TEACHER LEADERSHIP.
STUDENT SUCCESS.
Annual Report 2014
LETTER FROM THE CEO

Dear Friends and Supporters of Leading Educators:

In our quest to ensure great teachers for all students, particularly those most often denied access to a high quality education, Leading Educators expanded our work significantly in the periods of July 1, 2013 through June 30, 2014. This annual report features some of our Fellows’ impact projects at their schools and the results they have achieved with their teams. You will also learn about the leadership growth our Fellows experience and the impact they are having on the teachers they lead, the principals they support, and students they serve.

Our high impact programming trains highly effective teachers who are taking on leadership roles at their schools. Through receiving in-school coaching, attending regional workshops, conducting teaching observations, and providing constant feedback to their colleagues, teachers learn how to develop and support other teachers in their schools.

Success in this work will lead to these leaders remaining in their schools, the development of their colleagues, pipelines of new principals, and significant increases in the achievement of students who are furthest behind.

This year, Leading Educators has almost doubled its impact by working with 719 teacher leaders who work every day to develop teachers on their teams. More than ever before, we are at the national forefront of teacher leadership development to create opportunities for high performing teachers, build a pipeline of school leaders, and raise student achievement. We look forward to our continued growth as more districts, charter management organizations, government leaders and philanthropists across the country learn about the importance of teacher leadership and how it can be leveraged to advance school-wide initiatives and change the life trajectory of underserved students.

Yours truly,
Jonas S. Chartock, Ed.D.
Chief Executive Officer

Jonas came to Leading Educators from the Charter Schools Institute of the State University of New York where he served as Executive Director of the nation’s largest university-based charter school authorizer. Previously, he served as the Founding President and Chief Executive Officer of the Charter School Policy Institute (CSPi) in Austin, Texas, and as Executive Director of Teach For America in Houston, Texas. He holds a B.A. from Cornell University, M.A. from Chapman University, Ed.M from Harvard University, and earned his Ed.D. in educational leadership at the University of Texas at Austin.

LEADING EDUCATORS IMPACT DATA

Teacher Leaders develop other teachers to better impact students

Fellows develop their colleagues with feedback, coaching, and goal setting.

\[
\begin{array}{c|c}
\text{Beginning of Fellowship} & \text{End of Fellowship} \\
17\% & 76\% \\
\end{array}
\]

Fellows had strong relationship building skills and fostered collaboration for their team.

\[
\begin{array}{c|c}
\text{Beginning of Fellowship} & \text{End of Fellowship} \\
48\% & 88\% \\
\end{array}
\]

PROGRESSION OF STUDENTS AND TEACHERS SERVED BY LEADING EDUCATORS

<table>
<thead>
<tr>
<th>Year</th>
<th>Teachers</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>2008</td>
<td>20 TLs, 160 teachers, 4,600 students New Orleans</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>40 TLs, 320 teachers, 9,200 students New Orleans</td>
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<tr>
<td>2010</td>
<td>37 TLs, 296 teachers, 8,510 students, Kansas City Expansion</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>80 TLs, 640 teachers, 18,400 students</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>121 TLs, 968 teachers, 27,830 students, Work in Houston</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>443 TLs, 3,544 teachers, 101,890 students, Washington D.C. Expansion</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>719 TLs, 5,868 teachers, 164,370 students, Work in Denver</td>
<td></td>
</tr>
</tbody>
</table>

* The current numbers of teachers and students impacted are estimates based on data supplied by our Fellows in the 2014 Annual Fellow Survey. Graph shows students reached.
**TEACHER LEADER PROFESSIONAL DEVELOPMENT PROGRAM IMPACT**

### Change Management
Fellows had strong leadership skills and sustained the energy of the team.

- **Beginning of Fellowship:** 32%
- **End of Fellowship:** 79%

### Instructional Leadership
Fellows launch and provide support for innovative instructional practices.

- **Beginning of Fellowship:** 47%
- **End of Fellowship:** 84%

### Collaboration
Fellows had strong leadership skills and sustained the energy of the team.

- **Beginning of Fellowship:** 44%
- **End of Fellowship:** 90%

### Observation and Feedback
Fellows launch and provide support for innovative instructional practices.

- **Beginning of Fellowship:** 30%
- **End of Fellowship:** 81%

### Adult Culture
Fellows model and invest in the team’s values, mission, and rules and ensure almost all team members act in ways consistent with those values, mission, and rules.

