

Teachers Leading Change

2014-2015 Annual Report



To our E4E community:

Just five years ago, we were both teaching elementary school in the Bronx, New York. We loved teaching, and yet quickly found ourselves growing frustrated with the system we were teaching in. Even though we felt great autonomy, responsibility, and accountability for what happened inside the four walls of our classrooms, we felt far removed from the decision-making processes and powers that directed our work and impacted our students. In talking with many teachers from across the city and with a variety of experiences, we realized we were not alone and that our collective voices needed to be heard so that better education policy could be created with the expertise and support of classroom teachers.

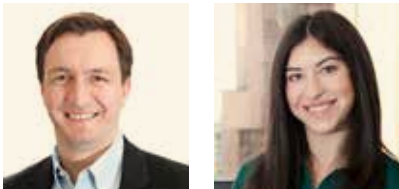
By our five-year anniversary in August 2015, E4E had grown to a nation-wide movement of more than 16,000 members in five established chapters. E4E members took on critical leadership in conversations and decision-making about essential education policy changes, on issues such as Common Core State Standard implementation, diversification of the teaching profession, and school culture and climate.

Recently, E4E embarked on a three-year strategic plan, the first year of which was fiscal year 2015 (July 1, 2014 to June 30, 2015). As a young and growing organization, we aimed to assess our impact, apply lessons learned from our first few years of operations, and set a clear vision for our work with members in the coming years. As part of our strategic plan, our focus during fiscal year 2015 was effectively engaging and further developing member leadership as well as investing in our organizational infrastructure to support E4E members' work. Specifically, we thoughtfully engaged and trained members as leaders of our movement through volunteer E4E Teacher Leadership positions, invested in resources and tools to better understand our members' opportunities for impact, and grew our local and national staff to support our members' organizing, policy creation, and advocacy efforts.

We are deeply humbled by and grateful for the E4E community of members; staff; donors; nonprofit partners; state, local, and union leaders; and community supporters who have engaged in this work to drive essential education changes for the benefit of the students we serve. We are thrilled to share reflections from E4E's fiscal year 2015 and excited for the work ahead.

Onward,

Evan Stone and Sydney Morris
Co-Founders and Co-CEOs



[P.S. Watch our five-year anniversary video!](#)

Dear supporters:

We both believe that teachers can do their best work for students when they are involved in the decision-making processes that influence what happens in their profession, schools, and classrooms. We joined E4E because the organization provides an avenue for us as teachers to develop our leadership within the profession, create recommendations for important policy change, and advocate for those changes to become a reality.

In the many years we have been members of E4E, we have been involved in conversations with policymakers and union leadership about issues such as creating a more meaningful teacher evaluation system and making improvements to school culture and student discipline practices. We have also watched our colleagues in New York and chapters across the country influence changes related to improved professional development and better supporting students with unique needs. Because teachers lead all aspects of E4E's work, we have also proudly served, and continue to serve, as members of the National Board of Directors.

We are deeply inspired by what teachers have been able to take on as part of the E4E community since our founding in 2010. It is upon this strong foundation that we will continue to build a movement of teachers committed to student-centered change. We are grateful for your partnership and continuing this great work together!

In partnership,

Jemal Graham

E4E-New York member since 2012

High School Math Teacher

Eagle Academy III

Director, E4E National Board of Directors

Michael Loeb, Jr.

E4E-New York member since 2010

Middle School Science Teacher

Urban Institute of Mathematics

Treasurer, E4E National Board of Directors



Our Mission and Theory of Change

E4E works to ensure that the voices of classroom teachers are included in the decisions that affect our profession and our students.

For far too long, education policy has been created without a critical voice at the table – the voice of classroom teachers. E4E is a teacher-led organization that is changing this dynamic by placing the voices of teachers at the forefront of the conversations that shape our classrooms and careers. E4E members are united by a common vision for educational change outlined in our Declaration of Teachers’ Principles and Beliefs.

