

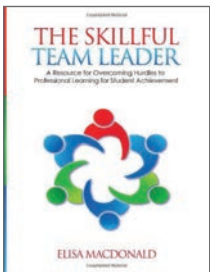
T3 Initiative receives national press:

### EDUCATION WEEK

[The] elements of the T3 initiative are uniquely Teach Plus, including its feature of placing a 'critical mass' of excellent teachers in each of the schools and giving them extra supports and training. Importantly, the idea was crafted by a group of practicing teachers convened by Teach Plus.

### March 2013

T3 Director of Teacher Leader Development Elisa MacDonald publishes *The Skillful Team Leader: A Resource for Overcoming Hurdles to Professional Learning for Student Achievement* (Corwin).



### May 2013

Teach Plus launches a national campaign to elevate teachers' voices on testing through Assessment Advisor, an online ratings tool developed by teachers in the Teach Plus Network. The campaign leads to seven Teach Plus teachers meeting with Secretary of Education Arne Duncan and at the White House with President Obama's senior education advisors.



### August 2013

The inaugural Summer Policy Boot Camp, a partnership between Teach Plus and KIPP, brings KIPP: Houston teachers together for an intensive five-day policy and advocacy training, modeled after the Teaching Policy Fellowship.

### August 2013

Los Angeles Teaching Policy Fellow Sujata Bhatt opens The Incubator School, an innovative pilot school in Los Angeles Unified School District.

### February 2013

Indianapolis Teaching Policy Fellow Emanuel Harper testifies before Congress at a hearing on the Elementary and Secondary Education Act.



### April 2013

Memphis Teaching Policy Fellow and 2013 Tennessee Teacher of the Year Allyson Chick is honored at the White House by President Obama.

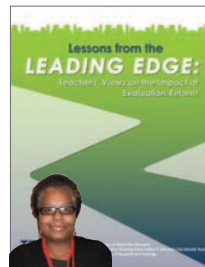


### April 2013

InnovatED, a competition hosted by Teach Plus Indianapolis, draws 65 teachers to pitch their ideas for education innovation to a panel of experts. The winning team receives a \$7,000 grant to bring their idea to life.

### June 2013

Memphis Teaching Policy Fellow Joy Singleton-Stevens co-authors the new Teach Plus report, *Lessons from the Leading Edge: Teachers' Views on the Impact of Evaluation Reform*.

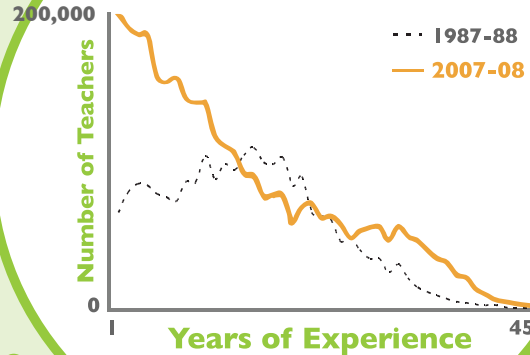


# THE CHALLENGE WE'RE ADDRESSING

Each year, the nation's **50** largest districts lose approximately

**10,000**

top-performing teachers. <sup>1</sup>



Low-income students and students of color are **two** to **three** times more likely than their peers to be assigned a weak teacher. <sup>3</sup>

In America today, a student is more likely to be assigned a **first-year teacher** than a teacher at any other level of experience. <sup>2</sup>



**Half** of new teachers leave urban classrooms within their first three years, just as they are beginning to have the greatest impact on student learning. <sup>4</sup>

[1] TNTP (2012). The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools.

[2] Figure from Ingersoll, R. & Merrill, L. (2012). Seven Trends: The Transformation of the Teaching Force.

[3] The Education Trust (2012). Learning Denied: The Case for Equitable Access to Effective Teaching in California's Largest School District.

[4] Boyd, D. et al. (2009). Who Leaves? Teacher Attrition and Student Achievement.

# PROVING WHAT'S POSSIBLE

## IT IS POSSIBLE:

TO MOVE THE NEEDLE ON **RETAINING** TOP TEACHERS

93% of T3 teachers stay in the classroom through the three-year commitment.

92% of Teaching Policy Fellows stay in the classroom through the 18-month fellowship.

## IT IS POSSIBLE:

TO IMPROVE THE **ACCESS** OF HIGH-NEED STUDENTS

T3 receives 7.5 applications for every new position to help turn around a failing school.

T3 teachers served 6,094 students in the 2012-13 school year.

## IT IS POSSIBLE:

FOR TEACHERS TO **EXPAND THEIR INFLUENCE** WITHOUT LEAVING THE CLASSROOM.

