



ANNUAL REPORT

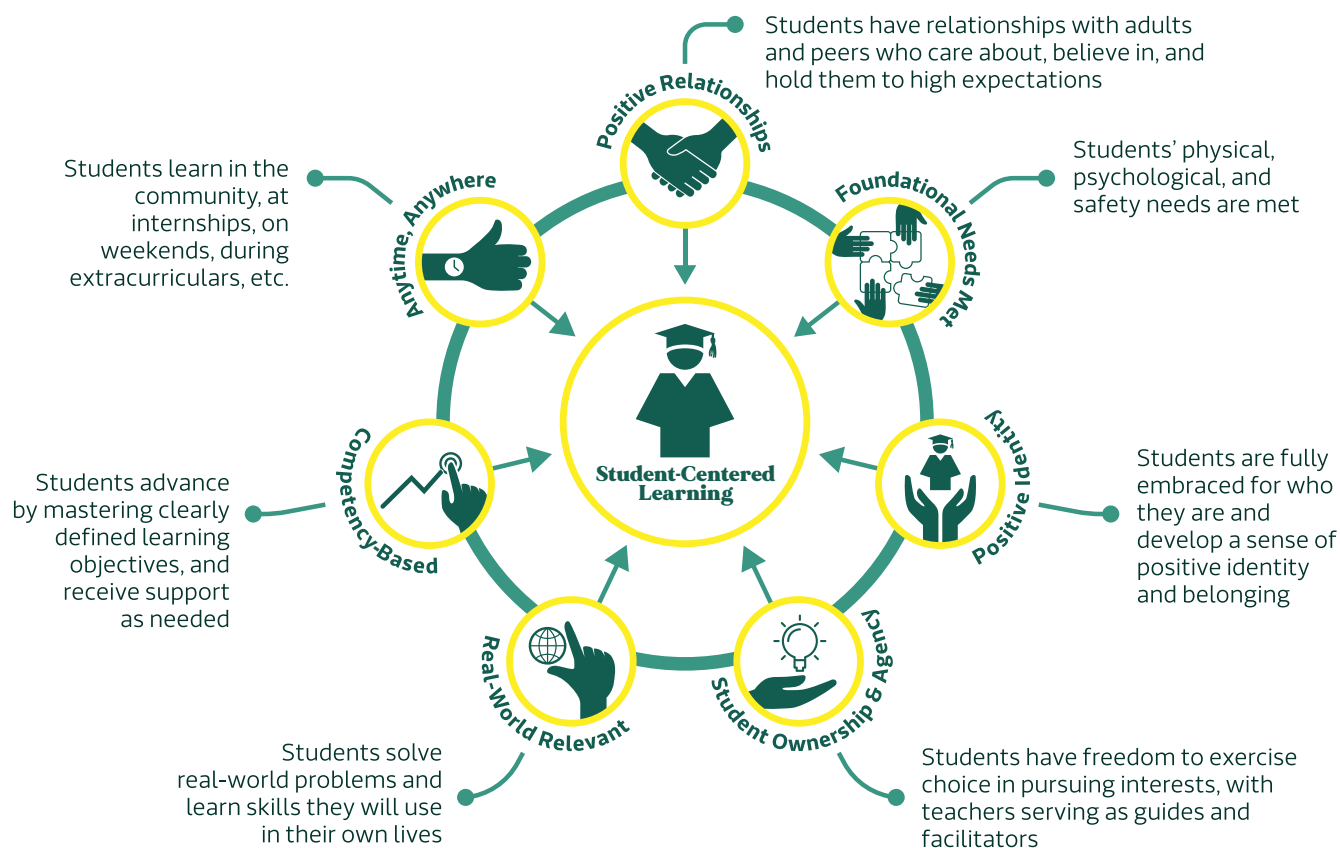
2019

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 for more.

How We Get There

Our theory of change.

Teachers design and lead schools

Decisions must be made closer to students, by educator teams working in close partnership with students, families, and communities.

Learning is student-centered

Policy enables and encourages innovation

Policy must support innovation by removing barriers and creating a climate of encouragement, rather than issuing top-down mandates.

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; and hosting public events with guest speakers.



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

Shone a light on the critical issue of teacher retention



We produced a year-long blog series entitled *Retaining Teachers: Fostering Conditions Where Talent Thrives* to **examine the root causes and negative impacts of high teacher turnover**—and highlight the nurturing environments where teachers stay and thrive.

