



TEACHER NETWORK SLAM BOOK

Advocacy • Practice • Teacher Leadership

We gathered a handful of network partners and teachers for a meeting at the Bill & Melinda Gates Foundation in Spring 2015. Participants were provided with one-page overviews of each network in attendance. Over the course of the day, we noticed teachers pouring over them and asking us, and one another, “How did I not know about this terrific resource?” Their response prompted this catalogue. The foundation partners with many dynamic organizations that network teachers to learn, connect, and lead. And we think you should know about them so that you can connect with their amazing work.

How this catalogue is organized

These organizations focus on three types of networks — advocacy, practice, and teacher leadership — categories that overlap so much we couldn’t separate the organizations and have left the listing in alphabetical order. The words on their pages are their own. We simply compiled the one-page profiles they wrote. All offer networking opportunities to teachers across the country and all have free and readily available resources to help teachers seeking to improve their practice.

Let us know!

If you are involved in an organization that might want to submit a profile to help us update this catalogue, you can send inquiries to college.ready@gatesfoundation.org.

Carina Wong
Deputy Director
College Ready

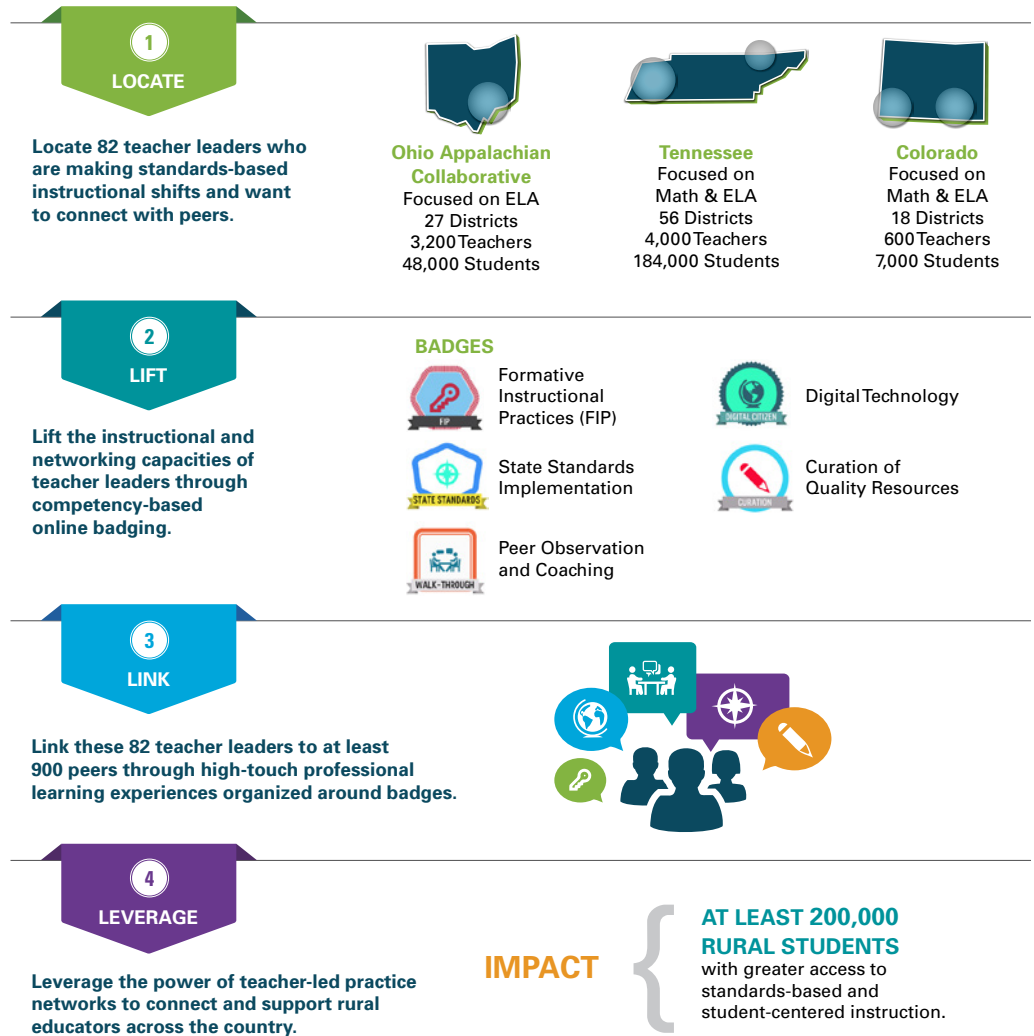
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Four Moves to Make Rural Teacher Practice Networks Work

3 States » 3 Networks » 7,500 Teachers



BETTERLESSON

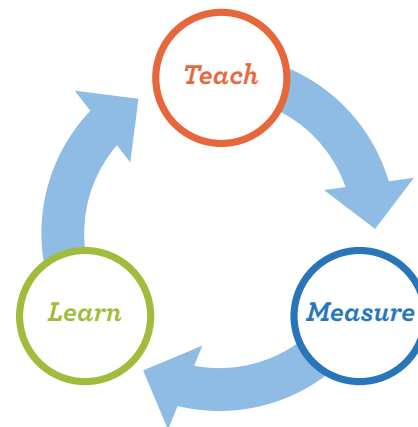
Our mission is to empower teachers to learn what works for their students as quickly as possible.

