



**Teachers
Supporting
Teachers**

ANNUAL REPORT

SCHOOL YEAR 2022-2023



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NEW LEADERSHIP

A Note of Introduction

Stepping into the Executive Director role at Teachers Supporting Teachers, I am reaffirmed in my belief that excellent teachers in every school are needed to guide the generation of students our society and our world will need. Paulo Freire said, “The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.” At TST, we believe that teacher excellence is among the most powerful levers to prepare students to reach their full potential.

Author and advocate Ayesha Siddiqi coined the profound statement: “be the person you needed when you were younger.” For anyone who’s worked around schools and students, this phrase feels as much a reminder as a genuine call to action. We know students today are faced with challenges on so many levels, and we believe that by investing in the capacity of those who work most closely with them, we can help shift culture in the ways of schooling that will improve outcomes for kids. It’s that realization that keeps us centered in this work.



As we close out the 22-23 school year, we have much to reflect on. We celebrate and recognize the incredible work of our Teachers, Coaches, and Impact Teams, and we seek to continue to prove what’s possible when committed and brilliant educators are given the support to develop themselves alongside the needs of their students and their schools.

Thank you for your continued support of TST.

Yours in service,

Andrew Rhodes, EdD

EXECUTIVE DIRECTOR
TEACHERS SUPPORTING TEACHERS

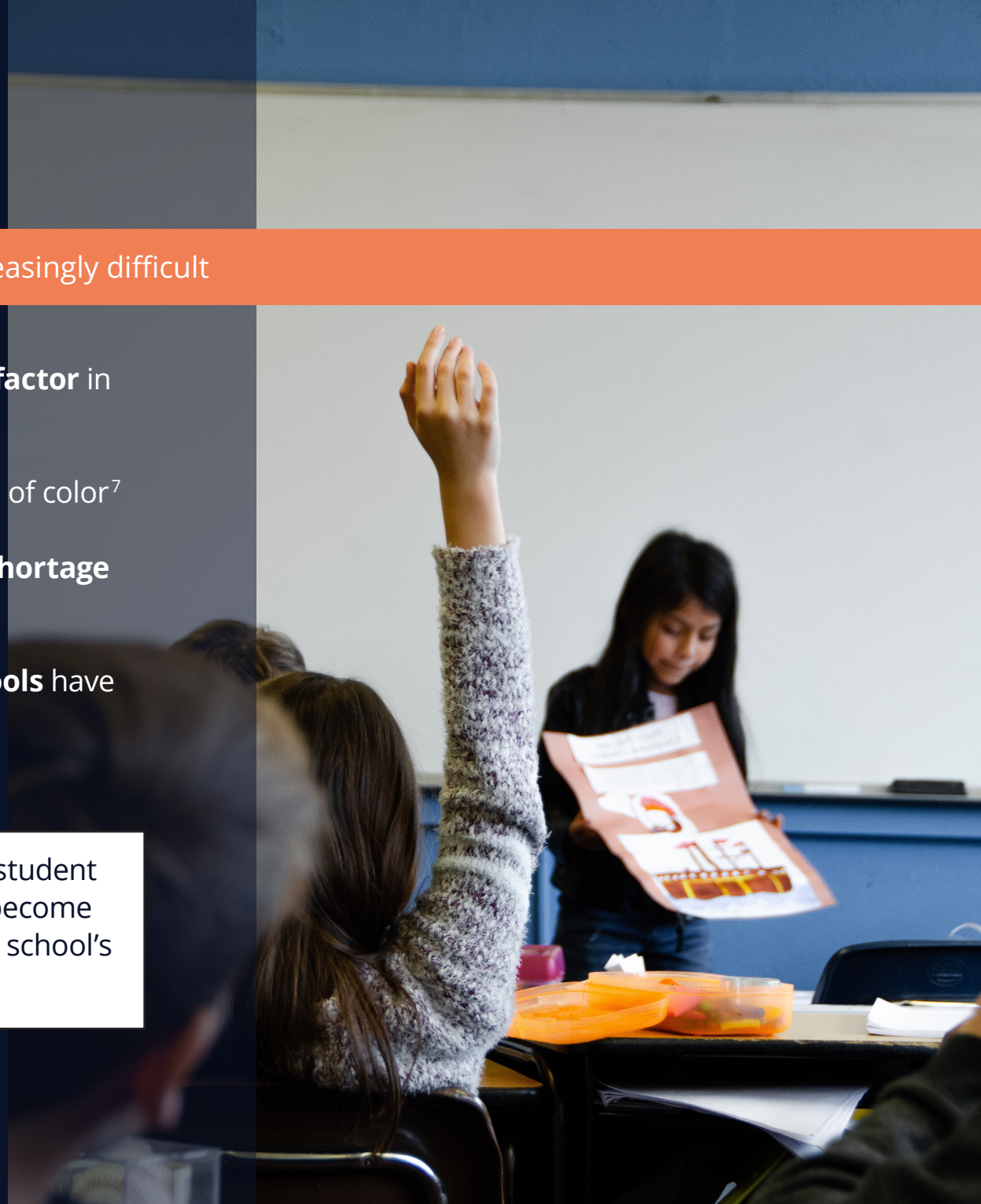


THE NEED

Schools are finding teacher retention increasingly difficult

- Teachers are the **single most important factor** in a student's academic achievement⁶
- **Only 16%** of teachers in Illinois are people of color⁷
- Illinois is experiencing a **critical teacher shortage** significantly worsened by the pandemic⁷
- Illinois Superintendents state **79% of schools** have a teacher shortage problem⁵

