

# ◀ Expanding The Influence ▶ of Excellent Teachers



**TEACH  
+PLUS**

Opportunities for Teachers,  
Results for Urban Students

2014-2015  
Annual Report



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One of my favorite experiences of this year was getting invited to the classroom of Erin Dukeshire, an alumna of both our Teaching Policy Fellowship and T3 programs, as she was awarded the prestigious Fishman Prize for Superlative Classroom Practice. The award was a surprise to Erin and her students, who were in the middle of science class. The 6th graders were all too ready to skip the day's lesson for their shot at getting on the evening news or posing for a selfie with the mayor of Boston and their teacher. Excitement was in the air, but its root was the fact that every single kid in the room agreed with the Prize judges: their classroom, in one of the poorest areas of Boston, had one of the best teachers in America.

What was most striking to me was that Erin had been planning to leave teaching five years earlier, when she found Teach Plus and access to the teacher leadership opportunities that allowed her grow as a professional while remaining in front of kids.

Several hundred students would have lost the chance to be inspired by her. That's the power of teacher leadership in action.

This year, we made strides in building the national stature of the teacher leadership movement, and Teach Plus as an organization at its helm. George Miller, a 40-year veteran of the U.S. House of Representatives, joined our Board of Directors and has helped us have a larger voice in Washington D.C. as the Elementary and Secondary Education Act continues on a path towards reauthorization for the first time in more than a decade. As you'll see on page 19, we've had over 3,500 teachers from across the nation involved in helping tell Congress what it needs to do to ensure that students in high-need schools succeed.

Finally, in response to the growing interest in teacher leadership among schools and districts, we have begun to customize our flagship teacher leadership programs. This year, we worked with the mayor of Salem, Massachusetts, to help her build a Teachers Cabinet of advisors modeled on our Teaching Policy Fellowship but shorter in duration with a more targeted focus (see p. 17). We have also begun to help schools and partner organizations use tools developed in our T3 program, like our Teacher Leader Attribute Continuum, to train groups of teacher leaders. We highlight some of this work in the report and anticipate working with more and more schools in the coming year as we put our skills in recruiting, selecting, and training teacher leaders to use in new and innovative ways!

*Celene Coggins*



### August 2014

*“Organizations like Teach Plus are really working to reform our schools and to engage in best practices”* - Former Los Angeles Mayor Antonio Villaraigosa on [MSNBC's Morning Joe](#).



### September 2014

Teach Plus hosts the first *“Testing the Test: Next-Generation Assessments”* event in Nashville, Tennessee. **Seven more events** are held in Boston, Chicago, Los Angeles, Memphis, and Washington, D.C.



### November 2014

The second annual *“For Teacher Leaders, by Teacher Leaders” T3 National Conference* is held in Washington, D.C. T3 Teacher Leaders gather together to build their instructional and leadership capacity.



### April 2015 >

Teach Plus teachers are helping shape their states' equity plans and working to ensure that students with the greatest needs have access to outstanding teachers.

In Massachusetts, several recommendations from the Teach Plus teachers' report [“The Equity Equation: Teachers Advise on Massachusetts' Equity Plan”](#) are cited in their state equity plan. In Virginia, three Fellows are invited to serve on the Virginia Department of Education's working group on teacher preparation in high-poverty and high-minority settings.



### April 2015

Former U.S. Representative [George Miller](#) (D-CA) joins Teach Plus Board of Directors.



### May 2015

Massachusetts Teaching Policy Fellowship and T3 alumna [Erin Dukeshire](#) is [awarded](#) TNTP's coveted [Fishman Prize](#) for Superlative Classroom Practice.



### February 2015

Frederick Hess' "The Cage Busting Teacher" is released, featuring Teach Plus teachers and staff with quotes from Teaching Policy Fellowship alumni **Jacob Pactor** and **Caroline Corcoran**, and CEO **Celine Coggins**.



### March 2015

Chicago Executive Director **Josh Kaufmann** discusses the adoption of the PARCC assessment on **PBS Chicago**.



### March 2015

A group of teachers from across the nation take part in the first-ever **Teach Plus Capitol Hill Day** to share their views with key senators and staff on topics related to **ESEA reauthorization**. Three more Hill Days are held in the spring and summer, with **43 teachers** participating in all.



### June 2015

Teach Plus CEO **Celine Coggins** gives a talk at **NALEO** (National Association of Latino Elected and Appointed Officials) Annual Conference in Las Vegas. Conference speakers include Democratic presidential candidates **Hillary Rodham Clinton** and **Bernie Sanders**.