BetterLesson.com

- In partnership with the National Education Association, The Learning Accelerator, and The Bill & Melinda Gates Foundation we are building a living, breathing (*and free!*) body of knowledge around effective instruction.
- Join over a half million teachers in accessing the highest quality lessons from Master Teachers.
- Explore over 10,000 rich, comprehensive lessons across *every* Common Core and Next Gen Science standard, as well as hundreds of innovative blended learning strategies.

TeachCycle.com

- We are bringing teacher-led, continuous learning within reach for every teacher.
- We pair teams of teachers (PLCs) with an expert, dedicated TeachCycle Coach, and together they engage in structured experimentation using our simple *Teach, Measure, Learn* process.



Grant Harris, LA



Jessica Uy, CA



Beth Menzie, NY

3 of our more than
200 Master Teachers



Center for Teaching Quality (CTQ)

teachingquality.org



1 Engage increasing numbers of teacher leaders via the CTQ Collaboratory.

“My relationship with CTQ has literally saved my career.”
—Rachel E. Collaboratory Member



412 participants in Teacher Leadership Initiative, a pilot project in partnership with NEA and the National Board

“The Teacher Leadership Initiative is unique and innovative, unlike the typical ‘sit-n-get’ professional development experiences we’ve all had.”
—blog post by Wendi Pillars and Dave Orphal

2 Develop and market a system to build teachers’ knowledge and skills as leaders of their profession.

3 Grow the number, skills, and influence of teacherpreneurs supported by CTQ, other agencies, and nonprofits.



4 Advance 21st-century school designs for teacher leadership and student learning.

Check out these DIY tools for teacher-powered schools, created by CTQ Teacher In Residence Lori Nazareno.

www.teachingquality.org/teacherpowered

21 CTQ-supported teacherpreneurs since 2011

600+ blogs and articles published by teachers with CTQ support in the past year

Case studies demonstrating impact of teacherpreneurs
www.teachingquality.org/casestudies

5 Shape an authentic and audacious narrative for what equitable teaching and learning should look like in America.



Edcamps are free, organic, participant-driven professional development experiences.

What Edcamps do...

Edcamps bring together dedicated educators for a day of learning, sharing and growth. Each event is participant-driven with the sessions developed and facilitated by the people who attend and leverages the power of social media to involve remote attendees.



Edcamps are...

- **Free**
- **Open to Everyone**
- **Participant-Driven**

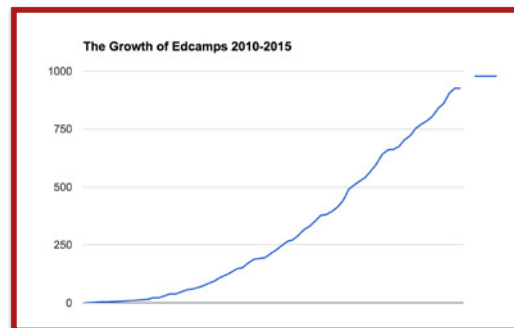


Why the Edcamp model works...

Unlike traditional professional development that is often organized and presented by administrators with little input from faculty members, Edcamps provide teachers with a voice and the opportunity to contribute to their own learning and that of their peers.

Edcamp Foundation programs...

Edcamp-in-a-Box: In support of local Edcamps, each box contains everything organizers need to host their event: money for breakfast, name tags, markers, stickies and tape for the session board.



Discovery Grant: a \$1,000/grant designed to help teachers implement ideas learned at an Edcamp. Teachers may take a course, provide a field trip for their students, buy supplies for their classroom or in an other way fulfill their vision to improve the learning of their students.

Regional Summits: To recognize, honor and support accomplished organizers. An overnight experience of approximately 100 Edcamp organizers where they may share best practices and collaborate to sustain and build the movement.

www.edcamp.org

Educators 4 Excellence (E4E)

Educators4Excellence.org



Educators 4 Excellence

For far too long, education policy has been created without a critical voice at the table – the voice of classroom teachers. Educators 4 Excellence (E4E), a teacher-led and student-focused organization, is changing this dynamic by placing the voices of teachers at the forefront of the conversations that shape their classrooms and careers.

Educators 4 Excellence was launched by two Bronx teachers in March 2010 in order to help educators learn, network, and take action around policies that will elevate the profession of teaching and drive positive outcomes for students.