All **teacher turnover is detrimental** to student achievement, and **low retention rates** become especially problematic when it involves a school's best teachers⁸



CONTEXT DUJOUR

Challenges of the post-pandemic teacher experience

The challenges of working in and leading schools throughout the pandemic, and trying to make up for the learning losses from it, continue to cause teachers to hit a breaking point. The challenges compound long-standing issues plaguing the profession, coarsening the debate about classroom control, teacher pay and respect — have caused many to make the tough choice to leave the classroom.”⁶

VOICES FROM THE FIELD: REASONS TEACHERS CITE FOR LEAVING

“Respect and support from administration and colleagues. The kids are wonderful and I could have possibly stayed for another year with greater support. I may have changed my mind with some more resources”

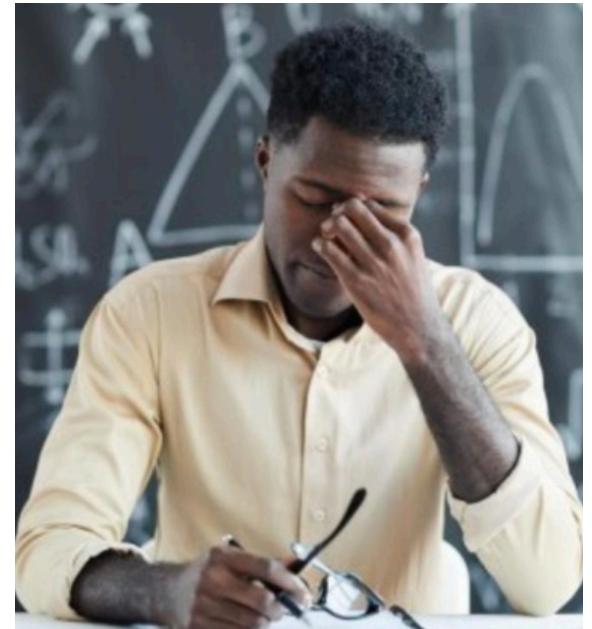
–Evan Gillum, taught for 3 years in Chicago Schools.⁶

“The persistent challenges teachers face are compounded for Black teachers”

–Rann Miller, Social Studies teacher in New Jersey⁷

“The school district needs to realize that the pandemic has had a significant impact on our school system; therefore, schools should not operate as if nothing has changed. Teachers need to feel supported more than ever. Instead, they are being asked to do more than ever.”

–Susan Providence, third grade teacher in St. Paul, MN⁸



THE SOLUTION

Investing in excellent educators

VISION

We envision a city where the best people are empowered to continue serving in our most under-resourced communities.

MISSION

Teachers Supporting Teachers mobilizes and supports teacher leaders to have a lasting impact in their schools.

THEORY OF CHANGE

Knowing that our impact encompasses not just retention, but the larger ripple effect a teacher has when they commit to their school- our Theory of Change is true capacity building. We invest in a diverse cohort of teacher leaders by energizing and empowering their leadership abilities. In turn, our teachers invest in their teams, the teams invest in their students, and students succeed.



