



Annual Report

REGIONAL GROWTH NATIONAL IMPACT



California | Colorado | Illinois | Indiana | Maryland | Massachusetts
New Mexico | Pennsylvania | Rhode Island | Tennessee | Texas

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FROM OUR CEO



Dear Friends,

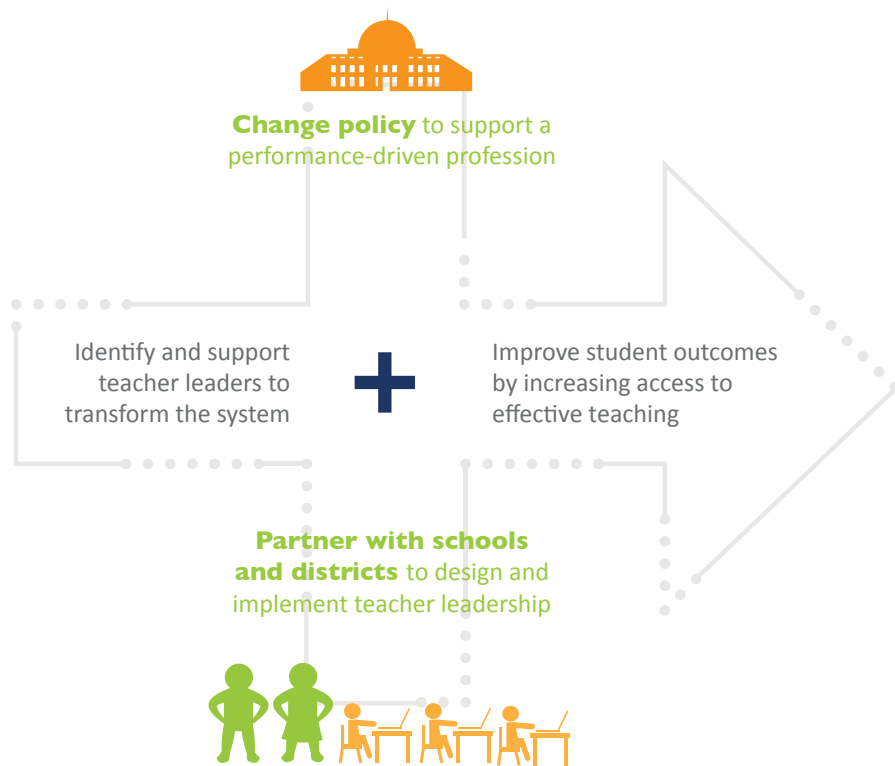
This year, we celebrate the many powerful stories of impact by Teach Plus teachers across our eleven regions. From Massachusetts to Texas to California, our teachers have led the way in advocating for issues in which they so passionately believe. Teacher leadership was front and center in Illinois, where the legislature passed a historic fair funding bill that ensures every student in the state has access to equitable resources, and in Indiana, where the governor signed into law bills on assessment and career pathways that rely extensively on our teachers' recommendations. In every state, Teach Plus teachers were deeply involved in the development of the Every Student Succeeds Act (ESSA) state plans, testifying at state hearings and publishing briefs with smart policy recommendations.

I couldn't be more excited to join Teach Plus at this pivotal moment for the organization and for the teacher leadership movement. As the son of educators, I developed an early admiration and respect for the transformative effect that teachers have in the lives of their students. Over the past decade, in my role as Deputy Assistant to President Obama, I had the privilege of bringing teachers to many policymaking tables and championing their views with Members of Congress. I'm thrilled to continue opening doors for teachers as CEO of Teach Plus.

As you peruse the following pages and learn more about our accomplishments over this past year, I hope you'll find the stories and impact of our teacher leaders as inspirational as I have. Since 2009, Teach Plus has been at the forefront of developing and advancing teachers as leaders at every level. I am so proud of the work our organization has done since then. I look forward to expanding our mission and charting a course that places the best ideas and contributions of teachers at the vanguard of the movement for a more equitable and excellent education for all students.


President and CEO

THEORY OF CHANGE and MISSION



The mission of Teach Plus is to empower excellent, experienced teachers to take leadership over key policy and practice issues that affect their students' success.