Delivering Impact

E4E has organized over 18,000 teachers nationally, with chapters in New York, Los Angeles, Minnesota, Connecticut and Chicago. Major accomplishments include:

20 teacher-generated policy papers and advocacy campaigns, on topics such as teacher evaluation and teacher layoffs, which resulted in policy changes such as:

- *2012 NY legislation on a teacher evaluation system, based off of E4E's recommendations to use outside observers.*
- *The LAUSD school board creating a new position for effective educators to support Common Core implementation.*
- *A 2015 change in New York law improving tenure, including aligning tenure to the teacher evaluation system.*

600 major media hits about E4E and E4E teachers in national and local media outlets.

700 teachers trained through E4E's teacher leadership programs, empowering teachers to take on key positions of influence in their schools, districts, and unions.

What we do

E4E teachers become agents of change within the teaching profession in three ways:

Learn about the latest news and research within education policy through weekly e-mail updates and E4E.org.

Network with like-minded colleagues and policy stakeholders at panel discussions and networking events to bridge the gap between policy and practice.

Take Action by advocating for policy change at the federal, state, and district level.

E4E's Theory of Change: Advocacy by Teachers, Outcomes for Students

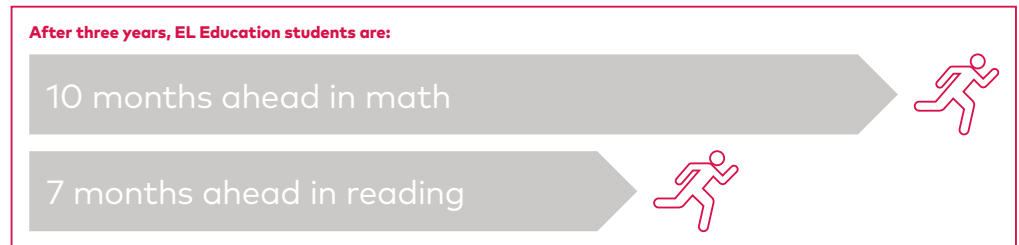
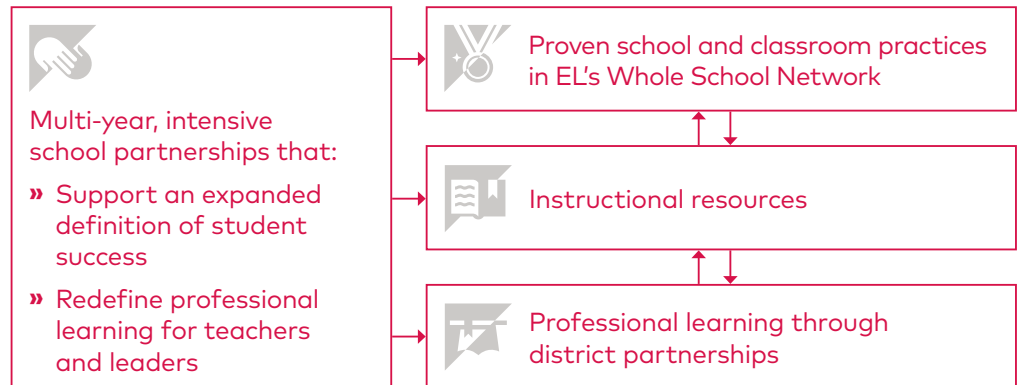
Educators 4 Excellence seeks two long-term outcomes from its efforts:

1. The elevation of the quality and prestige of the teaching profession
2. An increase in student achievement, especially amongst populations experiencing the achievement gap.

To affect these outcomes, E4E has targeted a list of policies in the E4E Declaration of Teachers' Principles and Beliefs (including teacher evaluation, layoff policy, and teacher compensation, amongst others) that it will work to influence through both legislative change and contractual change. As an organization by teachers, for teachers, E4E is uniquely positioned to create change from within the system itself.


To learn more, visit Educators4Excellence.org

EL Education




1 million students
100,000 teachers

Reached by EL Education books
 Three current titles, with two new books coming this year.




1 million+

Views of master practice videos
 With over 425,000 views of "Austin's Butterfly" video on YouTube.



4 million+

Downloads of the EL Education literacy curriculum
commoncoresuccess.ELeducation.org



500 districts in 39 states

Use the EL Education literacy curriculum
 Including half of the 700 districts in New York State.

hope street group | OUR STATE EDUCATION PROGRAM

Across the nation, Hope Street Group is providing states with the organization, resources and tools needed to ensure teachers' voices are heard when shaping better education policy – because we know that teacher involvement is essential for successful change.

By forming partnerships, engaging practitioners and fostering the adoption of innovative ideas, Hope Street Group delivers education policy recommendations designed to raise student achievement and shaped by those with on-the-ground expert experience – teachers.



TOOLS OF ENGAGEMENT

TEACHER SURVEYS

Ongoing surveys of their PLN members give State Teacher Fellows an overview of their peers' changing perspectives, opinions and experiences. Collected data is analyzed, fine-tuned and discussed at scheduled convenings.

IN-PERSON CONVENINGS

Teacher Fellows hold regular in-person convenings with members of their PLNs to go over survey results, identify priority issues, and consider policy recommendations.

