Dear Friends and Supporters of Leading Educators,

To ensure more students have great teachers, Leading Educators expanded our work significantly in fiscal year 2013. Our two-year Fellowship programs train 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 student achievement of students who are furthest behind. Through our consulting work, Leading Educators helps states, districts, and schools create their own middle leadership development programs for their teachers.

In Spring 2013, we launched two programs in Washington, D.C.: the Fellowship and, partnering with D.C. Public Schools, the Teacher Leadership Innovation Schools pilot program (TLI). Within TLI, our team helped design innovative and financially sustainable new teacher-leader roles with seven schools and coached principals on how to best implement and use this new distributed leadership model. In this report, two participants speak to the significant impact that TLI has had on their schools and students.

Leading Educators also partnered with the Houston Independent School District and TNTP, formerly The New Teacher Project, in their Teacher-Leader Pathways Initiative. In Houston, we worked with 57 teacher leaders from across the district delivering a series of foundational and role-specific development sessions that support these educators to work more effectively for their schools and students.

We look forward to working with more districts, charter networks, and policy makers across the US who are eager to utilize teacher leadership roles to solve school challenges and improve student learning. With strengthened skills and more ample opportunities, teacher leaders will positively change the lives of students for years to come.

Sincerely,

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

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Leading Educators launches as a pilot program and opens its first office in New Orleans.

Leading Educators acquires 501(c)3 status and begins national expansion.

Leading Educators launches the Fellowship in Kansas City.

Leading Educators begins work in Houston with HISD and TNTP.

Leading Educators starts Fellowship and TLI programs in Washington, D.C.

97% of Leading Educators alumni surveyed continue to work in education.
“My name is Berneisha Hooker. My civics teacher is Miss Kristin Rodriguez and she is a Fellow at Leading Educators. I admire Miss Rodriguez because even though she is a professional, she is still learning and still trying to be better. It inspires me to keep on trying to be my best always. Ms. Rodriguez is in Leading Educators to improve our school and to help us raise our standards and achieve more, like higher grades. She supervises other teachers to make sure we are all learning, like to be as good as other schools that are better than ours.

Ms. Rodriguez is my mentor. I don’t have many female role models. My parents didn’t go to college, or even high school. I want to go to Emory for law school. Ms. Rodriguez took us to visit colleges in Atlanta. Emory is very expensive, but if I work hard enough, I can get a scholarship. I will be the first in my family to go to college.

I want to be like Ms. Rodriguez at Leading Educators. I never want to stop learning and improving myself. And I want to work hard to make a difference. I think that is why Ms. Rodriguez joined Leading Educators, to make a difference.” —Berneisha Hooker, student in New Orleans
Jennifer teaches Special Education. Through TLI she mentors new teachers and has created a model classroom. In her model classroom, teachers can see how to best work with students who have or may have learning disabilities.

**How has TLI impacted your work with the teachers you lead?**
I saw a need for a mentor for Special Education, and through TLI I was able to establish that role. It’s been extremely helpful for new teachers. Through Leading Educators I have learned to coach teachers to come to the right interventions for each student.

**How else has TLI impacted students?**
There was never a place that teachers could go to before to actually see what elements of a classroom and teaching methods should look like. Now teachers come to the model classroom because they want to see best practices in instruction, so the students in their classes benefit. Students are now getting better attention because their teachers understand their interventions better.

**How has your school changed because of TLI?**
We have definitely become more accountable for best practices, and we’ve already seen a progression with student achievement. I want to take the model classroom that is working for Special Education and expand it to early childhood and Spanish immersion classes. I plan to create a model classroom and train teachers on how to replicate it in their classrooms.

Jennifer Krysopowicz, Fellow 2013

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**Dwight Davis is a 5th grade English and Social Studies teacher as well as a Curriculum and Collaboration Coach for grades 3 through 5.**

**What has been the impact of TLI on students in your school?**
I have worked with one teacher who said she was having difficulty with students who were reading above grade level. I went in to observe her guided reading, and offered some strategies. Through implementing them, she realized she was doing too much and not letting the students run the guided reading themselves, even though they are capable. It has really helped this group of four girls take off academically.

**How has your work in TLI changed your students’ experience in school?**
I understand that teachers are tremendous to children but also to each other. When a role allows you to teach and then observe other classes, it says that there’s a value in sharing best practices. The importance of collaboration is the biggest lesson because it’s through that teachers improve. Teachers are in their own little box, but when we come out and talk about our failures and successes, we develop. Teachers are in such a high-stakes environment that they’re scared to make mistakes. Make your mistakes now so that your instruction improves, before you are evaluated. I hope that teachers at our school feel free to be more innovative because it’s that spirit that lets those students drive their own learning and really improve.

Dwight Davis, Fellow 2013
The Leading Educators Theory of Change shows how our work advancing teacher leadership fits into the broader education landscape. Through investing in teacher leaders, districts and charter organizations can create broad change within their schools. Teacher leaders’ work with their colleagues ultimately has a ripple effect; they impact not only their own students but also the students of the teachers with whom they work.
Our Alumni Are Turning Schools Around

Shira Bergman and Stefan Lallinger are alumni of the Leading Educators Fellowship. Over the two-year program, they participated in professional development sessions, visited schools that are closing the achievement gap, and received individual leadership coaching as they implemented an initiative to improve student learning in their schools. They are both using the power of distributed leadership to improve teacher experience and student achievement at their schools.

