

ANNUAL REPORT

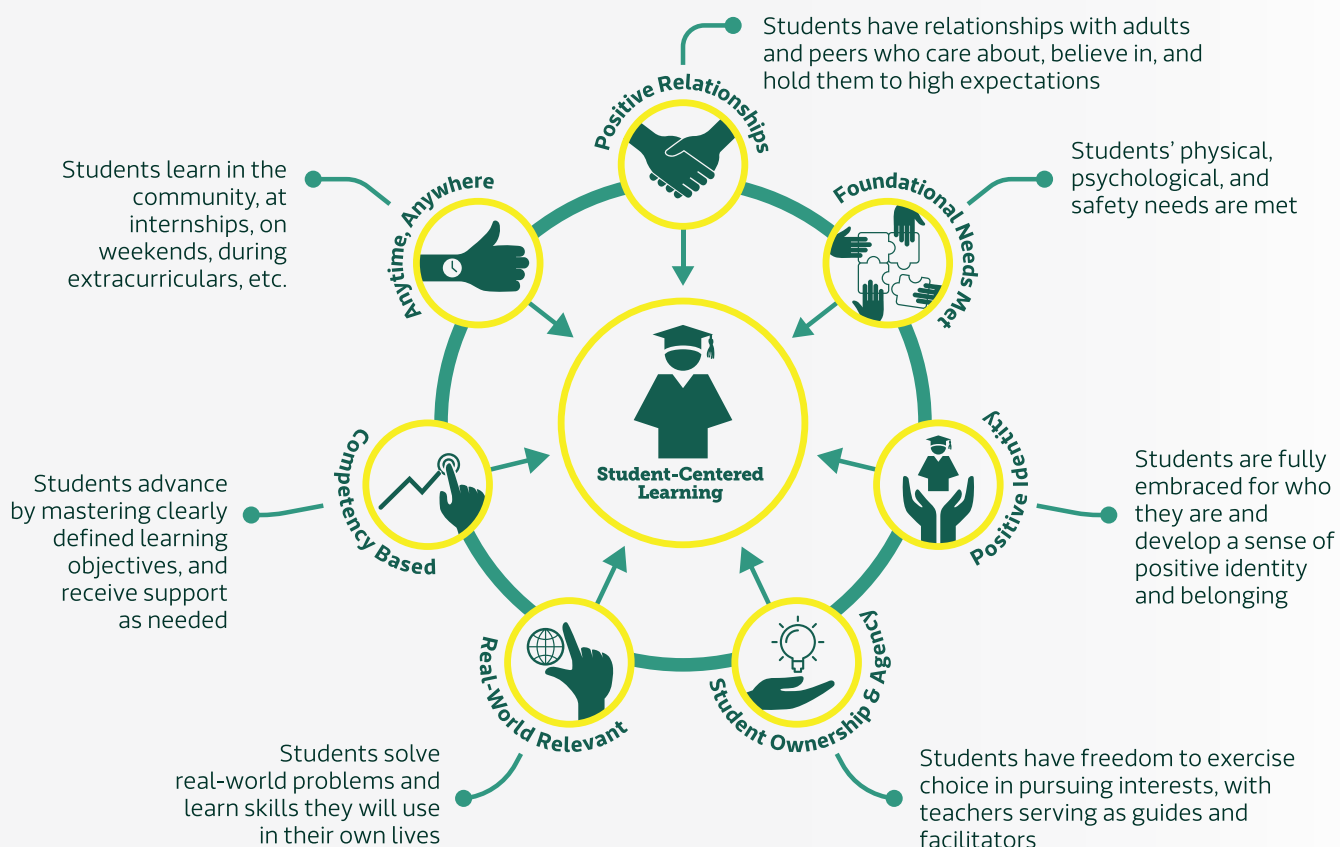
2018 —

Why We Exist

Preparing students for a 21st century world, and equitably serving all learners not just some, will require rethinking the design of learning.

Schools must be designed with students at the center.