Invest in
Excellent
Educators



Energize &
Empower their
Leadership



Build
Lasting Staff
Capacity



Ensure Better
Outcomes for
More Students



*"Culture is not a surface phenomenon.
It is our very core."*

–Edgar Schein

THE PROGRAM

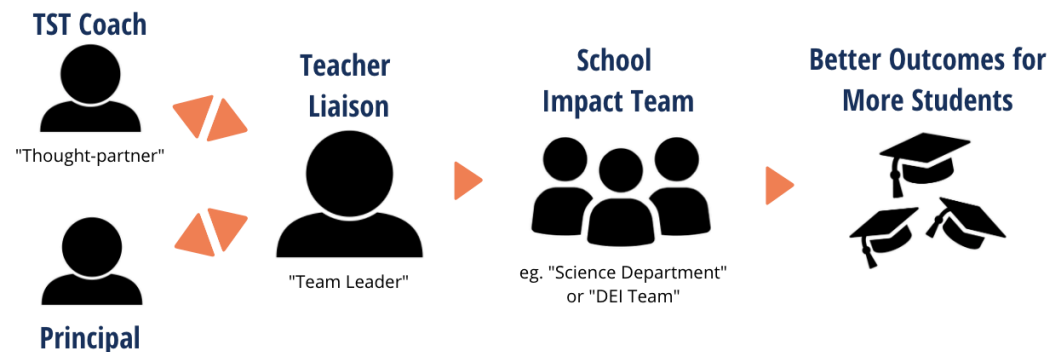
We are building a culture of engagement

IMPACT TEAM PROGRAM

Our teachers deserve opportunities to grow into the leaders they want to be and to have their voices brought to the decision making table. The TST "Impact Team" program is led by a Teacher Liaison (TL), who collaborates with their principal and colleagues to enact lasting change for their school. With the tailored support of a TST Coach, the TL works over the course of the year to improve student outcomes and foster a positive staff culture.

COMMUNITY ENGAGEMENT

Teacher leaders are constantly seeking to improve their practice. As in any field, one of the best methods to improve practice is to build a committed network of like-minded individuals who can learn from each other. TST has built a community of educators connected by a passion for school improvement through facilitating meaningful opportunities for teachers to learn from and with one another.



OUR IMPACT

The Numbers

IMPACT TEAM PROGRAM

49

Teacher Liaisons
leading teams

140

Projects completed with
the support of TST

250+

Teachers on Impact Teams

4

Cohorts of teachers focused on:
MTSS Implementation, Instructional
Leadership, School Culture

22

TST Coaches

59%

of our Teacher Leaders
identify as BIPOC

COMMUNITY ENGAGEMENT

10

Newsletters sharing resources
the with community

4

Alumni engagement
opportunities over the year

20%

growth across our
digital media platforms



OUR IMPACT

The schools we serve



27

Schools across Chicago

13,000+

Students

85%

of students served qualify to
receive free or reduced lunch

97%

of students served
identify as BIPOC

15%

are Diverse Learners

21%

identify as English language learners

93%

of principals agree that their teacher leaders'
work has a positive impact on students.



"The easiest way to fill a teaching vacancy is to prevent it from becoming vacant in the first place"

—The New Teacher Project

OUR IMPACT

Improving teacher retention

We improve teacher retention by empowering educators. The empowerment of teachers leads to not only improved outcomes for students, but also a strong culture (staff-staff & staff-administration). According to the University of Chicago's 5 Essentials research⁹ when teachers feel collectively responsible, trusted by colleagues, and are provided opportunities to lead within their school, teacher retention rates increase and lasting organizational capacity results.

As our Illinois and Chicago student body grows increasingly diverse, the educator workforce is failing to keep pace.

- 52% of Illinois students (89% in Chicago) identify as BIPOC Whereas only ... 16% of Illinois teachers (49% in Chicago) identify as BIPOC³

TST empowers and retains BIPOC teacher leaders at rates significantly higher than city and state averages.

- TST's work not only surpasses school retention averages by 10%, but also ensures that excellent, engaged teachers are kept from year to year.

Our unique approach not only develops the holistic capacity of amazing teachers and spreads to impact multiple classrooms, but also contributes to the retention of a strong pipeline of diverse leaders in our city.

- 86% of teachers agree that their work with TST has contributed to their excitement to remain at their school or in urban education



OUR IMPACT

Working hand in hand

SPOTLIGHT: Chicago Public Schools (CPS)



CPS TEACHER LEADERSHIP GRANT (OFFICE OF TALENT)

For the fifth year in a row, we were awarded funds from the CPS Talent Office, and we are currently the only Teacher Leadership organization to have sustained this award over 5 years.