While some teachers are committed to a teaching career and some will inevitably leave,

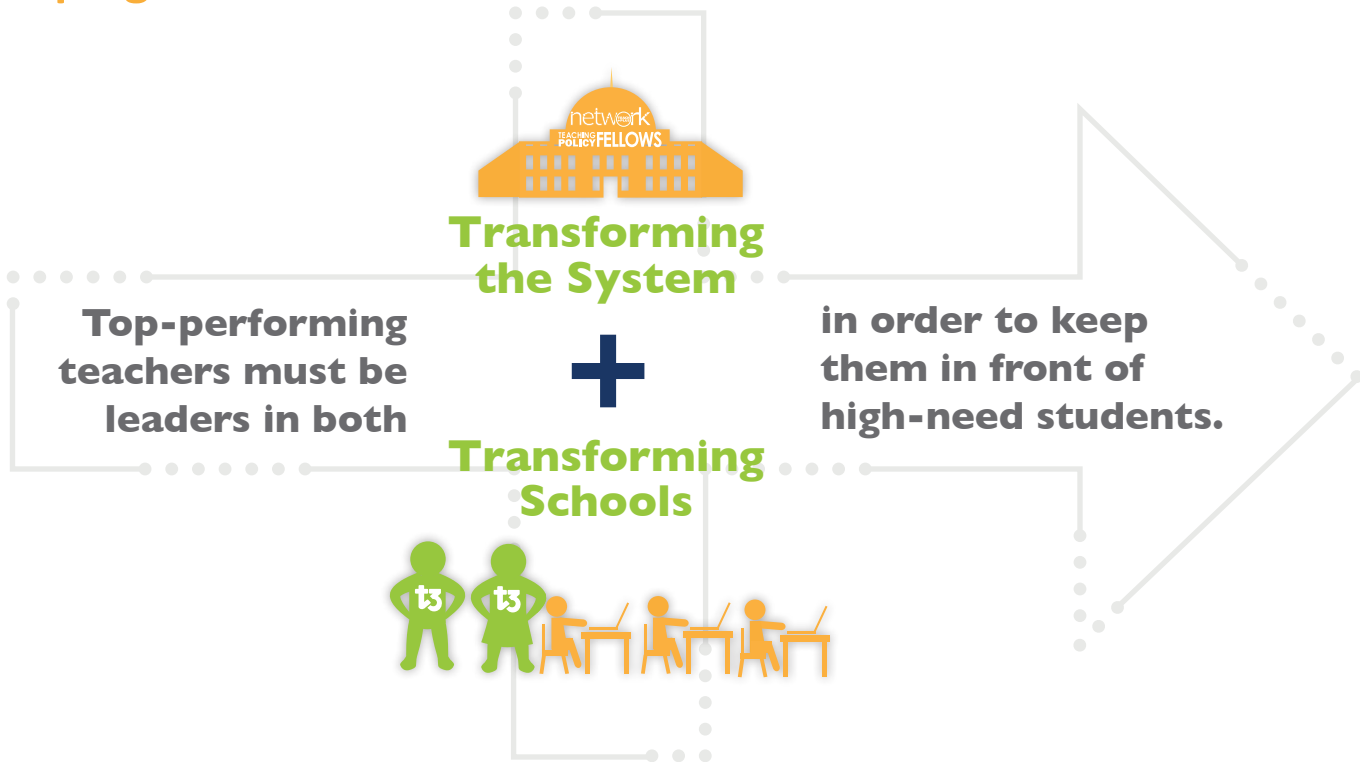
## THE MAJORITY OF TEACH PLUS TEACHER LEADERS

- 55% of T3 teachers & 52% of Teaching Policy Fellows •

say their leadership opportunity extended their commitment to the classroom.

# OUR THEORY OF CHANGE

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





# OUR AREAS OF FOCUS

To keep high-performing teachers in the classroom, our work focuses on leadership opportunities in several issue areas:

- access** High-need students—who need effective, experienced teachers the most—are the least likely to have access to them.
- evaluation** Effective teachers are key to student success, but schools have historically ignored differences in teacher quality.
- assessment** Most current student assessments do not give teachers what they need to improve student learning.
- common core** Higher standards are critical to student success, and teachers must lead Common Core implementation to get us there.
- next-generation unionism** Unions are losing members and have few high-performing and newer teachers in leadership roles.

## WE TACKLE THESE ISSUES BY EMPOWERING TEACHERS AS PROBLEM-SOLVERS.

At the school level, our goal is to *change student outcomes*. At the system level, our goal is to *change policy outcomes*. On the following pages, you'll read about several types of core actions we take to achieve these goals:

- **TEACHERS LEADING CHANGES TO POLICY AND PRACTICE...** including our big story of the year.
- **TEACHER ADVOCACY IN THE MEDIA...** with more than 100 teacher-written op-eds annually.
- **TEACH PLUS SURVEY SAYS...** capturing data from thousands of teachers that drive our agenda.

And you'll meet some of the extraordinary teachers who are expanding their impact beyond the classroom—without leaving the classroom.

# TEACHER-LED REFORM: Transforming Schools



## FOCUS ON

**Access:** High-need students—who need effective, experienced teachers the most—are the least likely to have access to them.