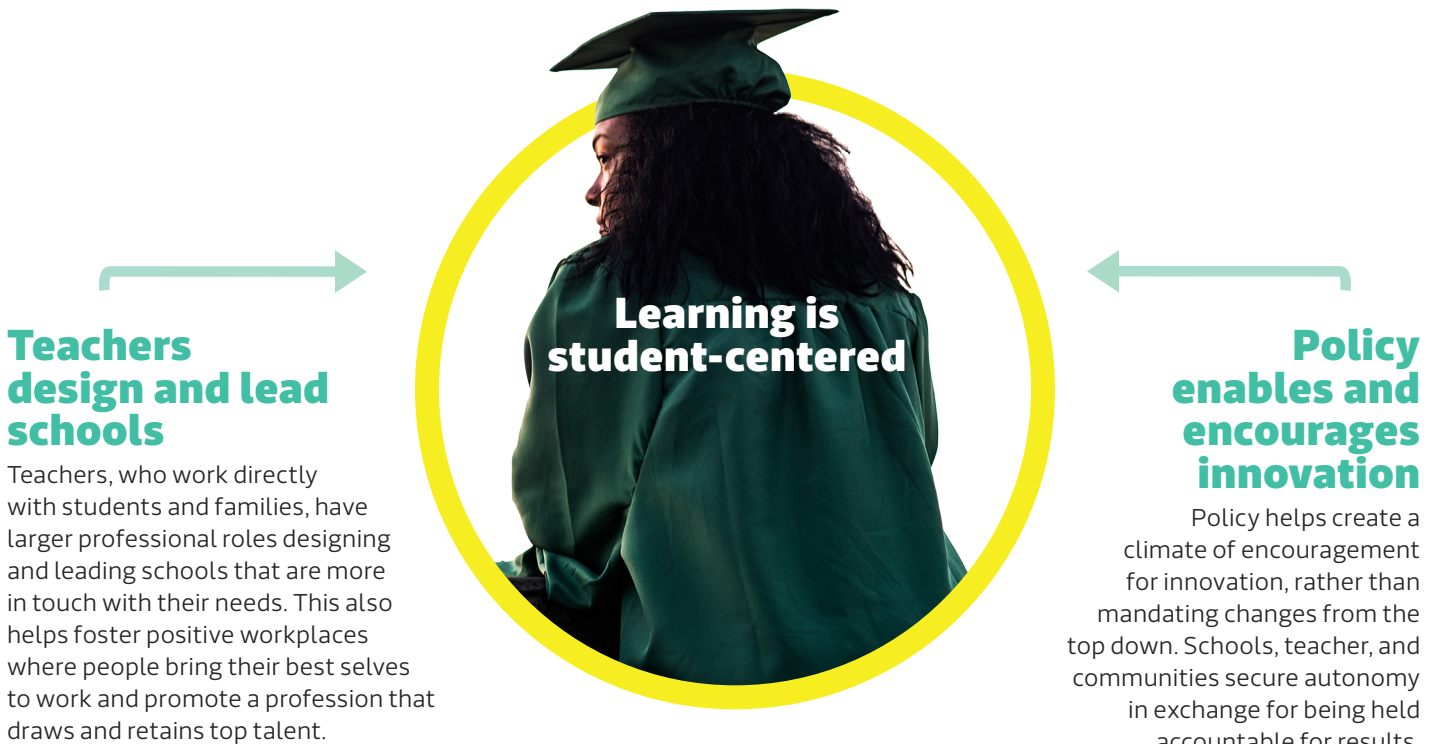
Seven Principles of Student-Centered Learning



These seven principles of student-centered learning were identified based on listening to students and educators, and a careful review of academic research. See educationevolving.org/evidence

How We Get There

Our theory of change.



A “Split Screen” Process of Change

Bold changes begin with a core group of innovators and early adopters, stretching our imagination and proving what’s possible. Over time, those innovations spread and improve, as they are tried, refined, and replicated.

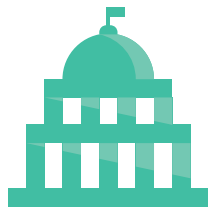
What We Do

We draw on three primary strategic levers to advance student-centered learning and our theory of change.



Thought Leadership

We contribute ideas, research, analysis, and stories to enrich and inspire the conversation on education redesign. This includes publishing reports, memos, and FAQs; writing a blog; hosting public events with guest speakers; and more.



Policy Advocacy

We work—in collaboration with legislators, communities, education organizations, and educators—to advance policy recommendations that clear barriers, create opportunities, and provide encouragement for high quality, equitable, student-centered learning.



Educator Networks

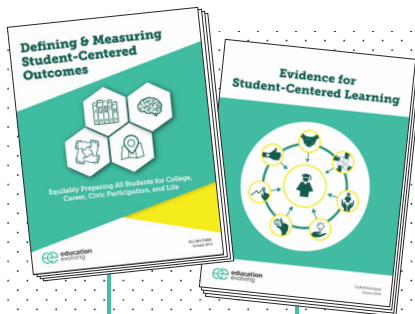
We connect and support a core group of schools using innovative designs for student-centered learning and collaborative leadership. We do this by hosting convenings; weaving a network and making introductions; producing resources and guides; and partnering with other organizations who provide more direct support to schools.

