



IMPACT REPORT 2020

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NOTE FROM THE CEO

Dear Friends, Partners, and Supporters,

We planned to release the *Teaching Lab Impact Report* before the COVID-19 global pandemic profoundly impacted our personal and professional lives. As schools and businesses closed around the world, each of us at Teaching Lab struggled to balance the pursuit of our mission with our equally important personal commitments to our children, families, and loved ones. As we learned that colleagues and loved ones were fighting or losing their battles to the disease, it was difficult to think about why we should release this report. I wondered if what we would say now would be relevant to educators responding to a crisis.

So, we took the time we needed to take care of ourselves, our loved ones, and our school and system partners. We asked teachers and community members: “How are you? What do you need at this time?” **Conversations with educators helped us emerge from the fog with an increased clarity of vision.**

Here’s what we’ve learned: During times of crisis, educators understand that relationships matter more than anything. For that reason, we continue to center what we call Heart: the importance of listening to educators, building deep relationships, and recognizing that strong social capital is essential for meeting any and all of our goals. We’ve heard that, when times are hard, we cannot deviate from our pursuit of educational equity. We recognize that, while the context has changed, the need for high-quality instruction for all students remains.

We chose to publish the *Teaching Lab Impact Report* because we believe that it can be helpful to educators as they ask the following questions: *How will we support millions of students when they return to school after being out of school for months? How do we support all of our educators in this new reality so they can equitably serve all of our students?*



Specifically, in the *Teaching Lab Impact Report*, we highlight stories from our partners and programmatic innovations that can help us answer these questions. For instance, we know that the students most impacted by lost learning will be our diverse learners, or our students who are learning English, have disabilities, or have other unfinished learning; in this report, you can read more about the impact of our Diverse Learners Professional Learning Sequence. We also highlight our initial foray into blended learning technology for students as well as our emerging work on student distance learning, both relevant to the problems we'll need to collectively solve during these difficult times.

Finally, we are proud that we put together a robust learning and research agenda which has allowed us to gather rich data from our partners about how our professional learning is shifting educator knowledge, practice, and mindsets, as well as student learning. Our impact is helping us achieve our mission: *to fundamentally shift the paradigm of teacher professional learning for educational equity.*

Thank you for partnering with us on this journey.

Sarah Johnson, CEO

TEACHING LAB'S CORE PROFESSIONAL LEARNING MODEL IS DESCRIBED AS HEAD, HEART, HABITS, AND EQUITY.

WHAT WE DO

Founded in 2016, [Teaching Lab](#) is a non-profit organization with a mission to shift the paradigm of teacher professional learning for educational equity. In partnership with teachers, we transform professional learning from the ground up to dramatically improve student outcomes. At Teaching Lab, we also work with school, district, and state leaders to create the instructional systems necessary to support these changes. In School Year 2019-20, we supported over 30 school systems in 12 states in addition to four state-level partners. In total, we work with 4,000 educators across 500 schools who are leading instruction for over 316,000 students.



HEAD

Core academic content aligned to specific curricular materials and research-based practices.¹



HEART

Teacher-led communities that build buy-in, social capital, and empowerment.²



HABITS

Structured and repeated Cycles of Inquiry in the classroom.³



EQUITY

All in service of educational equity.

¹Thomas R. Guskey and Kwang Suk Yoon, "What Works in Professional Development?," *Phi Delta Kappan*, Volume 90 (2009): 495-500.

²Carrie R. Leana, "The Missing Link in School Reform," *Stanford Social Innovation Review*, Fall (2011): 30-35.

³Ben Jensen, Julie Sonnemann, Katie Roberts-Hull and Amélie Hunter, "Beyond PD: Teacher Professional Learning in High-Performing Systems," (Washington, DC: National Center on Education and the Economy, 2016).

Although Teaching Lab adapts our support to local contexts, our partners all use specific high-quality instructional materials because curriculum lays the foundation for:

- 1) ensuring all students meet high standards;
- 2) shifting the paradigm of teacher professional learning, as it allows teachers to focus less of their time on lesson planning and more time innovating and differentiating for students; and,
- 3) improving teacher practice, as research shows¹ that when teachers study their curriculum, they are more likely to improve their practice and student learning.



¹ Heather Hill, "What is the best way to provide professional learning to teachers when they lack key content knowledge in mathematics?", *The Answer Lab at USC Rossier*, Brief 003 (2019).