## What is T3?

Among the first efforts nationally to place experienced, effective teachers at the center of school turnaround efforts, the T3 Initiative began in 2010 as a partnership between Teach Plus and Boston Public Schools (BPS). The program was designed by teachers in the inaugural Teaching Policy Fellowship and now operates as a set of partnerships between Teach Plus and three public school districts.

T3 is currently working with seven BPS schools and one school in Fall River, MA, bringing the total number of Massachusetts T3 schools to 13 to date. This year, we are also launching a new partnership with the District of Columbia Public Schools.

## THE T3 INITIATIVE:

- Places a critical mass of experienced, high-performing teachers in each T3 partner school. T3 Teacher Leaders have an average of nine years of teaching experience. They compose **20-25%** of the teaching staff at their schools.
- Trains teachers to become leaders in the turnaround process. Training includes a summer institute, a national network, and a school-based coach.
- Empowers teachers to take on grade and subject team leadership roles and lead weekly inquiry meetings with colleagues to accelerate improvement of instruction and improved outcomes for students.

## THE BIG STORY.....

**T3 partner schools all raise achievement; average growth is 16 percentage points in math and 12 percentage points in English language arts.** The first six T3 partner schools in Boston showed accelerated student achievement across grade levels in both English language arts (ELA) and math. In their first two years, these schools eliminated or significantly narrowed the achievement gaps with other Massachusetts turnaround schools and with other BPS schools in ELA and math. In most cases, T3 schools started with lower levels of achievement than other turnaround schools and have been able to surpass their turnaround peers in the district and across Massachusetts.

The T3 Initiative has succeeded in providing a path for highly effective, experienced teachers to stay in the teaching profession for a minimum of three additional years—and to do so in high-need schools. Teach Plus has, on average, 7.5 applicants for every new T3 Teacher Leader position, upending the assumption that high-performing teachers do not want to work in low-performing schools.

True school turnaround works best with buy-in from all involved parties, including unions, parents, students, teachers and school and district leaders.

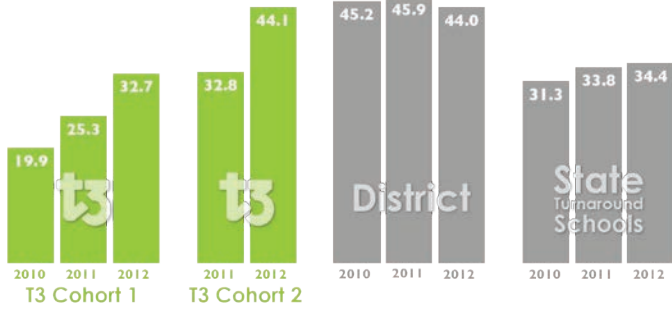
 **USA TODAY**

–Andrew Vega, T3 Teacher Leader



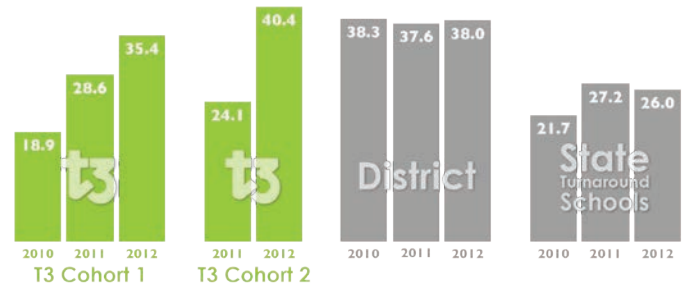
## English Language Arts (Grades 3-8)

Percent of students achieving advanced or proficient on MCAS



## Mathematics (Grades 3-8)

Percent of students achieving advanced or proficient on MCAS



## TEACHERS IN ACTION

*T3 Teacher Leader Brian Denitzio teaches sixth grade and leads the middle school English language arts team at Orchard Gardens K-8 Pilot School in Boston.*

In my fourth year teaching at a middle school in Boston, I found myself beginning to grow restless. I was by no means a perfect teacher, but I felt ready to take on new and bigger challenges. But I wasn't sure I wanted to leave the classroom to do that. That spring, I was hired as a T3 Teacher Leader at Orchard Gardens K-8 Pilot School, a turnaround school in Boston.

The work has reinvigorated me and reaffirmed my commitment to teaching.

The role hasn't taken me away from my students; I still teach a full load of courses. Managing my time has been a challenge, but I believe that continuing to teach has made me a more effective team leader.

Leading a team has also had a positive impact on my teaching. The training I've received has made me more effective at collecting and analyzing data that drives my instruction. In addition, I've learned strategies for sharing data with students to increase their buy-in to our work.

To be sure, the days are long and busy. But through my work with T3, I'm able to have a direct impact on the direction of the school, not just on the students in my classroom. In the last year, Orchard Gardens went from being one of the lowest performing schools in the state to being in the 96<sup>th</sup> percentile statewide for producing student growth in middle school ELA. Many people worked hard to make that change, and I'm proud to be part of it.

