



# The Giving Common

An Initiative of the Boston Foundation

[www.thegivingcommon.org](http://www.thegivingcommon.org)

## Teach Plus Incorporated



Current

### General Information

27-43 Wormwood Street

Tower Point, Suite 410

Boston, MA 02210

(617) 533-9900

**Website**

[www.teachplus.org](http://www.teachplus.org)

**Organization Contact**

Jason Carpp [info@teachplus.org](mailto:info@teachplus.org)

**Year of Incorporation**

2009

# Statements & Search Criteria

## **Mission Statement**

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.

## **Background Statement**

Teach Plus was founded in 2009 to create the leadership and growth opportunities that would extend excellent teachers' commitment to the classroom. It currently operates teacher leadership programs in six cities and through several organizational partnerships across the country and has a network of over 22,000 teachers nationwide.

The challenge we're addressing:

- Each year, the nation's 50 largest districts lose approximately 10,000 top performing teachers (TNTP 2012. The Irreplaceables)
- Low-income students and students of color are two to three times more likely than their peers to be assigned a weak teacher (The Education Trust 2012. Learning Denied)
- In America today, a student is more likely to be assigned a first-year teacher than a teacher at any other level of experience (Ingersoll, R. & Merrill, L. 2012. Seven Trends: The Transformation of the Teaching Force)
- Half of new teachers leave urban classrooms within their first three years, just as they are beginning to have the greatest impact on student learning (Boyd, D. et al 2009. Who Leaves? Teacher Attrition and Student Achievement)

Teach Plus is Proving What's Possible

It is possible for teachers to expand their influence without leaving the classroom.

- It is possible to move the needle on retaining top teachers: 93% of T3 teachers stay in the classroom through the three-year commitment and 92% of Fellows stay in the classroom through the 18-month fellowship.
- It is possible to improve the access of high need students: T3 receives seven applications for every new position to help turn around a failing school and T3 teachers served over 990 students in the 2014-15 school year.

Our Theory of Change:

Leadership and growth opportunities are a key lever in helping teachers extend their commitment to the classroom. Top-performing teachers must be leaders in both Transforming the System and Transforming Schools in order to keep them in front of high-need students.

## **Impact Statement**

### 2013-14 Accomplishments:

- T3: Data from our first three years of T3 implementation show accelerated student growth in both ELA and math. The first cohort of T3 schools has surpassed both the state (by 16 points) and district student proficiency rates after beginning far behind both averages.
- Teaching Policy Fellows: Fellows from Massachusetts joined their colleagues from across the country to bring teachers' agenda for better assessments to the White House and Secretary of Education Arne Duncan last summer. The agenda was built from input from thousands of teachers through our Assessment Advisor online review site.
- C2: In Massachusetts we piloted our new C2 program during the 2013-14 school year, recruiting, selecting and training 13 Teacher Facilitators who delivered Common Core professional development to over 130 teachers.

### 2014 Goals:

- We are excited to expand the T3 Initiative to the two newest identified Level IV (failing) schools in Boston as well as to continue our work with our T3 partner schools in Boston, Fall River, and Holyoke. (The program's impact in Boston has spurred interest from across the country and in fall 2014 we will be working with 6 schools in Washington, DC and 3 schools in Indianapolis, IN.)
- We are recruiting for a cohort of 25 new Teaching Policy Fellows from the Greater Boston area and look forward to launching our fifth cohort of Fellows in Massachusetts this fall.
- We plan to continue to expand the C2 program to bring teacher-led Common Core training to many more teachers on the heels of our successful pilot year.

## **Needs Statement**

- Teach Plus seeks new donors to Sponsor a Teacher Leader in any of our leadership programs. There are varying levels of teacher sponsorship, from \$1,500 to \$6,000. We are currently recruiting Teacher Leaders to lead professional learning networks in a variety of partnerships, from single school to multi-district, across Greater Boston.
- Teach Plus seeks to increase the voice of teachers and encourages everyone to connect with us to hear what teachers are saying about education. Visit [www.teachplus.org](http://www.teachplus.org) to see ways to connect.