The series, made possible with financial support from the McKnight Foundation, **aimed to influence education policy and practice** by taking a deep dive into the research on why teachers leave; factors that disproportionately drive teachers of color out of schools; supportive and culturally responsive school environments that attract teachers; and district and state efforts to buck turnover trends.

The series also **featured several guest authors** who shared personal experiences and powerful insights.

A sold out November event saw 100 educators and policymakers gather for a conversation on what we can do in Minnesota to keep great teachers in the classroom—featuring a talk from Dr. Richard Ingersoll, leading national researcher on teacher turnover, and a stellar panel of local teachers and administrators moderated by Dr. Kathlene Campbell, Dean of the St. Thomas School of Education.



10,000+
Retaining
Teachers
series
readers

“I feel like I can authentically be who I am.”

—Teacher-advisor Zaynab Baalbaki on the affirming culture of her school, Escuela Verde in Milwaukee, in an August blog post about what makes teachers stay

Published widely used resources on collaborative leadership



In March we published a guidebook, *Collaborative Leadership for Thriving Teams: A Guide for Teacher-Powered Site Administrators*, to help administrators **build collaborative and high-performing school cultures** where everyone is valued.

The guide—which gives support to administrators otherwise isolated in their unique roles—was crafted in collaboration with expert administrators from successful teacher-powered schools around the country.

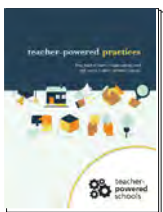


Papers
distributed
to 3,200+
educators

Collaborative leadership resources cont'd »

Our October paper, *Teacher-Powered Practices: How Teacher Teams Collaboratively Lead and Create Student-Centered Schools*, helps teacher teams to **develop their own collaborative leadership practices** to better serve students.

The paper identifies nine common practices present in successful teacher-powered schools, and illustrates what each practice looks like on the ground through the telling of dozens of individual school stories written by educators from those schools.



These two papers **contribute to our growing body of research and resources on collaborative leadership** and teacher-powered governance.

Remained a trusted source of info on innovative education policy and practice

In addition to **penning 22 blog posts** on relevant education policy topics throughout the year, we **revamped our website**—adding more clarity around our work and priorities with a new issues section and curating a set of student-centered educator resources.

“EE takes on the bigger picture for us and is able to take our needs and put them into action.”

—An educator respondent to our 2019 annual survey

Below, panelists take questions at the November **Retaining Teachers** event.



Policy Advocacy Highlights

Influenced the standards teacher candidates learn in teacher preparation programs



For the first time in twenty years, Minnesota's Standards of Effective Practice—the core set of knowledge and skills all educators learn in teacher preparation programs—are currently up for revision. Drawing on feedback we heard from educators and our own analysis, **we advocated all year to make these standards more equitable and student-centered.**

The first draft of the revised standards, released in September, **addressed the vast majority of our recommendations.** We'll be continuing our educator engagement and advocacy as rulemaking continues into 2020.

Our March listening session created opportunity for practitioners to voice what changes they would like to see made to the standards. Our June memo, informed by educators, outlined our recommendations for revisions.



125+ educators informed our advocacy

"[EE's] ability to bring together sound research and diverse stakeholder voices has led to thoughtful, clear ideas — pushing the boundaries on what quality teacher preparation can and should look like for education in Minnesota."

—Alex Liuzzi, Executive Director,
Professional Educator Licensing and
Standards Board

Advocated for competency-based education



We led a push for competency-based education (CBE) at the Minnesota legislature. CBE is an approach to learning focused on outcomes—and customized to the unique interests, assets, and needs of each student—where students progress at the pace at which they demonstrate mastery of knowledge and skills.

With companion CBE bills introduced in both the House and Senate, **the legislation has broad, bipartisan support.** We drafted memos and hosted gatherings to inform legislators and vital stakeholders about the need for CBE.



11 bipartisan co-authors across both chambers

Competency-based education cont'd »

In February, **we testified before the Senate E-12 committee in favor of the bill.** The legislation advanced to conference committee, but was ultimately not passed during the 2019 legislative session. We are confident we have laid the groundwork for passage in the future.

“Students have full access to [their] learning targets... they have ownership over what it looks like, they have accountability. We’re about letting students see what they’re capable of.”

—Peter Wieczorek, Director of Northwest Passage High School, on how CBE builds students’ self confidence and propels them forward on their own momentum

Helped clear a path for alternative teacher preparation in Minnesota

We successfully advocated, in collaboration with a coalition of other nonprofits and alternative teacher preparation providers, for changes to state rules and regulations to **make it easier for new, innovative alternative teacher preparation providers to open and run** in Minnesota.