BOOTCAMPS & ONSITE VISITS

Stage 1: Build Knowledge & Buy-in

Services: Assets and Needs Assessment, Bootcamps, Curated Readings, School Leader Series, Consulting on Enabling Conditions

DEMONSTRATION CYCLES

Stage 2: Demonstrate the Cycle

Services: Teaching Lab-led Cycles; Instructional Walkthrough; additional investment of teachers and leaders; Lab Leader identification

LOCAL CYCLES

Stage 3: Lab Leader Cycles with Direct Teaching Lab Support

Services: Coaching of Lab Leaders; Instructional Walkthroughs; Microcredentialing; Tech Tool Integration

INDEPENDENT LOCAL CYCLES

Stage 4: Independent Lab Leader Cycles

Services: Behind-the-scenes support for Cycles; Virtual Lab Leader Support; Consulting on Sustainability

Additionally, we believe that school leaders foster the conditions for “**Labs**,” which are groups of teachers of the same subject working with students in the same or similar grade levels within a school or network of schools. Labs are run by “**Lab Leaders**” who are experienced teachers and/or instructional coaches who support their colleagues’ development. We believe in a gradual release approach. Specifically, we support educators in progressing through the stages of “**Lab Development**,” or developing Lab Leader capacity to lead professional learning with their peers over time. Labs are the engine behind Teaching Lab’s school model approach, and most partner systems will likely take 3-5 years to advance through the **Stages of Lab Development**.

We also support school leaders and system leaders to put in place the enabling conditions for sustained and high-impact professional learning. As part of our partnerships, we measure progression through the stages of Lab Development as well as shifts in enabling conditions, reflect the data back to educators, and empower local educators to monitor their progress.

We also have a robust innovation agenda, as innovation is an essential ingredient in the pursuit of educational equity. Put another way, there is a lot we don't know and a lot that we need to learn to dramatically improve the learning of our students. We are proud of the great deal of content we have created to support teachers as they support diverse learners, defined as “students with disabilities, English Learners, or those with unfinished learning that hindered access to grade-level content.” However, intentional revision is necessary to center these students even more, to become more culturally-responsive, and to strengthen educator focus on the most equitable practices.



“It was helpful to think about how deficit thinking intersects with equitable education for diverse learners.”

ELA TEACHER, GUIDEBOOKS DIVERSE LEARNERS BOOTCAMP
East Baton Rouge, LA

SUPPORTING THE NEEDS OF DIVERSE LEARNERS

Teaching Lab's widely used [Diverse Learners Planning Guide](#) was created for general education and intervention teachers to use together when planning to serve all students, especially during small-group instruction and during blocks of additional instructional time. We have also created several professional learning sessions and Cycles of Inquiry focused on meeting the needs of Diverse Learners.

DIVERSE LEARNERS BOOTCAMP:

What systems and structures are needed to support small-group instruction of diverse learners?



WRITING BOOTCAMP:

How can we help diverse learners improve their ability to write sentences and organize their ideas and evidence?

SUPPORTING DIVERSE LEARNERS WITH VOCABULARY:

How can the use of explicit and consistent vocabulary acquisition strategies support Diverse Learners in understanding academic vocabulary and accessing grade-level complex texts?

SUPPORTING DIVERSE LEARNERS IN FLUENCY:

What impact does targeted fluency instruction have on reading comprehension?

SUPPORTING STUDENTS' ONLINE LEARNING

BLENDED INSTRUCTIONAL APPROACHES

With funding support from the Robin Hood Foundation's Learning and Tech Fund, we are working with schools in District 11 in the Bronx, NY to pilot blended instructional approaches to improve student literacy.

Through these pilots we will seek to answer the following questions:

BUILDING STUDENT CONTENT KNOWLEDGE:

How and under what conditions can technology help build students' content knowledge?

PERSONALIZING STUDENT PRACTICE WITH FEEDBACK:

Under what conditions does the integration of tech-supported practice and feedback translate to accelerated and/or deeper learning for students?

PROVIDE REAL-TIME, INDIVIDUALIZED STUDENT DATA:

How can data reflected back to teachers lead to faster and more personalized instructional responses that accelerate student learning?



STUDENT DISTANCE LEARNING PLANS

In response to COVID-19-related school closures, we have drafted a distance learning series for teachers to support students using EL Education's K-5 curriculum, leveraging their high-quality and engaging literacy block materials. Our Student Distance Learning plans bring to life curricula that can be used at home by engaging students in compelling, rich topics and meaningful text-based tasks. Furthermore, we see our Student Distance Learning plans as an opportunity for educators to learn about the benefits of virtual learning platforms. We are currently releasing small batches of content at a time and conducting rapid cycles of user-centered research with educators and parents to continuously improve our initial prototypes and expand to other curricula.



Finally, Teaching Lab is a values-driven organization and our team strives to center Heart in everything we do, focusing on building strong relationships in order to pursue our mission. Our core values also center on racial educational equity, which we define as “raising the achievement of all students while eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.”⁵ In addition, we believe all of our work is in service of racial equity, which we define as “the active work to ensure that colleagues of all racial backgrounds are truly respected, are able to function with dignity, are able to exercise influence over their lives, and, in the end, are able to determine for themselves the course of their professional realities.”⁶

⁵ Glenn E. Singleton and Curtis Linton, *Courageous Conversations About Race: A Field Guide For Achieving Equity In Schools* (California: Corwin Press, 2005).