DEVELOPING TEACHER LEADERS

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



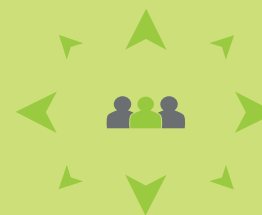
RECRUIT AND SELECT

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



TRAIN AND COACH

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



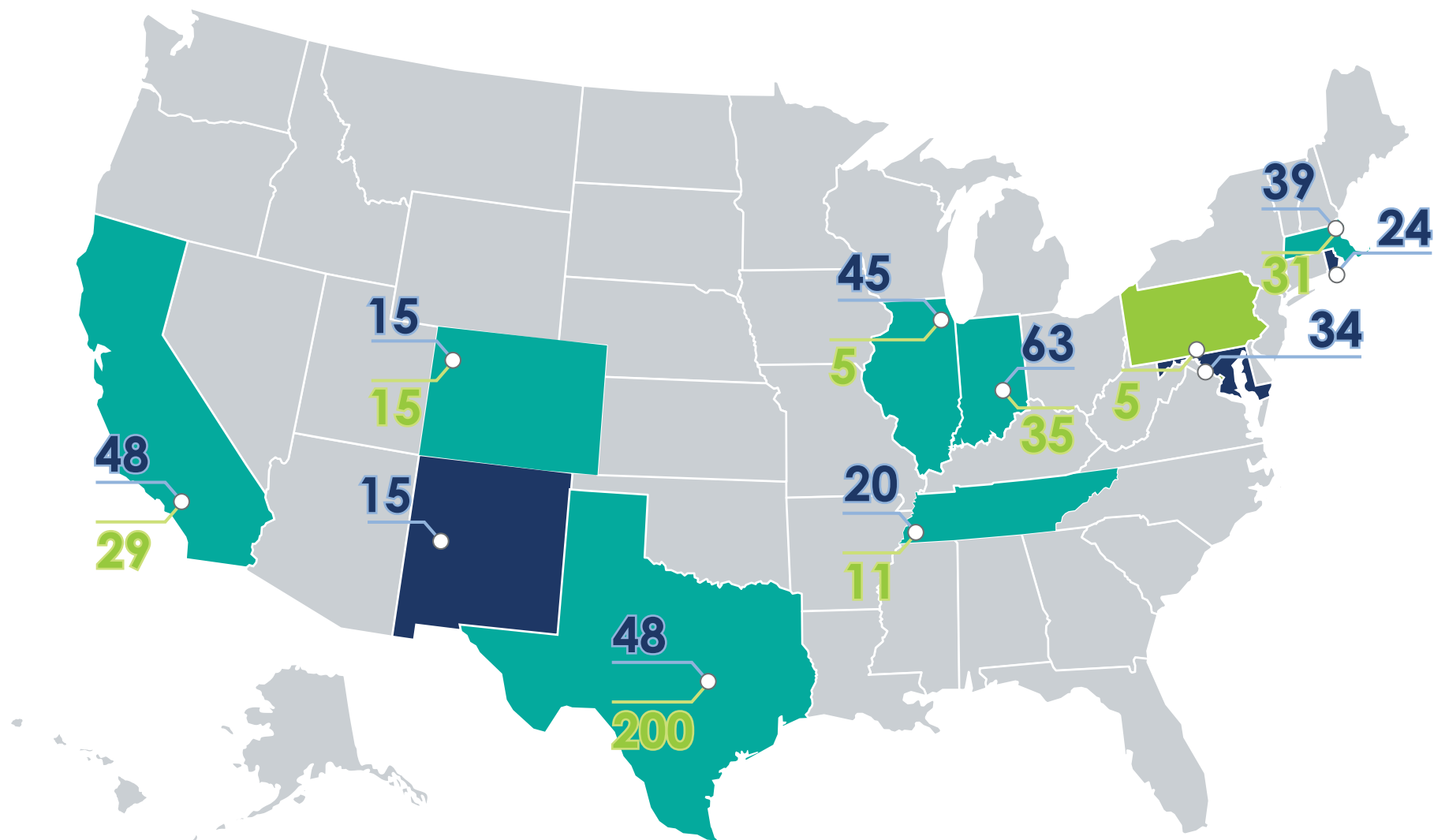
EMPOWER AND CONNECT

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

2016-17 AT-A-GLANCE: TEACHERS IN LEADERSHIP ROLES

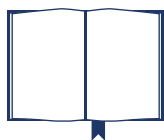
■ Policy
■ Practice
■ Policy and Practice

— Teachers Impacting Policy
— Teachers Shaping Practice



TEACHERS LEADING ON POLICY

The goal of our policy work is to ensure that **teachers have a voice in the public policy decisions that affect their classrooms**. How do we equip teachers to be heard? Our selective Policy Fellowship has **three core components**:



1. SKILLS-BUILDING, READING, AND RESEARCH ON EDUCATION POLICY AND ADVOCACY structured like a graduate school course.



2. SMALL GROUP MEETINGS WITH TOP LEADERS. We break down barriers between teachers and decision-makers.



3. ADVOCACY WORKING GROUPS. Fellows take on issues and work to make changes to benefit their students.

+ 8,686 educator advocacy actions including testimony, meetings with policymakers, participation in polls and surveys, and more.

+ 351 Fellows across 10 regions

+ 222 meetings with policymakers across our regions.

+ 1,468 educators signed on to letters to elected officials.

+ 5,362 educators responded to flash polls and surveys.



14,995 teacher participants in Teach Plus policy and practice programs



17 reports and policy briefs



332 media placements



139 op-eds



41,342 social media followers

TEACHERS LEADING ON INSTRUCTIONAL PRACTICE

Through our Teacher-Led Professional Learning (TLPL) programs, Teach Plus teacher leaders support a growing national network of their peers to improve their instructional practice. We achieve this by focusing on:



1. COLLABORATION

We collaborate with schools, districts, and networks to design programs that give excellent and experienced teachers opportunities to impact learning across classrooms.



2. STRONG SELECTION PROCESS

We select teacher leaders through a competitive process and provide them with training and coaching in key adult leadership competencies.



3. EMPHASIS ON INSTRUCTION

Our programs focus on improving instruction for students, but vary in intensity, duration, and content area.

90%

of participants incorporated a new strategy or skill into their classroom as a result of taking part in the TLPL experience.

- + **331 teacher leaders** who collectively impacted
- + **924 teachers**, and
- + **~ 10,000 students**

This year, we launched **two new ways** for teacher leaders to engage with their colleagues and support their growth.

TLPN: CROSS-REGION NETWORKS

In Boston, Memphis, and Los Angeles, Teach Plus teacher leaders facilitated a series of collaborative learning sessions across districts through the Teacher-Led Practice Networks (TLPN). **Twenty-five teacher leaders** and **228 participants** worked together to improve their instructional practices to promote student learning and achievement.

BLENDED LEARNING

Just like their students, blended learning can benefit teachers with different needs and circumstances. Teach Plus teacher leaders led professional learning courses that included both **in-person and virtual** components.

Memphis TLPN teacher leader **Candace Hines** led the course “The K-2 Elementary ELA Collaborative Network—Teacher Tools: Instructional Resources and Strategies to Build Success.” **One hundred percent of her participants** said they incorporated new teaching strategies in their classroom over the six-month program.

“When a teacher is supported and continuously learning, they can be a more effective educator.”

— Candace Hines



Through T3, Teach Plus recruits, develops, and supports effective, experienced teachers to serve as teacher leaders in low-performing schools. T3 has been in Indianapolis since 2014.

In 2016, Indianapolis Public Schools (IPS) Riverside #44, a Teach Plus T3 school, transitioned from a traditional IPS school to an Innovation Network school as part of the district's strategic plan. Teach Plus teachers established the structures and systems for teacher leadership in the new school, now the Global Preparatory Academy @ Riverside 44. The teachers, in partnership with principal Mariama Carson, had **true authority to make real-time instructional decisions** based on student data.

The Teacher Leaders led teams of their peers in aligning work across grade levels and content.