VIRTUAL ENGAGEMENT

Throughout the process, participants can review and comment on data results, vet solutions, discuss ideas and share experiences online. Teacher Fellows moderate these discussions through social media and other online tools.

RESULTS

Utilizing Hope Street Group's State Education Program based on substantial teacher input, improved education policies are forged, implemented and sustained, culminating in more college- and career-ready graduates statewide.

PARTNERSHIPS

Hope Street Group begins working with participating states by establishing partnerships with key entities – state education agencies, teachers unions, the Governor's office, the Chamber of Commerce, lawmakers – all major stakeholders in the state education community.

Once alignment is reached on the importance of teacher engagement, HSG hires a local Mobilization and Education Director to oversee the State Teacher Fellows Program.

STATE TEACHER FELLOWS

After a thoughtful application process, a cadre of teachers representing diverse parts of the state are selected and then trained.

State Teacher Fellows are responsible for recruiting and organizing a group of their colleagues from their region into a Professional Learning Network (PLN). This local outreach method gives thousands of teachers a sought-after seat at the table and a voice in shaping education policy.

Using HSG's Tools of Engagement, Teacher Fellows and PLN members explore and develop collaborative crowd-sourced recommendations.

HOPE STREET GROUP is a national nonpartisan, nonprofit organization which brings together leaders in education, business and government to create collaborative solutions to the most pressing issues facing our country – education, jobs and health. Visit: hopestreetgroup.org

What is LearnZillion?

LearnZillion is the first cloud-based curriculum and professional development platform that actively builds teachers' content knowledge of the new standards. Founded by two former teachers, LearnZillion equips teachers for success with the new standards by providing:

- A blended-learning model of professional development
- A free, cloud-based curriculum with thousands of lessons in math, close reading, and writing

A blended-learning model of professional development

LearnZillion partners with states and districts to provide a blended-learning model for building teacher's capacity around the new standards. We integrate in-person training with online learning. The result is:

- **Research based** - Built on the [latest research](#) from the Bill and Melinda Gates Foundation, our professional learning is content specific, driven by teacher choice, and sustained over time.
- **Proven** - Over 95% of Connecticut and Delaware participants said the training changed their practice. [Hear a video testimonial from Julie McGough](#), an instructional coach. [Hear a video testimonial from Barbara Delaney](#), a middle school math teacher.
- **Job-embedded** - Teachers create instructional materials to use in their classrooms, analyze student work, and make adjustments. See an [example lesson](#) with student work developed by a Delaware Dream Team teacher.
- **Cost-effective** - We reduce costs associated with in-person-only trainings. See [sample](#) online professional learning lesson.
- **Teacher-centric** - Our state "Dream Teams" serve as instructional leaders and models of excellence throughout the state. See CT Dream Team teachers [recruiting their peers](#) to Summer Academy.

A free, cloud-based curriculum with thousands of lessons

The lessons on LearnZillion were crafted by top teachers from across the country. They include:

- 6,000+ video lessons in math, reading, and writing. [See example here](#).
- 1,500+ full lesson plans (including videos, practice, homework, and formative assessments) in math, close reading, and writing. [See example here](#).
- 10,000+ assessment items. [See example here](#).
- Models of excellence - Achieve's Peer Review Panel recently rated a sample lesson with the top score using the EQuIP rubric. See the [lesson](#) and [review](#).

Over 700,000 teachers have registered for free accounts. They use them to: (1) understand the standards, (2) teach whole class lessons, (3) differentiate, (4) help parents understand the standards.

Soon LearnZillion will provide a free, full, IMET-compliant curriculum for math K-8.

Literacy Design Collaborative (LDC)

ldc.org

Literacy Design Collaborative

www.ldc.org

Developing Teacher Skill.

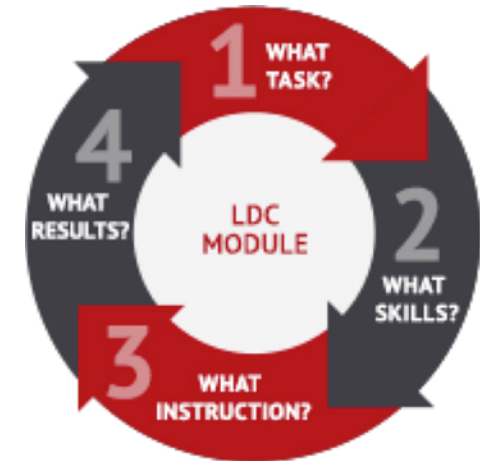
LDC's tools guide teachers in a backward design process to use the standards to identify and then responsively teach the enduring literacy skills students need to understand and communicate about content in all disciplines.

Supporting Curriculum Alignment.

Educators use LDC's planning tools to articulate when, why, and how they want to drive literacy skill development across content areas, grade levels, schools, and full districts.

Connecting Partners.