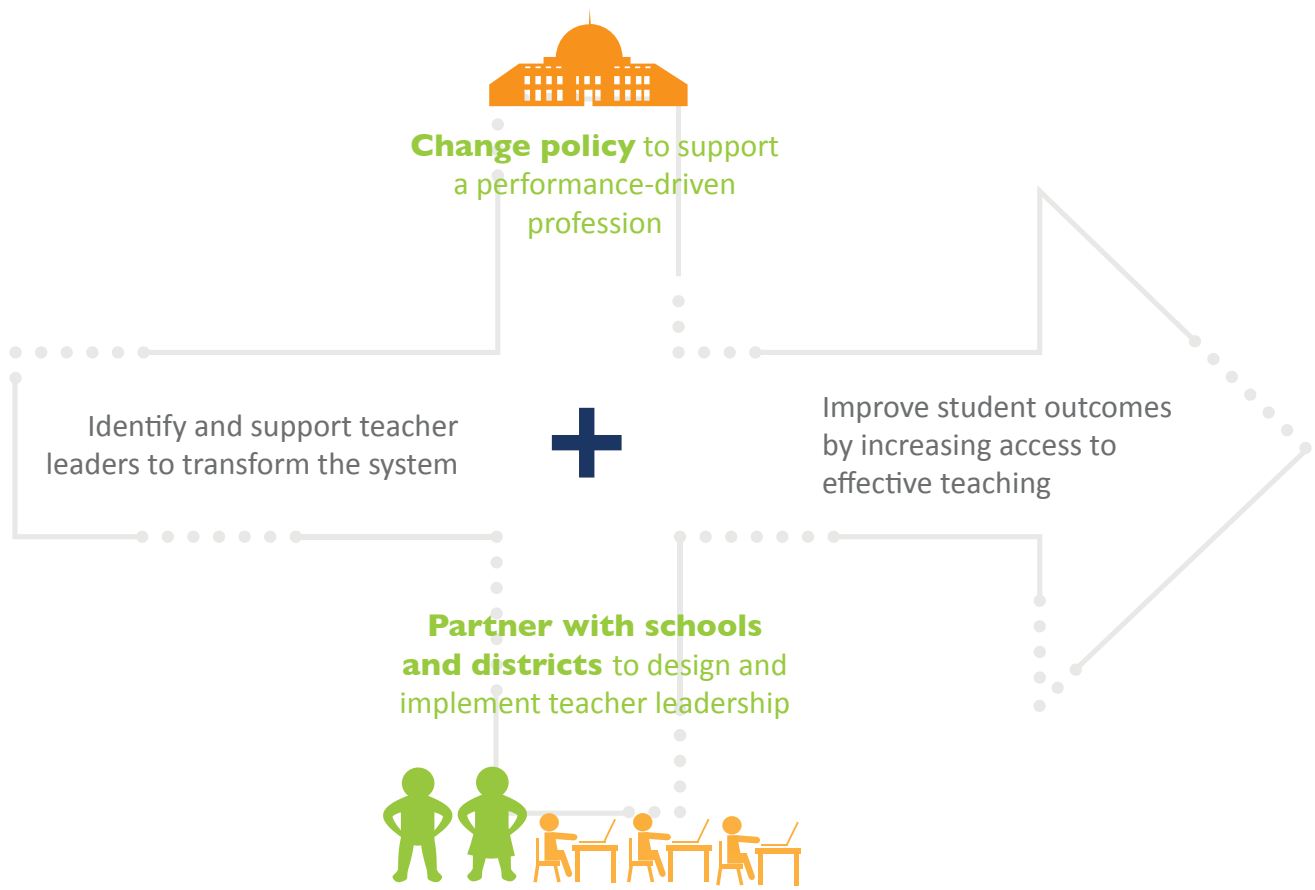
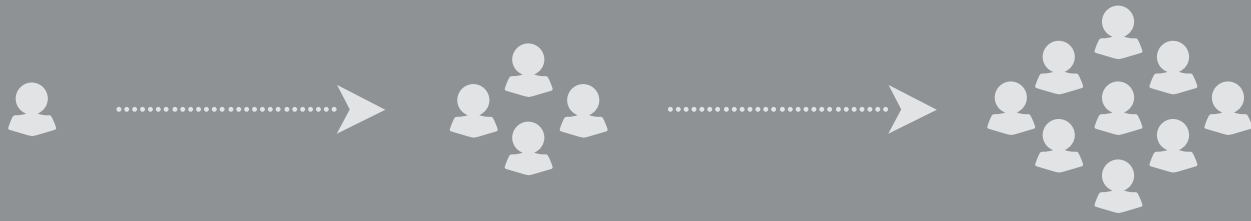
### July 2015

Teach Plus CEO **Celine Coggins** and Board Member **George Miller** publish an op-ed in *The Hill*, "**Congress must not reverse course on education.**"



### August 2015

Teach Plus inducts 15 Fellows into its inaugural policy program in Colorado, the **Local Change Agent Fellowship**. The program, offered in partnership with the Colorado Education Association and local teacher associations in Adams, Aurora, and Eagle counties, is aimed at building a **modern union** in the state.





## 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.



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



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



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



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



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



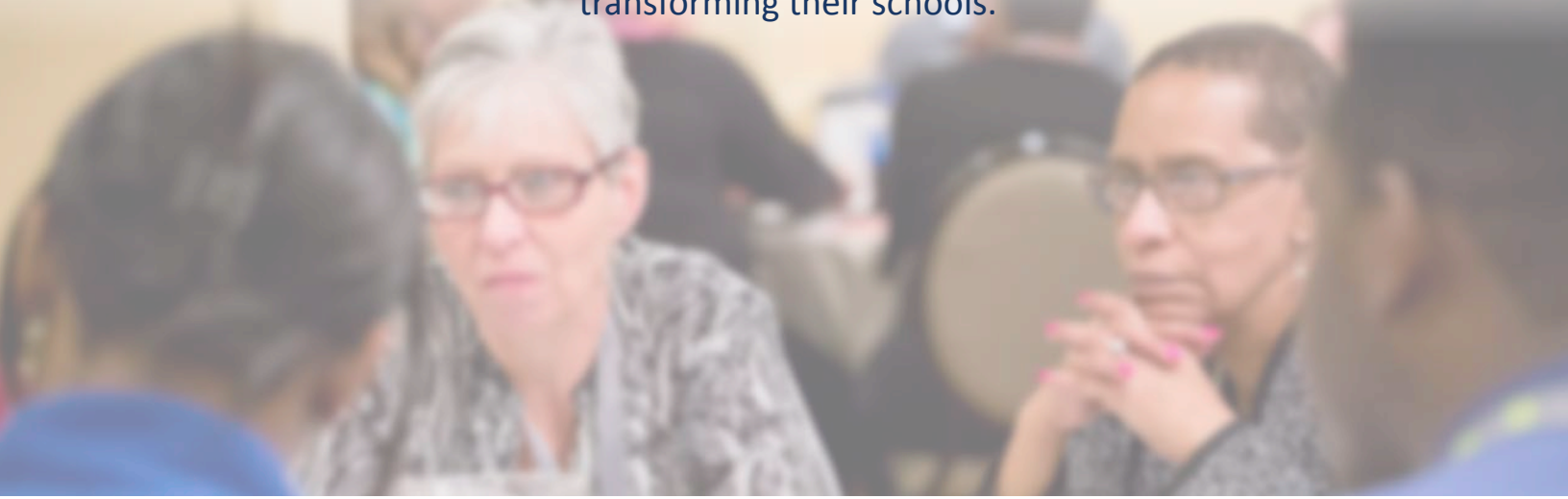
**Next-generation unions** that prioritize student success and lead in elevating the profession.





