Annual Report 2012

Teacher Leadership. Student Success.
March 1, 2013

Fiscal year 2012 (July 2011 – June 2012) marked Leading Educators’ exciting emergence from a pilot program in New Orleans to a non-profit organization expanding to work with teacher-leaders across the country. In the summer of 2011, Leading Educators graduated from a pilot phase, received independent 501(c)3 status, and began national expansion.

While continuing our work in New Orleans, Leading Educators founded a Kansas City regional Fellowship as our first national expansion site in October 2011. Over that first school year, 61 Fellows in our programs directly taught 3,104 students and led other teachers who were responsible for 18,881 students. Students led by Fellows in both regions showed growth at higher rates than other students. In Kansas City, these students’ scores grew 5x more than their counterparts across the district, while in New Orleans, these students’ scores grew 12x more than their counterparts across the district.

As the Fellowship grew, so did our team. In one year, Leading Educators’ staff nearly doubled. We added four new roles to our national team, including a Director of Talent and a Data Manager. The Greater New Orleans region added a new leadership coach, while we built a team of four to start the Kansas City Fellowship program.

With an incredible group of people moving our organization forward, the quality and breadth of our programming also dramatically increased. We developed a suite of new and revised curriculum components, improving the Fellowship experience for teacher-leaders and ultimately positioning the organization for new programming opportunities in FY2013.

We started exciting conversations with districts and charter networks across the country who are eager to improve the impact of the teacher-leaders in their schools and know that this will also help them retain some of their best educators. We solidified a partnership with Teach For America that ensured 30% of incoming Fellows would be corps alumni, contributing to a clear human capital pipeline for teachers.

In the past year we have built a solid foundation from which to continue to increase our impact and to expand our work nationally.

Sincerely,

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

Leading Educators has made me significantly more effective in my current position, and I believe that it will benefit me as I prepare for increased leadership roles.

– Kevin Foster, Fellow
Greater Kansas City Cohort 2011
Our Theory of Change

Leading Educators
Theory of Change

Community, political, and media support for teacher-leadership grows, leading to policy change and financial support for the development of strong teacher-leadership programs.

Over time 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, recognized, and retained; Teacher-leaders grow to become school and district leaders in the future.

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

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

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

Leading Educators publishes research validating the effectiveness of teacher-leadership and disseminates models of success, allowing other systems to replicate successful innovations.

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

92% of Fellows agree that their participation in Leading Educators has increased their ability to make a positive impact on teachers and students.

Chong-Hao Fu, Chief Program Officer
At Leading Educators, Chong-Hao oversees the curriculum development and the delivery of the Fellowship program and is responsible for the national program evaluation and assessment strategy. Part of that work includes cultivating and enlisting the support of a Curriculum Advisory Committee. He also collaborates with regional Executive Directors to evaluate program efficiency at individual sites. Before joining Leading Educators, Chong-Hao founded and led KIPP Sharpstown College Prep, a fine arts middle school in Houston, Texas. Prior to serving as a school leader, he was a teacher with the original KIPP Academy in Houston and with Teach For America in the Mississippi Delta. Chong-Hao holds a B.A. in Economics from Yale University and an M.A. in Education Administration from National Louis University.
New and Revised Program Tools

- Leadership Competency Rubric
- Fellowship Scope and Sequence
- Individual Development Plans for Fellows
- Leader Impact Project
- Annual survey of Fellows and school leaders
- Session facilitator training
- Session development process
- Coach selection and onboarding
- Vision of Excellent Sessions
- Vision of Excellent Coaching
- School visits trips plan for Fellows
- New evaluation framework

Building Our Program

Moving out of our pilot phase, our programs grew substantially in both depth and breadth to create a truly unique approach among professional development organizations. Our Fellowship still utilizes a combination of professional development sessions, coaching, and excellent school visits trips, but these experiences now fit into an overall framework, creating a coherent, integrated development program for teacher-leaders.

