Dear Friends and Supporters of Leading Educators,

Leading Educators remains on the national forefront of ensuring all students have the opportunity to succeed in school and life by making sure there are great teachers and schools for all students. This past year is marked with milestones and accomplishments as we continue to build a movement across the country fueled by the power of teacher leadership.

In a field that is sorely lacking measured results, Leading Educators is generating real, measurable impact. The RAND Corporation, in the first external evaluation of our work and the first substantial study of teacher leadership development on teacher retention and student achievement, highlighted Leading Educators’ positive impact. The first installment of the longitudinal study found a promising connection between the development of teacher leaders and student achievement, teacher leaders, colleagues and principals reporting leadership skill growth, and promising Fellow retention rates in high-poverty schools.

We are generating results in more schools across the country, expanding our reach to Michigan, Massachusetts, Connecticut, Chicago and Memphis during fiscal year 2015. In Washington, D.C., we expanded our program with D.C. Public Schools from just 40 teachers to a much larger program incorporating 37 schools. Across the country, Leading Educators nearly doubled the number of teachers in our programs to over 800 since last year.

Leading Educators is also highlighting the value of teacher leadership for school, district and state leaders. Our white paper and profiles, co-released with the Aspen Institute, highlight a roadmap for successful teacher leadership and showcase stories from schools and districts across the country that are successfully implementing innovative teacher leadership initiatives. These stories include how Tennessee leveraged teacher leaders to coach their colleagues across the state in Common Core instruction; how Denver Public Schools used teacher leadership to build strong team leadership; and how teacher leaders raised the bar for culture at a charter school in Chicago.

In the year ahead, we will invest heavily in programming that further ensures greater educational equity. To that end, our teacher leaders must have the content-specific skills to lead their colleagues to both the successful implementation of curricula featuring high standards and culturally competent teaching.

We invite you to join us in celebrating the accomplishments of our teacher leaders and their colleagues throughout the pages of this report. At the same time, we ask that you consider supporting our efforts to create innovative ways to build on these accomplishments and push forward as educators, as schools, as districts, and as a nation, toward our vision of great schools for all students.

Warmly,

Jonas Chartock, Ed.D.
Chief Executive Officer

Jonas started his career as a teacher and teacher leader, and 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 (CSP) 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.
STUDENT IMPROVEMENT results

BEFORE THE FELLOWSHIP, departments led by Leading Educators performed FAR BELOW THE STATE AVERAGE, some as much as 17% below the state proficiency average and 34% below the state average for low-poverty schools.

In 2014, there was a 14% gap between the national percentage of college ready students and that of Leading Educators students.

By 2015, Leading Educators had prepared more students for college and reduced that gap significantly. There was only a 2% gap between the national average of college ready students and that of Leading Educators students.

Fellows raise students’ college readiness

Nationally Leading Educators Nationally Leading Educators

FALL 2014 SPRING 2015

STUDENTS PERFORMING ON OR ABOVE GRADE LEVEL

Spring 2015 Spring 2015

Fellows raise students’ reading performance

Spring 2015 Spring 2015

In 2015, Leading Educators Fellows DOUBLED the percentage of students performing on or above grade level in reading.

Elementary reading is critical to success in high school, college, and career.

Heather Bruler
COHORT 2014, DC SCHOLARS PUBLIC CHARTER SCHOOL, WASHINGTON D.C.

Heather has always loved children. The path to teaching became clear to Heather while she was studying Elementary Education at Old Dominion University and began learning about the inequities across the US school system. Heather felt called to service and has been teaching for the past seven years. Throughout her tenure at DC Scholars, Heather has accomplished impressive growth in her students. Most recently, the “13’14’ UVA Busy Bee Scholars” achieved 94% on their language arts assessment and 89% their formal assessment in math. Heather says, “The growth that these Busy Bees gained was TRULY amazing and the reason I continue to be inspired and motivated to educate with the idea in mind that with high expectations set and the appropriate guidance, ALL can achieve success”. Heather is excited about the growth her scholars have experienced and is grateful for the support of Leading Educators to help her in disseminating that success across her school. Heather continues to be inspired by the collective drive for student success and implementation of ideas and strategies that the Leading Educators family has exemplified.

Troy Lawson
COHORT 2014, CRONNER COLLEGE PREP, NEW ORLEANS

Troy Lawson is a native of New Orleans. He attended the University of Louisiana at Lafayette where he received his undergraduate degree in Mass Communication Broadcasting. After deciding to change career paths to something about which he was more passionate, he enrolled at Xavier University where he received his Master of Arts in Teaching. He is currently a 3rd grade science and social studies teacher at Crocker Elementary where he also serves as a mentor teacher to five teachers. Troy won New Schools for New Orleans’ Excellence in Teaching Award in its inaugural year. In the 2014-2015 school year, Troy’s students made incredible gains with a 95% pass rate on the Louisiana state science test! Additionally, Troy represented Leading Educators at the Bill and Melinda Gates Foundation Teaching & Learning Conference in Seattle, facilitating the session “Influence without Authority.”
In May 2015, the RAND corporation released the first external evaluation of the Leading Educators program. The study examined the impact of the Fellowship program in New Orleans and Kansas City from 2011-2014. This study was one of the first rigorous evaluations of the impact of teacher leadership and professional development for mid-career teachers—only three other studies examining interventions on teacher and leader effectiveness meet What Works Clearinghouse standards for methodological error.