- **Beginning of Fellowship:** 45%
- **End of Fellowship:** 85%

### Student Culture
Fellows continually reteach and reinvest students in the team’s values, mission, and rules and ensure almost all students act in ways consistent with those values, mission, and rules.

- **Beginning of Fellowship:** 53%
- **End of Fellowship:** 87%

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**FELLOW PROFILES**

**Lakisha Scarlett • Cohort 2014 • Washington D.C. • Langley Elementary School**

Lakisha Scarlett: Lakisha has always loved reading and writing and initially thought she might channel those interests into a career in journalism. It was not until her mother adopted her sister with special needs that she realized the joy that could be derived from educating someone society has deemed unteachable. Today, Lakisha serves as the Special Education Grade Level Band Lead at Langley Elementary School. As a part of her Impact Initiative project, Lakisha has established community partnerships with both Howard and American Universities to drive academic growth in both reading and math. The college students will be able to complete their practicum and student teaching and Langley will have extra hands on deck to meet Lakisha’s ambitious goal of 100% mastery on math and reading TAS goals across the school’s SPED population.

**Sam Yi • Kansas City • Cohort 2014 • AltaVista High School**

Secondary Math Instructor/Math Department Head • Alta Vista High School

**What does it mean for you to be a teacher leader?**

I liken teacher leaders to having Lebron James on your team - both make everyone on their team a better player. I believe that in order to help our students achieve their fullest potential we all have to work together as a team.

**What kind of impact do you want to have on your students?**

I believe my students deserve the absolute best. As the math department head I have a vision to develop a high performing team of math teachers who get the best results. It’s my hope to instill a similar drive to do their best in everything they pursue, not just for themselves, but for others.

**RESULTS**

**Darlene Corley • Cohort 2012 • Greater New Orleans**

9th Grade English I Teacher • L.W. Higgins High School

Darlene targeted ninth grade students. She wanted to work on her school's culture and build a community of learners to strengthen academic stamina. Darlene used peer tutoring in the classroom as well as teaching strategies such as turn & talk and peer editing. Additionally, she partnered with the ROTC program in her school to mentor and tutor freshmen after school.

Darlene's students increased their reading level by an average of 1.6 years during their semester-long English I class. On average, students entered the class at a mid-sixth grade reading level and left at an early-eighth grade reading level.
The Theory of Change

School districts and CMOs commit to distributive leadership by devoting people’s time and resources to new teacher leadership roles.

Leading Educators partners with school systems to offer powerful job-embedded training and leadership development.

Leading Educators publishes research validating the effectiveness of teacher leadership and disseminates models of success supporting replication.

Media support for teacher leadership grows leading to policy change and financial support of teacher positions.

Districts and CMOs achieve systemic success as they recruit and retain the highest-quality talent.

New teachers succeed with support from effective teacher leaders; more teacher leaders are recruited and retained; teachers gain opportunities to lead.

High-quality teacher leaders experience increased job satisfaction as they develop new skills and increase their impact.

Teacher leaders drive results for students and faculty in their sphere of influence.

School districts and CMOs commit to distributive leadership by devoting people’s time and resources to new teacher leadership roles.

Alumni Profiles

Michelle Aguirre-Hill • Kansas City • Cohort 2012 • Foreign Language Academy

Kindergarten teacher and grade level chair • Foreign Language Academy • Kansas City Public Schools

Michelle’s Impact Initiative focused on the approximately 60 students in kindergarten at Foreign Language Academy (a Spanish Immersion School). Her goal was for 80% of her students to score a 3 or higher on the DRA2, which would put students on grade level as they entered first grade. In the previous year, only 43% of students in the school were on grade level.

Michelle’s work led to 98% of her target group meeting or exceeding their goal of a 3 on the DRA2. Additionally, 83% of students in her class are now above grade level. Michelle attributes her project’s success to her team’s focus on their SMART targets around data tracking, professional learning communities, and celebrating student success.

As a result of the kindergarten students’ resounding success, they will enter first grade ready to continue on grade level and above instead of having to focus on skills they should have mastered in kindergarten.