The basis of our Fellowship is a suite of detailed tools, such as a Leadership Competency Rubric and an Individual Development Plan for Fellows. These tools allow teacher-leaders to evaluate their strengths and weaknesses, craft relevant goals for growth and impact, and track development of leadership skills.

Every good principal knows that there is leadership talent on her faculty, but we have neither the time nor, in my case, the capacity to develop it. Certainly, I made many efforts, but all fell far short of the success of Leading Educators.

– Barbara McPhee, Principal of 2011 Greater New Orleans Fellow
In addition to new program tools, Leading Educators crafted or revised 40 professional development sessions for teacher-leaders over the course of the year; each session fits within one of our leadership skills strands and is designed to work in tandem with related sessions. For example, the Leadership & Management and the Leader Impact Project strands are each supported by a set of sessions.

### Leadership & Management Sessions

One skills strand focuses on **Leadership and Management**. Research shows that most new leaders fail not because of poor technical skills but because of lagging skills in emotional intelligence, team-building, and management of adults. Leading Educators created a strand of sessions that build upon one and other to develop these leadership skills.

<table>
<thead>
<tr>
<th>Session 1: Leading from Within</th>
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<tbody>
<tr>
<td>Session 2: Emotionally Intelligent Leadership</td>
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<td>Session 3: Influence without Authority</td>
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<td>Session 4: Managing Up</td>
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### LIP Sessions

Recognizing that the ultimate goal of working with teacher-leaders is to improve student learning, our teacher-leaders’ work is thoughtfully connected, then integrated into assessment and project implementation. Each Fellow works to implement a **Leader Impact Project (LIP)** that improves student outcomes.

<table>
<thead>
<tr>
<th>Session 1: School and Self Audit</th>
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<tr>
<td>Session 2: Project Planning and Management</td>
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<td>Session 3: Change Management</td>
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<td>Session 4: LIP 2 (Investment)</td>
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Kelly McClure, Director of Sessions and Coaching

Kelly is charged with developing and refining the content of Leading Educators’ professional development and coaching sessions. She joined Leading Educators from KIPP New Orleans, where she served as the regional Director of Academics. Prior to this, she was on the founding team of a 6–12 service-learning charter school in Salem, Massachusetts, taught undergraduate and graduate courses in two Schools of Education, and was Co-Founder and Director of Boston University’s America Reads Challenge. On the international front, Kelly served as the Training Director of a USAID rural development project and as a teacher-trainer with the Peace Corps in Rabat, Morocco. Kelly holds a B.A. in English Literature from Loyola University, New Orleans. She also received an Ed.M. in International Education Development and an Ed.D. in Educational Administration, Training and Policy Studies from Boston University.

98% of Fellows and alumni continue to serve high-needs populations.
Margeaux Randolph, Data Manager

Margeaux is a native of New Orleans and graduate of New Orleans public schools. She has a strong commitment to ensuring that all students have equal access to a high quality education. She has worked in education reform for several years, beginning with I CAN Learn Education Systems, providing educational software to public schools in New Orleans and Los Angeles. She has led projects in data management and analysis with the California Charter Schools Association, The New Teacher Project, and FirstLine Schools. She is a former Education Pioneers Fellow and is excited to join Leading Educators as Data Manager. Margeaux earned a Bachelor of Science degree from M.I.T., a Masters of Public Policy from the University of Southern California, and is currently an MBA candidate at Tulane.

Growing Teacher-Leaders

After her first year in our inaugural Kansas City Fellowship cohort, Fellow Anna Lavely (below) was promoted to 5th Grade Math Department Chair. Under her leadership, nearly all of the students served by her team of teachers met or exceeded the state expectations in math. The proportion of 5th grade students scoring in the top two performance categories on state tests at her school grew from 51% to 94%.