## T3 Initiative

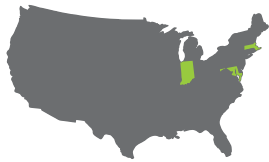
T3 is an innovative teacher leadership program for a district's historically lowest-performing schools. The initiative trains and supports experienced, effective teachers to become T3 Teacher Leaders. T3 Teacher Leaders receive school-embedded coaching to prepare them to lead their peers in improving instructional practice, accelerating student academic outcomes, and transforming their schools.



## Partnerships to Meet School & District Needs

During the five years of running the T3 program, Teach Plus has developed deep knowledge on recruiting, selecting, and training teacher leaders. Our **knowledge and tools** can be applied to supporting schools' individual needs to ensure the effectiveness of teacher leader roles as they are implemented.





## Recruit

- We recruit the best teachers in the building, district, and nation to teach and lead in our highest-need schools
- At each partner school, T3 Teacher Leaders comprise 20-25 percent of the teaching staff



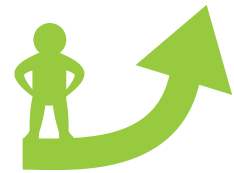
## Select

- We select T3 Teacher Leaders through a competitive application process, using a rubric of 12 competencies to identify the teachers who can best use data to build solutions that improve student and school outcomes



## Train

- T3 Teacher Leaders receive continual professional development from a T3 Coach, who provides one-on-one coaching and professional development on leadership and instructional practices



## Lead

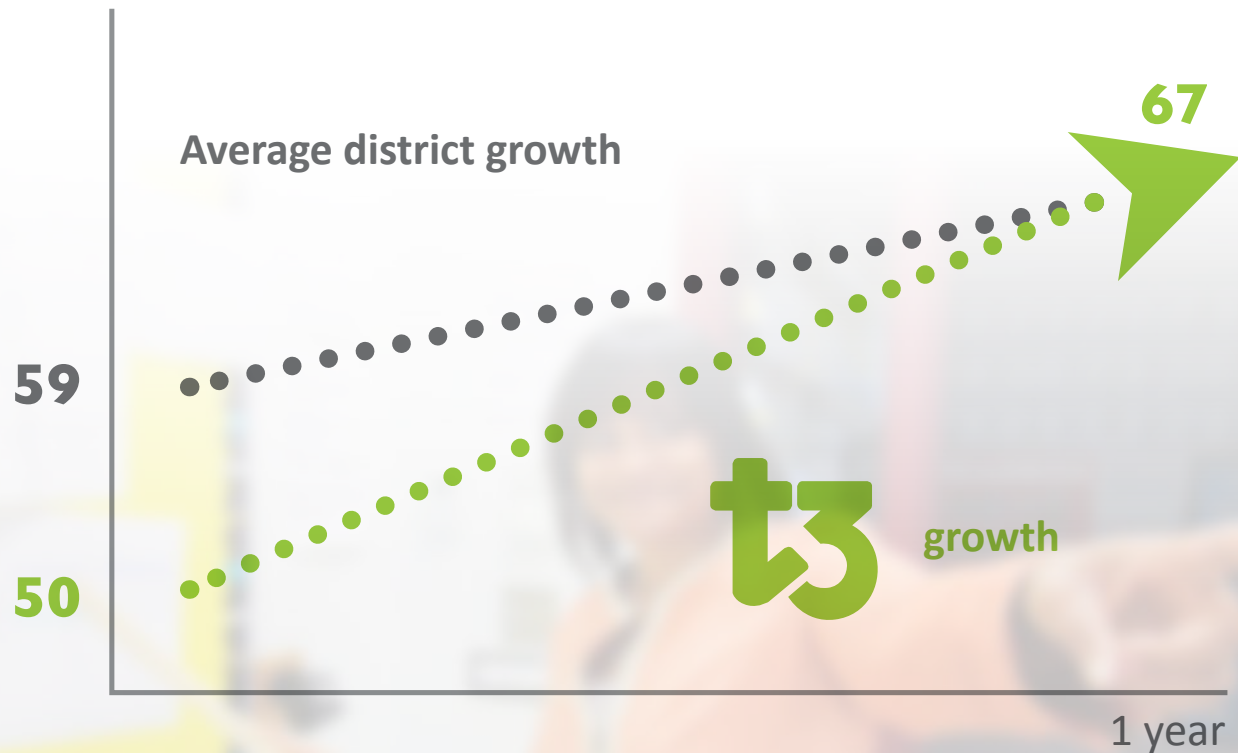
- T3 Teacher Leaders lead grade-level or content teams in collaborative inquiry around annual SMART goals aligned to their schools' priorities

During the 2014-15 school year, we worked with **6,500** students, **400** teachers, and **88** Teacher Leaders across four cities and fourteen schools.

Our training is based around the **Five Attributes of Teacher Leadership** that we built and honed over time. In one example of customized partnership, we worked with **three Boston Public Schools** to develop the skills of teacher leaders in two key areas: evidence-based decision-making

and and skillful facilitation of adult learning. As a result of the training, these three schools now have in-house teacher leaders who are carrying on this work and leading teams of their peers to make intelligent changes to their instruction based on student evidence.