**STUDENT ACHIEVEMENT**
Fellows had a sizeable, statistically significant positive impact on student achievement in Mathematics in Louisiana. When compared to other professional development programs, even the most conservative estimate is equivalent to a 10 percentage point gain in student achievement—double the increase in the largest percentile gain from teacher and leader effectiveness interventions catalogued by the Institute for Education Sciences.

**RETENTION**
Leading Educators Fellows stay in high poverty schools at rates 10-29% higher than the district average. In Missouri, 96% of cohort 2011 Fellows are retained in high poverty schools over two years as compared with 67% of similar teachers at the district level.

**LEADERSHIP GROWTH**
Fellows in both regions showed statistically significant growth across all competencies and all rounds of rubric completion.
“Last year, I would visit and it would be challenging to get through a walk-through without the principal being pulled to talk to a student that was having some behavior difficulties or racing away to a classroom to tend to a student in crisis. ...now it simply feels like a different place. ...This cross grade level student collaboration has made the school feel more like a family. You notice a shift in climate the moment you walk into the building. This is the work the principal could not have done on his own.”

- Dr. Lakambre Brown, DC Public Schools Instructional Superintendent, on her experience observing the impact of the Teacher Leadership Innovation program.

“The feedback protocols [Fellows have brought] have had the most significant impact at our school...the quality of feedback has improved tremendously since the Fellows provided professional development for our teachers on the practice. As a result of more meaningful feedback to peers, instruction and engagement have improved. As a result, student achievement has grown stronger.”

-Cindy Kapeller, principal at Delaware Ridge Elementary in Kansas City on the 2014 Annual Principal Survey.

“Math instruction has greatly improved across the school because of the work of our Leading Educators...Using data collected from observations, she began targeted PD with math teachers around providing more scaffolded examples in math lessons and increasing the frequency and quality of [checks for understanding]. As a result, students are exposed to more rigorous math lessons that are more student-centered.”


80% of principals report that because of their teacher leaders, they feel more effective and that their job is more sustainable.

Before the Fellowship, many teacher leaders and principals were poorly aligned on teacher leader roles. On the application for Leading Educators Fellowship, only 8% of principals and teacher leaders identified the same set of responsibilities.

At 2015 Summer Intensives, teacher leaders met with their principals and peers to design impactful Professional development during Five Days of Structured Planning to build alignment and increase the effectiveness of roles.

AYO AKINMOLADUN
COHORT 2014, ASPIRE HANLEY ELEMENTARY, MEMPHIS

Ayo Akinmoladun is a native of Kansas City. He attended Georgetown University where he received his undergraduate degree in English. After graduating from Georgetown University, he decided to join Teach For America in order to disrupt the school to prison pipeline. He is currently a 5th grade teacher at Aspire Hanley Elementary where he also serves as the Advisory School Council President, Data Driver, Lead and Mentor Teacher, and the head coach for the middle school track team. In the 2014-2015 school year, Mr. Akinmoladun students achieved significant academic gains. On the Tennessee Comprehensive Assessment Program, his students quadrupled the Tennessee state average. Additionally, his students on average grew nearly three reading years. Mr. Akinmoladun has a passion for education and works tirelessly to ensure that all students succeed.

SHAWN SOTHERAN
COHORT 2013, TEACHER/SPED ADVOCATE, CENTER MIDDLE SCHOOL, KANSAS CITY

For Shawn, being a teacher leader means expanding his influence and work beyond his own classroom. It means engaging in professionally supportive relationships and building towards a shared vision and goals. Shawn says he wants “to be able to take student success to the next level” and for his students to be prepared for their future because of his influence. The biggest “aha” moment for Shawn was observing how committed to their students and their own development the other Fellows at Leading Educators are. He reports, “My experience with Leading Educators is like no other professional development I’ve been a part of in this regard. I’m still amazed at how focused and challenged everyone is around Leading Educators.”

97% of graduating Fellows agreed that they felt more effective in their role since beginning the Fellowship.

93% of graduating Fellows agreed they increased their ability to make a positive impact on teachers and students since beginning their Fellowship.