Anna said that before joining Leading Educators, it had not occurred to her to set goals for her students that went beyond basic proficiency and her school’s goals. Today, she boasts results “that she never thought possible” and attributes them to the professional development sessions, coaching, and support she received in the Leading Educators Fellowship.

over half of all Fellows have been promoted since participating in Leading Educators.
Improving Student Learning

As teacher-leaders grew, so too did their students’ achievement. Over the 2011 – 2012 academic year, the students of Leading Educators Fellows demonstrated growth and higher rates than other students. At the start of the school year, students led by Leading Educators Fellows were below the average proficiency of other students in the district. In Kansas City, these students grew 5x more than their counterparts across the district. In New Orleans, these students grew 12x more than their counterparts across the district.

**Kansas City:** Results are from 1,377 Kansas City Fellow student records and 17,161 non-Leading Educators student records of those who took the state MAP assessment, May 2011 and 2012.

**New Orleans:** Results are from 752 New Orleans Fellow student records and 39,088 non-Leading Educators student records of those who took the LEAP or iLEAP assessment, May 2011 and 2012.

*Control groups: Includes all students within the Leading Educators Fellow’s school district who are (a) not taught or lead by teachers on the Fellow’s team and (b) who take the same state assessment.

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23% of Leading Educators alumni are now serving as principals or assistant principals.
Partners & Investors

Dedicated partners made our exciting first year as a national organization possible. They provide support that allows us to build programs to help retain great teachers as leaders inside and outside the classroom. Leading Educators is grateful to the many individuals and organizations that have contributed to our success in New Orleans, Kansas City, and nationally.

**Leading Educators 2011-2012 Major Investors**

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<tr>
<th>Leading Educators 2011-2012 Major Investors</th>
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<tr>
<td>Absolute Return for Kids</td>
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<tr>
<td>Atmos Energy</td>
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<tr>
<td>The Bill and Melinda Gates Foundation</td>
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<tr>
<td>Booth Bricker Fund</td>
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<tr>
<td>Capital One</td>
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<td>Catalyst Foundation</td>
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<td>Cox Foundation</td>
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<td>Entergy</td>
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<td>The Ewing Marion Kauffman Foundation</td>
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<td>Greater New Orleans Foundation</td>
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<td>The Hall Family Foundation</td>
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<td>New Schools for New Orleans</td>
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<td>New Schools Venture Fund</td>
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<td>Selley Foundation</td>
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<td>The W.K. Kellogg Foundation</td>
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**Leading Educators National Board of Directors**

Jay Altman, President  
Chief Executive Officer, FirstLine Schools

Elisa Villanueva Beard, Secretary  
Chief Executive Officer, Teach For America

Peter Harding, Finance Committee Chair  
Chief Executive Officer Emeritus, Westway Group, Inc.

Ron Beller  
Founder and Managing Partner, Branch Hill Capital

Jonas Chartock  
Chief Executive Officer, Leading Educators
In an effort to ensure that our program content meets the needs of both individual teacher-leaders and the broader educational landscape, Leading Educators formed a National Advisory Board. The group comprises professionals from various specialties and other individuals who have a stake in the mission of Leading Educators, from various regions of the country and/or with different cultural backgrounds. They serve as a guiding force in helping Leading Educators accomplish its goals, stay current and relevant as new research emerges, and allow our growing program to be shaped by input from experts in the field.

Jay Altman
Chief Executive Officer, FirstLine Schools

Mary Ashton
Operations Strategy Consultant, Leading Educators

Andrea Berkeley
Director of Development, Teaching Leaders UK

Sarah Figueroa
Program & Policy Development Advisor, Los Angeles Unified School District

April Goble
Executive Director, KIPP Chicago

Brent Maddin
Provost, Relay Graduation School of Education

Benjamin Marcovitz
Chief Executive Officer, Collegiate Academies

Adam Meinig
School Leader, KIPP Believe College Prep

Katherine Merseth
Senior Lecturer on Education, Harvard Graduate School of Education

Margaret “Macke” Raymond
Director, Center for Research on Education Outcomes at Stanford University

Pablo Sierra
Founding Principal, Pritzker College Preparatory School

Dyan Smiley
Assistant Director of Educational Issues, AFT

Elliott Witney
Executive Director of Strategic Initiatives & Innovation, Spring Branch ISD

My overall practice as a teacher-leader has improved in every area as a result of my participation in Leading Educators.