The result was dramatic student achievement and a testament to the success of the T3 model: The number of students at Global Preparatory who passed both the math and ELA ISTEP+ assessment doubled and the school improved from an F to an A.

Drew Otto, a Los Angeles teacher leader, designed and facilitated the course “Speak Up! Rigorous and Structured Speaking Opportunities.” Through the blended course, Drew stretched his definition of academic discourse and debate to include virtual work. **One hundred percent of his participants** said they incorporated new strategies or practices in their classroom.

“Teaching a hybrid course provided a welcome challenge that ultimately expanded my technological repertoire.”

— Drew Otto





TEACHERS ACHIEVE HISTORIC FUNDING REFORM IN ILLINOIS

OUR IMPACT

For more than two decades, Illinois had the most inequitable education funding formula in the nation. On August 31, 2017 Governor Bruce Rauner signed SB1947, which puts in place a new formula that will direct money to the neediest districts first. Teach Plus teachers took a leading role in a coalition of organizations fighting for funding reform. **The sustained statewide presence of Teach Plus teachers was critical to the funding reform efforts.**

HOW WE GOT THERE

The teachers left no stone unturned in their advocacy efforts. **They organized their peers, spoke up for equitable funding across the state, hosted house meetings and town halls, and wrote letters to the State Board of Education.** They met with legislators of both parties, including with House Speaker Michael Madigan, to explain how inadequate funding can hurt their students. On May 17, 2017 Teach Plus teachers gathered in Springfield along with other coalition members to hold the

Rally and Footrace for Fair School Funding. The rally drew hundreds of parents, students, teachers, and community members. **The Fellows organized the Footrace for Fair School Funding**, an obstacle-filled student race that clearly demonstrated inequities between wealthier and poorer districts. Fellows **Ashley McCall**, **Shonda Ronen**, and **Traci Dean** spoke at the rally, sharing the stage with policymakers and superintendents.

The teachers also mounted a multi-faceted public awareness campaign, publishing op-eds in seven of the largest media markets in the state and championing the issue on radio and TV. With Governor Bruce Rauner threatening to veto the bill, Fellows **Bill Curtin**, **Ashley McCall**, and **Kali Skiles**—who teach downstate, in Chicago, and in the suburbs—appeared on PBS *Chicago Tonight* to explain why they support funding reform and to provide a counternarrative to the Governor's divisive rhetoric.

It is time for legislators to step in and implement an education funding formula that provides schools with the resources necessary to educate all students.

— Monticello teacher **Jennifer Smith** in an op-ed in the Decatur Herald & Review.



As long as we continue to ignore our school funding system, our most vulnerable students will continue to get shortchanged.

— Warrensburg-Latham teacher **Rebecca Wattleworth** in an op-ed in *The State Journal-Register*.

Round Lake teacher **Kali Skiles'** advocacy began with one powerful opinion piece. After Kali published an op-ed in the *Daily Herald* explaining why Illinois needs to fix its broken funding formula,

- + Her district reallocated resources to her classroom.
- + She received book donations.
- + Her State Rep. Sam Yingling visited her class to learn more about IL's inequitable funding.
- + After the visit, the *Daily Herald* ran an editorial urging lawmakers to fix the formula.
- + Kali's local union president has asked that she speak to the entire staff about the importance of teacher advocacy.



15

house meetings held
by Teach Plus teachers
around the state.

150+

Teach Plus teachers
educated about
inequitable funding.

16

meetings with
legislators.

38

media engagements,
including op-eds, TV,
and radio.

Chicago teacher **Ashley McCall** was one of the headliners at the Rally and Footrace for Fair School Funding in Springfield, working with coalition partners to design a canvassing strategy. **Ashley**, along with Fellows **Bill Curtin** and **Kali Skiles**, spoke about funding reform on PBS *Chicago Tonight*.



INDIANA EDUCATORS IMPROVE STUDENT ASSESSMENT AND TEACHER INDUCTION POLICIES

OUR IMPACT

In the spring of 2017, **Indiana Governor Eric Holcomb signed into law two bills that incorporated extensive feedback from Teach Plus teachers in the state.**

The **Student Assessment Bill**, which provides for the creation of a new state test, and the **Teacher Induction Pilot Program Bill**, which establishes an educator mentorship pilot program and supports career pathways for teachers, are based on Teach Plus teachers' recommendations and include a series of teacher-proposed amendments.

The new laws benefit students, teachers, and parents in Indiana, a direct result of teachers having a key seat at the table crafting smart policy.

When we ask advice from great teachers, they're usually very willing to help. Seeking counsel helps build lasting, professional and personal relationships that go well beyond the first years of teaching.

— Mishawaka Teacher **John Gensic** in an op-ed in the *South Bend Tribune*.



HOW WE GOT THERE

THE STUDENT ASSESSMENT BILL

Teach Plus teachers served on the panel tasked with crafting recommendations for the state legislature around a new assessment. Teachers then outlined their thinking about a test that would best serve their students in a memo to key legislators, including that there should be one summative test at the very end of the school year and that a continuous improvement system must be put in place for the state testing process. **HB1003, a bill introduced by Rep. Robert Behning, included four of the Teach Plus Fellows' recommendations.**

THE TEACHER INDUCTION PILOT PROGRAM BILL

HB1449, introduced by Rep. Dale DeVon, called for a teacher induction pilot program and a pilot teacher residency program. Teachers stressed to Rep. DeVon the importance of including in the legislation strong career pathways for excellent teachers. **The final version of HB1449 incorporated four of the five recommendations as amendments, including a yearly application process for teachers for mentorship roles and micro-credentials for mentors.**

On both bills, the teachers testified before the Indiana House Committee on Education and the Indiana Senate Committee on Education and Career Development. They wrote op-eds and went on air with the Indiana House Republican Podcast, all in favor of the legislation. And they invited Rep. Behning and Rep. DeVon to visit their schools to talk with teachers, administrators, students, and families about the proposed changes. When Rep. Behning introduced HB1003 on the floor of the House, he referenced his conversations with Teach Plus teachers **setting the stage for further inclusion of teacher voice in policy.**

Shortridge teacher **Allison Larty** testified before the Indiana Senate Committee on Education and Career Development. Allison advocated for both teacher mentorship and teacher career pathways in HB1449:

“HB1449 would provide multiple career pathways for teachers that include additional responsibilities, leadership opportunities and compensation, and for many of us, it’s a life raft that will keep us in education.”