# Closing the Gap in Elementary Grades



**Growth in DIBELS in T3 K-2 classrooms was more than double the average district growth**

*At the start of the school year, just **39 percent** of our 5th grade students were on grade level in reading based on the SRI assessment. Teachers on our team learned to create assessments to target specific standards, and how to effectively implement guided reading. By year-end, **61 percent** of our 5th graders were on grade level.*

- T3 Teacher Leader, Indianapolis

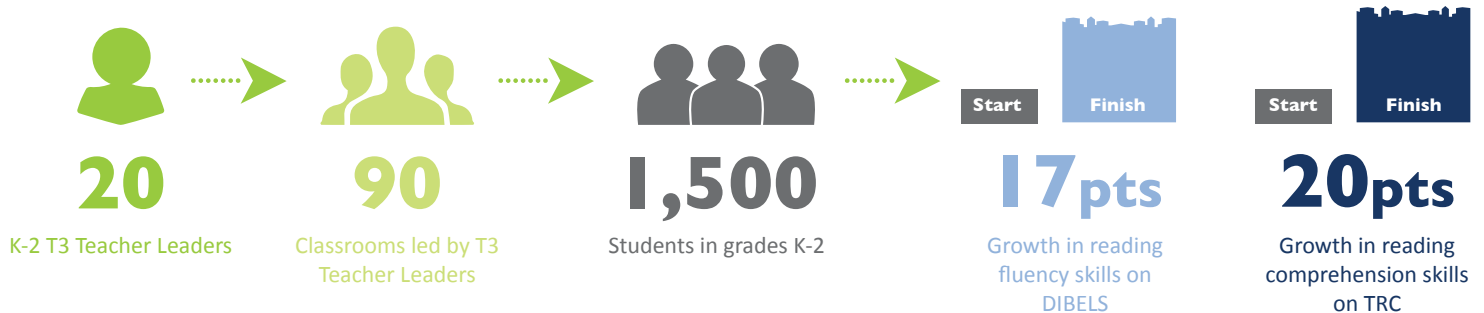


**T**he power of T3 is to accelerate the achievement of every student in their grade level or subject area. Our data in K-2 grades across our T3 regions — Indianapolis, Massachusetts, and Washington, D.C. — exemplifies the kinds of gains that T3 Teacher Leaders are achieving with students. The data highlights the work of **20** T3 Teacher Leaders who in 2014-15 led teams of teachers in **90** elementary classrooms, serving **1,500** K-2 students.

At the beginning of the year, these students were, on average, nine points behind the combined district average on DIBELS, a measure of reading fluency skills. By the end of the year, they have increased by an average of **17** points, outperforming

their peers city- and region-wide. Scores also grew by an average of **20** points on the TRC measure of progress in reading comprehension skills.

For the students in T3 K-2 classrooms, the growth in DIBELS was more than double the average district growth. This means that T3 Teacher Leaders **closed the achievement gap** with the combined district average for their students.



*State test data is not yet available for upper grades.*

In Indianapolis Public Schools, **T3 schools** accelerated student reading levels by an average of **145** points on the SRI measure of progress, compared to **119** points for all IPS schools (Grades 3-6). T3 schools' growth was **22 percent higher** than the district average.



## C2 Initiative

C2 is a set of of teacher-led professional learning courses that bring teachers together to collaboratively learn from each other about curriculum and standards. Groups of teachers, led by a C2 Teacher Leader, gather over multiple sessions to improve their knowledge of the implementation of the standards, instructional strategies, and practices in order to promote student learning and achievement.

## Partnerships to Meet School & District Needs

Working with the Instructional Leadership Team at **Murphy K-8 School** in Dorchester, Massachusetts, Teach Plus customized C2 to zero in on a key instructional priority for the school: better support of English Language Learners



## Recruit

- We recruit Teacher Leaders at each C2 site to facilitate the sessions



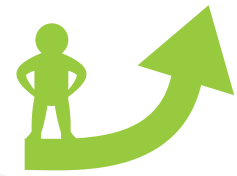
## Select

- We select Teacher Leaders based on their advanced knowledge of their state standards
- The multi-step selection process includes a live presentation of standards-aligned lesson plans



## Train

- We train Teacher Leaders on strategies and tools to effectively facilitate adult learning
- Teacher Leaders receive ongoing coaching on the design and delivery of their course