## **CEO/Executive Director Statement**

## **Board Chair Statement**

## Service Categories

Educational Services

## Geographic Areas Served

Teach Plus was founded in MA and supports Teacher Leader-led professional learning networks across Greater Boston. Its core programs operate in the following regions:

- The Teaching Policy Fellows come from across the Greater Boston Area.
- The T3 Initiative operates within Boston Public Schools.
- The Core Collaborative operates within several districts in the Greater Boston area.

Teach Plus operates additional sites across the country including Chicago, Indianapolis, Los Angeles, Memphis, Washington, D.C., Maryland, and Colorado. The T+ Network is open to all educators, and Teach Plus' impact spans to a national level.

Please review online profile for full list of selected areas served.

# Programs

## **Teaching Policy Fellows**

### **Description**

The Teaching Policy Fellowship is a highly selective program for teachers interested in having a voice in decisions that affect their profession. During a cohort experience that spans 18 months, Fellows meet in monthly sessions that offer:

- Personal interaction with key education leaders;
- A challenging course of study in education policy, research, and best practices from across the nation; and
- The opportunity to advocate for policies that will better serve students and retain excellent teachers.

Fellows are demonstrably effective classroom teachers who are in the “second stage” (years 3-10) of their teaching careers. Currently, more than 100 Teaching Policy Fellows nationwide are engaging in “big picture” education reform in Boston, Chicago, Indianapolis, Los Angeles, Memphis, and Maryland. In each of our cities, Fellows bring a wide array of experience to their cohort. Teaching Policy Fellows are all current classroom teachers who teach a variety of subjects and grades, spanning from kindergarten through twelfth grade, in urban district, pilot, or charter schools. They have entered the teaching profession through varied routes, including alternative teacher training programs such as Teach for America. Many Fellows are actively involved in their local teachers unions as building reps and leadership committee members, and many are equally involved in school- or district-based leadership. Amongst our Fellows are National Board Certified teachers and Citywide Teachers of the Year. Across the nation, Teaching Policy Fellows are united by their passion for teaching and their aspiration to modernize the teaching profession so that more top-performing teachers will want stay in the classroom.

### **Budget**

1649368

### **Category**

Education, General/Other Education, General/Other

### **Population Served**

Adults, Children and Youth (0 - 19 years),

### **Program Short Term Success**

### **Program Long term Success**

### **Program Success Monitored By**

### **Examples of Program Success**

## **Core Collaborative (C2)**

### **Description**

The Core Collaborative (C2) is a groundbreaking effort launched in 2013-14. Teach Plus teacher leaders designed C2 after surveying 3,000 teachers in Massachusetts. Teachers indicated that they would better serve students with professional development led by expert teachers on the Common Core. After hosting a Common Core conference for almost 500 teachers from 103 school districts across the Commonwealth, the teachers designed a set of high-quality courses called C2.

Through C2, Teach Plus is deepening its presence and involving teachers as leaders of sustainable and long-term professional collaboration around implementing Common Core at their schools. The new Common Core standards were recently adopted by Massachusetts, and they help ensure that urban students receive the same access to rigorous curriculum and educational standards that all children across the US receive.

Implementing the Common Core State Standards (CCSS) represents a significant instructional shift for teachers and students alike, and requires opportunities for meaningful continuous professional learning that reaches across schools and is led by teachers themselves.

C2 is a set of teacher-led professional learning courses through which teachers come together to collaboratively learn from each other and selected experts about the Common Core (including implementation challenges and solutions, and instructional strategies, practices, and materials).

### **Budget**

### **Category**

Education, General/Other Education, General/Other

### **Population Served**

Adults, Children and Youth (0 - 19 years),

### **Program Short Term Success**

### **Program Long term Success**

### **Program Success Monitored By**

### **Examples of Program Success**

### **T3: Turnaround Teacher Teams**

**Description**

The T3 Initiative is an innovative program to recruit, develop, and support effective, experienced teachers to serve in our lowest performing schools. This program was designed by teachers to address the problem of inequitable access to effective teachers in the highest need schools.