2

policymaker visits to Teach Plus teachers’ schools to discuss changes to education in Indiana.

8

meetings with legislators.

17

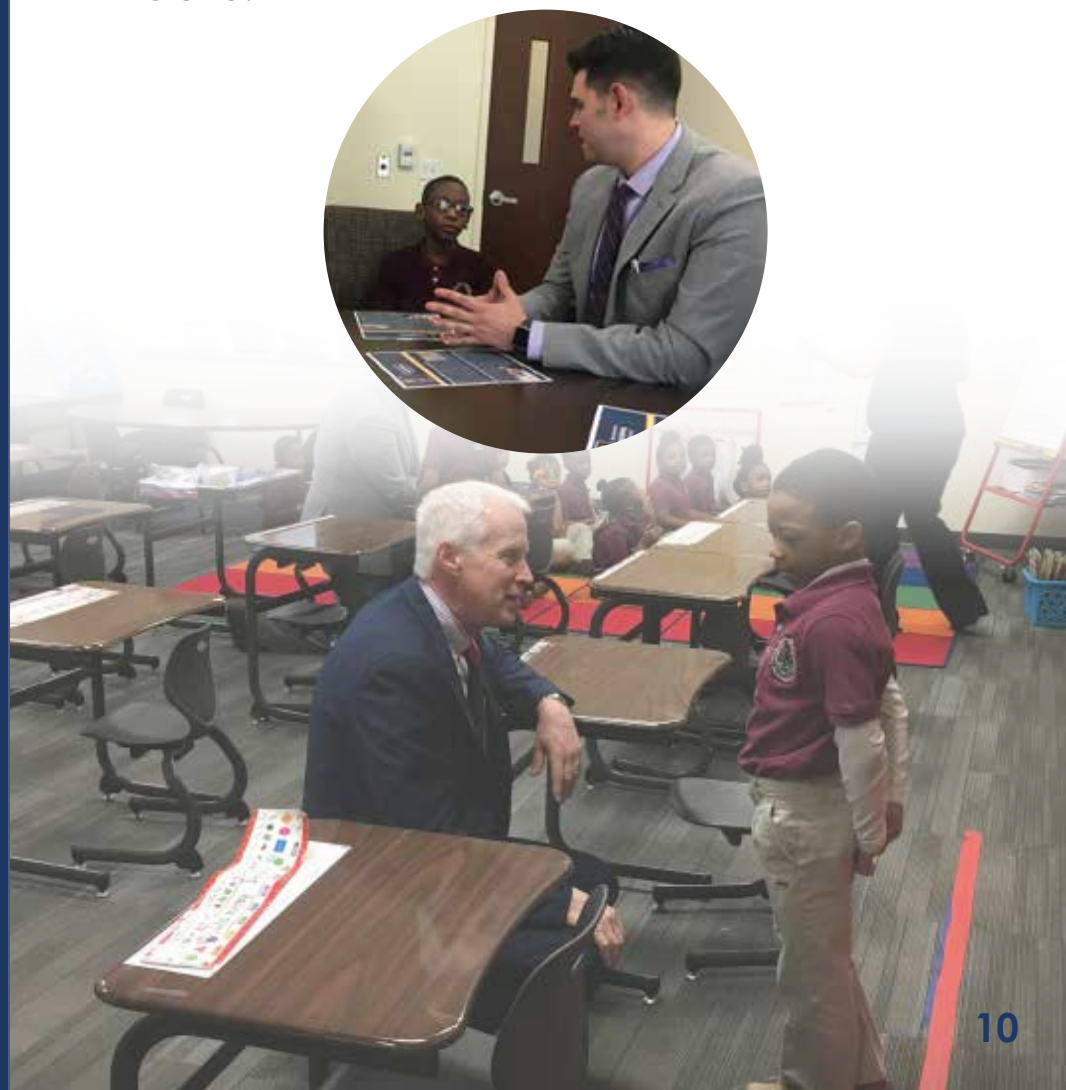
times teachers testified before the House and Senate education committees.

8

Teach Plus teachers’ recommendations included in both bills.

“As a Latino educator in an urban school, I know how important a quality assessment is to ensuring we serve all students equitably.”

– **Eddie Rangel**, Principal of Tindley Renaissance Academy and Policy Fellowship alum who hosted Rep. Behning at Tindley. Rep. Behning visited classrooms and sat down with teachers, students, and parents to discuss changes to assessment in Indiana.



IN INAUGURAL YEAR, TEXAS EDUCATORS STRENGTHEN TEACHER PREPARATION

OUR IMPACT

Texas is home to more than five million students, 60 percent of them economically disadvantaged. Across the state, 30,000 first-year teachers are trained by 231 preparation programs of widely-disparate quality. Teach Plus teachers knew they had to do better—and built incredible momentum in Teach Plus' launch year in the Lone Star state.

The Fellows advocated for two bills to improve teacher preparation, and against one that would have lowered already-weak program standards. In a famously raucous session, **the two teacher preparation bills teachers supported passed, and the bill they opposed was defeated.**

The two bills that teachers advocated for will:

- + Improve data transparency, giving preparation programs the data they need to improve.
- + Reduce unnecessary hurdles to permit experienced teachers from out-of-state to teach in Texas.
- + Create an early childhood certification so that children learn reading, numeracy, and social emotional skills from well-prepared teachers.



HOW WE GOT THERE

In September 2016, Teach Plus launched a Teach Plus Texas Advisory Board made up of 18 teachers dedicated to exploring the opportunity for teacher voice and advocacy in Texas. In May 2017, we inaugurated the Teach Plus Texas Teaching Policy Fellowship with 30 demonstrably-effective teacher leaders from traditional district and charter schools across the state.

During the 2017 legislative session, Teach Plus teachers identified three Texas bills that would improve—or diminish—Texas' haphazard system of teacher preparation. Fellow **Laura Laywell**, who testified before the House Public Education Committee and published an op-ed in the *Huffington Post*, was featured in the *Dallas Morning News* for her effective advocacy. *"Preparation matters,"* she told the paper.