Thought Leadership Highlights

Published foundational research on student-centered learning

Our January 2018 report, *Evidence for Student-Centered Learning*, dove deep into academic literature and **showed how EE's seven student-centered principles are aligned with modern learning science**, laying the foundation for our student-centered work going forward.

Our October 2018 report, *Defining and Measuring Student-Centered Outcomes*, reviewed the outcomes that researchers, students, educators, families, and communities have indicated are **important for student success in the 21st century**. The paper provides a vision for states, schools, districts, students, and families who want to reimagine outcomes to be more student-centered.



1500+ reports distributed, paper and online

Served as a trusted source of info on innovative education policy and practice

Penned more than 25 blog posts about **relevant education policy topics** in Minnesota, which were widely read by educators, policymakers, and others around the state.

Published a number of memos and FAQs on relevant education policy topics **to help inform policy debates** and expand our visibility.

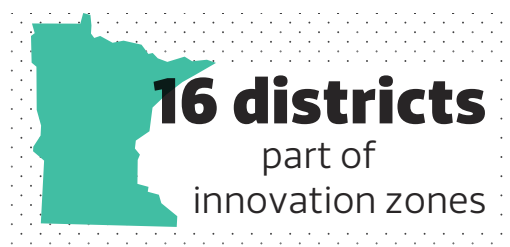
65,000+ website visitors



Policy Advocacy Highlights

Helped to implement “Innovation Zones” legislation

Worked with the Minnesota Department of Education (MDE) and school districts across the state to **implement the new Innovation Zone law**, which was passed in 2017 after being championed by an EE-led coalition. Helped several districts develop their IZ proposals.



Convened a diverse group of educators to inform priorities

Worked with fifteen educators from around the state practicing student-centered learning to inform EE’s 2019 policy priorities. This Policy Advisory Council helped to **ensure our priorities aligned with those who are working most closely with students.**

Advanced other student-centered learning policy priorities

Served on several of MDE’s Every Student Succeeds Act committees to inform the state’s new accountability plan. We **advocated for broader and deeper measures of student success and school quality**—including the new narrative question that was added to school report cards in fall 2018, consistent with an EE recommendation.

Worked with the Professional Educator Licensing and Standards Board (PELSB) and other education organizations on rule for the new, **four-tiered teacher licensure system** and helped two organizations on their **alternative teacher preparation programs.**

Helped with research, strategy, and coordination as part of several **coalitions and committees aligned with our policy priorities**, including the Solutions Not Suspensions Coalition and the Coalition to Increase Teachers of Color and American Indian Teachers.



Minnesota Educator Networks Highlights

Supported educators reimagining learning and leading

Weaved an active network of educators **dedicated to improving student-centered learning through teacher-powered practices**. Provided direct support—including coaching and workshops—to two dozen schools in Minnesota.

Researched and built a compilation of resource libraries and toolkits to **help educators more easily navigate what's available** as they work to improve their student-centered learning practices.

99%

of those surveyed in our annual educator survey agree **“EE is a valuable partner in our work”**

Supported a group of 35 educators from 10 district and charter schools who met monthly throughout the year to **share best practices in teacher-powered governance** and student-centered learning and create a powerful community of practice.

Hosted events to connect and support innovators

Hosted several convenings and social events to connect these leading educators. One gathering in February included 100+ teachers, school leaders, and others **exploring the what and how of student-centered learning**, in partnership with University of St. Thomas, KnowledgeWorks, iNACOL, and Education Reimagined.

Ran an Education Policy Fellowship Program

Ran a program, in collaboration with the Institute for Education Leadership and the Center for Policy Design, to help the **next generation of education leaders gain knowledge and skills** in state policy and leadership.

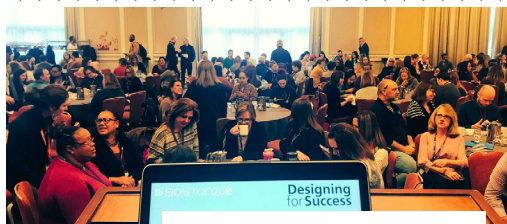


500 fellows
over 42 years of
the program

National Teacher-Powered Schools Program Highlights

Hosted the third Teacher-Powered Schools National Conference

Hosted a national conference in Boston in December 2018, where teachers **shared best practices, found inspiration, and connected with supportive colleagues.**



325 attendees
from 26 states

Topics of focus included: collaborative governance and how to operate effectively as a team; how teachers pool their collective expertise to create learning programs and make other changes that better enable students to learn; and how teachers model democratic practices and bring underrepresented voices to the table.