The T3 Initiative:

- creates cohorts of highly effective and experienced teachers
- supports them in becoming turnaround specialists
- places them in teams in the schools in which they are most needed

Research shows that nothing is more important for a student's success in school than the teacher in front of that child's classroom. Yet the students who need effective, experienced teachers the most are the least likely to be assigned to them. Our lowest performing schools not only have the most significant achievement gaps, but also the highest rates of teacher turnover. Four consecutive years with highly effective teachers could close that achievement gap and begin to give all kids the education they deserve.

The T3 Initiative is among the first efforts nationally to address this notable deficiency in the design of school turnaround.

Nationally, there is currently an intense focus on chronically low-performing schools. These schools are the focus of intensive support and innovative strategies to enable them to significantly raise student outcomes. T3 teachers play a central role in helping to transform these schools, having been chosen for their effectiveness with urban students and trained in a cohort for the challenge of a turnaround environment.

T3 teachers have the opportunity to work with a team of effective teachers who are high performing and dedicated to working collaboratively. They are trained as a cohort in turnaround strategies that have been used by other highly effective teacher teams. They are part of a broader turnaround strategy that supports effective teaching and can take on leadership roles without leaving the classroom.

**Budget**

1984360

**Category**

Education, General/Other Education, General/Other

**Population Served**

Africa, Children and Youth (0 - 19 years),

<b>Program Short Term Success</b>	<p>Each year we track:</p> <ul style="list-style-type: none"> <li>• Student performance</li> <li>• Teacher retention</li> <li>• School culture</li> </ul> <p>The goals set for each can vary from school to school (based on their starting point) and district to district. Over the three years that a school is in the T3 initiative, our goals are usually the following: 80% retention of T3 teacher leaders, school closes the achievement gap with the district average in math and English language arts, and school culture ratings increase in relation to their starting points.</p>
<b>Program Long term Success</b>	<p>The ideal long-term success of T3 is improved access of high-need students to high-performing teachers. Excellent teachers are the number one factor in students' success, and programs like T3 attract high-performing, experienced teachers to low-performing schools and retain them there.</p>
<b>Program Success Monitored By</b>	<p>The T3 Initiative tracks several types of data to measure success:</p> <ul style="list-style-type: none"> <li>• Student performance indicators: annually through standardized testing and regularly throughout each school year to track progress toward milestones set by grade and subject level teams.</li> <li>• Teacher retention: this is measured from fall to fall</li> <li>• School culture: we review school culture surveys (when available) which are implemented by school districts and which are self reported by parents, teachers, and students.</li> </ul>
<b>Examples of Program Success</b>	<p>During the first three years of implementation, the first six schools showed accelerated student growth in ELA and math.</p> <ul style="list-style-type: none"> <li>• In math, Cohort 1 is two points away from closing the achievement gap with the district average and Cohort 2 has surpassed the district average. In both cohorts, these schools have far outpaced their peer turnaround schools in Massachusetts.</li> <li>• In English language arts, Cohort 1 has closed its 12 point deficit with the state and Cohort 2 has surpassed both state (by 16 points) and district student proficiency rates.</li> <li>• In Cohort 1, all three schools have left state-determined turnaround status. Two schools went from Level 4 status (the bottom five percent of schools in Massachusetts) to Level 1 status (top performing schools in Massachusetts).</li> </ul>

# Management

## CEO/Executive Director

### **Executive Director**

Dr. Celine Coggins

### **Term Start**

Jan 2009

### **Email**

ccoggins@teachplus.org

### **Experience**

Dr. Celine Coggins founded Teach Plus in 2009 to create leadership and growth paths for excellent teachers and help stem their attrition from high-needs schools. In her role as CEO, Celine sets the national agenda for the organization that speaks to both teacher needs and policy opportunities.

Celine started her career as a classroom teacher in Worcester, Massachusetts. She went on to become a special assistant to the Massachusetts Commissioner of Education, working on a set of initiatives to improve the quality of the state's teaching force. Upon completing her PhD at Stanford University, Celine returned to her home state to work at Cambridge's Rennie Center for Education Research and Policy, an education-focused think tank. She originally launched Teach Plus as a subsidiary of the Center.