## Lead

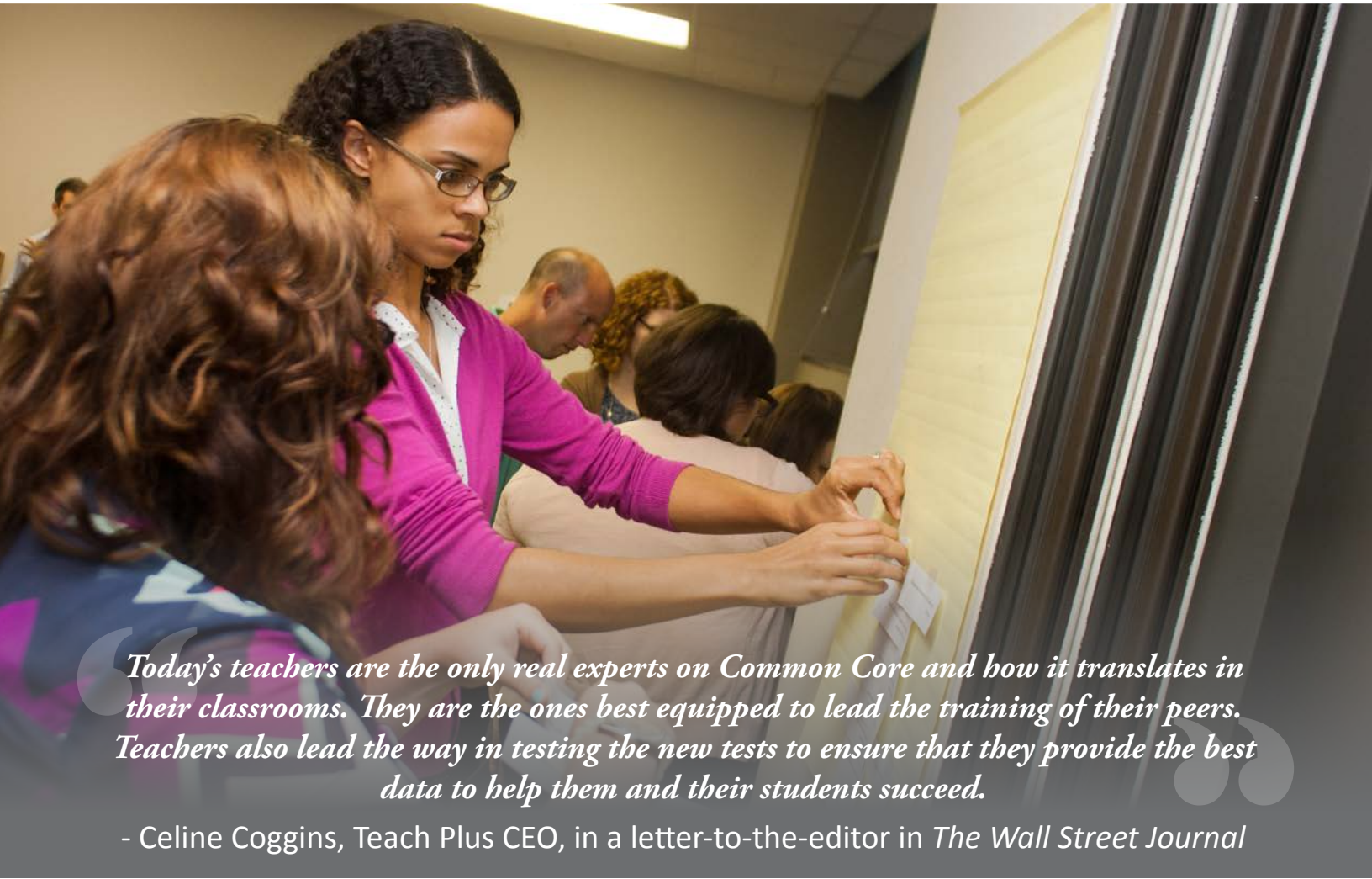
- After participating in C2, 91 percent of teachers reported feeling confident about implementing next-generation standards in their classroom, as compared to 62 percent in the pre-survey

During the 2014-15 school year, more than **500** teachers participated in C2 sessions across our regions including, for the first time, **Chicago** and **Memphis**.

(ELLs). This year, Teach Plus will work with **10 outstanding teachers** who will lead courses on strategies to support ELLs across the school. The courses are required professional development (PD) for the Murphy School's teachers and

are also open to teachers across the Boston area. Our work with the Murphy School is just one example of customized, collaborative C2 programs.

# Building the Club Teachers Want to Join



*Today's teachers are the only real experts on Common Core and how it translates in their classrooms. They are the ones best equipped to lead the training of their peers. Teachers also lead the way in testing the new tests to ensure that they provide the best data to help them and their students succeed.*

- Celine Coggins, Teach Plus CEO, in a letter-to-the-editor in *The Wall Street Journal*

**Ninety-two percent** of participants in the **Chicago C2** pilot reported that their understanding of the standards improved, and **98 percent** of teachers said that they would recommend C2 to their colleagues.





**A**cross our cities, Teach Plus has asked teachers: What do you need in order to feel that you are part of a larger movement to elevate the teaching profession to better serve students? The answers are clear and consistent: Teachers want a professional network that is:

1. Led by teachers who have demonstrated excellence serving high-need students, and is
2. The “place to go” for teachers who want to become better practitioners.

With C2, we are building what Teaching Policy Fellow Michaela Kovacs dubbed “the club teachers want to join.”

In 2014-15, C2 launched in two new cities, more than tripled the number of expert Teacher Leaders, and doubled the number of teacher participants. This growth is an indication that teachers want to both lead and participate in collaborative learning led by expert teachers—and that this is the professional development club they want to join.



**2**

New cities where C2 launched in 2014-15



**2x**

Growth in the number of teachers participating in the C2 courses



**3x**

Growth in the number of Teacher Leaders offering C2 courses



**32% to 95%**

Increase in participants' confidence in implementing next-generation standards



**28% to 95%**

Increase in participants' understanding of next-generation standards

After **18 months** of pilot work learning how to build a strong teacher-led network, Teach Plus is entering a period of rapid growth. This year, C2 will reach over **1,000 teachers** in Massachusetts alone.



## Putting Equity Center Stage at Home and Abroad

Jen Aponte, Teaching Policy Fellow, Massachusetts

Deeply dedicated to equity in our schools, Jen Aponte collaborated with a group of Teaching Policy Fellows to write “The Equity Equation: Teachers Advise on Massachusetts’ Equity Plan.” Through this work, Jen was invited to join U.S. Secretary of Education Arne Duncan in Banff, Canada, at the International Summit on the Teaching Profession, attend the U.S. Department of Education’s Teach to Lead Conference, and speak on a panel with Secretary Duncan at the Teaching and Learning Conference in Washington, D.C. Jen published her personal equity story, “How Teachers Can Make a Difference for Boys of Color,” in *Education Week Teacher*.



## Speaking Up for Common Core and Next-Generation Assessments

Bootsie Battle-Holt, Teaching Policy Fellow, Los Angeles

As a C2 Teacher Leader, Bootsie Battle-Holt coached educators in California’s Central Valley as part of Teach Plus’ first C2 project in the state. Bootsie continued her work with the Common Core and next-generation assessments as one of the math facilitators at the Smarter Balanced “Testing the Test” event and as co-author of the subsequent report of the teachers’ feedback. Following the report’s publication, Bootsie spoke about the benefits of the new test before a statewide audience on Southern California’s NPR.