### Brian Denitzio

Orchard Gardens K-8 Pilot School,  
Boston, MA



# TEACHER-LED REFORM: Transforming the System

## FOCUS ON

**Evaluation:** Effective teachers are key to student success, but schools have historically ignored differences in teacher quality.

TEACH PLUS SURVEY SAYS

**71%** of teachers  
in years 1-10

**believe** that **student learning** should be included in teacher evaluations.

(compared to 41% of teachers in years 11+).



## THE BIG STORY . . . . .

**Teachers play a lead role in defeating California's Assembly Bill 5.** Los Angeles Fellows Tyler Malotte and Pam Chirichigno traveled to Sacramento to meet with state legislators about the bill, which would have blocked the use of student learning in teacher evaluations—and cost high-need schools \$89 million in the process. They followed their meetings with an op-ed in the *Huffington Post*, “California Legislature Goes for the Jugular on Obama’s Education Goals.” Their voices were part of the effort that ended with the successful defeat of AB 5.

Los Angeles Fellows also fought to pass California’s **Proposition 30** by mobilizing colleagues with a widely shared video and broad outreach. Had the ballot measure been defeated, the LAUSD school year could have lost up to 15 days. Proposition 30 passed at the polls in November.

TEACH PLUS SURVEY SAYS

**58%** of Memphis teachers

**believe their new evaluation system (now in its 3<sup>rd</sup> year) is leading to increased student achievement.**







## TEACHER ADVOCACY IN THE MEDIA

- **12** Teach Plus teachers have published op-eds on evaluation reform this year in media outlets including the *Los Angeles Times*, *CNN*, and *Education Week*.

Evaluations that work for teachers aren't just about creating clear rubrics, although that's important. It's also about creating structures in schools that support ongoing growth.



-Marisol Castillo, DC Teaching Policy Fellow

## TEACHERS LEADING CHANGES TO POLICY AND PRACTICE

- **Two Teaching Policy Fellows testify before Congress.** Emanuel Harper (Indianapolis) testified before the U.S. House of Representatives on evaluation reform. Charles Seaton (Memphis) testified before the U.S. Senate on the importance of maintaining strong accountability systems.
- **Teachers influence direction of \$300M in Teacher Incentive Fund grants.** The grants reflect two changes to the program that were submitted last year by Teaching Policy Fellows and accepted through the federal regulatory process. The first change protects performance pay, while the second ensures the purpose and sustainability of career ladders for teachers.
- **Teachers serve as district leaders on evaluation implementation.** In collaboration with Memphis City Schools, Teach Plus selected and trained 125 teachers to serve as Teacher Effectiveness Initiative Ambassadors. They bridge the gap between the district and teachers, answering questions of their peers and offering feedback to the district.
- **More than 500 teachers provide feedback on evaluation reform.** At Teach Plus Network events on evaluation this year, teachers used audience response technology to provide direct feedback to policymakers.





## TEACHERS IN ACTION

Indianapolis Fellow **Emanuel Harper** teaches French at Herron High School, a public charter school in Indianapolis, where he is also the Instructional and Curricular Specialist. Teach Plus nominated him to testify in front of the U.S. House of Representatives Committee on Education and the Workforce about the importance of teacher evaluation. This is an excerpt from that testimony.

While there is no oath teachers take before entering the classroom, for all of us there is an abiding promise that we do and must make, one that has to transcend the rancor of social and economic conditions and decades of preconceived conclusions. This promise is that every day we go into the classroom working towards ending the achievement gap that continues to jeopardize our students' futures.

Unfortunately, we are here today because this promise has not been kept. Fortunately, there are at least two remedies. One is implementing stronger evaluative tools for teachers, appropriately weighing student performance.

Effectiveness must be based not on degrees and years in the classroom but on composites like student outcomes and observations. And schools like Herron High School, where I currently teach, are leading the way in this regard. *US News and World Report* ranked Herron in the Top 30 Best High Schools in the United States. This is possible due to a rigorous evaluation tool used to measure our impact on students. With announced and unannounced visits, we are continually assessed on our effectiveness. This maintains the constant loop of evaluation, critical feedback and actionable next steps.

### Emanuel Harper

Herron High School,  
Indianapolis, IN



# TEACHER-LED REFORM: Transforming the System

## FOCUS ON

**Assessment:** Most current student assessments do not give teachers what they need to improve student learning.

TEACH PLUS SURVEY SAYS

**51%** of teachers in years I-10 believe **20%**

or more of their evaluation should be tied to student gains. (compared to 23% of teachers in year 11+).



## THE BIG STORY. . . . .

Teachers mobilize colleagues from 48 states and bring their agenda for better assessment to the White House and to Secretary of Education Arne Duncan. Most teachers believe they should be held accountable for student learning, but few of today's tests are up to the task. Teach Plus teachers sought to fix this problem by developing Assessment Advisor, an online ratings tool that allows teachers to drive the debate on which tests work—and which ones don't.