Then, we **provided direct support to two new teacher preparation providers**—TNTP and Lakes Country Service Cooperative (LCSC)—as they sought initial approval. These providers are creating pathways for high quality teachers in important, racial, ethnic, geographic, and licensure field shortage areas.

Below, testifiers before the Minnesota Senate E-12 Finance and Policy Committee in February speak in favor of competency-based education.



Educator Networks Highlights

Convened thousands to stoke a growing movement



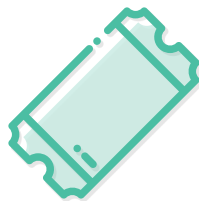
Photo by Rebecca Jean Lawrence Photography

In May we **co-hosted *Leading the Way Together*** with the Bush Foundation and other planning partners. The gathering brought together 400+ teachers, students, advocates, and school and district leaders working to make education more relevant for students.

The event kicked off with an address from Lt. Governor Peggy Flanagan before participants joined breakout sessions designed to provide concrete ideas and strategies for designing and implementing equitable, student-centered learning environments.

In November, 100+ convened around the country for ***Teacher-Powered Day***, with professional learning events planned concurrently in Boston, Los Angeles, and the Twin Cities. Each regional gathering was tailored to the needs of its network, with topics and breakout sessions selected and led by local teachers.

In the Twin Cities, participants spent the day before the event at school site visits across the region to explore peers' innovative learning programs.



1,500+
attendees
across all
events we
hosted and
co-planned

"It's always so awesome to hear examples of all of the powerful things kids do when we involve them and give them more of a voice in their education."

*—Feedback from an educator who attended
Teacher-Powered Day in the Twin Cities*

We served on the core planning committee for ***Free Minds Free People***, a national education conference which in July brought together 1000+ educators, young people, and activists from around the country working on key student-centered issues like **youth agency and leadership, culturally affirming environments, and parent organizing.**

Led a learning trip to NYC with Minneapolis educators



In March, we partnered with the Jay & Rose Phillips Family Foundation of Minnesota to facilitate **a trip with educators from three North Minneapolis schools** interested in learning from and seeing what's possible at different school models around the country.

We identified three New York City schools that could help uncover new ways to address the challenges facing these Minneapolis educators—**who came home with inspiration and ideas** from the rigor, strong community culture, and relationships they witnessed in New York.

Aided an expanding network of innovative schools



We directly supported more than a dozen schools and districts exploring new designs for learning and new models of leadership to advance equitable, student-centered learning.

While the majority of our organization's work is focused in Minnesota, **we also run one national project**, the Teacher-Powered Schools Initiative (see teacherpowered.org).

In the spring, we officially **launched four regional teacher-powered networks** across the country, and established community norms to follow and a formal way for organizations to pledge their support for the teacher-powered movement.



600
educators
engaged in
four regional
networks

*Below, students lead guests on a tour of High School for Recording Arts ahead of **Teacher-Powered Day** in November.*



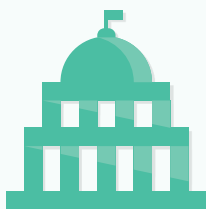
What's Next?

We've got a full plate dished up for 2020. A few of our priorities include:



In Thought Leadership

- » Writing, in partnership with the Coalition of Asian American Leaders (CAAL), a paper on the **vital role of heritage language learning in schools**—including **actionable recommendations** for educators and policymakers.
- » Publishing a deep-dive research study on **student outcomes in schools with teacher-powered, collaborative leadership models**.
- » Continuing to share **research, analysis, policy reporting, and stories** of student-centered innovation via our blog and other communications channels.



In Policy Advocacy

- » Continuing to advocate for **new teacher standards to be more student-centered**, with rulemaking expected to wrap up by mid-year. And we'll be vigilant as the new standards move into implementation in the fall.
- » Advocating to ensure there are **multiple pathways into teaching for more diverse, talented educators**—including those that teach heritage languages.
- » Continuing to advocate for state leadership and **policy action to support competency-based education**, and raise the profile of CBE for Minnesota schools and districts.



In Educator Networks

- » Putting on, in partnership with the Bush Foundation and other planning partners, **a large virtual convening in May on student-centered learning for equity**.
- » Hosting **a series of educator virtual learning workshops** on the topic of school leadership and collaborative culture.
- » Hosting the **fourth Teacher-Powered Schools National Conference—2020 Teacher-Powered Odyssey: Rethinking Power in Education**, slated for the fall.

Thank you to those who supported our 2019 program

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