95% of graduating Fellows agreed that their job satisfaction increased since beginning the Fellowship.
beth mcMillan
vice president, academia de ninos elementary school, kansas city
Beth joined the education community in Kansas City through Teach For America. She has fallen in love with the work she does and the community she serves. Through the Leading Educators Fellowship, Beth gained tremendous leadership skills that she has applied in her roles as a professional learning community lead, member of her school building leadership team, and professional development facilitator. Additionally, she has increased her impact at her school, Academia de Niños, and now serves as the Vice Principal. Beth remains active as a Leading Educators alumna by facilitating Problem Solving Communities, participating in the Fellowship interview and assessment process, and facilitating make-up sessions.

christina hull
Dean of culture, New Orleans Charter Science and Mathematics High School, NEW ORLEANS
Christina works with all of her colleagues to ensure that every student, regardless of ability, receives the best education possible. Volunteering at her children’s schools and her church, she recognizes that giving her time and talents to others is one of the best ways she can embody the values of a true Servant Leader. Regardless of where she is, Christina strives to create an inclusive, warm, welcoming and encouraging environment for all with whom she interacts. Christina is in a state of continuous personal and professional improvement, independently seeking professional development opportunities to broaden her educational repertoire. Results oriented, as the Dean of Students, she decreased her school’s suspension rate to 25% this past school year from 31% and is working toward the goal of a suspension-free school.

sara neal, new orleans leadership coach
why do you do the work that you do?
I do this work because getting a strong education was my way out of small town Alabama. In the same way, I know that there are many children who need a way out of their situations and I want to make sure that I am helping them to see that education is a viable way to a better life for them and their families. There are far too many other options that are more appealing to them right now, but I’ve learned that you can’t take away an option unless you have something to replace it with. Kids need to know that they can be successful in school and teachers have to have the tools to set them up for success.

what drives you to keep going in this work?
I think the best part of my job is getting to bring my whole self to work. I get to laugh and enjoy life as I work with phenomenal people to create a better future for our world. It doesn’t get much better than this.

what do you enjoy most about your job?
I am driven daily by the smiles of the little people that God has trusted me to raise as my own. I have children who are a part of this generation of “game changers.” Very selfishly, I want my son to be able to easily find a wife who is a global thinker with a growth mindset and whose passion fuels positive action in others. I want my daughter to have suitors who know the value of education and respects her value in the world. I don’t just want that for my children, but for everyone. I believe that education is the seed that brings forth the true power of living with purpose beyond yourself.
What does it mean for you to be a Teacher Leader?

In schools, the term teacher leader is commonly applied to teachers who have taken on leadership roles and additional professional responsibilities. However, being a Teacher Leader means so much more than that. I am challenged to be the best teacher I can be and lead by example. I am afforded the opportunity to showcase our students at their best! I am able to celebrate teachers' growth and accomplishments as well as problem-solve with teachers when they need additional support. For me, being the spark that ignites passion for teaching and learning is the real joy in being a Teacher Leader.

What is one recent success you've had as a Teacher Leader?

One success I have had as a teacher leader is increasing our students’ DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores from 23% to 68%. Implementing our teacher created assessments, tracking weekly assessments, and adjusting our teaching practice based on what we are learning has proved to be effective.

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

I have the wonderful privilege of molding future leaders. I teach Pre-K4 and I believe I have the best job in the world. Being a child’s first experience with school is so exciting. I get to shape young minds and instill a love of learning in our children. Not only do I teach them the foundations of learning, I get to teach them how to be kind, support friends and that anything is possible. Providing real world experiences and nurturing their interests makes my class a safe, happy and enriching learning environment.
“The Shumaker Family Foundation is proud to support Leading Educators because we know the value of leadership in our schools. When we multiply the impact of great teachers, more students receive the quality education they deserve. The Foundation is committed to ensuring that all children in Kansas City reach their full potential, and we believe leading educators is an important step in that direction.”  

-Laura Sloan, Executive Director, Shumaker Family Foundation

“DENVER PUBLIC SCHOOLS IS FOCUSED ON MAXIMIZING THE POWER OF TEACHER LEADERSHIP, AND THE EXPERTISE OF LEADING EDUCATORS HAS BEEN CRITICAL TO OUR SUCCESS.”  

-Thomas Boasberg, Denver Public Schools Superintendent

INVESTORS

5 MILLION +

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$1,000,000 TO $4,999,999

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**FINANCIAL DATA**

**REVENUE**
- National Grants $1,496,222 23.2%
- New Orleans Grants $19,446 14.3%
- Kansas City Grants $547,227 8.5%
- Washington D.C. Grants $165,000 2.6%
- Individual Contributions $21,361 0.3%
- Miscellaneous Income $23,069 0.4%
- Service Revenue $2,370,790 36.8%
- Memphis Grants $905,333 14.0%

**EXPENSES**
- Fundraising & Expansion $771,120 13.4%
- Indirect Admin Costs $873,856 13.4%
- Program Delivery $2,914,421 44.6%
- Program Development $1,968,478 30.2%

**TOTAL**
- Revenue $6,448,448
- Expenses $6,527,875

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