CPS DISTRIBUTED LEADERSHIP WORK (OFFICE OF TEACHING AND LEARNING)

This year, we were pleased to see CPS create a new Distributed Leadership (DL) team. This team is working towards supporting every CPS school to build, maintain, and sustain DL. We are excited to solidify our alignment with the district's goals and vision around distributed leadership.

CPS NETWORK CHIEFS

As we reflect on our continued growth within CPS, we recognize that alignment at the network level is critical for strong distributed leadership structures. We have been working with Network Chiefs to keep them updated on work happening at their schools by sharing individual stories about what their teachers are doing with TST.



PRINCIPAL TRAINING

We held our second annual distributed leadership training for principals this summer. We collaborated with the CPS Distributed Leadership team and the Coordinator of the UIC EdD Urban Education Leadership program to create the content for this session.

"I loved the conversation with other school leaders—this time is always appreciated!"

—Principal Trojan (Intrinsic- Belmont)

"I like how we framed what distributed leadership is. That will be very important for my teacher leaders as they communicate their goals to faculty."

—Principal Daniels (Mollison)



OUR IMPACT

Working hand in hand

SPOTLIGHT: Chicago Foundation for Education



Thanks to our continued partnership with CFE, we were able to fund 14 teachers (57% of whom identify as BIPOC are serving an average of 70% low-income students) with \$500 each to use towards achieving their team's goals.

Alex Childs at University of Chicago-Woodlawn (76% Low-income students) is leading a multidisciplinary, social-emotional learning (SEL) focused team. Thanks to a TST|CFE grant, Alex and her team will be able to purchase yoga mats to use for their "Detention to Intervention" yoga group, snacks for students during the LGBTQ groups, LGBTQ graphic novels to use during the LGBTQ group as tools for discussion, and fidgets and therapy games/tools to add to the SEL team's "library" of interventions.



Alex Childs

SPOTLIGHT: CPS Office of Computer Science



We are pleased to have continued our partnership with the Office of Computer Science for the second year in a row. Through this partnership, we support Teacher Leaders as they lead district-wide Professional Learning Communities (PLCs) focused on integrating computer science into diverse learner, early childhood, and middle grades.

Malka Frazin, a CPS teacher and member of the Office of Computer Science Cohort, supported teams across multiple schools to build their capacity to develop robotics curricula and engage students in Cluster Programs. Malka's team had a goal of providing Cluster teachers across Chicago with the support to build their robotics curriculum and ultimately increase student progress towards IEP benchmarks. As of April 1st, 75% of all CLUSTER students, across 6 different schools are meeting their IEP goals and benchmarks.



Malka Frazin

"Malka's work is so significant for our students with profound learning disabilities in giving them such meaningful learning activities. As we continue this year, I want to think about how we can scale our work with TST."

–Kristen Beck, Director of the office of Computer Science



OUR IMPACT

Working hand in hand

TST ALUMNI

We are also working to intentionally engage with our TST alumni. Phase 1 of this work was information gathering with the goal of amassing data from 100% of our alumni (via survey, phone call, or employment records). We are excited to take on Phase 2 this coming year as we explore new ways to engage this energized group of educators.

SUBURBAN SCHOOLS

As TST continues to grow, so too does our need to build out revenue-generating partnerships. We have formally decided that our work in Chicago will be offered at cost, but for districts outside our city, we have the opportunity to bring in funds to support our growth. We spent time this year developing a codified procedure for partnership development—it includes a rubric (built from CPS' Distributed Leadership Assessment), pricing model and proposal template. We are excited to have codified this practice as an organization.

TEACHER LEADERSHIP ORGANIZATIONS

We spearheaded an ongoing collaborative group between TST, TFA, TeachPlus, Educators for Excellence, and CPS. This group, now known as the "Teacher Leadership Friends" comprises individuals leading organizations in and adjacent to CPS, as we work together to support CPS

SPOTLIGHT: Teach For America (TFA)



Due to overwhelming interest in the TST Coach role, we piloted a new opportunity for folks who were interested in growing their coaching skills. Those in this cohort wanted to learn about frameworks for coaching, explore leadership best practices, and add to their qualifications. This provided a partnership with TFA to create a research study and landscape survey to further highlight the need for this work and the effectiveness of our programming. 89% of this cohort agreed or strongly agreed that "the TST program has helped them grow their coaching skills" and that "participating in the TST Program has resulted in their increased feelings of empowerment and energy as a coach."