⁶ Howard Fuller

WHERE WE WORK

In School Year 2019-20, we supported over 30 school systems in 12 states. Because of our equity-driven mission, we mostly partner with schools and districts where over 60% of students identify as students of color and/or where over 60% of students qualify for free or reduced lunch (FRL) or other poverty measures. When we partner with schools or systems outside of these requirements, the school system must be able to articulate a commitment to educational equity. Of the 316,000 students in our partner school systems:

69%

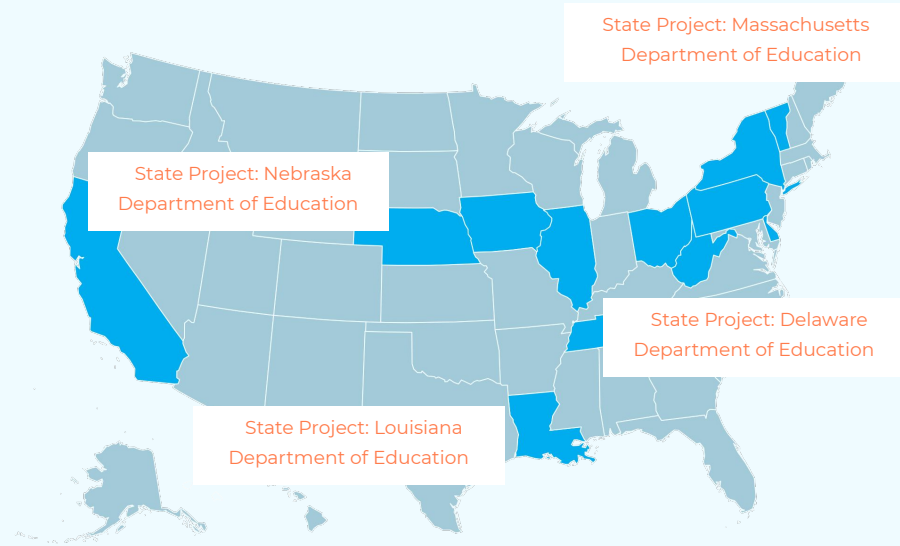
receive free or reduced lunch (FRL)

65%

are students of color

8%

are classified as English Learners, with wide variability across schools and systems



OUR OVERALL IMPACT

We have exceptionally **high satisfaction ratings from our partners:**

92%

of participants agree or strongly agree that they are satisfied with “the overall quality of today's professional learning session.”

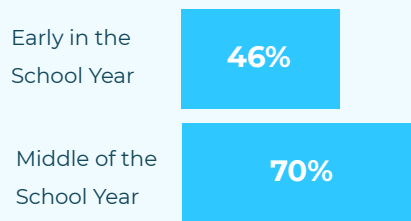
65

The average Net Promoter Score (NPS) across every day of Teaching Lab professional learning is 65, where 50 is considered excellent.

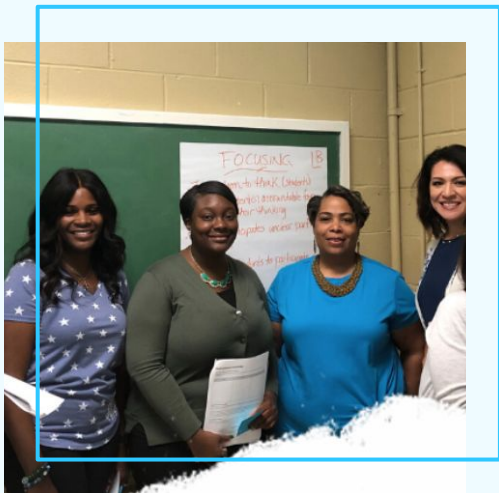
TEACHERS IN OUR PARTNER SITES ARE DEMONSTRATING STRONGER INSTRUCTION OVER TIME.

Teachers in our partner sites are demonstrating stronger instruction over time, as measured by Student Achievement Partners' [Instructional Practice Guides](#)⁶ for Math and ELA. Early in the school year, classrooms we observed exhibited 46% of positive practices. By the middle of the school year, classrooms exhibited 70% of these positive instructional practices. Importantly, teacher practice showed improvement across all six indicators most aligned to the topics of our Cycles of Inquiry. These indicators include: *using grade-level text*, *posing questions and tasks requiring students to use evidence from text*, and *having students do the majority of the work of the lesson*.

PERCENTAGE OF POSITIVE INDICATORS ON THE INSTRUCTIONAL PRACTICE GUIDES



⁶“Instructional Practice Guide,” Student Achievement Partners, August 2018, <https://achievethecore.org/page/1119/instructional-practice-guide>



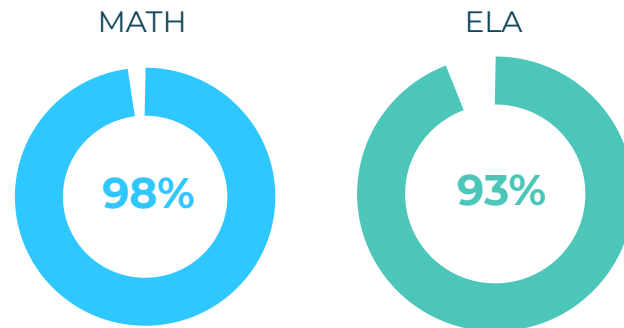
“We have to change the way we think about deliberate practice as a performance to seeing it as a mechanism to improve.”