Over 75 partners engage with LDC, contributing to an online library of literacy assignments, developing coach support for schools, and growing LDC work in their networks.



Harnessing teacher expertise.

LDC is a national non-profit offering teacher-created online planning tools and resources that educators can use to design standards-aligned, rigorous literacy assignments. LDC seeks to ensure that every student in America graduates from high school with the literacy skills necessary for success in college and career. Nearly 50,000 teachers in all 50 states currently use LDC's tools in pursuit of that goal.

Visit www.coretools.ldc.org for over 1,800 free, teacher-created lessons and assignments

National Board Network

facebook.com/TheNBPTS

twitter.com/NBPTS

NATIONAL BOARD Network™

The Networks are communities of practice that work alongside the National Board around a shared vision of building the educator continuum around National Board Certification.

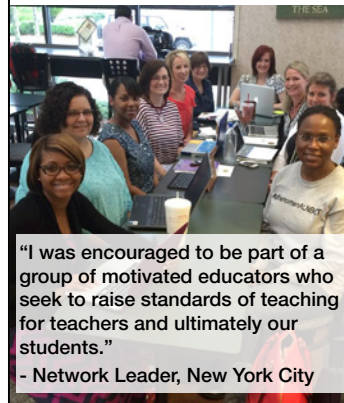
The main purpose of the National Board in recognizing the Networks is to:

- Support the mission of the National Board
- Promote teacher leadership
- Advance accomplished teaching

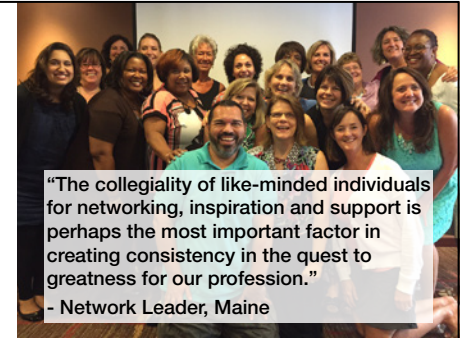


The National Board Networks are anchored in organizational sponsorship within their own state/district context.

1. **Equity-Focused:** Supporting the goals of having all students taught by an accomplished teacher
2. **Community-Based:** Investing in relationships and ensuring cross Network collaboration
3. **Advocacy-Driven:** Co-constructing tools and resources to elevate the voices of accomplished educators



"I was encouraged to be part of a group of motivated educators who seek to raise standards of teaching for teachers and ultimately our students."
- Network Leader, New York City

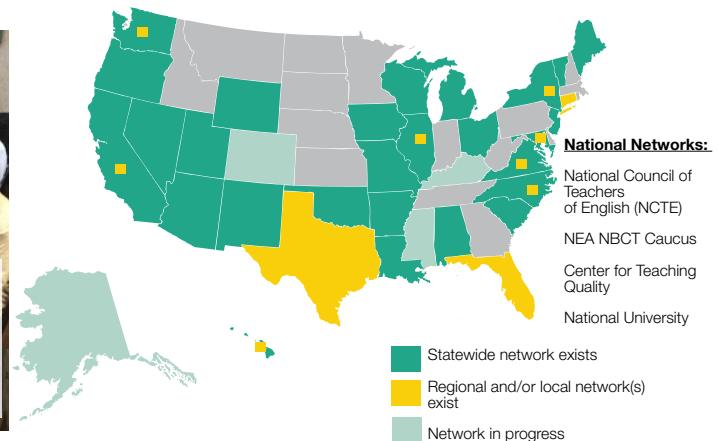


"The collegiality of like-minded individuals for networking, inspiration and support is perhaps the most important factor in creating consistency in the quest to greatness for our profession."
- Network Leader, Maine

Mission of the National Board

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- Providing a national voluntary system certifying teachers who meet these standards; and
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

**33 States, 51 Networks,
17,363 Members...and still
growing!**



National Network of State Teachers of the Year (NNSTOY)

nnstoy.org



NATIONAL NETWORK OF
STATE TEACHERS OF THE YEAR



Organization Overview

Our Mission and Vision Statements

What We Stand For

Mission Statement: NNSTOY, an organization of teacher leaders, seeks to transform the teaching profession by using our credible voice to support policies and practices that advance teacher leadership, educator effectiveness, and the conditions, capacity, and culture necessary to support great teaching and learning for all students.

Vision Statement: NNSTOY envisions a transformed teaching profession that provides access to great teaching and learning for all students thereby dramatically improving student outcomes for college, career, and life.

Who We Are

The National Network of State Teachers of the Year is a network of exemplary educators from across the nation – from every discipline and across all grade levels – who have been recognized for excellence in practice and trained in policy and advocacy. We have an opportunity and a commitment as teacher leaders to use our collective voice to improve education for all students through policy, practice, and advocacy (see box on the bottom of Page 4). Building on more than 60 years of “recognition, responsibility, and repayment,” NNSTOY recently reenergized its work with a refreshed vision, mission, and strategic plan. Today, we have the opportunity to affirm and refresh our strategy for the next three years to define our optimal role and ensure that our work – individual State Teachers of the Year (STOYs) and Finalists, and of NNSTOY itself – has the greatest possible impact on expanding equal opportunity and success for all students by transforming teaching and learning.