We seek two long-term outcomes:

- 1 Elevating the **QUALITY** and **PRESTIGE** of the teaching profession
- 2 **IMPROVING OUTCOMES** for students

Our members lead this charge for change by:

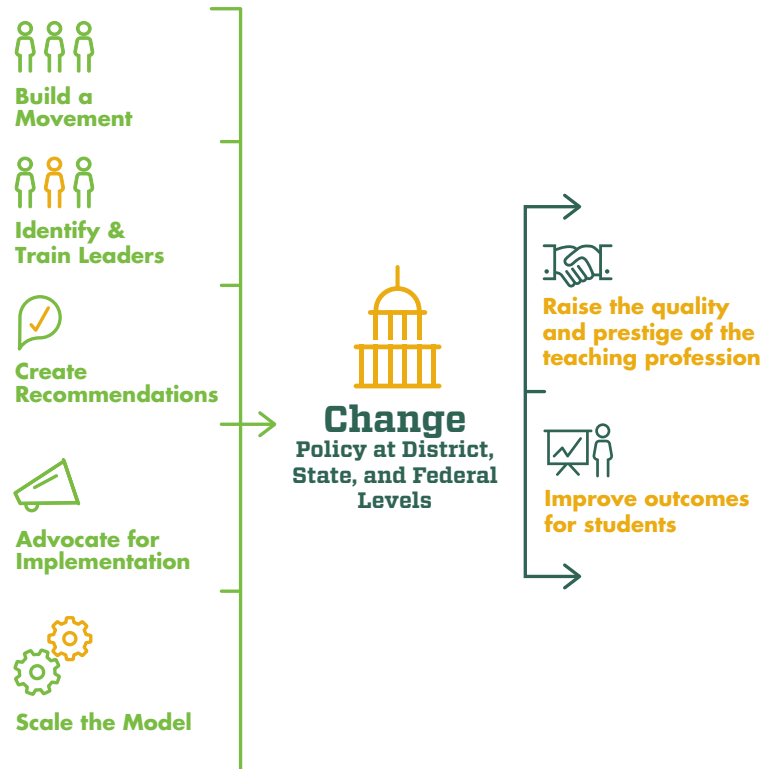
Building a movement of forward-thinking educators through grassroots organizing;

Identifying, training, and supporting teacher leaders to take on leadership positions in their schools, districts, states, and unions;

Creating teacher-led policy recommendations on issues selected by local educators;

Advocating for implementation of those ideas through teacher-driven campaigns; and

Scaling the model to build a local and national teacher-led movement and invest in our organizational infrastructure to support it.

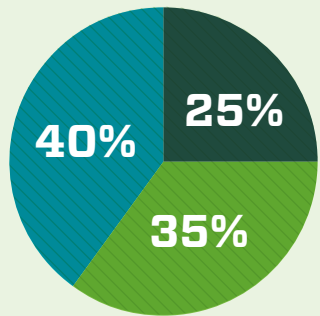


E4E By the Numbers

Fiscal Year 2015 progress through June 30, 2015

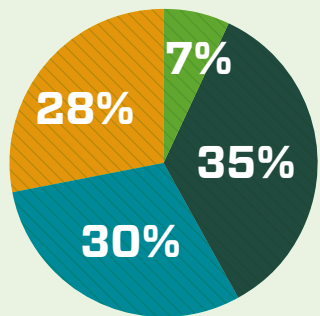
16,400 Members

Years Teaching



■ <4 ■ 4-9 ■ 10+

Grade Level

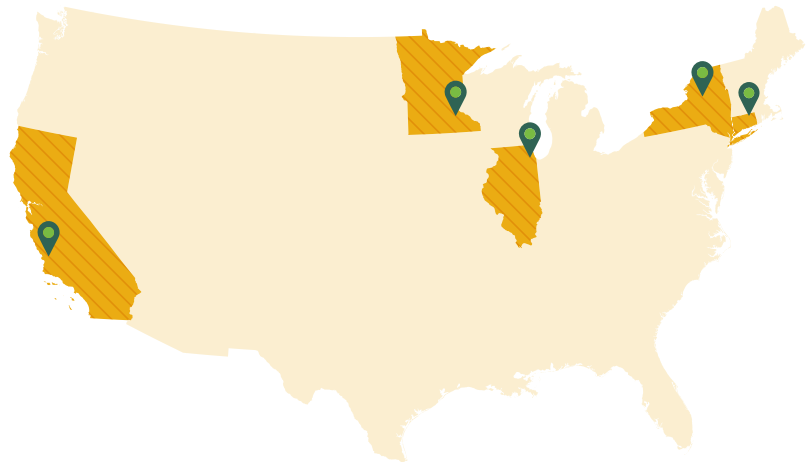


■ Pre-K/K
■ Elementary School
■ Middle School
■ High School

5 Chapters

New York
Los Angeles

Minnesota
Connecticut
Chicago



Published 9

teacher-written policy papers

Held more than

200

teacher advocacy meetings with key decision-makers

Featured E4E and E4E teacher members in more than

160

news stories

Trained more than

345

E4E Teacher Leaders

Empowered more than **240** members



to be involved in key leadership positions in their schools, districts, and unions

E4E in the Media



Co-founders Evan Stone and Sydney Morris spread the word about the founding of E4E and our mission. Bloomberg Radio, October 2014.