Working alongside partner organizations, teachers testified in front of House and Senate committees of the Texas legislature, and participated in highly-attended legislative briefings. Throughout the fast-moving legislative session, teachers held meetings with legislators and their staff members, telling powerful stories from the field.

Teach Plus Texas teachers published op-eds in the *Austin-American Statesman*, the *Houston Chronicle*, *The Texas Tribune*, *The Christian Science Monitor*, and the *Huffington Post*, and were featured in publications ranging from the *Dallas Morning News* to *Austin Monthly*.

In just one year, Teach Plus proved that prospects are better for students with Texas teachers at the table.

"No student should go through the disruption of having five math teachers in one year. While policymakers are gathered for the 2017 Texas legislative session, a discussion about teacher preparation, which directly affects teacher retention, is of critical importance."

— Rio Grande teacher **Plácido Gómez** in an op-ed in the *Texas Tribune*.

Houston teacher **Shontoria Walker** published op-eds on teaching through the lens of social justice in *The Houston Chronicle* and *The Christian Science Monitor* and met with her state representative to advocate for high-quality teacher preparation. In a briefing at the Texas Capitol, Shontoria told legislators and staff members, “**We use data to drive our instruction, why not also use it to drive our teacher preparation programs?**”



70
meetings with
legislators.

75+
in attendance at
legislative briefings.

12
teachers testifying
before Texas House
and Senate Education
Committees.

9
op-eds in major
publications.

José Manuel Rodríguez, an elementary ESL teacher in Leander and former U.S. Marine, testified before the Texas Senate Education Committee in support of SB1839, the bill designed to improve teacher preparation. Detailing the flimsy preparation that he received as a career-changer, José conducted numerous meetings with decision-makers as they considered this legislation.





BOSTON EDUCATORS FORGE INNOVATIVE PARTNERSHIP TO BRIDGE TEACHER PRACTICE ACROSS SECTORS AND SCHOOLS

OUR IMPACT

In the fall of 2016, a ballot initiative to expand charter schools divided the city of Boston. Advocates on either side of the issue spent millions to challenge their opponents, ultimately deepening the rift between charter and district public schools among the city's leadership.

As the dust settled on the vote, teachers were the ones to step into the breach and **propose an unprecedented partnership to cross district, charter, and even Catholic school lines and return the focus to student learning.**

HOW WE GOT THERE

To achieve this, Teach Plus partnered with the Boston Compact to bring educators together to share best practices to improve student outcomes. Boston Mayor Martin J. Walsh praised this groundbreaking work by teachers to bridge the divisions: *"I'm excited that educators from across the city can learn from one another and build on each other's strengths."*



Launched in the spring of 2017, The Boston Educators Collaborative is a teacher-led professional learning model through which teachers develop adult learners. **Teach Plus recruited, selected, and trained** six outstanding teacher leaders—two each from district, charter, and Catholic schools—to facilitate hands-on learning for their peers and elevate teacher leadership.

This first-of-its-kind partnership sparked collaboration among educators across Boston. Teacher leaders noted that the conversation was not about where you taught, but about how to grow your teaching practice to best support and challenge your students. **The teachers built a community of practitioners regardless of school type**, that focused on grade-level support in disseminating best practices and strategies on how to best serve all of Boston's students.

The Collaborative's work is ongoing. In 2017-18, Teach Plus will train five times as many teacher leaders who will support cross-sector collaboration by training and sharing best practices among hundreds of teachers in the district, charter, and Catholic schools in Boston.

“Collaboration of best practices is a proven way to improve strategies that increase academic rigor and narrow opportunity and achievement gaps for all of our students.”

— Boston Public Schools Superintendent **Tommy Chang**

“As teachers, we constantly want to do better for the children in our classrooms. We are always looking for new practices, new ideas, new lesson plans, new use of data, new ways to reach young people.”

— Boston Public Schools teacher and Boston Educators Collaborative Teacher Leader **Nathan Lewallen**.



80+

teacher participants in the first year of the Boston Educators Collaborative.

6

courses across subjects and grade levels.

54

teacher leaders that Teach Plus will train in the 2017-18 school year.

500+

teacher participants projected in the 2017-18 school year.

Sydney Chaffee, a Teacher Leader with the Boston Educators Collaborative and a Commonwealth Policy Fellow, was selected by the Council of Chief State School Officers for the nation's top teaching honor: **the 2017 National Teacher of the Year**. Sydney, a 9th grade humanities teacher and department chair at Codman Academy Charter Public School in Dorchester, MA, has mentored pre-service teachers since 2010.

“All teachers can be leaders. Someone in their first year of teaching can be considered a leader. When we open up our classrooms to each other and share best practices—that's leadership.”

— **Sydney Chaffee**



CBS THIS MORNING

A CLASS ACT

MA'S CHAFFEE IS 2017 NATIONAL TEACHER OF THE YEAR

CALIFORNIA EDUCATORS MAKE STRIDES TO STRENGTHEN THE TEACHING PROFESSION

OUR IMPACT

In March 2017, Teach Plus teachers, together with California Asm. Shirley Weber introduced AB1220, the Teacher and Student Success Act, that would for the first time make teacher tenure in the state a true, earned professional benchmark. The teachers crafted key provisions of AB1220 and worked closely with Asm. Weber to develop the bill's language.

As AB1220 moved through the legislature, the teachers succeeded in convincing a bipartisan majority on two committees, and nearly the entire California Assembly, that it's time for change:

- + AB1220 passed the California State Assembly Education Committee 4-1.
- + The California State Assembly voted for the bill 60-5.

These two milestones mark the **first time in over three decades** that an effort to strengthen California's tenure law has moved this far within the state legislature.

Changing to a three-year term gives teachers a longer time to develop their craft, and gives principals a longer time to coach their teachers and also evaluate them in a real meaningful way.

— Sacramento Teacher **Stephanie Luty Piazza** on NBC Sacramento.