## 2016 Massachusetts Teacher of the Year

Audrey Jackson, C2 Teacher Leader and Teaching Policy Fellowship Alumna, Massachusetts

This year, Boston Public Schools (BPS) 5th grade inclusion teacher Audrey Jackson became the second Teach Plus teacher leader to be named the Massachusetts Teacher of the Year. In 2015, Audrey served as a C2 Teacher Leader, teaching a course titled “Fractions in Grades 3-5: Differentiating Instruction without Sacrificing Rigor or Falling to Pieces” to her peers in BPS. Audrey joins a select group of Teach Plus alumni nationwide: she is the fifth Teach Plus teacher to be named a state Teacher of the Year.



## Talking ESEA with Congress... and His Students

Corey Morrison, Teaching Policy Fellow, Chicago

Passionate about accountability and resource equity, Corey Morrison traveled to Washington, D.C. in the spring of 2015 to share his insights on ESEA reauthorization at a Teach Plus Congressional briefing. Corey spoke about the impact of ESEA not just to the Congressional staffers in the room, but to eight of his 8th grade students who were on a field trip to D.C. and attended the briefing. *“The students had some great questions and comments,”* Corey said. *“That day, the feasibility of getting involved in the government was made real to them.”*



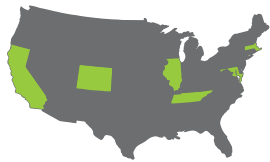
# TEACHING POLICY FELLOWS

## Teaching Policy Fellowship

The Teaching Policy Fellowship is a highly selective program for teachers who want to have a voice in decisions that affect their profession. The program spans two school years and offers excellent teachers the opportunity to expand their influence without leaving the classroom. The teachers who take part in the Fellowship have the knowledge and skills to lead their colleagues and to advocate for changes that improve student outcomes across the education system.

## Partnerships to Meet School & District Needs

Teach Plus is using Teaching Policy Fellowship's best practices and programmatic expertise to create tailored teacher leadership support for schools and districts. When the [mayor of Salem, Massachusetts](#), asked Teach Plus to convene a group of teachers to advise her on improving



## Recruit

- We recruit 25-30 highly-effective teachers for the Fellowship at each site



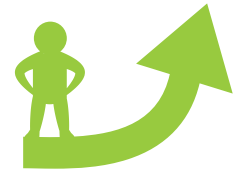
## Select

- We select Fellows through a rigorous process that includes a written application, interview, and group activity
- Fewer than 25 percent of applicants are selected



## Train

- We train Fellows with expert-led modules on topics such as advocacy and storytelling for impact, and through direct engagement with key stakeholders
- Fellows develop and advocate for improvements in education policy throughout the program



## Lead

- Fellows influence local, state, and national policy through their policy briefs, legislative testimony, op-eds, and petition initiatives
- Fellows advance ideas with decision-makers and mobilize large groups of teachers to bring about change

During the 2014-15 school year, **181** Fellows participated in **eight** Fellowships across our regions.

POLICY FELLOWS

Salem's schools, we selected ten outstanding educators for the task. Members of the **Salem Teachers Cabinet** have made recommendations on teacher leadership, use of common planning time, and teacher retention to the mayor and school

board. Salem Public Schools has already committed to **adopting the recommendations** to create new teacher leadership roles, with teachers to be selected for these roles for the 2015-16 school year.

# Influencing Key Provisions of the New ESEA

*The law should not only require states to identify schools in need of locally-determined intervention; it should also require states to act on it. Unless we make it clear that some action is necessary, I am worried that some schools and some students in some states won't get the help they desperately need.*

—Chris Hofmann, Los Angeles Teaching Policy Fellow, at a Congressional briefing



Teach Plus teachers and staff with Senator Elizabeth Warren (D-MA) during Teach Plus Hill Day in Washington, D.C.

Through Teach Plus flash polls, members of Congress heard from more than **3,500** teachers on school accountability and the value of annual testing.





**T**his year, Congress embarked on reauthorizing the law that sets the nation's K-12 education policy. Teach Plus teachers have been at the forefront sharing their perspectives with lawmakers on meaningful accountability, annual assessments, resource equity, teacher leadership, and other issues woven into the fabric of the new law.

Teach Plus has worked closely with the Leadership Conference on Civil and Human Rights to ensure that the federal role continues to be focused on equity of opportunities for low-income students and students of color.

Teach Plus teachers' ideas are incorporated in two critical ways:

- First, in the **SMART Act amendment**, which will help reduce over-testing by providing districts with funding to align, audit, and streamline tests with input from teachers.
- Second, in the **teacher leadership amendment**, which requires all 50 states to determine how well its districts and schools are doing in providing leadership opportunities to effective teachers and principals. The amendment, which originated with Teach Plus, also requires states to identify the schools with the most acute needs. Once identified, the states can use federal dollars to provide opportunities for effective teachers to lead evidence-based PD for their peers, including activities modeled on T3 and C2.



**2**

Amendments on teacher leadership and assessment shaped through teachers' feedback



**3**

Congressional briefings where teachers shared their perspectives on ESEA



**20**

Teacher op-eds published on ESEA issues



**44**

Teachers provided feedback on proposed Congressional legislation



**132**

Meetings with Congressional offices where teachers shared their perspectives on ESEA



**3,589**

Teachers weighed in on ESEA reauthorization issues through [Teach Plus flash polls](#)



**83%**  
of teachers  
agree

## From the Polls

Congress should provide funding to states for assessment audits that would determine which district tests are unnecessary and should be eliminated.

# Shaping a Performance-Based Contract in Indianapolis



*The contract, which includes the first pay raise IPS teachers have had in five years, happened because teachers took the lead.*

— Abby Taylor, Indianapolis Teaching Policy Fellowship alumna and Elevate IPS leader, [in an op-ed](#) in *The Huffington Post*



Effective teachers will see a salary increase of **\$2,600** annually on average.