Stefan began the Fellowship as a 6th Grade Level Chair. As he honed his leadership skills he was promoted to Middle School Principal.

How has the Fellowship affected your work?
I recognized the power and impact I could have as a teacher leader. It gave me the tools to recognize how people can be empowered to make greater impacts. And you are in a room of middle leaders and feeling the potential that is in that room; if you could make everyone feel like that, think how you could change a school.

How has the Fellowship affected your school?
My school has made dramatic gains in student achievement, and the overall experience of our students has improved. One of our strongest mid-level leader roles are the grade level chairs, the ears on the ground coordinating the action. Potential was limited in the past because administration took care of everything. Now that we have more diffuse leadership, we offer more positive experiences such as field trips and weekly assemblies for celebration and bonding.

Teaching has improved as a result of empowering middle leaders to provide support and feedback in curriculum and lesson planning. All of that has contributed to a higher bar for student engagement and a rigorous experience for students.

Shira began the Fellowship as a classroom teacher and is now Principal at a turn-around school in New Orleans.

How has the Fellowship impacted your work?
The Fellowship made me who I am as a leader. I developed a lot of empathy and ability to support and empower my team. I came to teaching from a finance background, so I had the hard skills. But I didn’t have the best ways to share them and didn’t know how to communicate well enough with a team. You can have all the knowledge in the world, but if you can’t express the message to adults and get them to buy in, it’s not going to go anywhere.

What is different about your school because of the Fellowship?
We are a year-one turn around, and I credit my coaching from Leading Educators for building a really aligned team. My teachers have to rely on each other for lesson plans, and I have trained them to listen to each other like I learned in the Fellowship. The majority of our students are on track to grow a year or more in math. In reading, we are also seeing good progress.

I am already setting aside a portion of my budget for my team to go through the Leading Educators Fellowship. The only way I can continue to develop my team is to develop the middle leaders.
Our Partners

Leading Educators proudly works with these organizations to build awareness and systems of teacher leadership nationwide. With these organizations, we design teacher-leader roles, guide principals on how to leverage teacher leaders, and develop and coach teacher leaders directly via innovative programs.

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I have a greater awareness of myself as a leader, and I’m more capable because of the professional development and community provided by Leading Educators. – Laura Meinzen, Alumna 2011
These experiences re-energize me to keep myself motivated and inspire me to motivate other adults as well as my students.
– Courtney Peterson, Fellow 2013

Investors

Dedicated investors make our work possible. With their support, we help retain great teachers as leaders inside and outside the classroom who ultimately improve student learning. Leading Educators is grateful to the many individuals and organizations that have contributed to our success across the country.

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Absolute Return for Kids
Ewing M. Kauffman Foundation
Laura & John Arnold Foundation
Hall Family Foundation
Booth Bricker Fund
NewSchools Venture Fund
J.P. Morgan Chase
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Teach For America, Co-CEO  

Paul Pastorek  
EADS North America, Chief Administrative Officer, Chief Counsel and Corporate Secretary

Sarah Usdin  
Teach For America, Co-CEO  

Leading Educators Advisory Board

The Advisory Board 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 guide Leading Educators toward accomplishing its goals, staying current and relevant as new research emerges, and allowing our growing program to be shaped by input from experts in the field.

Jay Altman,  
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Sarah Figueroa  
Camino Nuevo Charter Academy, Senior Vice President of Organizational Management

94% of principals recommend leading Educators
Leading Educators works with teacher leaders in five cities, with plans for expansion to new regions across the country. Our work 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**

- National Grants: $492,740.08
- New Orleans Grants: $294,300.00
- Kansas City Grants: $20,000.00
- Washington, D.C. Grants: $927,000.00
- Service Revenue: $471,260.73
- Individual Donations: $52,640.00
- Misc. Income: $9,398.00

**Expenses**

- Program Delivery: $977,392
- Program Development: $837,851
- Fundraising/Expansion: $455,335
- Indirect Admin Costs: $391,189

78% of Fellows have been promoted.
Looking Ahead

Reaching More Students

In the next year, Leading Educators will expand the Fellowship as well as our existing initiatives targeting teacher-leader role design and assisting schools and districts in implementing distributed leadership models. By working with more teacher leaders and more schools across the country, our programs will impact even more students—working to ensure great teachers for all students. Leading Educators plans to have programs in at least 10 regions by 2016.

Thought Leadership

In addition to expanding our programs, Leading Educators will continue to advance the field of teacher leadership. Through publishing our first-hand experience and partnering with aligned organizations, we will contribute new and innovative intellectual content around teacher leadership within and beyond the education community. We intend to demonstrate the significant impact of teacher leadership on student achievement to urban school district and charter leaders and policy makers.

You Can Help!

Like Leading Educators on Facebook  Follow us on Twitter @leadingeds

And stay tuned to our website and blog to see what we’re up to:

www.leadingeducators.org

I had not maximized the power of my "middle leadership" at our school. I was blown away by the collective positivity, desire to contribute even more to our school’s mission, and clear planning that Leading Educators is putting in place. – Ron Gubitz, Principal