ROBIN VARIEST, ASSISTANT PRINCIPAL, LIVONIA HIGH SCHOOL
Pointe Coupee, Louisiana

More students in Teaching Lab partner sites receive opportunities to complete on-grade-level assignments compared to students nationwide.

We recently analyzed the first set of 1,000 student work samples collected from our partner schools, serving student populations made up of 65% students of color, during the Fall of 2019. Overwhelmingly, students in classrooms taught by teachers receiving Teaching Lab professional learning are assigned tasks that are on grade-level:

TEACHING LAB: PERCENTAGE OF STUDENT TASKS
THAT ARE ON GRADE-LEVEL, BY SUBJECT





Notably, TNTP's *Opportunity Myth* (2018) report⁷ found that receiving the opportunity to complete grade-level tasks was correlated with additional learning. For example, in classrooms where students received more grade-level tasks, they gained almost two months of additional learning. Access to grade-level tasks is even more critical for students with unfinished learning; TNTP found that when these students had more grade-level tasks, they closed the learning gap by more than seven months within a year.

Our results are dramatically different from evidence from TNTP's *Opportunity Myth* (2018) report, which found that four out of ten classrooms with a majority of students of color never received a single grade-level assignment. We attribute this finding to an integral part of our professional learning model: we focus our teachers on studying and implementing high-quality and engaging student curriculum which ensures students get access to grade-level tasks.

⁷"The Opportunity Myth," TNTP, accessed April 20, 2020, https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf.

Although students are receiving opportunities to complete grade-level work, educators need more time to learn about the curriculum and aligned instructional approaches in order to ensure that students can demonstrate proficiency on grade-level tasks. We are heartened by the fact that in starting with a high-quality curriculum from Day 1, more of our students demonstrate mastery of grade-level tasks compared to the national average. At the same time, these numbers show we have a long way to go to ensure all students are performing on grade-level as less than one-quarter of students are proficient on ELA grade-level tasks and less than one-third are proficient on math grade-level tasks.

PERCENTAGE OF STUDENTS PROFICIENT ON
GRADE-LEVEL TASKS

Teaching Lab, ELA

24%

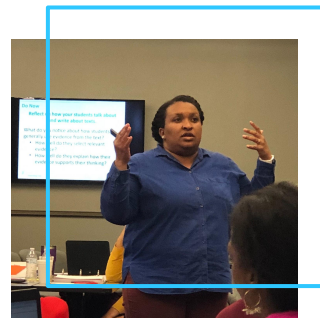
Teaching Lab, Math

30%

National average *

17%

This underscores the importance of our work to ensure all teachers gain the knowledge and skills to accelerate learning for all students. In short, adopting high-quality curricula starts the race, but exceptional instruction will get us across the finish line. We will continue to collect and analyze additional student work samples from the same students throughout the school year and expect to see student growth on grade-level proficiency by the end of the school year.



“At the end of the day, I’m responsible for my 47 students, and I use Guidebooks, but I make Guidebooks work for my kids and my kids’ needs.”

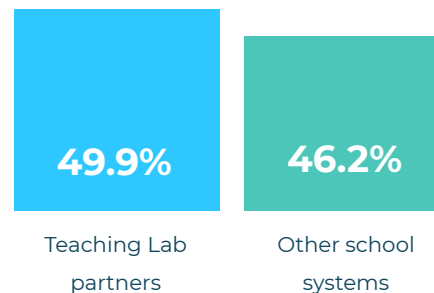
JUANIQUE DUGAS, ELEMENTARY LAB LEADER
St. Martin Parish, Louisiana

Students in our partner sites are showing higher student growth and higher rates of mastery.

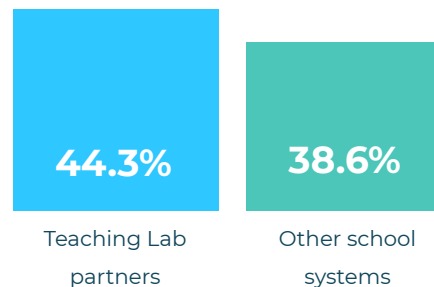
In Louisiana, Teaching Lab supports school systems that serve 35% of the total student population in the state. At our partner sites, 49.9% of students showed top growth in ELA, compared to 46.2% of students in the other school systems in 2018-19. In addition, 44.3% of students in our partner sites demonstrated mastery in ELA, compared to 38.6% in the other school systems.⁸

⁸Louisiana Department of Education, Elementary and Middle School Performance - 2019 State LEA Leap 2025 Progress Summary, 2019, Louisiana.