First-year teachers can now make **more in IPS** than in almost any other district in the area.



# W

ith a five-year pay freeze in place, Indianapolis Public Schools (IPS) was losing teachers: 15 percent of the teaching force left the district in the summer of 2014 alone. No one could have foreseen then that a year later, IPS would become one of the most innovative districts in the country when it comes to teacher pay. This change happened because Teach Plus teachers saw the need, stepped up, and led.

Teach Plus Teaching Policy Fellows and alumni activated their collective power to push for a pay raise. They formed Elevate IPS, a campaign to make higher compensation and more opportunities for teacher leadership a priority in the district. They trained and organized their peers – 141 IPS teachers participated in advocacy storytelling training. They held house meetings, happy hours, and had a teacher speak at every school board meeting for months.

To combat the state legislature’s plan to cut the IPS budget by \$32 million over two years, Teach Plus teachers took their case to the statehouse. Their advocacy helped restore \$15 million to the budget, making teacher raises a possibility in the next contract. Soon after, the IPS Superintendent sat next to a Teach Plus alumna at a press conference and announced that teachers would get their first raise in five years.

Three Teach Plus teacher leaders, who were also leaders of their local union, served on the bargaining team. The new contract, which includes a new compensation model and new leadership roles for teachers, was ratified by the union and passed by the IPS School Board in August 2015. In the words of Teaching Policy Fellowship alumna and Elevate IPS leader Abby Taylor, “I am proud of the work we did to ensure that our district is a place where teachers can come to work.”



# 3

Teach Plus teachers on the collective bargaining team that negotiated IPS teacher contract



# 5

Teach Plus teachers created the Elevate IPS campaign to raise teacher compensation in IPS



# 9

Fewer steps in the consolidated salary schedule, allowing effective teachers to reach the max in almost half the time



# 141

IPS teachers were trained in advocacy storytelling to make the case for a new contract



# 150

IPS teachers participated in a Teach Plus event, weighing in on how to make budget allocations to ensure effective teaching



# 15m

Amount restored to the IPS budget after teachers fought proposed state cut



Mid-career teachers will hit the **top salary sooner**, thus earning more money for a longer period of time.

Teacher leaders who want to take on additional leadership roles will have the opportunity to earn up to **\$18,000** on top of their base pay.

# Ensuring the Adoption of Better Assessments

A woman with dark, curly hair and black-rimmed glasses is looking down at a device in her hands. She is wearing a black cardigan over a blue and white polka-dot shirt. In the background, other people are blurred, suggesting a busy event or conference setting.

*The PARCC assessment raises expectations for what students can and should be able to do. The tasks are challenging, complex, and at times leave teachers feeling uncomfortable. This does not mean that we should shy away.*

— Chicago Teaching Policy Fellows Eu Choi, Sherisse Lucas, Paige Nilson, Krista Rajanen, and Lindsey Siemens  
[in an op-ed](#) in *Catalyst Chicago*.

To answer a pivotal question—what do classroom teachers think about the quality of next-generation assessments—Teach Plus brought together **over 1,000 teachers** at eight “Testing the Test” conferences across America to analyze the tests. The feedback from the events informed Teach Plus teachers’ advocacy around the adoption of these assessments.





In Illinois and Massachusetts, Teach Plus teachers gave testimony in support of next-generation assessments, met with state legislators to encourage them to reject legislation that would halt the tests, and wrote op-eds.

### SPOTLIGHT ON MASSACHUSETTS

Armed with the feedback from fellow educators in their state, Massachusetts Teaching Policy Fellows recommended that the Massachusetts Board of Elementary and Secondary Education adopt the PARCC assessment statewide. The teachers shared their recommendations at a Board meeting and at a legislative briefing for more than 40 legislators and staff members at the Massachusetts State House.

Teach Plus teachers rallied for PARCC once again at a legislative hearing in which the Massachusetts Teachers Association brought together anti-testing advocates from around the state to support a bill that would eliminate all accountability associated with testing and halt the use of PARCC. The teachers spoke about the transformative power of PARCC and were featured in the *Boston Globe's* coverage of the hearing. In the words of Teaching Policy Fellow Brittany Vetter, *"The tests have surpassed my expectation. PARCC's alignment with Common Core has upped the rigor of my course."*



3

"Testing the Test" reports published



12

Teachers met with state legislators to advocate for PARCC's adoption in Massachusetts



26

Stories in the media highlighting findings from the "Testing the Test" events and Teach Plus teachers' advocacy



26

Teachers testified in support of PARCC in Illinois and Massachusetts



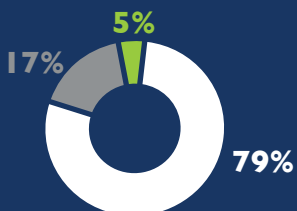
28

Teacher op-eds published in support of higher-quality annual assessments



1,096

Teachers nationwide attended eight full-day events to analyze the new tests



### How would you rate the quality of your previous state test compared to PARCC?

- PARCC is a higher quality assessment
- PARCC is about the same
- PARCC is a lower quality assessment

# Improving California's Tenure, Layoff, and Dismissal Policies



*Teachers live and breathe the opportunities and the risks identified by Vergara. They should have a voice in the development of any legislation to come out of the ruling.*

— Lacey Jung, Los Angeles Teaching Policy Fellowship alumna, [in an op-ed](#) in the *Los Angeles Times*

*One group of teachers in Los Angeles is helping shape what a post-Vergara world could look like.*

- LA School Report





**F**ollowing the June 2014 ruling in the Vergara v. California court case, teacher tenure, layoff, and dismissal policies took center stage on California’s legislative agenda. In the fall of 2014, Teach Plus teachers put forth a series of policy recommendations in the brief [“Valuing Performance and Honoring Experience: Teacher Solutions for a Post-Vergara Profession.”](#) The recommendations aim to make teacher performance a factor in job-related decisions while retaining due process in California.