HOW WE GOT THERE

On March 28, 2017, Teach Plus teachers announced the launch of AB1220 at a press conference in Sacramento. Standing next to Asm. Weber, the teachers emphasized that in lengthening the minimum period to achieve tenure from two years to three and in giving priority professional development support to teachers striving to achieve tenure, AB1220 strengthens teacher retention at a time of growing teacher shortages in the state. The media, including the *Associated Press*, the *U.S. News & World Report*, and many local publications, covered the press conference extensively.

In the following months, Teach Plus teachers ramped up their advocacy in support of the bill. Fellows **Stephanie Luty Piazza**, **Lindsey Bird**, and others published powerful op-eds in the *Sacramento Bee*, the *Modesto Bee*, and the *Huffington Post*. Teachers spoke with newspapers' editorial boards, resulting in the endorsement from the influential *Los Angeles Times*. And they continued to make their presence known in their local districts and in Sacramento, meeting with legislators and working to secure support for this teacher-authored legislation.

At the end of the spring 2017 legislative session, the teachers and Asm. Weber decided to make AB1220 a two-year bill in order to ensure a greater opportunity for its passage through the Senate. The teachers are steadfast in their commitment to fix California's broken tenure law—and to create a commonsense policy solution that serves the state's students and the teaching profession.

California has long placed teacher rights over student needs. A fair compromise is finally on the horizon.

— Los Angeles Times Editorial Board in its endorsement of AB1220.

Los Angeles teacher **Josh Brown** was on hand to testify in support of AB1220 before the state Education Committee.

From the testimony:

The Teacher and Student Success Act embodies sensible policy that underscores the voices of teachers from across the state of California.



3

published op-eds from teachers in support of AB1220.

37

meetings with legislators.

70

stories in the media.

132M

people reached through press coverage nationwide.

“Step one in guaranteeing that California students have the best teachers possible is addressing our state’s tenure practices.”

— Modesto Teacher **Lindsey Bird** in an op-ed in the Modesto Bee.





NEW MEXICO'S NEW EVALUATION RULES ARE DEVELOPED BY TEACHERS, FOR TEACHERS

OUR IMPACT

At a time when many states are struggling to implement evaluation systems that work for teachers and students, Teach Plus teachers in New Mexico focused on developing a sustainable, long-term solution to evaluation that their peers support. The new teacher evaluation system in New Mexico reflects the aspirations of classroom teachers across the state.

HOW WE GOT THERE

In October 2016, **Teach Plus launched its inaugural New Mexico cohort of 15 Fellows representing urban, rural, and Native American communities in the state.** The Fellows focused on evaluation as a key issue. The old policy had come under intense scrutiny from teachers across the state who believed that it didn't reflect the true nature of their contribution to their students' learning.

In November and December, the Fellows **polled over 1,000 teachers** statewide on how they would like to see the policy changed. Armed with the findings, they traveled in February to the state capitol in Santa Fe to present their well-informed recommendations to Secretary of Education Hanna Skandera and her staff, and to testify in front of the House Education Committee.

When the legislature proved unable to advance a new policy, the Fellows were not dissuaded. They worked with Secretary Skandera to move the necessary changes forward. On April 2, 2017, Fellows **Natasha Mackey, Hope Morales, and Lauren Morrison** announced changes to the evaluation system at a press conference together with New Mexico Governor Susana Martinez and Secretary Skandera. The media, including the *Associated Press*, the *U.S. News & World Report*, the *Albuquerque Journal*, and the *Santa Fe New Mexican*, covered the news extensively.

New Mexico's new evaluation system is more balanced, with student growth accounting for 35 percent and principal observation for 40 percent. The teachers also requested that the new rule remain in place for five years in order to give it a chance to succeed. According to Governor Martinez: *"Our teachers have spoken, and we've listened."*



"The compromises reached, recommended and adopted will serve teachers and, more importantly, students well."

— The Albuquerque Journal Editorial Board in its endorsement of the new system.

“As a teacher, I understand that accountability is necessary in education, but also that teachers need to feel that the system is equitable for all regardless of their years of teaching experience or years in their field.”

— Roswell teacher **Natasha Mackey** speaking at the press conference.



1,080

teachers across New Mexico polled on their views on evaluation.

58

meetings with legislators.

45

stories in the media.

76M

people reached through press coverage nationwide.

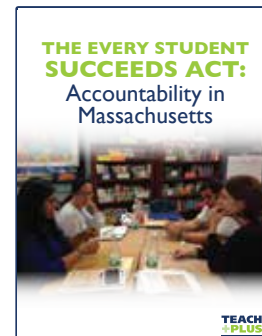
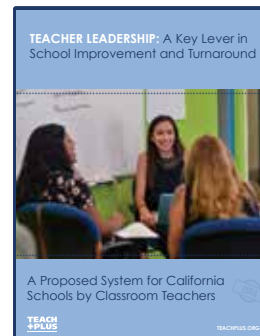
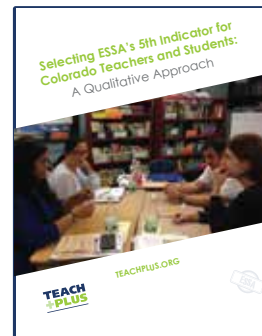
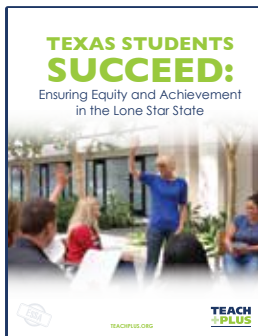
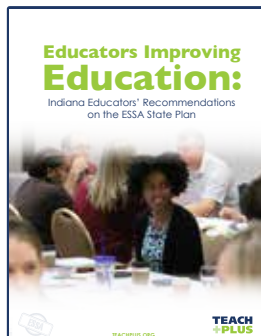
“We wanted to create a system that held teachers accountable, because our students deserve that and a system that was balanced, accurate, and used as a tool to support educators, because our teachers deserve that.”

— Roswell teacher **Hope Morales** speaking at the press conference.



LEVERAGING TEACHER EXPERTISE TO IMPROVE STATE ESSA PLANS

In 2016-17, states engaged stakeholders in the development of the new Every Student Succeeds Act (ESSA) state plans that will impact students, teachers, and schools across the country for years to come. Teach Plus teachers were active and vocal as the plans were developed, and engaged thousands of educators in grassroots advocacy in order to ensure that teachers had a voice in key decisions.