AVERAGE % DEMONSTRATING TOP GROWTH, 2018-19 LOUISIANA ELA STATE ASSESSMENT

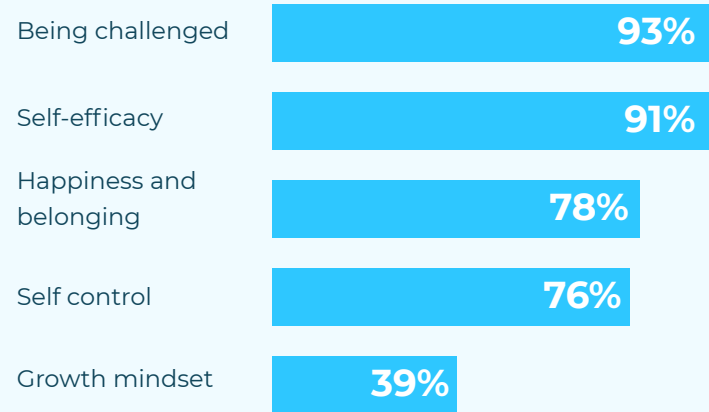


AVERAGE % ACHIEVING MASTERY AND ABOVE, 2018-19 LOUISIANA ELA STATE ASSESSMENT



We're also learning more about **student perceptions of their classroom environment**. We recently analyzed the first set of 2,000 student surveys collected from Fall 2019 across our partner schools. We learned that 93% of students report that they are being challenged in class, 91% report a strong sense of self-efficacy, 78% report feeling happy and a sense of belonging, 76% report exhibiting self-control, and 39% report having a growth mindset. It makes sense to us that students perceive that they are being challenged in class as this is aligned with the finding that the majority of students in our schools receive opportunities to complete grade-level work. As student growth mindset is correlated to eighth-grade test scores, with correlations of .32 in math and .36 in ELA,⁹ we want to continue to investigate why 39% of students report having a growth mindset. Since we also work on developing a growth mindset in teachers as they learn how to improve their practice and lead their peers, we will continue to observe if this also leads to an increase in student growth mindset. Additionally, our professional learning Content Design team is innovating ways for teachers to better develop student growth mindsets while completing demanding work.

PERCENTAGE OF POSITIVE INDICATORS, BY STUDENT SURVEY ELEMENT



⁹ Martin R. West et al., "Promise and Paradox: Measuring Students' Non-Cognitive Skills and the Impact of Schooling," *Center for Education Policy Research* 38, no. 1 (2016): 148-170.



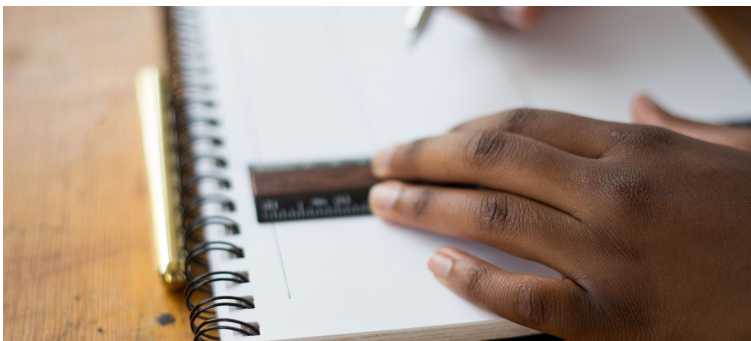
SPOTLIGHT LAFAYETTE PARISH, LA

Lafayette Parish, located in central Louisiana, is one of the state's largest school systems with 45 schools educating nearly 32,000 students; 51% are students of color and over 60% of students are considered economically disadvantaged. During School Year 2018-19, only 46% of students in Lafayette demonstrated mastery or above on the state ELA test and 42% did so on the state Math test. With good intentions, teachers across the parish would often jump in and provide answers to their students in order to avoid seeing them struggle with a difficult text or task. In addition, teachers were spending countless hours creating their own lesson materials, preventing them from innovating and differentiating to support students who needed it the most. The lowest-performing schools bore the brunt of this, with even lower percentages of students achieving grade-level expectations: 27% of students in these schools demonstrated mastery or above on the state ELA test and 34% did so on the state Math test.

Leaders in Lafayette realized they needed to do more for their schools within the Transformation Zone, a portfolio of the system's lowest performing schools. They understood that adopting a new high-quality ELA curriculum was essential in order to raise expectations for all students. Educational equity demanded nothing less. Accordingly, in School Year 2018-19, they adopted the Louisiana ELA Guidebooks, a highly-rated curriculum uniquely designed by and for Louisiana educators, for schools in the Transformation Zone. Upon seeing some immediate impact on teacher practice the following year, Lafayette leaders supported all elementary schools in the parish, as well as most middle and some high schools, to adopt this Tier 1 curriculum. The parish expects that by next year, all schools will be using the ELA Guidebooks.

But the instructional leadership team recognized that adopting a high-quality curriculum wasn't enough. Some teachers voiced frustration over the new expectations embedded within the curriculum that required them to provide appropriate scaffolds for all of their students in reading certain texts or responding to difficult writing prompts. Parish leaders knew that without providing teachers with adequate support through the change management process, it could lead to even greater teacher frustration. They also understood that teacher frustration directly impacts students and could undermine their pursuit of educational equity. In the Spring of 2019, Lafayette launched a partnership with Teaching Lab to shift the paradigm of teacher professional learning for educational equity.





