

Lesley Guggenheim  
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**TNTP**

Lesley Guggenheim is a Partner in TNTP's Talent Management Group. She has been working with TNTP since May, 2004 and spent several years directing TNTP's NYC Teaching Fellows contract as a Partner in TNTP's New Teacher Effectiveness Group. The NYC Teaching Fellows program is the largest alternative certification program in the country. In her role in the Talent Management Group, Lesley oversees the NYC Performance Management project, a multi-year initiative with the NYCDOE to design a new evaluation and development system with school leaders and teachers. The NYC Performance Management project piloted this new model in twenty schools during the 2010-11 school year, 106 schools in 2011-12, and will increase in scope to over 200 schools in the coming school year. Lesley holds a BA in Political Science from Union College and holds an MPA specializing in non-profit management from NYU's Wagner School.

## **TNTP OVERVIEW**

TNTP strives to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that effective teachers have a greater impact on student achievement than any other school factor. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. Since its inception in 1997, TNTP has recruited or trained approximately 49,000 teachers - mainly through its highly selective Teaching Fellows programs - benefiting an estimated 8 million students. TNTP has also released a series of acclaimed studies of the policies and practices that affect the quality of the nation's teacher workforce, including *The Widget Effect* (2009) and *Teacher Evaluation 2.0* (2010). Today TNTP is active in more than 25 cities, including 10 of the nation's 15 largest. For more information, please visit [www.tntp.org](http://www.tntp.org).

Fulfilling the promise of public education means giving all students effective teachers. Yet for decades, our school systems and educational institutions have ignored differences in teacher effectiveness, failing to distinguish great teaching from good, good from fair, and fair from poor. As a result, schools can't recognize excellence, help teachers improve, or respond to poor performance. In what other profession do we care so little about people who matter so much?

## **OUR WORK: BUILDING A BETTER TEACHING PROFESSION**

- Training great new teachers to fill critical vacancies. TNTP's rigorous Teaching Fellows and TNTP Academy programs prepare people without formal education backgrounds to teach shortage subjects in challenging school environments. From pre-service training to certification, TNTP ensures that only teachers who are on track for a successful career in the classroom remain there.

- Focusing policies and practices on effective teaching. For teachers to be successful, they must work in environments that prioritize and support excellent instruction. From coaching individual principals to designing state-wide evaluation systems, TNTP is helping schools, districts and states understand how teachers are performing and how to help them reach their full potential.
- Advancing the profession with new ideas and innovations. Drawing on its experience working in 200 districts, TNTP pinpoints the policies and processes that undermine a strong teacher workforce and offers common-sense solutions. TNTP rapidly refines and shares promising practices and develops useful, accessible tools for teachers, administrators and policymakers.

When it comes to systematically improving teacher effectiveness and ensuring all students have access to effective teachers, there are a handful of critical initial/immediate actions that anyone working with schools can do, such as:

- Ensure that new teachers entering the system are hired from pipelines with a track record of producing teachers who can make effective gains with students and that these novices are contributing positively to the effectiveness of the workforce overall
- Develop a plan for boosting the effectiveness of all teachers – schools will not see better results for students without improving the quality of teachers
- Retain top performers and remove consistently low performing teachers, particularly bringing rigor to tenure decisions and not granting tenure to teachers who have not been able to demonstrate significant growth with their students
- Guarantee the students who need great teachers the most get access to them through a sustained focused on equitable distribution of the workforce – this means allowing the highest need schools to hire earlier and dealing to with policy barriers that prioritize seniority over effectiveness.
- Ensure teachers get accurate and meaningful evaluations so they can improve their practice – this demands rigorous principal accountability for their role as a manager of teacher talent