We believe that in order for teaching to be viewed as a true profession, it needs several key structures, which it currently lacks, that exist in other professions. These structures include a continuum of professional practice and guiding principles, two key areas on which we will focus our research agenda for the next five years. In addition, we believe that the teaching profession lacks the distributed leadership models, collaborative practice, and actionable feedback to inform practice.

NNSTOY and its members are prepared to work as partners with policymakers, school leaders, and researchers to shift this paradigm. At this critical moment, we must act boldly in order to promote a “virtuous cycle” in which the shifts we need in teaching and learning to achieve college, career, and life-readiness for all students in turn promote shifts in the teaching profession that can attract, retain, and advance the great teachers and teaching that we need.

National Writing Project (NWP)

nwp.org



National Writing Project: Reach and Impact

We engage thousands of leading educators through our network of nearly **200 local Writing Project sites**, anchored at colleges and universities, working in partnership with surrounding school districts **across all 50 states**, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

We provide high-quality professional development to teachers to improve writing and learning at all grade levels and across disciplines through intensive Invitational Summer Institutes and year-round learning opportunities.

Results: From 2006 to 2009, 16 research studies conducted in 7 states showed gains in writing performance among students whose teachers participate in NWP programs. Independent national scorings demonstrate that NWP students' improvement outpaces that of students in comparison groups.*

We influence the development of expertise and leadership skills among teachers—more than **70,000 teacher-leaders** over the past 36 years.

Results: These teacher-leaders have educated **12 million K-12 students** and engaged **1.2 million additional educators** in communities across the country.

We invest in expert teaching and local leadership in education.

Results: More than 70% of Writing Project teacher-leaders continue working with students in classrooms throughout their careers. Approximately 98% of Writing Project teacher-leaders stay in the field of education, providing significant leadership as principals and curriculum directors, among other leadership positions.†

Writing is Essential

Writing is essential to communication, learning, and citizenship. It is the currency of the new workplace and global economy. Writing helps us convey ideas, solve problems, and understand our changing world. Writing is a bridge to the future.

Our Mission

The National Writing Project focuses the knowledge, expertise, and leadership of our nation's educators on sustained efforts to improve writing and learning for all learners.

Our Vision

Writing in its many forms is the signature means of communication in the 21st century. The National Writing Project envisions a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world.

Our Resources

Find open education resources and engaged colleagues across multiple platforms.

Nwp.org
Digitalis.nwp.org
Educatoriinnovator.org
On Twitter @writingproject
On Facebook National Writing Project

* NWP Research Brief, No. 2, 2010

† NWP Legacy Study (NWP, 2007)



When we focus on teachers, students succeed

New Teacher Center is a national non-profit focused on improving student learning by working with teacher leaders and principals to accelerate the effectiveness of new teachers. By partnering with states, school districts, and policymakers across the country, NTC has become a nationally recognized leader in designing and implementing high quality induction programs for teachers; developing the capacity of teacher leaders and school leaders to improve teaching practice, and promoting policies and practices that provide teachers with positive school conditions – ultimately transforming schools into vibrant learning communities where all students can succeed.

Be the first to read news, insights and resources about new teachers and professional learning. Visit www.newteachercenter.org, follow @NewTeacherCtr on Twitter, and like us on Facebook at <https://www.facebook.com/NewTeacherCenter>.

For Districts, State Boards of Education and other Organizations

Teacher Induction

New Teacher Center partners with school districts, state agencies and other strategic partners to create and deliver comprehensive, integrated teacher induction programs with the highest impact on student learning and teacher effectiveness. Central to this work is building the capacity of teacher leaders to develop new teachers' instructional practices, increasing their ability to make a difference for all students. As part of our comprehensive program model we support principals in improving their observation and feedback skills, and work closely with program leaders to envision, implement and continuously improve upon the highest quality work. By partnering with NTC, states and districts have access to a team of educators who have decades of experience working alongside fellow practitioners in multiple contexts to design and implement comprehensive, mentoring-based, teacher induction programs.

Learn more at <http://www.newteachercenter.org/induction-programs>.

eMentoring for Student Success (eMSS)

eMSS is an innovative, nationwide online mentoring program for new teachers that advances high quality instruction for all students.

Learn more at <http://www.newteachercenter.org/services/emss>.

Principal Induction

New Teacher Center's Principal Induction program accelerates the practice of new principals to improve instructional leadership, provide meaningful developmental feedback to teachers, and to create thriving school cultures that serve the needs of all students. Our Principal Induction program builds on NTC's organizational experience in teacher induction by focusing on accelerating the practice of new principals through direct professional development and job-embedded coaching by well-prepared and supported coaches.