Through the partnership, things began to change. For example, a third-grade teacher with a master's degree had previously expressed feeling ill-prepared to write curriculum and simultaneously prepare lessons for her students. As a mother of school-aged children, she welcomed the new curriculum because even though embracing something new might be difficult, she knew that a good curriculum would make her job more sustainable for her and her family. She found that using the Louisiana Guidebooks curriculum took the burden off of her so she could spend more time tweaking lessons to individualize support for students. Since her Sunday nights were no longer spent writing objectives and activities, she believed that her students were getting a better teacher.

She found that using the Louisiana Guidebooks curriculum took the burden off of her so she could spend more time tweaking lessons to individualize support for students.

She honestly noted that she didn't initially love the Louisiana Guidebooks curriculum until she participated in Teaching Lab professional learning sessions and connected new practices to the impact she observed them having on her students, as well as her own children, who were also using the curriculum in other schools. She observed that students would struggle with the first reading comprehension task but became more and more confident with practice. In addition, her students' volume of writing increased. Because of the Guidebooks' emphasis on building knowledge, she observed that students who used to write 2-3 sentences and stop could now write paragraphs and essays. She also saw the impact of this not just in ELA but also when students learned Social Studies content—amazingly, her students were writing more and at higher levels across subject areas.



HOW DID THIS HAPPEN?

Lafayette leaders decided to partner with Teaching Lab because they recognized, through an early Assets and Needs Assessment, that our team members knew how to anticipate the struggles of teachers. Aligned with our user-centered design approach to supporting partners, a team of nine Teaching Lab team members interviewed 30 teachers and instructional leaders, observed 26 classrooms, administered and analyzed 119 surveys, and reviewed close to 300 student work samples during the Assets and Needs Assessment. The data collected helped build an understanding of the capacity and sustainability of systems and structures to support equitable teacher practices as well as the equity mindsets and beliefs that shape the culture of learning in the parish.

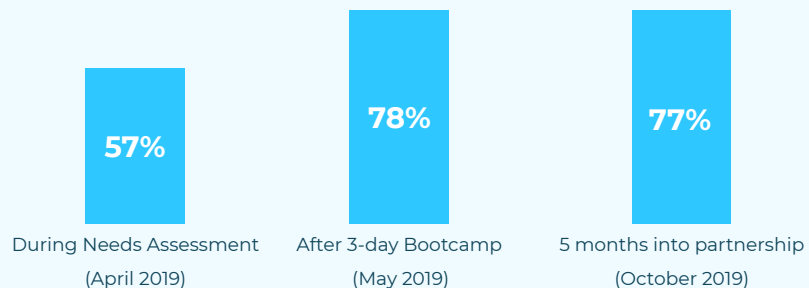
Since May 2019, Teaching Lab has been providing professional learning to 600 teachers, including Master Teachers, instructional coaches, and school and district leaders across the parish. Some weeks, there have been as many as 15 Teaching Lab facilitators at a time working alongside Lafayette educators to transform teaching and learning. The professional learning began with a three-day introduction to high-quality curriculum and professional learning, at the end of which educators answered quiz-like questions, assessing their content knowledge and pedagogical content knowledge. Whereas educators averaged 57% on the assessment before professional learning, after the first three days of professional learning, educators averaged 78% on the same set of questions.



Most encouraging for Lafayette educators is that the learning is sticking. When Lafayette educators answered the same set of questions again, five months later in the Fall of 2019, their results were virtually the same as after the initial professional learning at 77%.

We attribute the retention of key concepts to our intentional use of learning science in their professional learning, where we use retrieval practice techniques to help participants engage in recall that solidifies learning in long-term memory.