+ In **Illinois**, Teach Plus teachers held a series of ESSA Feedback Dinners and focus groups, engaging **347** teachers.

+ **Thirteen** teachers testified at state hearings on ESSA. The teachers shared their findings with the Illinois State Board of Education and published two policy briefs, "*Expediting ESSA: Recommendations for Accountability and Supporting Effective Teaching*," and "*A Seat at the Table: Teachers' Guiding Principles for Accountability under ESSA*."

+ The state's ESSA plan incorporates **16 of the 17 recommendations** and **four of the six indicators** of school quality recommended in the policy briefs.

+ In **Indiana**, **15** teachers co-led **seven** Department of Education ESSA community meetings, and held **16** ESSA focus groups with educators across the state.

+ The teachers published a policy brief, "*Educators Improving Education: Indiana Educators' Recommendations on the ESSA State Plan*."

+ **Five** recommendations from the brief on school quality indicators, communicating information to stakeholders, and teacher leadership were incorporated in the state's plan.

+ In **Maryland**, **20** teachers successfully persuaded the state legislature to weigh ESSA's academic indicators more heavily than non-academic indicators in a new state law.

+ **Twelve** teachers published a policy brief, "*Teacher Leader Recommendations for Maryland's New Accountability Framework*" and, at the invitation of the President of the State Board of Education, presented their recommendations to the full board. **Nine** were included in the state plan.

+ The teachers created a model "ESSA Dashboard" for schools and **three** of their recommendations to highlight and improve equity are being considered by the State Board of Education for adoption statewide.

+ In **New Mexico**, **14** teachers participated in Public Education Department-led stakeholder meetings across the state.

+ **Five** teachers held focus groups with colleagues and developed **14** recommendations for the state ESSA plan. They presented their recommendations to the Secretary of Education and submitted them in a letter that the Department called "*among the most student-centered, well-researched, and well-written*" recommendations that they received.

+ **Eleven** of the **14** recommendations were incorporated into the plan, which was rated #1 in the country by Bellwether Education Partners.

LOOKING AHEAD: GROWTH OF PRACTICE AND POLICY PROGRAMS

Teach Plus practice teams are ramping up TLPL programs that are empowering teacher leaders to lead groups of peers to improve their instructional practice and solve real challenges in their schools. These programs are in

CHICAGO, PHILADELPHIA, and TEXAS

and are poised to accelerate student achievement and drive student success across schools and districts.



CHICAGO: As part of Chicago's newly-launched Change Agent Fellowship, 14 teachers will spend the school year tackling a problem of practice that affects students in classrooms beyond their own. The teachers will address issues such as increasing the rigor of questioning and formative assessments and aligning math and literacy curriculum and standards.



PHILADELPHIA: In our inaugural program in Pennsylvania, Teach Plus has embarked on a T3 partnership with five Philadelphia public schools to work with expert teachers on boosting literacy outcomes among the city's youngest learners. Our new Philadelphia team is working with these schools to train and coach teachers in leading teams of peers to improve K-3 early literacy, adding a critical element of teacher leadership to the city's "Read by Fourth" initiative.



TEXAS: In July 2017, Teach Plus Texas launched a partnership with Harmony Public Schools to train and provide year-long coaching to 200 Teacher Leaders from Houston and Dallas to the Rio Grande Valley and El Paso. Through this Teacher-Led Professional Learning (TLPL) partnership, the Teacher Leaders will help to ensure effective collaboration between teachers — ultimately supporting the learning of Harmony's 30,000 students.

We are expanding our policy work in several states and have launched our first Teaching Policy Fellowships in



COLORADO and **RHODE ISLAND.**



In **Colorado**, the inaugural Fellowship brought together **15 teachers from urban and rural communities** across the state. The teachers built deep relationships with policymakers and successfully advocated for the creation of a teacher cabinet with the Colorado Department of Education, partnering closely with Commissioner Katy Anthes. The Commissioner's Teacher Cabinet, which incorporated every one of Teach Plus teachers' recommendations for its implementation, launched in August.

In **Rhode Island**, **25 teachers** in the inaugural Fellowship are focused on advancing student-centered curricula and **personalized learning**. Drawing on their own expertise and through site visits and research, the Fellows are helping the public understand the value of innovation in education and are sharing their experiences of placing students' needs at the center of their learning through op-eds.

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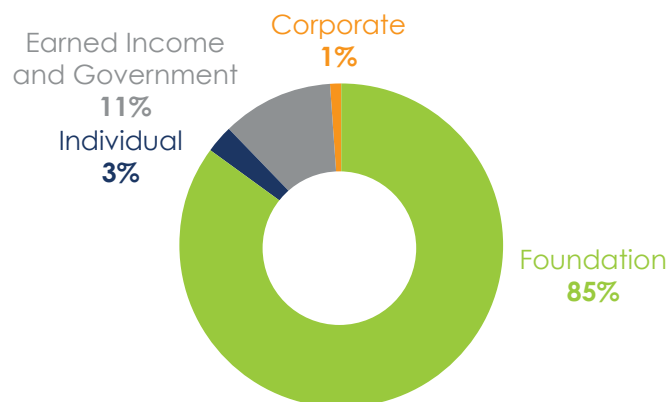


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CEO, Citizen
Schools

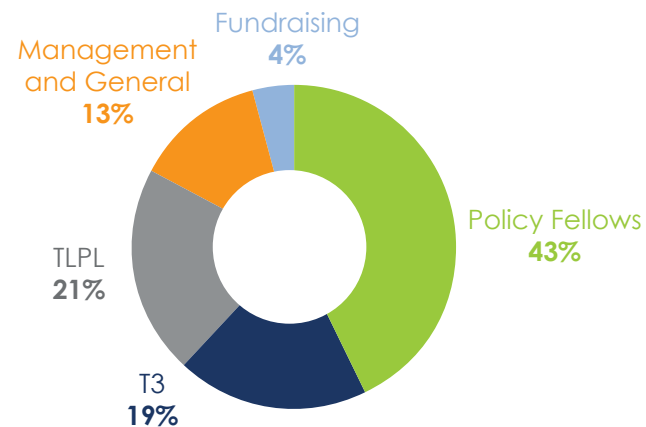


Hon. George Miller
Former U.S.
Representative from
California

FY16 Revenue Breakdown



FY16 Expense Breakdown



WE DEEPLY APPRECIATE THE SUPPORT OF OUR MANY GENEROUS DONORS.