Three months later, Teach Plus conducted an extensive survey of California teachers regarding the issues. Highlighted in the report [“Raising the Bar: The Views of California Teachers on Tenure, Layoffs and Dismissal,”](#) the survey demonstrates that the state’s teachers seek to incorporate teacher effectiveness

into tenure- and layoff-related decisions. On average, teachers want performance and seniority to have equal weight in layoff decisions. And teachers want a substantially longer period of time for administrators to make tenure decisions: 65 percent of surveyed teachers believed that three to five years in the classroom are necessary before administrators can decide on tenure.

The recommendations and the survey formed the basis for a series of meetings in the spring of 2015 between Teach Plus teachers and key “swing” California legislators and staff. The meetings serve as a foundation for continued work in the upcoming legislative term and for larger-scale organizing and mobilization of teachers around these issues.



Policy brief with recommendations for legislative change on tenure, layoffs, and dismissal



Large-scale survey and report of California teachers’ views on the issues



Teacher op-eds published on teacher quality issues



Stories in the media highlighting the findings from policy brief and survey



Teachers took part in meetings with legislators to offer feedback



California teachers polled in a survey on teacher quality issues

**92%**  
of teachers

believe that they should be required to demonstrate classroom effectiveness as part of the tenure decision

**From the report “Raising the Bar: The Views of California Teachers on Tenure, Layoffs and Dismissal”**



## Advocating for Next-Generation Assessments



Paige Nilson, Teaching Policy Fellow, Chicago

As a math facilitator at the “Testing the Test” event in Chicago, Paige Nilson did a deep dive on the PARCC assessment with fellow Chicago teachers. She began her advocacy for PARCC by co-authoring “Don’t park the PARCC,” an op-ed (co-written by four other Fellows) that helped make Teach Plus a key player in Chicago’s assessment debate. Paige then testified in front of the Illinois legislature, advocating for the adoption of PARCC statewide.



Kalimah Rahim and Bernadine Lormilus, Teaching Policy Fellows, Massachusetts

Kalimah Rahim and Bernadine Lormilus have dedicated themselves to ensuring that Massachusetts maintains rigorous standards and adopts an assessment that measures the skills students will need to succeed in college and career. Kalimah and Bernadine presented at a packed briefing at the Massachusetts Statehouse, testified at a legislative hearing in support of accountability, and asked the Board of Elementary and Secondary Education to adopt the PARCC assessment. They told their stories to the Board and authored op-eds calling for the adoption of PARCC.



## Exceeding Expectations for All Students

Melissa Scherle, Teaching Policy Fellow and T3 Teacher Leader, Indianapolis

New to the Washington Irving Elementary School, Melissa Scherle had to build trust in her first year as a T3 Teacher Leader while pushing her team towards improved student academic growth. She succeeded as a teacher and leader beyond her expectations. The 2nd grade team averaged two years of growth on the DIBELS literacy test, the second highest growth in all of Indianapolis Public Schools and double the district's average point gain.



## Making Teacher Pay Raises a Reality

Abby Taylor, Tina Ahlgren, LaMeca Perkins-Knight, and Eddie Rangel, Teaching Policy Fellow and alumni, Indianapolis

Teaching Policy Fellowship alumni (Abby Taylor, Tina Ahlgren, and LaMeca Perkins-Knight) and a current Fellow (Eddie Rangel) launched Elevate IPS, a teacher-led campaign to raise teacher pay in Indianapolis. They succeeded in making a new contract and pay raises a reality. Their effort also resulted in a major milestone for Indianapolis Public Schools: IPS is now the first district in the nation to use collective bargaining to add significant teacher leadership roles to the contract.

# Media & Publications



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# 18

Reports and policy briefs

# OP ED 95

Teacher op-eds



# 34,201

Social media followers



# 320

Total media placements



Los Angeles Times  
THE WALL STREET JOURNAL  
The Boston Globe



## Executive Leadership



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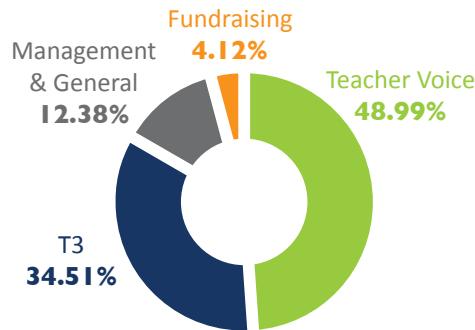
**Mike Stryer**  
California Senior  
Executive Director



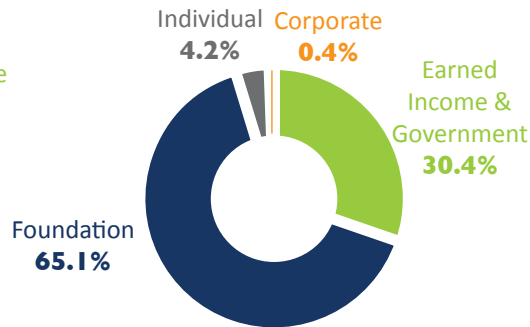
**Nathan Pelsma**  
Chief Operating Officer

# Finances

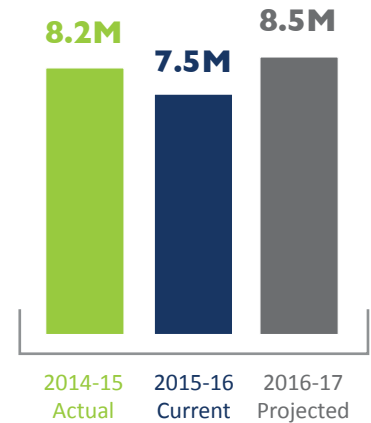
## FY14 Expense Breakdown



## FY14 Revenue Breakdown



## Total Annual Budget



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