This spring, Teach Plus launched a national campaign with the National Education Association to amplify the voices of thousands of teachers on assessment and ensure that next-generation assessments meet the criteria teachers say matter. Based on the data from 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; and
5. connect to resources that help teachers improve.

When the campaign caught the attention of officials in Washington, DC, seven Teach Plus teachers from across the country were invited to brief Secretary Arne Duncan on the topic. They were then invited to the White House to brief President Obama's senior education advisors.

TEACH PLUS SURVEY SAYS

**63%** of teachers using **ASSESSMENT ADVISOR** say the test they give does **not** capture the **growth** of students far above or below grade level.





## TEACHERS LEADING CHANGES TO POLICY AND PRACTICE

- **Teaching Policy Fellows in Chicago develop subject-specific performance tasks.** After playing an instrumental role on the evaluation reform negotiations committee in 2012, Fellows developed performance tasks that are now administered to teachers district-wide.

## TEACHER ADVOCACY IN THE MEDIA

- **Eight** Teach Plus teachers have written op-eds on assessment for media outlets including *The Atlantic*, *Education Week*, *Eduwonk*, *Impatient Optimists*, and the *Huffington Post*.

We must continue to be passionate and skillful teachers of critical thinking, writing and reading. And we must also continue to test our students. I am convinced that the combination of the two is what leads my students to success.

-Talmadge Nardi, Boston Teaching Policy Fellow alumna



## TEACHERS IN ACTION

Los Angeles Fellow **Pearl Arredondo** is a founding teacher at the San Fernando Institute for Applied Media, where she teaches sixth grade English and history. In July, Arredondo joined a team of Teach Plus teachers to meet with Secretary of Education Arne Duncan and at the White House with President Obama's senior education advisors. Nominated by Teach Plus, Arredondo also told her story as part of PBS' TED Talks Education television special. Nearly 400,000 viewers have watched her segment online.

I grew up in East Los Angeles, not even realizing I was poor. My dad was a high-ranking gang member who ran the streets. I really needed a support network, a group of people who were going to make sure that I was not going to be a victim of my own circumstance. I needed teachers who were going to say, 'You can move beyond that.'

I began my teaching career at the exact same middle school that I attended. I wanted to try to save more kids who were just like me. Then, three years ago, we created the San Fernando Institute for Applied Media, the first pilot school in Los Angeles Unified. We're making school worth coming to every day. We make our curriculum rigorous and relevant, and our state test scores have gone up more than 80 points.

Our students need teachers to fight for them every day, and empower them to move beyond their circumstances. It's time that kids like me stop being the exception, and we become the norm.

## Pearl Arredondo

San Fernando Institute for Applied Media,  
Los Angeles, CA





# TEACHER-LED REFORM: Transforming the System



## FOCUS ON

**Common Core:** Higher standards are critical to student success, and teachers must lead Common Core implementation to get us there.

TEACH PLUS SURVEY SAYS

**79%** of teachers who have received training on **Common Core** agree that the new standards **will improve student achievement.**



## THE BIG STORY.....

**Chicago teachers launch a movement in teacher-led Common Core implementation that reaches 5,000 teachers in a year.** Chicago Fellows Laura Meili and Alex Seeskin were frustrated with the lack of support they had received in their district on how to successfully implement the Common Core standards in their classrooms. They developed an idea for a conference that would bring teachers together to share best practices, and secured joint sponsorship from both the district CEO and the union president. As Laura recalls, "We thought we could get 200 teachers. Wouldn't it be great if 200 teachers showed up?"

### **More than 1,600 teachers showed up.**

Since then, teacher-led Common Core conferences have spread to each of the Teach Plus sites, reaching nearly 5,000 teachers to date. When registration opened for our Los Angeles conference, more than 1,700 teachers signed up in the first 24 hours—an unprecedented show of demand for teacher leadership on the Common Core.

TEACH PLUS SURVEY SAYS

**68%** of teachers who have received training on **Common Core** agree that the new standards **will help them become better teachers.**





## TEACHER ADVOCACY IN THE MEDIA

- **11** Teach Plus teachers have written op-eds on the Common Core for media outlets including *Education Week*, *the Indy Star*, *Take Part*, *the Huffington Post*, and *Eduwonk*.
- A four-part series in *Education Week* profiles DC Teaching Policy Fellow alumna Downan McNair-Lee as she implements the Common Core in her classroom.

Supporting the Common Core in our state means bolstering our students' future – providing them with the skills they need to meet the demands of a shifting economy and global workforce.

-Ashley Hebda, Indianapolis Teaching Policy Fellow

**THE INDIANAPOLIS STAR**  
INDYSTAR.COM

## TEACHERS LEADING CHANGES TO POLICY AND PRACTICE

- **The Award for Instructional Excellence elevates the visibility of teachers as Common Core implementation leaders.** More than 100 teachers have been selected to present at the Common Core conferences, and this award is given to a top-rated team of teacher-presenters at each one.
- **Webinars connect our 14,000-teacher Teach Plus Network with Common Core resources.** The free, original webinars connect teachers to tools developed by the Teaching Channel, LearnZillion, America Achieves, and others.
- **T3 Teacher Leaders are trained to implement the Common Core.** In Boston, the first two cohorts of T3 partner schools offer a proof-point for the student gains that are possible when teachers are supported to successfully transition to the new standards.
- **12 Indianapolis Fellows and Network members testify before the State Senate.** The teachers spoke out in support of Common Core and helped halt proposed legislation that would have derailed the new standards statewide.