"When I learn new things and get an opportunity to talk and discuss with others, I feel more energized and empowered. I enjoy applying the skills I have learned to my own 'coaching' experiences and getting to process these experiences with others." –Jen Madden (Cohort Member)

"I really like the application and activities. I also love the time to reflect with others." –Karen Jones (Cohort Member)

"Great system, structure, organization, and people. One positive story—A recruiter reached out to me about applying to her company because of the TST coaching fellowship that I placed on my resume. Even though I did not apply, I was happy about the opportunity." –Michelle Ahn (Cohort Member)



OUR IMPACT

The power of distributed leadership

We know the weight of a Chicago school is far too heavy for a single principal to carry alone. Addressing post-pandemic recovery and learning loss while maintaining the organizational stability of our schools requires a collective effort of principals and effective teacher leaders bringing new ideas to the ground level. Distributed leadership gives teacher leaders the opportunity to move plans to action. By empowering them to lead their teams and drive forward their strategies that contribute to the priorities of the entire school.

"In a learning organization, leaders are designers, stewards, and teachers"

–Peter Senge

"My TL's work with TST this year has truly helped him align his expertise with the greater sense for Epic's instructional vision. He has come out of an assumed teacher-leader role and instead he has formally showcased his leadership."

–Principal Matthews (EPIC)



Deja' Willingham

TEACHER SPOTLIGHT

Deja' Willingham, Humanities/ELA Teacher, Intrinsic Downtown Campus

Deja' led her team in meeting bi-weekly, planning and implementing new teacher professional development to increase teacher retention by 15% and to ensure that 75% of staff "feel supported," as measured by survey results. She and her team led a book study of Together Teacher, hosted PDs on classroom management for fellow staff, worked with school leadership to protect teacher time for organizational tasks, and facilitated the chance for teachers to share out about their lesson plan designs. Deja' plans to continue leading PDs as an instructional coach and hopes to become a TST Coach.

"The work that she is doing is pushing us in the right direction—that we're able to retain teachers by giving them the support they need. Her team is mindful about what are the needs of the staff and how they can support them, especially knowing how many new teachers we have. You could actually feel her and her team's impact in the school—classrooms are better managed now than they were in the beginning. It's really helpful to have Deja' on the team as a veteran of Intrinsic Downtown."

–Barry Rodgers, Principal, Intrinsic Downtown



OUR IMPACT

Building school capacity

WE HELP OUR TEACHERS SEE THEMSELVES AS LEADERS

As always, we strive to be a partner in our TLs' ongoing leadership journeys. We are pleased that our principals identified our role in building their TLs' leadership capacity. We know that such leadership capacity results in school wide impact.

"TST has helped [my TLs] build leadership capacity with a focus on continuous data review and instructional practices. Awesome partnership!" –Principal Carter (Gregory)

"TST has really supported [my TL] with truly establishing herself as a leader. She is developing her leader voice and is doing really strong work with staff." –Principal Crockett (Chalmers)

"My TL gained the ability to set goals and progress monitor them with actionable items which lead to increased student outcomes." –Principal Thurmond (King)

"My TL developed into a great TL; I appreciate his passion and dedication to our school community, and I see the impact TST has made." –Principal Morales (Perspectives)

97%

of TST teachers agreed that TST has helped them grow their leadership skills

*"Building capacity dissolves differences.
It irons out inequalities."*

–A.P.J. Abdul Kalam,



WE'RE GROWING OUR COACHES ABILITY TO SUPPORT THEIR TLS

For the second year in a row, 100% of TLs are reporting that their "Coach demonstrates empathy and compassion." As we welcomed a cohort of new Coaches this year, we based their selection on those who demonstrated a "whole person" centered mindset. Additionally, we committed last year to supporting Coaches in leading DEI conversations with their TLs. For these reasons we were proud to find that 100% of TLs indicated they agree or strongly agree that their "Coach has a commitment to understanding their own equity lens"



OUR IMPACT

The potential of adult learning

Due to time constraints and the demands of being a teacher, there is little time left for reflection. But, when reflection is overlooked, we lose the opportunity to pause and think strategically about what went well and also how we might work differently for future initiatives. These two steps are keys to increasing our effectiveness. Because of this, we are proud that many of our teachers, Coaches, and principals named the reflection skills we give them or their TLs as a key part of their leadership and coaching practices.