Alumnae in New Orleans Lead at Sci High

Leading Educators alumnae, Chana Benenson and Claire Jecklin, co-principals at Sci High Academy, harnessed the power of teacher leadership to propel Sci High from a D to a B school.

Alumna Ali Gaffey, through her Leading Educators Impact Initiative, led students to an average of 3 years growth in literacy, and current Leading Educators Fellow Lauren Hardy is expanding Ms. Gaffey’s work. Meanwhile alumna Christina Hull has developed the school’s aspirational, supportive environment and simultaneously decreased suspension rates from 25% to less than 5% through her Leading Educators Impact Initiative.

96% Of alumni surveyed are retained in the field of education

95% Continue to serve in the same region in which they began the Fellowship

100% Continue to serve in roles and organizations specifically focused on high-needs populations.
OUR PARTNERS

“NewSchools Venture Fund has invested in the transformational work of Leading Educators. We support this important work because Leading Educators is developing the leadership capacity of already highly effective teachers in the region to drive school-wide change and improve the educational outcomes of our most historically disadvantaged students. Teacher leadership is a key lever for ensuring that every child receives an excellent education.”

- NewSchools Venture Fund

"The Kauffman Foundation supports Leading Educators’ work to develop effective teacher leaders and bolster the region’s education talent pipeline in order to close the academic achievement gap faced by low-income students in Kansas City’s schools.”

-Ewing Marion Kauffman Foundation

"New Orleans will need highly effective teacher leaders that have the ability to transform instruction and culture at their school and increase student achievement beyond their own classrooms. Leading Educators’ high-quality training and support plays a key role in developing strong teacher leaders who are ready to drive improvement at their schools. NSNO supports Leading Educators in this work because exceptional teacher leaders are key to ensuring that every student attends a high-quality school."

- Steph Slates, New Schools For New Orleans

OUR CHAMPIONS

"Denver Public Schools is focused on maximizing the power of teacher leadership, and the expertise of Leading Educators has been critical to our success.”

- Tom Boasberg, Superintendent of Denver Public Schools

Bill & Melinda Gates Foundation
ARK (Absolute Return for Kids)
Walton Family Foundation
Arnold Foundation
Ewing M. Kauffman Foundation
Hall Family Foundation
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J.P. Morgan Chase
The Selley Foundation
Libby Dufour Foundation
Mary Freeman Wisdom Foundation
Sosland Foundation
Entergy Corp
Keller Family Foundation
Chevron Humankind
IBERIABANK
Pauly Christine and Katharina Reily Foods Company
FINANCIAL DATA

REVENUES

- Individual Contributions: $4,061 (0.1%)
- National Grants: $3,489,107
- Service Revenue: $2,147,126 (28.6%)
- Memphis Grants: $186,667 (2.5%)
- Kansas City Grants: $1,363,129 (18.3%)
- New Orleans Grants: $300,406 (4.0%)
- Miscellaneous Income: $5,026 (0.1%)

Total Revenue: $7,495,552

EXPENSES

- Program Delivery: $2,164,761 (41.4%)
- Program Development: $1,754,744 (33.6%)
- Fundraising & Expansion: $528,396 (10.1%)
- Indirect Admin Costs: $781,098 (14.2%)

Total Expenses: $5,228,998

LEADING EDUCATORS

- Jay Altman: FirstLine Schools, Co-Founder and Chief Executive Officer
- Elisa Villanueva Beard: Teach For America, Co-Chief Executive Officer
- Ron Beller: Caliber Schools, Co-Founder
- Jonas Chartock: Leading Educators, Chief Executive Officer
- Peter Harding: Westway Group, Chief Executive Officer Emeritus
- Paul Pastorek: EADS North America, Chief Administrative Officer, Chief Counsel and Corporate Secretary
- Kitty Sherrill: Civic Activist
- Sarah Usdin: New Schools for New Orleans, Founder and Chief Executive Officer Emeritus
- Stuart Kaplan: Knightsbridge USA, President

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- Kitty Sherrill
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Leading Educators
1824 Oretha Castle Haley Blvd.
New Orleans, LA 70113
504.300.9010
www.leadingeducators.org
@leading eds