# TEACHERS IN ACTION

Memphis Fellow **Casie Jones** teaches English at Martin Luther King Student Transition Academy. She is the Lead Core teacher for Common Core implementation at her school, and also serves as a Common Core Coach for the state of Tennessee.

Even at the political level, the misguided assumption is that the Common Core is forcing all states to follow the same curriculum. Before making any argument for or against Common Core, we must first understand that the Common Core standards are not a curriculum. They are not even a full set of standards—states will still supplement their own content standards. School districts and individual schools will determine the methods and materials used for instruction. Teachers will have more autonomy in their classrooms as they teach with more depth and less breadth.

The beauty of the standards is that they are a common set of skills, predominately in mathematics and literacy, that all students should have before entering college or the workforce. The standards are less focused on the content knowledge and more on the reading and analytical skills utilized to acquire such knowledge.

As a classroom teacher, the standards are not an issue of politics and government control, but instead a necessary reformation of classroom instruction. As a nation, we have diluted education. Individual success stories are present; however, as a unified nation “with liberty and justice for all,” we have failed our young people with a lack of consistent and rigorous expectations. The time for excuses and political debates has ceased, and unification through common but not dominating standards will uphold our educational unity.

## Casie Jones

Martin Luther King Student Transition Academy, Memphis, TN



# TEACHER-LED REFORM: Transforming the System

## FOCUS ON

**Next-Generation Unionism:** Unions are losing members and have few high-performing and newer teachers in leadership roles.

TEACH PLUS SURVEY SAYS

**75%** of teachers said the union should focus more on **teacher quality** and student achievement and less on “**traditional union issues.**”

(DC Network event)



# THE BIG STORY.....

**Boston teachers lead first change to union bylaws in a decade.** In the spring of 2012, alumni of the Boston Teaching Policy Fellowship launched a petition drive to change the voting process within the Boston Teachers' Union (BTU). Since the BTU created its first set of bylaws forty years ago, teachers have been required to vote in person at the union hall in a far corner of the city, making it difficult for large numbers of current teachers to vote.

"We wanted a way for voices like ours to be heard," wrote Teaching Policy Fellow and T3 Teacher Leader alumnus Andrew Vega in *Education Week*. "The best way to do this, we determined, was by changing the voting policy so that all members could more easily access the process. What began as a conversation over beers at a local Irish pub became BTUVotes, a grassroots, teacher-led movement."

Ultimately, the group mobilized over 1/3 of the current teachers in the city—more than 1,500 in total—to sign the petition, leading to the largest turnout to vote at a BTU meeting in history. While opponents at the first vote blocked the bylaw change from getting the 2/3 majority needed to pass, a modified version successfully passed at a second vote in September. With absentee voting allowed for the first time, voter participation grew by 15% in the next election.

## TEACH PLUS SURVEY SAYS

**13%** of teachers agreed

with the statement *"the union clearly aligns with and represents my point of view."*





## TEACHER ADVOCACY IN THE MEDIA

- **Nine** Teach Plus teachers wrote op-eds on the need for unions to evolve for media outlets including *Education Week*, *CNN*, and the *Los Angeles Times*.

In order to improve public education, **EDUCATION WEEK** unions must fight for teachers' rights in the form of better working conditions, and for students' rights by looking critically at teacher performance alongside seniority in hiring practices and pay scales.

-Gina Caneva, Chicago Teaching Policy Fellow

## TEACHERS LEADING CHANGES TO POLICY AND PRACTICE

- **49 Teach Plus teachers are elected to union office this year.** Fellows, Network members and alumni across the six Teach Plus cities have taken on union leadership roles from building representative to executive board membership.
- **DC Fellows are appointed to the Washington Teachers' Union negotiating team.** Dwight Davis, Brian Thompson and Jessica Stefon were invited to join the team as part of the recent contract negotiations.
- **The new Boston Teachers' Union contract reflects the importance of teacher leadership.** The contract includes an expansion of paid teacher leadership roles across the district, based on teacher demand and the success of programs like T3.



# TEACHERS IN ACTION

Indianapolis Fellow **Jacob Pactor** teaches AP English Literature and ninth grade English at Speedway High School in Speedway, Indiana. He currently serves on the union bargaining team and previously served as a district-level union treasurer for two years.