- + The 5 District Partnership
- + Barr Foundation
- + The Bezalel Fund, a donor advised account advised by the Charles and Lynn Schusterman Family Foundation at the Vanguard Charitable Endowment Program
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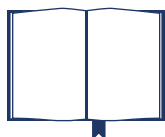


The mission of Teach Plus is to empower excellent, experienced teachers to take leadership over key policy and practice issues that affect their students' success.

+++++

TEACHERS LEADING ON POLICY

The goal of our policy work is to ensure that **teachers have a voice in the public policy decisions that affect their classrooms**. How do we equip teachers to be heard? Our selective Policy Fellowship has **three core components**:



1. SKILLS-BUILDING, READING, AND RESEARCH ON EDUCATION POLICY AND ADVOCACY structured like a graduate school course.



2. SMALL GROUP MEETINGS WITH TOP LEADERS. We break down barriers between teachers and decision-makers.



3. ADVOCACY WORKING GROUPS. Fellows take on issues and work to make changes to benefit their students.

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TEACHERS LEADING ON INSTRUCTIONAL PRACTICE

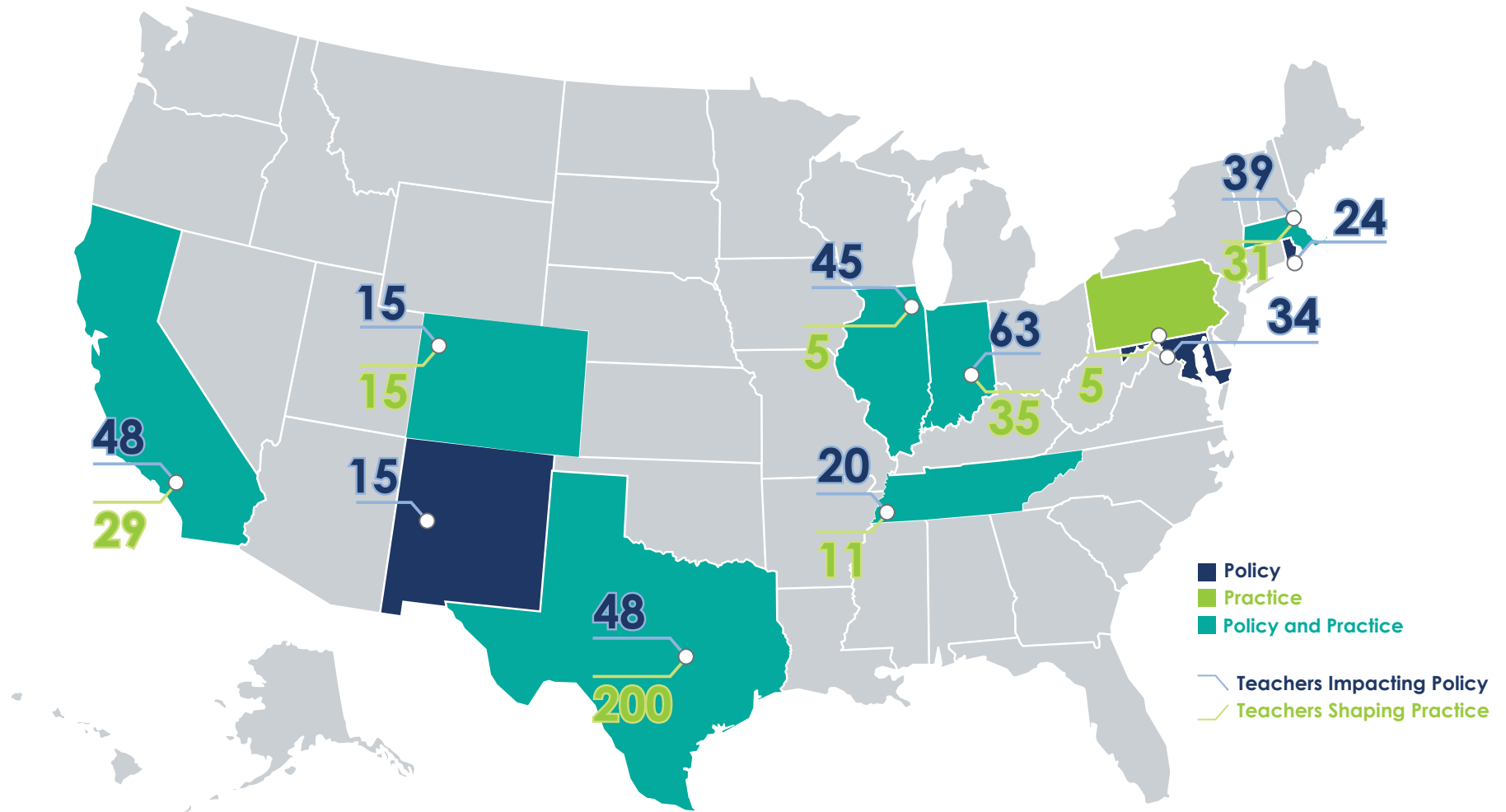
Through our Teacher-Led Professional Learning (TLPL) programs, we connect teachers of similar grades and subjects to collaborate on improving instruction. TLPL encompasses the T3 Initiative, through which we train a cohort of teacher leaders to accelerate student achievement across their school.

90%

of participants incorporated a new strategy or skill into their classroom as a result of taking part in the TLPL experience.

- + 331 teacher leaders who collectively impacted
- + 924 teachers, and
- + ~ 10,000 students

2016-17: TEACH PLUS TEACHERS IN LEADERSHIP ROLES



14,995

teacher participants in Teach Plus
policy and practice programs



17 reports and policy briefs



332 media placements



139 op-eds



41,342 social media followers