AVERAGE KNOWLEDGE SCORE

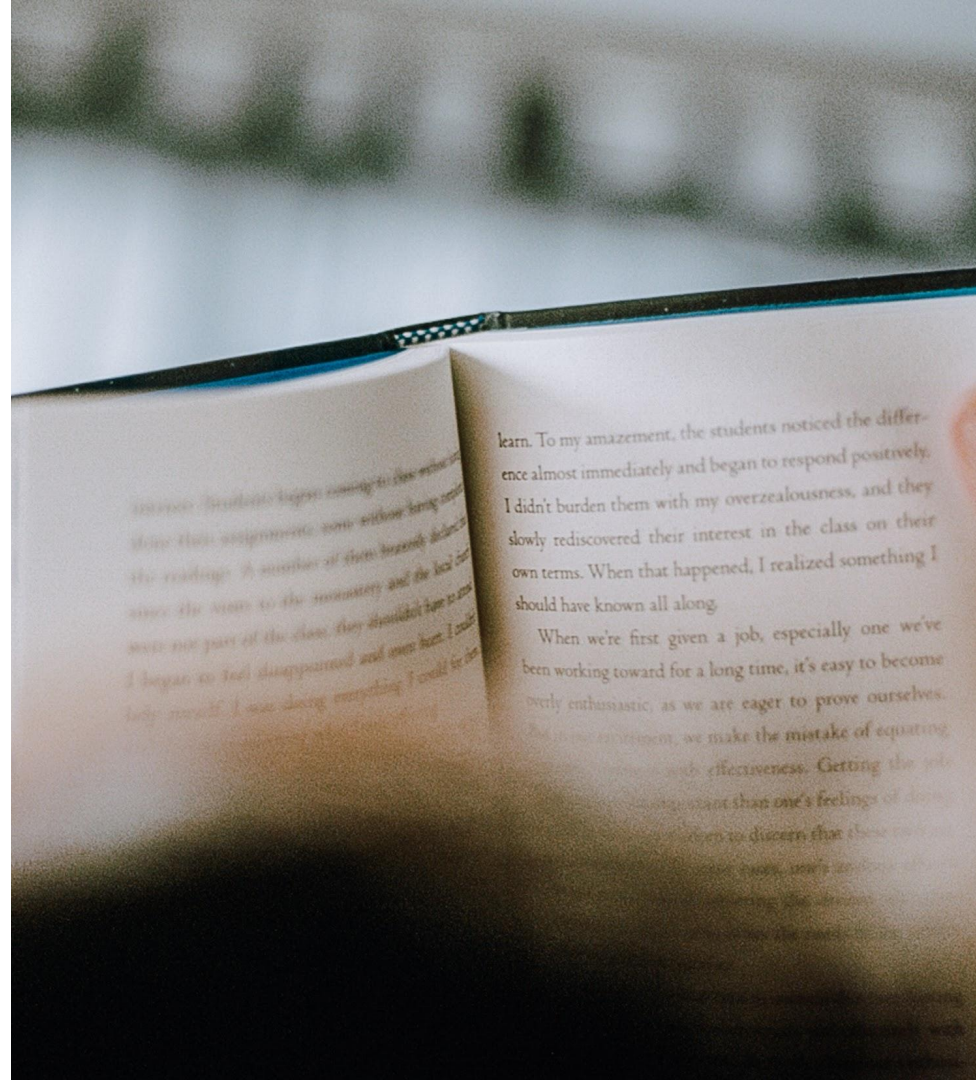


In Lafayette, participant content and pedagogical content knowledge have increased dramatically, and the learning is “sticking.”

Leaders in Lafayette understood that implementing a new curriculum isn't easy, but since teachers received support from day one, they were able to work through their initial frustration and focus on instructing with the new curriculum. In addition, teachers reported that the professional learning helped them get through parts of units that they may have skipped in the past. Finally, we rolled out our new professional learning to support diverse learners. These sessions set the early expectation that there is no student who is not able or does not deserve to be held to the highest academic expectations.

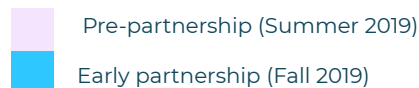
Teachers and leaders in Lafayette agree that student learning is beginning to look dramatically different this year compared to previous years. Although it may be too soon to see large changes, educators have observed more students taking on the cognitive lift of the lesson and fewer teachers doing the work for them.

The data backs this up. Observational data collected across classrooms in Lafayette, using the [ELA Instructional Practice Guides](#), found dramatic improvements in instruction between Spring 2019 and Fall 2019. More ELA lessons were focused on complex texts, more questions and tasks required students to cite evidence, more series of questions were sequenced to build student knowledge, and, in more classrooms, the students were doing the majority of the work. Notably, between Spring 2019 and Fall 2019, more teachers and schools adopted the curriculum and all teachers, as opposed to some, had access to high-quality curriculum-aligned professional learning through the Teaching Lab partnership.

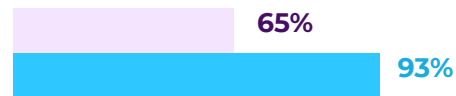


In Lafayette, dramatically more classrooms offer students rich, student-centered, and standards-aligned instruction.

Grades 3-12 ELA Instructional Practice Guide Indicator



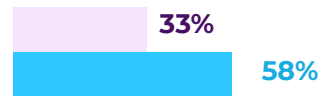
CA1a. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).



Of lesson focused on a text:
CA1b. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.



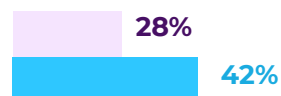
CA2b. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text.



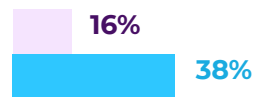
CA2d. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.



CA3a. The teacher poses questions and tasks for students to do the majority of the work. Students do the majority of the work of the lesson.



CA3c. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.



We don't just deliver the professional learning; we also support leaders in putting the systems and structures in place to sustain continuous learning over time.

In a large parish like Lafayette, adopting a new curriculum that expects much more of students and teachers has required much innovation and dedication. In addition to a commitment to educational equity at all costs, collaboration, inquiry, communication, and problem-solving have been at the center of our partnership. For instance, our Project Manager, Sarah Tierney, engaged in regular conversations with the instructional leaders in the parish, which leaders consistently note as unique to this partnership. We don't just deliver the professional learning; we also support leaders in putting the systems and structures in place to sustain continuous learning over time, including support with scheduling and identifying teacher leaders to continue to lead the charge.