Under Celine's leadership, Teach Plus has introduced three groundbreaking programs that put teachers at the center of school- and system-level reform: The Teaching Policy Fellowship that empowers teachers to have a voice in policy discussions that impact their classrooms; the T3 Initiative designed to ensure that high-need students have access to excellent teachers; and the Teach Plus Network of more than 22,000 teachers nationwide.

A nationally-recognized expert on teacher leadership, education policy standards and accountability, and union politics, Celine has addressed audiences at the Philanthropy Roundtable, the Askwith Forum at the Harvard Graduate School of Education, and on NBC's Education Nation. She appears regularly in the media and has been interviewed by The New York Times, The Wall Street Journal, and The Atlantic, among many others.

Celine earned a BA in psychology from the College of Holy Cross, an MA in educational research and measurement from Boston College, and a PhD in education policy analysis from Stanford University. She is a National Center for Teacher Quality advisor, an Aspen Institute Education Fellow, and a Mind Trust Education Entrepreneurship Fellow. She is the author of more than two dozen reports and journal articles and editor of three books. The New Teacher Project recently named Celine one of their favorite thinkers of 2013. Celine lives in Milton, MA.

## Senior Staff

### **Mrs. Monique Burns Thompson**

#### **Title**

President

#### **Experience/Biography**

### **Ms. Alice Johnson Cain**

#### **Title**

Vice President of Policy

#### **Experience/Biography**



**Mr. Mike Stryer**

Title Vice President of Programs

Experience/Biography

**Ms. Meghan O'Keefe**

Title Vice President of T3

Experience/Biography

**Mr. Nathan Pelsma**

Title Chief Operating Officer

Experience/Biography

**Ms. Lindsay Sobel**

Title Executive Director for Policy Programs

Experience/Biography

**Ms. Emily Silberstein**

Title Vice President of Regions

Experience/Biography

Staff Information

<b>Full Time Staff</b>	38
<b>Part Time Staff</b>	2
<b>Volunteers</b>	0
<b>Contractors</b>	1

Staff Demographics - Ethnicity

<b>African American/Black</b>	8
<b>Asian American/Pacific Islander</b>	2
<b>Caucasian</b>	28
<b>Hispanic/Latino</b>	2
<b>Native American/American Indian</b>	0
<b>Other</b>	0 0

Staff Demographics - Gender

<b>Male</b>	11
<b>Female</b>	29

**Unspecified** 0

Formal Evaluations

<b>CEO Formal Evaluation</b>	Yes
<b>CEO/Executive Formal Evaluation Frequency</b>	Annually
<b>Senior Management Formal Evaluation</b>	Yes
<b>Senior Management Formal Evaluation Frequency</b>	Annually
<b>NonManagement Formal Evaluation</b>	Yes
<b>Non Management Formal Evaluation Frequency</b>	Annually

Plans & Policies

<b>Organization has a Fundraising Plan?</b>	Under Development
<b>Organization has a Strategic Plan?</b>	Under Development
<b>Organization Policy and Procedures</b>	Under Development
<b>Nondiscrimination Policy</b>	Under Development
<b>Whistleblower Policy</b>	No

# Board & Governance

## Board Chair

<b>Board Chair</b>	Ms. Michelle Boyers
<b>Company Affiliation</b>	Charles & Lynn Schusterman Family Foundation
<b>Term</b>	Aug 2009 to 0
<b>Email</b>	mboyers@gmail.com

## Board Members

<b>Name</b>	<b>Affiliation</b>	<b>Status</b>
Ms. Michelle Boyers	Charles and Lynn Schusterman Family Foundation	
Mr. David Driscoll	Thomas B. Fordham Institute	Voting
Mr. Emanuel Harper	Academic Accountability & Data Coordinator, Herron High School	
Ms. Kati Haycock	The Education Trust	Voting
Mr. John Luczak	Education First	
Ms. Emily McCann	Citizen Schools	
Hon. George Miller	Former US Representative from CA	