Unions have a responsibility to improve teacher retention, and can do so by taking the lead on strategies to increase membership, improve educational outcomes for all students, and cultivate the working conditions today's new employees desire to stay in the classroom. Here are three ways to do that:

1. Unions should tie their dues to salary. New teachers with lower salaries and student debt would join without financial barriers, and those in states that require union membership would feel more included and respected by the union. Unions should also create more leadership opportunities for younger members and forgive dues for new teachers who become union leaders.
2. Unions must be mission-driven to support student growth through effective teaching. Unions can lead and write contracts that reward teachers who garner student success, support teachers who need coaching, and help ineffective teachers create exit strategies.
3. Unions should help retain effective teachers by fixing voluntary retirement plans (not state pensions). Until I've taught for 15 years in my current district, I'm not vested in a retirement plan. That structure disincentivizes teachers of my generation from staying. Teachers should vest based on classroom performance. Unions can lead on this and incentivize effective teachers to stay by linking voluntary retirement plan contributions to classroom performance.

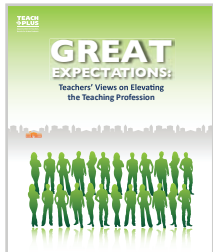
## Jacob Pactor

Speedway High School,  
Speedway, IN



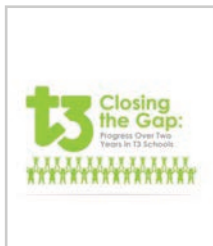
# TEACH PLUS PUBLICATIONS

In the 2012-2013 school year, Teach Plus released three original research reports:



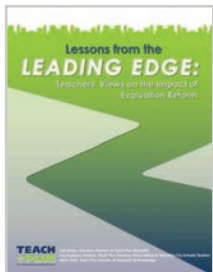
## GREAT EXPECTATIONS: TEACHERS' VIEWS ON ELEVATING THEIR PROFESSION

The results of Teach Plus' first national survey illuminate the shifting views of teachers at an historical moment when teachers with ten or fewer years' experience are a majority of the teaching profession.



## CLOSING THE GAP: PROGRESS OVER TWO YEARS IN T3 SCHOOLS

This analysis of the data from the first two years of the T3 Initiative shows that students in the first six T3 partner schools have made extraordinary progress.

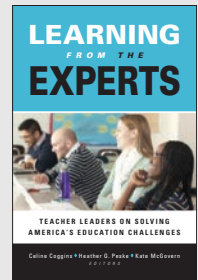


## LESSONS FROM THE LEADING EDGE: TEACHERS' VIEWS ON THE IMPACT OF EVALUATION REFORM

This glimpse into the impact of an early-adopter district's multiple-measure teacher evaluation tool shows that teachers believe in the value of the new evaluation system.

In November 2013, the first book written by Teach Plus-affiliated teachers and edited by our staff hits the shelves.

*Learning from the Experts: Teacher Leaders on Solving America's Education Challenges* (Harvard Education Press) features the writing of 17 Fellows, alumni and T3 Teacher Leaders on the challenges facing their profession.





# TEACH PLUS IN THE PUBLIC EYE

## MEDIA

Since July 2012, Teach Plus has had nearly **250** media placements, including **136** teacher-written op-eds in major media outlets.

## APPEARANCES

This year, Teach Plus teachers and executive leadership team members have appeared on panels and as keynote speakers for:

- America Achieves
- The American Enterprise Institute
- The Aspen Institute
- The Boston Foundation
- The Carnegie Foundation for the Advancement of Teaching
- The Council of Chief State School Officers
- The Center for American Progress
- Education Nation
- Harvard Graduate School of Education
- The National Education Association
- NewSchools Venture Fund
- The National Network of State Teachers of the Year
- Student Achievement Partners

## EXECUTIVE TEAM THOUGHT LEADERSHIP

Celine Coggins in **EDUCATION WEEK** :

We have a narrow window of opportunity to shape what [tests] will look like as states and districts wrestle to find, develop, and adopt new assessments aligned to the Common Core. But it is our teachers who should define what is useful and needed in helping them improve their practice.

Mike Stryer in **The Washington Post** :

The democratic system is at the heart of our unions' governance. The majority of teachers believe that student achievement comes first. It's only a matter of time until all teachers' unions reflect that belief—and ardently work to support it.

Alice Johnson Cain in **EDUCATION WEEK** :

Hybrid roles for teacher leaders, so that they can teach part time while also coaching colleagues, is one way we can invest in teachers as experts to make the Common Core rollout a success without wasting time.