– Erin Oliver, Fellow
Greater New Orleans Cohort 2010

Leading Educators Partners

In 2011–2012, we wanted to bring the successes of the Fellowship to a broader group of teacher-leaders. To that end, Leading Educators forged a national partnership with Teach For America that aims to bolster the impact of both organizations. Given Teach For America’s strategic goal of creating leadership opportunities for alumni to continue transformative work in schools, Leading Educators provides a next step on the career and professional development ladder. Leading Educators also maintains a strong partnership with our sister organization in England, Teaching Leaders UK. Both organizations share best practices and partner on developing shared resources as our programs grow.
Because of Leading Educators, I feel more equipped to navigate the rough terrain of middle management. My mindset has shifted in regards to how I see people and my role in supporting them.

– Terrae Morris, Fellow Greater Kansas City Cohort 2011

Financials

Leading Educators operates two regional Fellowship programs, with plans for expansion to new regions and development of new programs across the country. Our work with teacher-leaders is supported by regional public and private monies as well as national philanthropic funding. As a publicly audited non-profit, we have adopted strict budgeting policies and stringent internal controls to ensure proper stewardship of our assets.

Revenues

<table>
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<tr>
<th>Source</th>
<th>Revenue</th>
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<tbody>
<tr>
<td>National Grants</td>
<td>$3,169,209.66</td>
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<td>New Orleans Grants</td>
<td>$741,636.75</td>
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<td>Kansas City Grants</td>
<td>$904,933.90</td>
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<td>Service Revenues</td>
<td>$169,341.00</td>
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<td>Individual Contributions</td>
<td>$2,429.00</td>
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Expenses

<table>
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<tr>
<th>Category</th>
<th>Cost</th>
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<td>Program Delivery</td>
<td>$899,095.69</td>
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<tr>
<td>Program Development</td>
<td>$505,140.15</td>
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<tr>
<td>Fundraising &amp; Expansion</td>
<td>$516,439.79</td>
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<tr>
<td>Indirect Admin Costs</td>
<td>$517,552.34</td>
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Looking Ahead

Expanding the Fellowship

The Fellowship program will branch out to new cities, continuing to find success in raising student achievement via results-oriented teachers. As the Fellowship kicks off in new cities, we will be enhancing the opportunities it offers, including credit towards a Master’s degree, online sessions, and improved networking locally and across regions.

Developing New Programs

In addition to the Fellowship, Leading Educators is developing a new suite of Strategic Support Initiatives (SSI) that will provide customized teacher-leadership development consulting to districts, charter management organizations (CMOs), schools, and non-profit organizations to leverage teacher-leadership to increase student learning. This contract-based work may include delivery of training modules; recruitment, selection, and retention consulting; train-the-trainer projects; and evaluation consulting. SSI will allow Leading Educators to impact a broader audience of teachers, teacher-leaders, education administrators, or staff of non-profit organizations, thereby increasing our impact.

Creating a National Movement

Leading Educators plans to expand the Fellowship and Strategic Support Initiatives to 10 new regions across the US by 2016. As we expand, we hope to leverage our unique position on the forefront of teacher-leadership development. In the next year we will publish our first-hand experience and knowledge of this field and engage the greater education community in conversation around how teacher-leadership can retain great educators, bolster the talent pipeline, and improve student outcomes.

You Can Help!

Support our work with teacher-leaders in New Orleans, Kansas City, and across the country:

Like Leading Educators on Facebook

Follow us on Twitter @leadingeds

And check out our website and blog to see what we’re up to at www.leadingeducators.org