## Board Demographics - Ethnicity

<b>African American/Black</b>	1
<b>Asian American/Pacific Islander</b>	0
<b>Caucasian</b>	6
<b>Hispanic/Latino</b>	0
<b>Native American/American Indian</b>	0
<b>Other</b>	0

## Board Demographics - Gender

<b>Male</b>	4
<b>Female</b>	3
<b>Unspecified</b>	0

## Board Information

<b>Written Board Selection Criteria?</b>	Under Development
<b>Written Conflict of Interest Policy?</b>	Under Development
<b>Percentage Making Monetary Contributions</b>	100%
<b>Percentage Making In-Kind Contributions</b>	16%

**Constituency Includes Client Representation**

Yes

# Financials

## Fiscal Year

<b>Fiscal Year Start</b>	Oct 01, 2015
<b>Fiscal Year End</b>	Sept 30, 2016
<b>Projected Revenue</b>	\$7,366,500.00
<b>Projected Expenses</b>	\$7,076,000.00
<b>Endowment?</b>	No
<b>Spending Policy</b>	N/A
<b>Credit Line?</b>	Yes
<b>Reserve Fund?</b>	No
<b>Months Reserve Fund Covers</b>	0

## Detailed Financials

### Revenue and Expenses

<b>Fiscal Year</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
<b>Total Revenue</b>	\$9,177,185	\$7,028,811	\$5,856,084
<b>Total Expenses</b>	\$8,488,624	\$6,840,937	\$5,461,784

### Revenue Sources

<b>Fiscal Year</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
<b>Foundation and Corporation Contributions</b>	--	--	--
<b>Government Contributions</b>	\$0	\$0	\$0
<b>Federal</b>	--	--	--
<b>State</b>	--	--	--
<b>Local</b>	--	--	--
<b>Unspecified</b>	--	--	--
<b>Individual Contributions</b>	\$7,059,380	\$4,885,521	\$4,605,627
<b>Indirect Public Support</b>	--	--	--
<b>Earned Revenue</b>	\$2,020,817	\$2,132,451	\$1,222,908
<b>Investment Income, Net of Losses</b>	\$30,185	\$4,758	\$3,202
<b>Membership Dues</b>	--	--	--
<b>Special Events</b>	--	--	--
<b>Revenue In-Kind</b>	\$66,803	\$6,081	\$24,347
<b>Other</b>	--	--	--

### Expense Allocation

Fiscal Year	2015	2014	2013
Program Expense	\$7,000,910	\$5,712,256	\$4,706,711
Administration Expense	\$1,190,996	\$846,899	\$545,711
Fundraising Expense	\$296,718	\$281,782	\$209,362
Payments to Affiliates	--	--	--
Total Revenue/Total Expenses	1.08	1.03	1.07
Program Expense/Total Expenses	82%	84%	86%
Fundraising Expense/Contributed Revenue	4%	6%	5%

### Assets and Liabilities

Fiscal Year	2015	2014	2013
Total Assets	\$4,013,581	\$4,035,810	\$4,372,358
Current Assets	\$3,530,050	\$3,252,542	\$4,123,685
Long-Term Liabilities	\$248,369	\$201,884	\$94,767
Current Liabilities	\$252,320	\$267,995	\$239,213
Total Net Assets	\$3,512,892	\$3,565,931	\$4,038,378

### Short Term Solvency

Fiscal Year	2015	2014	2013
Current Ratio: Current Assets/Current Liabilities	13.99	12.14	17.24

### Long Term Solvency

Fiscal Year	2015	2014	2013
Long-Term Liabilities/Total Assets	6%	5%	2%

### Top Funding Sources

Fiscal Year	2015	2014	2013
Top Funding Source & Dollar Amount	--	--	--
Second Highest Funding Source & Dollar Amount	--	--	--
Third Highest Funding Source & Dollar Amount	--	--	--

## Capital Campaign

Currently in a Capital Campaign?

No

## Comments

### Foundation Staff Comments

Financial summary data in the charts and graphs above are per the organization's audited financials.