# PEOPLE & FINANCES

## EXECUTIVE LEADERSHIP TEAM



**Celine Coggins,**  
Founder and CEO



**Monique Burns Thompson,**  
President



**Alice Johnson Cain,**  
Vice President for Policy



**Meghan O'Keefe,**  
National Director, T3



**Mike Stryer,**  
Vice President for Programs

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Former COO,  
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Pilot School



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**Ben Fenton,**  
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Schools



**Kati Haycock,**  
President,  
The Education Trust



**Shakera Walker,**  
Senior Manager of  
Teacher Leadership  
& Professional  
Development, Boston  
Public Schools



**John Luczak,**  
Principal,  
Education First

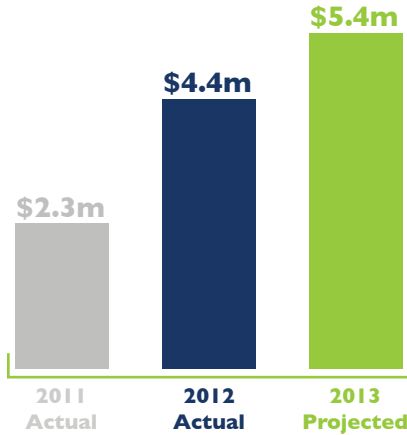


**David Harris,**  
Founder & CEO,  
The Mind Trust

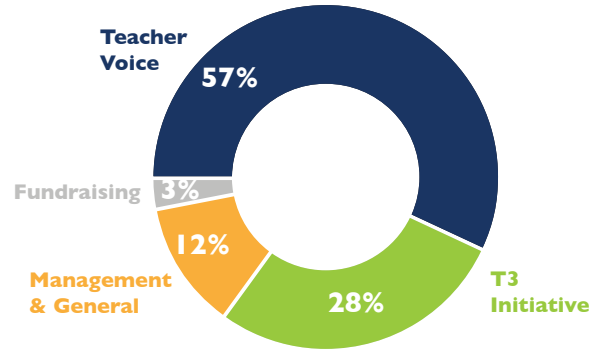


## FINANCES

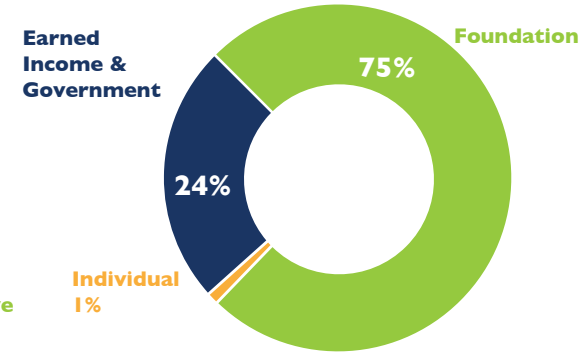
### Total Annual Expenses



### Fiscal Year 2012 Expense Breakdown



### Fiscal Year 2012 Revenue Breakdown



## FUNDERS

We thank our major national donors.

- Barclays
- Barr Foundation
- Bill and Melinda Gates Foundation
- The Boston Foundation
- Carnegie Corporation of New York
- CityBridge Foundation
- Eli Lilly and Company Foundation
- The Indianapolis Foundation, a CICF Affiliate
- Joyce Foundation
- Kimsey Foundation
- The Mind Trust
- Noyce Foundation
- Reeder Foundation
- Rodel Foundation
- Richard & Susan Smith Family Foundation
- Shippy Foundation
- W. Clement & Jessie V. Stone Foundation
- Wasserman Foundation

# 2013 Tennessee Teacher of the Year

Teach Plus nominated Memphis Fellow **Allyson Chick** for 2013 Tennessee Teacher of the Year. She was the first Memphis teacher in three decades to be awarded the honor.

I strengthen and improve the teaching profession by striving to be a role model for all teachers. As a teacher leader, I am invited into classrooms of new and veteran teachers to model effective student engagement strategies. Teachers observing and learning from one another is a critical component of professional growth. It is important for teachers to be treated like professionals, and we need to model professionalism in order to be viewed as professionals. I take pride in representing my school and district when interacting with the community.

I started taking on leadership roles as a new teacher—I was elected as our school's union building representative before I was even a member—but over the years, my leadership opportunities have only expanded. I have been the building representative at every school in which I have taught for the last 13 years, have held two board seats locally and was elected for a statewide position in 2005. This year, I serve as Grade Chair and as a Master Teacher in my school. As a Common Core Standards trainer, I am a resource for teachers at my school, as well as throughout West Tennessee.

Throughout my career, I have been a cooperating teacher for student teachers and a mentor teacher for novice teachers. Through these roles, I am able to give the most of myself to the teaching profession.

## Allyson Chick

Richland Elementary School,  
Memphis, TN



# 2012-13

TEACH  
+PLUS

# Year in Review

**627** Teachers selected, trained, and supported in our leadership programs to date

**46** Teach Plus staff and coaches

**2** Teaching Policy Fellows named State Teacher of the Year to date

**238** Media placements



**4,632** Teachers we've collaborated with on Common Core implementation



**6,094**

Kids served in T3 schools in the 2012-13 school year



**1** Congressional briefing (on our first national report, *Great Expectations*)



**16.1** Point increase in students scoring advanced or proficient in math on the MCAS since T3 came to their school



**12.4** Point increase in students scoring advanced or proficient in ELA on the MCAS since T3 came to their school



**\$11.4 M** Raised in 2012

**14,324** Social media followers



Teaching Policy Fellow alum in the London Olympic Torch Relay



# TEACH +PLUS

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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.

network  TEACHING POLICY FELLOWS 

[www.teachplus.org](http://www.teachplus.org)