[Read Article](#)



E4E-Minnesota Advocacy Fellow and former E4E-Minnesota member Holly Kragthorpe speaks to MPR's Tom Weber about improving teacher preparation. Minnesota Public Radio, June 2015.

[Read Article](#)



E4E-New York State of the Student recommendations are featured. Albany Times-Union, January 2015.

[Read Article](#)



E4E-Connecticut teacher Syeita Rhey writes about supporting students with special needs. Education Post, June 2015.

[Read Article](#)



E4E-Los Angeles Executive Director Ama Nyamekye penned three reflections about the Vergara v. California lawsuit. Huffington Post, September 2014.

Read Article:

[Part 1](#) [Part 2](#) [Part 3](#)



E4E-Chicago's Teacher Action Team recommendations for improving professional development are featured. Catalyst Chicago, June 2015.

[Read Article](#)

Teachers Changing the Narrative

Throughout the year, E4E members and staff shared meaningful reflections on E4E's blog. Here are two powerful blog series:

- E4E staff and members shared their voices through a personal and profound [blog series about racial equity](#) and its effects on students, educators, schools, and communities.
- During E4E's Teacher Appreciation Month in May 2015, members from across the country shared their passion for teaching and appreciation for colleagues through the blog series titled [In My Professional Opinion](#).

E4E Chapters

As part of a national movement, E4E members are learning about and engaging in broad conversations about education policy. They share their voices in national media outlets, with education decision makers in the U.S. Department of Education and federal government, and in far-reaching conversations about shared issues that impact students, schools, and teachers in many communities across the country. At the same time, most education policy is made at the local district and state levels, and every community has unique needs and context. Therefore, E4E members primarily focus on educational change in their local communities. In this way, each E4E chapter is unique as members are driving the areas of focus and policy recommendations they aim to see become reality in their districts and states.

Every year, E4E chapters survey their broader local membership and gather input from parents, students, and community leaders to understand the policy issues that are most salient and timely to address. From these surveys, a topic of focus is selected, and E4E Teacher Policy Teams or Teacher Action Teams of around 10-20 members form to assess best practices, look at research, and discuss the topic with experts and peers. These teams then publish recommendations that become the basis of teacher-led advocacy campaigns calling for change.

Last year across all five chapters, members took on a range of issues important to their students, profession, and communities, including the effective implementation of Common Core; improving tenure and due process systems; addressing racial disparities in student discipline policy and creating more supportive school climates; and ensuring teacher evaluation systems are fair, meaningful and multi-measure. We are thrilled to feature a few of these local campaigns and highlight the efforts of members across the country leading change in their local communities.



E4E-Chicago

As the chapter ramped up programming, E4E-Chicago experienced exciting growth in fiscal year 2015. E4E-Chicago members also created their first policy recommendations in spring 2015. Members identified improving professional development and tying it to the teacher evaluation system as a timely and important issue; meaningful professional development is critical to identifying and expanding teaching practices that lead to student growth and achievement.

Members of the chapter's first Teacher Action Team analyzed the current system, gathered feedback from more than 300 of their peers, and looked at effective professional development systems in other communities to construct a series of recommendations published in summer 2015. Proposed changes include tying professional development to the teacher evaluation system, creating a Teacher Advisory Board led by the district to assess professional development, and providing leadership opportunities to teachers to lead professional development in their schools. With the published recommendations to build upon, members came together during summer 2015 to design their advocacy goals for the 2015-2016 school year.



800
members

14 Teacher
Leaders



**Investing in
our Future**
[Read Report](#)



"As educators, we are asked to inspire our students to become lifelong learners, but as teachers we are rarely afforded that same opportunity when it comes to our own professional development. Too rarely are teachers included in determining and enrolling in (professional development) that is specific to their needs."

Alyson Stout, E4E-Chicago member



E4E-Chicago
members discuss
local policy issues.