Convened administrators for a new guide on collaborative leadership

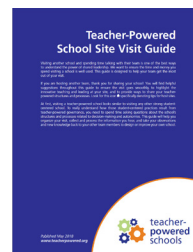
Led two months of weekly group discussions with eight administrators at teacher-powered schools, and finished the first draft of **a new guide for school leaders practicing collaborative leadership.** Final product to be released Q1 2019.

Launched networks in four regions around the country

Launched three teacher-powered regional networks led by teacher ambassadors around the country, in Boston, Los Angeles, and Wisconsin and bolstered the Minnesota network. Worked with teachers to pilot several network activities in these regions—including events, newsletters, school visits, and more—and created a Networks Constitution document of lessons learned to help continue to grow networks in 2019.

Helped spread teacher-powered resources and stories

Created a new “site visit guide” to **help teachers learn from one another** by visiting each others’ schools.



Welcomed a new cohort of teacher ambassador leaders expanding our national network of TPS leaders who **advocate for and support teacher-powered teams.**

Redesigned the TeacherPowered.org website to **make helpful resources easier for teacher teams to navigate.**

Hosted storytelling workshops and published a number of blogs on the **intersection between democracy and teacher-powered governance.**

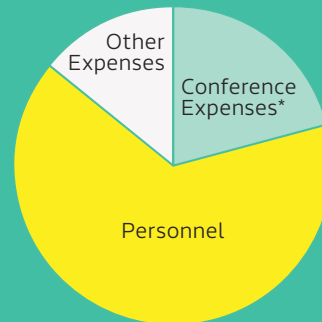
Financials

Revenue

Grants and Contributions: \$522,500
Conference Ticket Sales*: \$72,865
Other Services and Products: \$2,985
TOTAL: \$598,350

Expenditures by Category

Conference Expenses*: \$118,930
Personnel: \$378,050
Other Expenses: \$82,412
TOTAL: \$579,392



**In 2018, we hosted the third annual Teacher-Powered Schools National Conference in Boston, MA, which resulted in additional non-typical revenue and expenses.*

Thank you to those who supported our 2018 program

Boston Teachers Union*
Bush Foundation
Douglass Brandenburg Family Foundation
Graves Foundation
Jay & Rose Phillips Family Foundation of Minnesota
Labrador Foundation
McKnight Foundation
Dick and Joyce H. McFarland Family Fund of The Minneapolis Foundation
Nellie Mae Education Foundation*
Ted Kolderie, through an advised fund at the Saint Paul Foundation
** = Indicates supporter of our national Teacher-Powered Schools program*

Our Team

Alex Vitrella, Director of Networks & School Support
Amy Junge, Director of Teacher-Powered Schools
Carol McFarlane, Senior Fellow
Krista Kaput, Policy Director
Lars Esdal, Executive Director
Marcus Penny, Communications Manager

Our Board

Curt Johnson
Krissy Wright
Mary Ryerse
Nora Whalen
Tony Simmons

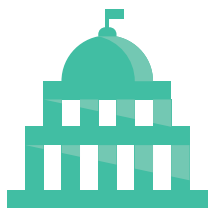
What's Next?

We're gearing up for another busy year in 2019. Just a small sampling of the many projects we have in store includes:



In Thought Leadership:

A Blog Series on Teacher Retention. We'll be digging deeply on the problem of teacher turnover, which has increased steadily over the last several decades. And, we'll share stories of educators and school leaders who have managed to buck the trend, and foster positive workplaces where diverse and skillful talent thrives.



In Policy Advocacy:

Teacher Preparation Standards. We'll be advocating for changes to the state standards which govern what candidates learn in Minnesota teacher preparation programs. We're pushing for more demonstrable skills (rather than abstract knowledge), a focus on equity and serving diverse students, greater emphasis on teaching practices consistent with modern learning science and student-centered learning, alternative teacher preparation, and more.

Competency-Based Education. We'll be advocating for a bill (SF485/HF2190) to explicitly define and authorize competency-based education in Minnesota. Competency-based education is an approach in which student learning is oriented around mastering clearly-articulated, measurable learning outcomes that are aligned to state standards (i.e. competencies).



In Educator Networks:

Weaving Networks and Hosting Events. We'll be continuing to connect and support innovating educators in 2019, including facilitating a learning trip to see NYC schools with several Minneapolis educators; planning a spring event in partnership with Bush Foundation and the School Leadership Project; helping plan the Free Minds Free People conference in the summer; and hosting a Regional Teacher-Powered Schools day in the fall. We expect to reach over 2000 attendees across these events.

In Teacher-Powered Schools:

A New Guide on Collaborative Leadership for Thriving Teams. We'll be finalizing and publishing our a new guide for school leaders, on the topic of how to foster school cultures where teachers have larger professional roles in making decisions and designing learning experiences.



educationevolving.org

Report design by Marcus Penny

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