Learn more at <http://www.newteachercenter.org/induction-programs/school-leadership-programs/principal-induction>.

New Visions for Public Schools

newvisions.org/curriculum



The Problem

Teachers report spending hours searching for materials and slowly piecing together courses in hopes of addressing instructional shifts demanded by new standards and improving student achievement.



Our strategy aims to support teacher instruction and, as a result, improve student achievement, as measured by state exams and literacy pre- and post-assessments.



Our Partners

These resources are curated from experts in the field, aligning efforts with other organizations to achieve collective impact.



The Silicon Valley Math Initiative



THE GILDER LEHRMAN
INSTITUTE OF AMERICAN HISTORY



Our Approach

New Visions launched seven curriculum pilots focusing on the curation, rather than creation, of quality resources along a common scope and sequence, with built-in flexibility for personalization.



Global History



U.S. History



Algebra



Geometry



Trigonometry



Living Environment



Earth Science

This design encourages **collaboration between peers** who are teaching the same content at roughly the same time, use of **formative assessments** to offer **feedback on student progress**, and **deep dives** into pedagogy through structured professional development opportunities.

Our Results

Thus far, we've seen promising impact on student outcomes, with further analysis to come. In 2015-2016, 350 teachers from 50 NYC schools are participating in our PDs. Nearly 14,000 unique teachers have already visited our curriculum websites, with more than 44,000 website visits.



ABOUT TEACH FOR AMERICA

The mission of [Teach For America](#) is to enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational equity and excellence. There are three parts to our approach:

Enlist | We recruit remarkable and diverse individuals to become teachers in low-income communities. They commit to teach for two years and are hired by our partner public schools across the country. During these two years they are called corps members.

Develop | We train and support corps members in the practices of great teachers and leaders. With hard work, perseverance, and strong partnerships with their students, students' families, and communities, corps members can dramatically increase the opportunities available to their students in school and in life.

Mobilize | Corps members don't just teach their students, they learn from them. At the end of two years, they use those lessons to choose their path forward. Many stay in the classroom. Others move into politics, school leadership, nonprofit work, advocacy, and more. All of their paths matter because together they form a network—connecting, expanding, and strengthening the movement to give all kids access to a great education.

ABOUT THE ALUMNI TEACHER LEADERSHIP TEAM

Since 2008, the national Alumni Teacher leadership team has support Teach For America teachers that have remained or returned to lead the movement against educational inequity as classroom teachers. Three out of five alumni teachers teach a third year after their two-year commitment, and just about 30% of all alumni (roughly 11,000) are still teaching. Our vision is that all Teach For America corps members and alumni teachers have access to the resources, communities, and professional development they need to have a transformational impact on students. We work to provide the resources, communities, and the support (directly to corps members and alumni teachers or through our regional teams) needed to sustain a group of diverse teachers united in the fight against educational inequity.

FY16 TEAM CHARGE

Recognize and Honor Excellence in Teaching

- ❑ Serve as a source to find, learn, and share inspirational stories from corps members and alumni teachers
- ❑ Provide a process for corps members and alumni teachers to reflect on their practice through our teaching award application process and offer fifteen recipients a year of personalized professional development

Develop Instructional Leaders across the Program Continuum (*Pre-Corp, Corps, & Alumni Development*)

- ❑ Design, support, and build communities for corps members and alumni teachers at Teach For America Professional Development Conferences and Summits
- ❑ Leverage technology and virtual learning experiences to increase access to high quality resources, experts, and communities for corps members, alumni teachers, and staff members
- ❑ Provide content support to corps members and alumni teachers from online content coaches and virtual learning communities
- ❑ Provide fellowship opportunities that connect to corps members and alumni instructional leaders through affirming, powerful and relevant learning experiences
- ❑ Support classroom execution and corps member and alumni teacher growth through virtual coaching and support

Collaborate Across Regional and National teams at Teach For America

- ❑ Connect corps members and alumni teachers to internal teams at Teach For America and external partners to support their professional development needs
- ❑ Serve as a national convener and consultant to regional teams providing supports to alumni teachers and sharing our collective learnings across the organization

TEACH +PLUS

ABOUT TEACH PLUS

Teach Plus recruits, selects, and trains experienced and effective teachers to lead changes to education policy and teacher practice. Our flagship programs are designed to keep great teachers in high-need schools: Teaching Policy Fellows, Turnaround Teacher Teams (T3), and the Core Collaborative (C2). The programs focus on demonstrably effective teachers who want to continue classroom teaching while also expanding their impact as leaders in their schools and in district, state and national policy. Since its inception in August 2009, Teach Plus has grown to a network of more than 20,000 solutions-oriented teachers in six major cities across the country.

TRANSFORMING TEACHER PRACTICE AND BUILDING TEACHER VOICE



T3 is an innovative teacher leadership program for high-needs schools. The initiative trains and supports experienced, effective teachers to become T3 Teacher Leaders. T3 Teacher Leaders serve as both teacher leaders and school-wide change agents to advance the goals and priorities of their schools. Leading teams of teachers, and in collaboration with a cohort of peers, T3 Teacher Leaders work to enhance instructional practice and advance student academic outcomes.