Now, we are working with the parish to identify and support more teacher leaders, or Lab Leaders, to lead their peers so that the professional learning in Lafayette is sustained.

WHO WE ARE

OUR TEAM

Teaching Lab is a team of 22 full-time and 50 part-time employees supporting content development, facilitation of professional learning through our school model approach, and district- and state-level consulting. Our team members are all former or current teachers or instructional leaders (e.g., school leaders, instructional coaches, school system leaders, etc.) whose core strengths include:

- Extensive knowledge of core, high-quality curricula that holds students to high standards and also reimagines learning for students; this includes deep knowledge of assessment and assessment systems aligned with specific high-quality curricula;
- Best-in-class expertise in how to design and organize professional learning experiences for teachers and school leaders, including deep knowledge of adult learning;
- Broad knowledge of school and system enabling conditions that reimagine learning for both students and educators;
- Partnership relationship-building and relationship management skills and expertise; and
- Project management of complex projects and partnerships that lead to adult behavior change on behalf of students.

We have been recognized as having some of the best professional learning facilitators in the country. All of our facilitators are certified to conduct high-quality professional learning aligned with specific curricula.

We also employ Project Managers with credentials in managing large-scale professional learning engagements. Many Project Managers are former school leaders.

Team diversity is a major priority for us at Teaching Lab, and the organization has made a lot of progress in this area. Over the last year, we have grown from 53% people of color to 62% people of color and our executive team is made up of 60% of team members who identify as people of color.

The Teaching Lab Executive team includes:

CHRIS DANIELS

Chief Operating Officer

SARAH JOHNSON

Chief Executive Officer

VAISHALI JOSHI

Managing Director - Content Design

SHEENA LIGHTS

Managing Director - Partnerships

HAMY VU

Managing Director - Learning & Research

OUR BOARD

Board diversity is a major priority at Teaching Lab, and the organization has also made significant progress on this goal. In the last year, our Board membership has changed from 28% to 57% people of color and 43% to 57% female.

The Teaching Lab Board of Directors includes:

GWEN BAKER

Chief Operating Officer at Bellwether Education Partners

JENNY JORDAN

Chief Operating Officer at Teach For America, Bay Area

RACHEL ETIENNE

Executive Vice President - Professional Learning at Student Achievement Partners

BRYAN RICHARDSON

Senior Program Officer - Measurement, Evaluation, and Learning at Bill and Melinda Gates Foundation

ROSS WIENER

Vice President and Executive Director - Education and Society Program at Aspen Institute

ANIKA WARREN

Chief Organizational Effectiveness and Talent Development Officer at Draper Richards Kaplan Foundation

ROBERT SHEFFIELD

Director - Curriculum, Assessment, and Instruction at WestEd

FUNDERS

We are grateful for the support of:



STATEMENT OF FINANCIAL POSITION

As at 30 June 2019, with comparative
data for 30 June 2018

| | 30 Jun 2019 | 30 Jun 2018 |
|---|-------------------|-------------------|
| ASSETS | | |
| Current Assets | | |
| Cash and Cash Equivalents | \$ 394,713 | \$ 477,505 |
| Accounts Receivable | \$ 210,024 | \$ 74,742 |
| Total Current Assets | \$ 604,737 | \$ 552,246 |
| Total Assets | \$ 604,737 | \$ 552,246 |
| LIABILITIES AND NET ASSETS | | |
| Liabilities | | |
| Accounts Payable | \$ 213,359 | \$ 96,615 |
| Total Current Liabilities | \$ 213,359 | \$ 96,615 |
| Accrued Vacation Liability | \$ 35,876 | \$ - |
| Total Non-Current Liabilities | \$ 35,876 | \$ - |
| Net Assets | | |
| Without Donor Restrictions | \$ 355,501 | \$ 455,631 |
| With Donor Restrictions | \$ - | \$ - |
| Total Net Assets | \$ 355,501 | \$ 455,631 |
| Total Liabilities and Net Assets | \$ 604,737 | \$ 552,246 |

INCOME STATEMENT

For the 12 months ending 30 June 2019,
with comparative data for the 12 months
ending 30 June 2018

| | FY19 | FY18 |
|------------------------------------|---------------------|---------------------|
| Support & Revenue | | |
| Program Service Revenue | \$ 1,954,725 | \$ 374,296 |
| Contributions and Grants | \$ 1,000,000 | \$ 700,000 |
| Total Support & Revenue | \$ 2,954,725 | \$ 1,074,296 |
| | | |
| Expenses | | |
| Program Services | \$ 2,530,577 | \$ 542,975 |
| Administrative & General | \$ 474,596 | \$ 177,902 |
| Fundraising | \$ 49,682 | \$ 23,250 |
| Total Expenses | \$ 3,054,855 | \$744,127 |
| | | |
| Change in Net Assets | \$ (100,130) | \$ 330,169 |
| Net Assets at Beginning of Year | \$ 455,631 | \$ 125,461 |
| Net Assets at End of Year | \$ 355,501 | \$ 455,631 |



Teaching Lab