E4E-Connecticut

During fiscal year 2015, E4E-Connecticut primarily focused on working with teachers in the communities of Bridgeport, Hartford, and New Haven. Members took on important local issues, including improving professional development, better supporting unique student populations, and improving school discipline and culture.

One exciting advocacy campaign was Bridgeport members' efforts to overhaul professional development so that teachers have the support they need to improve their craft and opportunities to take on leadership roles in professional development implementation. In Bridgeport, the professional development system had gone largely unchanged for many years before members dug into research and made recommendations.



"After serious conversation, debate, and engagement with teachers throughout the district, one thing became clear: our current model of professional development is not meeting the needs of teachers or their students."

Christine O'Neil, E4E-Connecticut member



In summer of 2014, a Teacher Action Team of nine members focused on improving professional development in Bridgeport published and shared their recommendations with 50 attendees and Superintendent Rabinowitz at the chapter's first policy paper launch event. Members continued to meet with the Superintendent and shared recommendations in meetings with key decision-makers. Excitingly, these efforts led to opportunities for teachers to lead professional development sessions as well as the creation of an online platform where teachers select professional development sessions tailored to their needs and plan professional development for the whole school year.



"I want you to have the very best professional development that you can have in order to be more impactful with your kids, because the kids are what it's all about."

Frances Rabinowitz, Superintendent of Bridgeport Public Schools



450
members

15 Teacher Leaders



Our Professional Perspective
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Success for All
[Read Report](#)



It Takes a Village
[Read Report](#)

E4E-Los Angeles

In Los Angeles, students of color, particularly boys, are disproportionately suspended or expelled from school; students lose important instructional hours, leading to disparities in graduation rates that fall along these same lines. In 2013, Los Angeles Unified School District (LAUSD) passed the School Climate Bill of Rights to address discipline disparities particularly affecting boys of color, and E4E members have been involved in a community-wide effort to inform the Bill's implementation. As one example of E4E-Los Angeles' work, members built an advocacy campaign based off a Teacher Policy Team paper focused on improving school climate, published in June 2014.



E4E-Los Angeles Teacher Policy Team members discuss recommendations.

Specifically, E4E-Los Angeles members sought more district and union support for common sense, student-focused equity reforms that improve school climates and address the disproportionate rate of suspensions and expulsions for black and brown boys in LAUSD. As part of a multi-stakeholder effort, members engaged with local media and provided School Board testimony to help ensure the passage of key school climate resolutions. Members also elevated this issue among their peers by effectively pushing for a policy motion within their union's governing body to provide stronger focus, training, and support for restorative justice, a method aimed at addressing the root causes of behaviors and repairing school communities. These teachers worked in parallel with a movement that included youth, parents, and civil rights leaders bringing attention and advocacy to the issue of racial equity in discipline policies.

Excitingly, suspension and expulsion rates for boys of color have decreased, and in LAUSD, graduation rates for black students have increased each year. Despite these promising signs, there is still room for progress. E4E-Los Angeles members have identified the need for continued vigilance and advocacy, particularly to ensure teachers are provided with adequate resources and training to implement school climate reforms.



"We believe that if we improve our education system—including our very own classrooms—for those who need it most, we will create a more equitable system for all of our students."

Excerpt from E4E 2014 Teacher Policy Team's Letter to our Boys of Color



4,200
members

100
Teacher Leaders



True Grit
[Read Report](#)



Reimagining Tenure
[Read Report](#)



One School of Thought
[Read Report](#)

E4E-Minnesota

Research confirms there are social, emotional, and academic benefits for both white students and students of color who have teachers of color. However, in Minnesota, a child's chances of having a teacher who shares his or her racial identity is slim; 96 percent of Minnesota's teachers are white, while 30 percent of students in the state are children of color. Accordingly, one of the main priorities for E4E-Minnesota members during fiscal year 2015 was increasing the diversity of the teacher workforce. Fifteen E4E-Minnesota members created Teacher Policy Team recommendations focused on increasing teacher diversity and launched those recommendations at the E4E Teacher Leadership Summit in February 2015. At the Summit, more than 150 E4E-Minnesota members discussed the importance of teacher diversity and took part in a day-long training to build leadership and advocacy skills.

During spring 2015, in collaboration with partners and community leaders, E4E-MN successfully advocated for three state-level priorities related to their teacher diversity recommendations, including increased teacher preparation program transparency, creating financial incentives for teachers in hard-to staff-schools, and streamlining licensure requirements for out-of-state teachers to work in Minnesota. E4E-Minnesota members shared a critical teacher perspective on the necessity of diversifying the teaching force during the legislative session. Among many advocacy actions, E4E-Minnesota members and staff testified at the Minnesota State Senate. Members also spoke with legislators and sent more than 400 postcards to state leaders.