INITIATIVE

C2 is a teacher-led professional learning series that brings teachers together to collaboratively learn from each other and selected experts about the effective implementation of their state standards. Groups of teachers, led by a C2 Teacher Leader, gather over multiple sessions to improve their knowledge of the implementation of next generation standards, instructional strategies and practices, in order to promote student learning and achievement.

TEACHING POLICY FELLOWS **TEACHING POLICY FELLOWSHIP** is a highly selective program for teachers interested in having a voice in decisions that affect their profession. The program spans two school years and offers excellent teachers the opportunity to expand their influence without leaving the classroom. The teachers who take part in the fellowship have the knowledge and skills to lead their colleagues and advocate for changes needed to improve student outcomes across the education system.

EXPANDING OUR IMPACT

Building on the best practices of these teacher leadership models, we are uniquely positioned to offer proven components of our work to schools, districts and charter-management organizations. We can execute our full programs as they currently exist or collaborate with a partner to customize solutions to support school and district needs in the field of teacher leadership, whether in an advisory capacity or through partnership for full program implementation.

The Teaching Channel

teachingchannel.org



Overview

[Teaching Channel](#) is a three-year-old non-profit whose goal is to expand the instructional repertoire of teachers through video-enabled professional learning. [Teams](#), the subscription-based part of Teaching Channel, provides a private “walled garden” in which districts, schools, and states can gather, produce, and share resources, and where teachers can try out, practice, reflect, and give collegial input as a community of professional learners. Teaching Channel believes teachers should have opportunities to learn from each other, whenever they want. With video as the foundation for deep learning, teachers see a broad range of approaches for working with students and for fostering self-reflection. Teaching Channel Teams is about getting better together.

Video-Based Professional Learning

At the center of Teams is Teaching Channel’s continuously growing video library. This library can be added to with district-created and teacher-created videos, and can be easily shared for coaching and reflection. With Teams, teachers and instructional leaders can collaborate in a secure environment, advancing teacher practice and lifting student achievement. In the Teams platform, there are four main types of video, which provide teachers with new instructional approaches and strategies, and a space to reflect and analyze their own and each other’s practice.

- **Tch Library:** almost 1000 videos on subjects and topics across grades PreK-12
- **Tch Uncut Classrooms:** full-length videos that show lessons from start to finish, providing opportunities to calibrate observation and feedback protocols
- **District Signature Strategies Library:** upload, share, and tag videos featuring local teachers, highlighting examples of instruction reflective of state- or district-specific standards and rubrics
- **Teacher Created Videos:** all Teams teachers can upload videos of their own instruction and designate whom to share them with for reflection and analysis

Groups, Discussions, Learning Plans & Playbooks

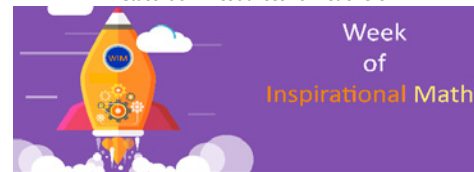
The Teams platform provides space for teachers, coaches, and school leaders to collaborate. Within Teams, there are Groups in which teachers, coaches, leaders, or anyone within the “walled garden” can create a public or private space. Teams Groups are used as part of

Our main goal is to inspire, educate and empower teachers of mathematics, transforming the latest research on math learning into accessible and practical forms.

We know from research how to teach mathematics well and the ways to bring about high levels of student engagement and achievement but research has not previously been made accessible to teachers. All students can learn mathematics to high levels and teaching that is based upon this principle dramatically increases students' mathematics achievement. The need to make research widely available is particularly pressing now as new science on the brain and learning is giving important insights into mathematics learning.

Mathematics is often the reason that students leave STEM, particularly girls and some students of color. We aim to change this by communicating the sources of math inequality in the US and by teaching the classroom methods that are needed for 21st century learning. By providing research based teaching methods, math tasks, videos, and ideas we intend to significantly reduce math failure and inequality in the United States and beyond, inspiring teachers and empowering all students to success.

Classroom Resources for Teachers



Downloaded 250,000 times and used in over 100,000 schools
<https://www.youcubed.org/week-of-inspirational-math/>

Online Courses for
Students, Teachers and Parents



Over 175,000 have participated
<https://www.youcubed.org/category/mooc/>

Translate Research into
Practical Ideas for Teachers,
Parents and Students

Short Videos for Students, Teachers and Parents



Four Boosting Brain Messages viewed by x
<https://www.youcubed.org/category/papers-videos/videos/>

Research Articles, Books and Papers
by Stanford Professor Jo Boaler



Fluency Without Fear downloaded by over
20,000 teachers the first weekend!
<https://www.youcubed.org/fluency-without-fear/>

**A Growing Network of
Registered Followers;
55,000 and counting!**