*"People who are truly strong lift others up.
People who are truly powerful bring others together"*

–Michelle Obama

"I have appreciated guidance on how to establish biweekly meetings with regular reflection on how these meetings are improving our goals for students."

–Cherita Marquez
(Year 1 TL, Chalmers)

"TST meetings are a great space to build in reflection on my coaching practice—specifically with facilitative v directive strategies and listening styles."

–Blair Hansen (Year 2 Coach)

95% of Coaches and Teacher Liaisons agreed that their work with TST has empowered them to be a teacher leader.



Melissa Williams-Nazario

TEAM SPOTLIGHT

Nash Elementary, Impact Team

The Impact Team at Nash sought to increase the percentage of students meeting/exceeding foundational skills measured on the i-Ready assessment. With i-Ready being new to CPS, many teachers began the year with apprehension around this new assessment. TST Teacher, Melissa Williams-Nazario, led an Impact Team at Nash which coached all K-3 teachers, teaching them best practices around reading data from the i-Ready assessment. After supporting their fellow teachers' understanding of the data, Melissa led the team in their implementation of small group instruction to best meet the needs of all learners.

"Melissa's work impacts every primary student and teacher at Nash. The primary team is seen as an exemplar due to Melissa's sustained and effective leadership. Melissa has grown tremendously in her capacity as an advocate, instructional leader, professional learning facilitator, and more. Melissa has navigated so many challenges and overcame them all to lead the primary team to success."

–Rachel, TST Coach



OUR IMPACT

*"Optimism is the faith that leads to achievement.
Nothing can be done without hope and confidence."*

–Helen Keller

Increasing teacher confidence

We know that self confidence is necessary for leaders to take risks and accomplish goals. Leaders who are self-confident tend to deal immediately and directly with problems and conflicts, rather than procrastinating, ignoring, or passing problems to others¹⁰. These qualities are necessary for any leader, and especially important in schools where the impacts of a leaders' actions are felt throughout the entire school community. This is why we are proud that many principals said TST has helped build the confidence of their TLs.

"TST has given my TL confidence to lead teams"

– Principal Stachowiak (Foreman)

"My TL has really grown in confidence. She has commented on how much she enjoyed the structure and support of the TST model. She has joined our team at the central office. TST has played a very important role in her development as a leader."

– Kris Beck (Office of CS)

95% of TST teachers agree that TST has empowered them to become a teacher leader



Leslie Madorsky

SCHOOL SPOTLIGHT

Chalmers Elementary School

TST Teacher Leslie Madorsky led her team to implement high-quality core instruction as well as targeted small group instruction and regular progress monitoring. These endeavors required Leslie to work with her Principal to allocate time and space needed to lead her team's work. Managing up is a difficult skill, but with confidence in their work and their ability to lead, teacher leaders can work alongside their Principals to build powerful levers toward the impact of their teams.

"TST has helped our TL build the confidence to step out and lead, which was a growth area for her."

– Principal Crockett (Chalmers), Leslie's Principal



SCHOOL PARTNERSHIP OF THE YEAR

Catalyst Circle Rock

THE SCHOOL:

CATALYST CIRCLE ROCK

- 510 Students
- 95% Students of Color
- 70% Low Income

THE TEACHER LEADERS:

KIM RIGAS, VERONICA ELLIS, AND MORGAN BURREL

As a three pronged force of TST supported Teacher Leadership, Kim, Veronica, and Morgan led impactful work across Catalyst Circle Rock. Each led a team, respectively focused on supporting students' social emotional learning, increasing fourth grade reading growth, and increasing the amount of K-2 student growth on the STEP Assessment. These three incredible teacher leaders made lasting impacts in their school.

"Working with Teachers Support Teachers has been a true gift to our school community. The leadership development, coaching, and mentorship has really helped to not only develop our teacher leaders, but also move our entire school closer to meeting our academic and cultural goals. Mrs. Rigas, Mrs. Ellis, and Ms. Burrell have grown tremendously as leaders this year. I am so excited for all of the things that they each will accomplish to impact urban education and the countless scholars entrusted to their care."