1,400
members

50 Teacher
Leaders



**Closing
Gaps**
[Read Report](#)



"I know that students benefit greatly when their teachers reflect cultural experiences as diverse as they are and struggle mightily when teachers' perspectives are narrowed."

Ben MacKenzie, E4E-Minnesota member



"After years of institutionalized racism, Minnesota schools need a huge shift in teacher workforce demographics. As we face increasing racial tensions in our nation, we urgently need teachers to reflect the communities they serve."

Holly Kragthorpe, E4E-Minnesota Advocacy Fellow and former E4E-Minnesota member



Holly Kragthorpe and Ben MacKenzie testifying to the Minnesota State Senate.

E4E-New York

E4E-New York members believe that a multi-faceted teacher evaluation system and improved tenure and due process system provide opportunities for teachers to celebrate their successes and reflect on areas for growth, allowing them to better support their students. During fiscal year 2015, one exciting campaign E4E-New York members took on focused on advocating for a multi-measure, meaningful teacher evaluation system and improvements to tenure and due process, including linking and streamlining both systems.



E4E- New York press conference on steps of City Hall.

To share member voices, E4E-New York hosted a press conference at City Hall and facilitated meetings between more than 100 teachers and 50 decision-makers to advocate for a meaningful, multi-measure teacher evaluation system. Members outlined a system that can help identify areas for professional growth and celebrate teacher effectiveness; recommendations included incorporating student growth on state assessments, peer evaluations, and principal observations.

E4E-New York members also wrote recommendations to strengthen tenure and make it more meaningful, rigorous, and transparent. Members' recommendations aligned to the final state law passed in spring 2015 include tying teacher evaluations to the tenure-granting process and lengthening the time period it takes to in order to ensure it is truly a significant professional milestone.



"We are proud of the steps New York has taken in recent years to strengthen tenure but we also recognize that we still don't have a fully fair, efficient system that protects teachers and students. Our vision for tenure is to set a high bar and a clear process, and in doing so, allow district and school leaders to focus on more pressing concerns like reducing attrition among educators in their first few years and creating safe, supportive school environments."

April Rose, E4E-New York member



9,600
members

175
Teacher Leaders



Paths for All
[Read Report](#)



Meaningful and Fair
[Read Report](#)

Fiscal Year 2015 Financial Information

Assets	
Cash and Cash Equivalents	\$5,358,950
Current Pledges and Other Receivables	\$4,207,633
Other Current Assets	\$141,298
Other Long-term Assets	\$303,122
Long-term Pledges receivable, net	\$1,759,386
Property and equipment, net	\$1,374,820
Total Assets	\$13,145,209
Liabilities	
Accounts Payable and Accrued Liabilities	\$391,961
Deferred Rent	\$185,177
Total Liabilities	\$577,138
Total Net Assets	\$12,568,071
Total Liabilities and Net Assets	\$13,145,209
Support & Revenue	
Grants and Contributions	\$15,359,623
Other Income	\$14,552
Total Revenue	\$15,374,175
Expenses	
Program Services	\$5,729,512
Management and General	\$1,289,221
Fundraising	\$594,119
Total Expenses	\$7,612,852
Change in Net Assets	\$7,761,323

Information for year ending June 30, 2015.

This data has been extracted from our financial statements which were audited by Condon O'Meara McGinty & Donnelly LLP, One Battery Park Plaza, New York, NY 10004-1405.

National Board of Directors

We are grateful for the support and leadership of our National Board of Directors who served during fiscal year 2015.

Sivan Nemovicher Hong

Chair, E4E National Board of Directors

Peter Flaherty

*Managing Director, Arcon Partners
Director, E4E National Board of Directors*

Jemal Graham

*High School Math Teacher
Eagle Academy III
Director, E4E National Board of Directors*

Michael Loeb, Jr.

*Middle School Science Teacher
Urban Institute of Mathematics
Treasurer, E4E National Board of Directors*

Tulaine Montgomery

*Managing Partner, New Profit
Director, E4E National Board of Directors*

Sydney Morris

*Co-Founder and Co-CEO
Director, E4E National Board of Directors*

Bianca Sanchez LaPietra M.Ed

*Elementary School Teacher, New Open World Academy
Ed.M Candidate, Human Development & Psychology,
Harvard Graduate School of Education
Director, E4E National Board of Directors*

Evan Stone

*Co-Founder and Co-CEO
Director, E4E National Board of Directors*

A Unique Funding Model

Teachers and community members, national and local non-profit foundations, corporate foundations, family foundations, and individual donors at all levels support E4E. To encourage our broad base of support, no single donor contributes more than 10 percent of our projected annual operating budget. Funding for our organization is invested in opportunities and resources for teachers to learn about existing and emerging education issues, both locally and nationally, that impact the teaching profession and students; to network with like-minded colleagues and engage with policymakers; and to take action to create and advocate for solutions that will elevate the teaching profession and improve the quality of education our students receive. Donors support empowered educators in leading the dialogue about improving our education system in order for transformational change to happen in ways that benefit public schools and students.

E4E donors of \$500 or more supporting our organization in FY15 and our organizational growth:

Ama Nyamekye	John F. Eisberg and Susan Kline Charitable Fund of The Minneapolis Foundation	The Carson Family Charitable Trust
Ambassador Frank and Kathy Baxter	Joseph Drown Foundation	The Eli and Edythe Broad Foundation
Art and Lindsay Reimers	Kati Curtis Design	The Fund for Greater Hartford
Arthur and Toni Rembe Rock	Lance and Marianne Miller	The Jay and Rose Phillips Family Foundation of Minnesota
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Bill Severino	Lisa and Joseph Amato	The Joyce Foundation
Bloomfield Family Foundation	Lone Pine Foundation, Inc.	The Leona M. and Harry B. Helmsley Charitable Trust
Bush Foundation	Lucy Hartwell	The McKnight Foundation
Carlson Family Foundation	Lynn McLaughlin	The Minneapolis Foundation
Carnegie Corporation of New York	Margaret K. Loeb	The Osa Foundation
Carolyn and Robert Denham	Michael Loeb, Sr.	The PCLB Foundation
Charles and Lynn Schusterman Family Foundation	Marshall Loeb	The Piper Family Fund of the Minneapolis Foundation
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CME Group Foundation	Overdeck Family Foundation	The Sheri and Les Biller Family Foundation
David Herro	Paul and Heather Haaga	The Walentas Foundation
Dick and Joyce McFarland	Rebecca and Dmitry Balyasny	The Walton Family Foundation
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Ellen and Mike Rosenberg	Rita Allen Foundation	Tom and Maggie Borman
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Frey Foundation	Soran Foundation	W. M. Keck Foundation
Garrett and Mary Moran	Spector Fund at The Boston Foundation	WEM Foundation
General Mills Foundation	Sternlicht Family Foundation	Wheelock Whitney and Kathleen Blatz
Goldhirsh Foundation	Strategic Grant Partners	William Caspar Graustein Memorial Fund
Greg Stone and Cindy Vail	The Achelis Foundation	William E. Simon Foundation
H. A. Vance Foundation	The Berti Prough Family Foundation	Zell Family Foundation
Jay and Pearl Gutierrez	The Boston Foundation	And those who wish to remain anonymous
	The California Endowment	

[**View donors supporting our organization with gifts up to \\$500**](#)

Our Core Values

We are a community of leaders united in our commitment to students and teachers, drawing upon our personal experiences with and connection to educational inequity. All of our work, actions, decisions and goals are driven by the belief that every child deserves an excellent education and, in order to achieve this, we must elevate the quality and prestige of the teaching profession. Even though our work is urgent, we believe that how we work towards our goals as an organization is just as critical as what we are working to accomplish. Thus, the core values set forth below guide how we work internally and externally to fulfill our mission in partnership with teachers and on behalf of students.

Dynamic Leadership

We courageously take ownership, empower others, set bold vision, think strategically and adapt to change.

Growth Mindset

We intentionally create opportunities to develop ourselves and others in order to learn and continuously improve.

Solutions-Orientation

We consistently approach even the most complex challenges with positivity, proactive solutions and the assumption of best intentions.

Respect and Professionalism

We always act with personal responsibility, respect, and commitment to high quality work, to our organization and to each other, especially in moments of tension.

Diversity and Inclusiveness

Educational inequity is linked to race, power and privilege, and so we take action to shift this paradigm by reflecting on our own identities, creating an inclusive and diverse community, and leveraging our differences as strengths.