– Principal Jamison-Dunn, Catalyst Circle Rock



Veronica Ellis



Morgan Burrel



Kim Rigas



TST THROUGH THE YEARS

Building trust, empowerment, commitment, and collective responsibility

2014

TST Founded

2015

Teacher Advisory Council, Virtual Classroom Observations, Lesson Planning Collaboration

2017

Impact Team Program launched to support teacher leaders

2021

Expanded Program to include monthly fellowship sessions and multi-year collaborations with schools

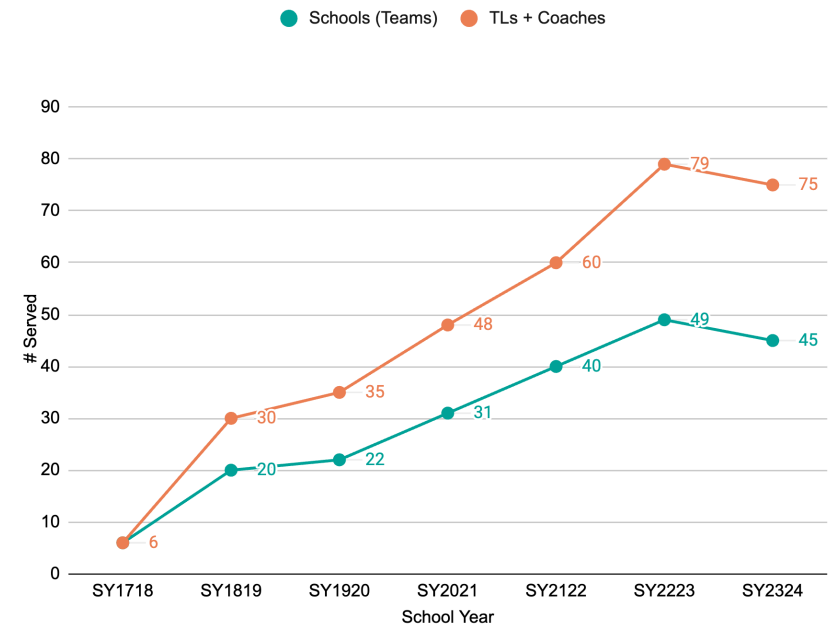
2022

Built city-wide partnerships bringing teacher leadership to the district, charter networks and community-based organizations

2023

Conducted a landscape survey and collected data around extended program offerings

Program Growth



LOOKING FORWARD

PROGRAM AUDIT

This year we will seek to audit the TST program for culture-focused leadership and teacher manageability by improving alignment with CPS Distributed Leadership structures, ultimately impacting the overall TST experience.

EXTEND THE TST PROGRAM EXPERIENCE

We remain focused on the experience of our TST Teachers and Coaches, knowing the leadership skills and strategies we help them adapt will have impacts across their schools. It's for this reason we will work next year to provide additional support for Year 1 Coaches, ensuring they are transitioning successfully and with support into the Coaching role.



EXPANDING WORK IN CPS

This year we will continue to expand our work with Chicago schools via principal and Network Chief engagement and district-level partnerships. We intend to increase focus on the Network Chief, knowing that through their buy-in and support, TST could increase support across schools through one, aligned leadership office.

STRENGTHEN OUR COMMUNITY PARTNERSHIPS

We will look to build upon and develop new relationships with a variety of partners such as with TST alumni, suburban schools, and other ED-adjacent organizations to improve recruitment and spread awareness about our programming.



FACES OF TST

Leadership in SY2223



Pallavi Abraham

Former Executive Director,
Strategic Advisor



Andrew Rhodes

Current Executive Director



Ann Persson

Director of Curriculum
and Coaching



Domonique Briggs

Manager of Curriculum
and Coaching



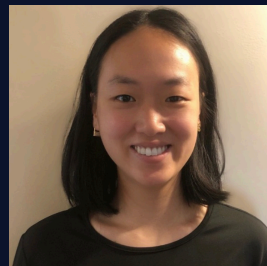
Nora Sullivan

Grant Writing Associate



Laura McKelvey

PD Facilitator



Breeze Fromm-Sarto

Administrative Assistant



Norma Ferrel

Educational Equity Intern



BOARD OF DIRECTORS

PRESIDENT

Dr. Michael Harries

TST Co-Founder
Pediatric Emergency Medicine Fellow:
Lurie Children's Hospital

SECRETARY

Dr. Paul Riskus

TST Co-Founder
Principal: Walt Disney Magnet Elementary

TREASURER

Amy Sauer

Strategic Advisor: The OSA Foundation

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Lisa Wiersma

Executive Director:
IMC Chicago Charitable Foundation

Dr. Laquita Louie

Principal: Curtis Elementary

LaTonia Arnold

Chief of Organizational Effectiveness
and Culture: The Academy Group

Maribel Rojas

3rd Grade Bilingual Teacher:
Seward Elementary

Vicky Lee

Senior Vice President of Development:
Focus

Josh Hoen

Chief Advancement Officer:
One Million Degrees



THE TST COMMUNITY

The Advisory Council

The TST Advisory Council is our key group of supporters: a dedicated group of volunteers who helped found and brought TST to where it is today. They work to strategize, advise, and manage many parts of the TST organization.



Dr. Michael Harries

Pediatric Emergency
Medicine Fellow:
Lurie Children's Hospital



Dr. Paul Riskus

Principal: Walt Disney
Magnet Elementary



Morgan Russo

Children's Digital
Media Consultant



Michael Cheng

Technical Architecture
Manager: Accenture



Kelly McKimson-Rhodes

English Teacher:
Richards High School



Jingwei Maggie Li

Research Analyst at
the Health Lab at the
University of Chicago
Urban Labs

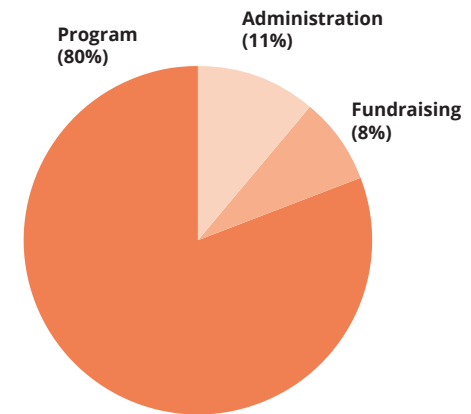


FINANCIALS

FY23 (SY2223)

Revenue	
Direct Contributions	\$21,847
Individual Donation	\$21,847
In Kind Contribution	\$7,000
Revenue from Grants	\$598,305
Corporate Donation	\$126,405
Foundation Grants	\$471,900
Government Grants	
Revenue from Program	\$154,500
Program Partners (CPS Talent, TFA)	\$68,500
CPS Schools	\$60,000
Non-CPS Schools	\$26,000
Special Events	\$0
Fundraising Events	\$0
Associate Board Events	\$0
Total Revenue	\$781,652

Expenses	Total
Contractors	\$156,922
Program Related Contract	\$14,372
Teacher Liaison	\$85,000
TST Coach	\$57,550
Employee Expenses	\$303,429
Wages	\$271,347
Payroll Benefits	\$7,357
Payroll Taxes	\$20,758
Staff Development	\$3,967
Professional Service Expenses	\$9,666
Accounting Fees	\$8,171
Legal Fees	\$1,495
Other Professional Fees	
Operating Expenses	\$41,862
Supplies	\$13,612
Event Food and Space	\$10,655
Technology	\$10,514
Marketing	\$3,668
Bank Charges & Fees	\$517
Insurance- Non Employee	\$2,896
Facility	\$226
Office Rent	\$226
Travel & Meeting Expenses	\$2,147
Other Expenses	\$583
Depreciation	\$583
Program Improvement	
Total Expenses	\$514,835



Expenses	
Program	\$412,952
Administration	\$58,190
Fundraising	\$43,692
Total Expenses	\$514,835



PARTNERS

We're stronger together

We are stronger together. Our partners are the individuals, corporations, and institutions who provide the financial and human capital that allow us to take on education's toughest challenges. With their support, we are able to provide our students with what they deserve: excellent teachers.

CHICAGO PUBLIC SCHOOLS

IMC FINANCIAL MARKETS

OSA FAMILY FOUNDATION

MCDUGAL FAMILY FOUNDATION

LEON LOWENSTEIN FOUNDATION

FRY FAMILY FOUNDATION

VIVO FOUNDATION

FINNEGAN FAMILY FOUNDATION

CME GROUP FOUNDATION

POLK BROS

CHRISTOPHER FAMILY FOUNDATION

SQUARE ONE FOUNDATION

TEACH FOR AMERICA



"TST is an amazing opportunity that I love being part of. I appreciate how well-organized things are run, the flexibility that is allowed, and that I am never made to feel guilty when I may not be able to attend an event or may need additional reminders to get tasks completed. I love that TST makes me feel appreciated and supports me, especially when I may not always get that in my own building."

- Melissa Williams-Nazarrio, TST Teacher

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