



NATIONAL NETWORK OF
STATE TEACHERS OF THE YEAR

Organization Overview



Who We Are

What We Stand For

Mission Statement: NNSTOY, an organization of teacher leaders, seeks to transform the teaching profession by using our credible voice to support policies and practices that advance teacher leadership, educator effectiveness; and the conditions, capacity, and culture necessary to support great teaching and learning for all students.

Vision Statement: NNSTOY envisions a transformed teaching profession that provides access to great teaching and learning for all students thereby dramatically improving student outcomes for college, career, and life.

The National Network of State Teachers of the Year is a network of exemplary educators from across the nation – from every discipline and across all grade levels – who have been recognized for excellence in practice and trained in policy and advocacy. We have an opportunity and a commitment as teacher leaders to use our collective voice to improve education for all students through policy, practice, and advocacy (see box on the bottom of Page 4). Building on more than 60 years of recognition, responsibility, and repayment, NNSTOY recently reenergized its work with a refreshed vision, mission, and strategic plan. Today, we have the opportunity to affirm and refresh our strategy to define our optimal role and ensure that our work—individual State Teachers of the Year (STOYs) and Finalists, and of NNSTOY itself—has the greatest possible impact on expanding equal opportunity and success for all students by transforming teaching and learning.

We believe that in order for teaching to be viewed as a true profession, it needs several key structures, which it currently lacks, that exist in other professions. These structures include a continuum of professional practice and guiding principles, two key areas on which we will focus our research agenda. In addition, we believe that the teaching profession lacks the distributed leadership models, collaborative practice, and actionable feedback to inform practice.

NNSTOY and its members are prepared to work as partners with policymakers, school leaders, and researchers to shift this paradigm. At this critical moment, we must act boldly in order to promote a “virtuous cycle” in which the shifts we need in teaching and learning to achieve college, career, and life-readiness for all students in turn promote shifts in the teaching profession that can attract, retain, and advance the great teachers and teaching that we need.

An Overview of Our Strategic Plan Refresh

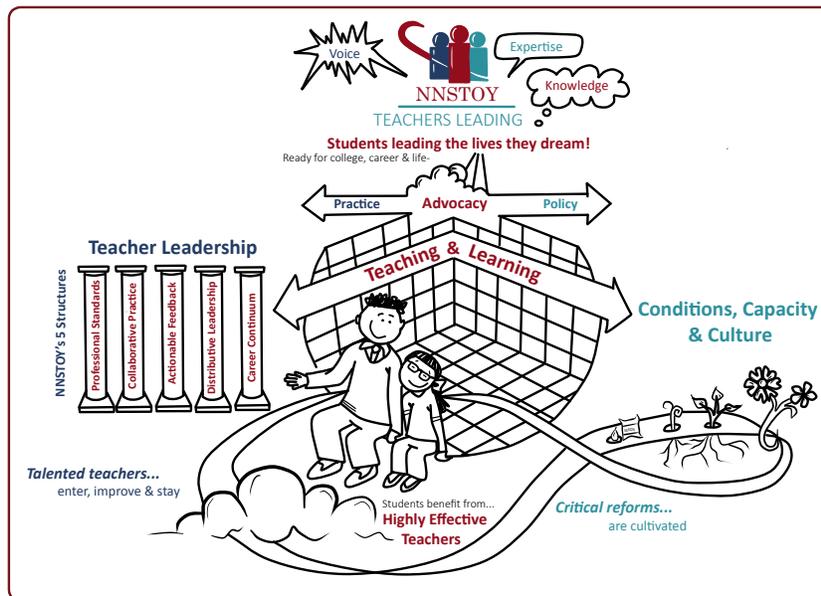
Focusing on Teacher Leadership through Policy, Practice and Advocacy

For the first time, America has a burgeoning, nationwide consensus that the goal of its education systems must be to ensure that all students graduate from high school with the knowledge and skills necessary to succeed in college, career, and life. This is essential to the success of every child and of our nation for succeeding in the global economy and contributing to an increasingly diverse democracy. To advance this goal, states, districts, and teachers across the nation are working to transition over the next several years to new college and career ready standards, high-quality systems of assessment, and more meaningful systems of accountability. This must be done right – with a clear focus on engaging educators in decision-making, positively impacting teaching and learning, and continuously improving over time. The gap between our nation’s current outcomes and our new goals is substantial, particularly with regard to poor and minority students. What will matter most to the success of this endeavor is our ability to ensure high-quality teaching and learning for every child.

To achieve the vision of every student having access to a great teacher, we must transform the teaching profession. This should be the centerpiece of our national education agenda and it remains the centerpiece of NNSTOY’s vision. This transformation must come from educators involved in key decision-making about change. This must begin with a focus on advancing teacher leadership at the national level, in states that are ready and interested in moving teacher leadership forward, and across school districts.

Advancing teacher leadership requires creating systems in which teacher leaders can thrive *and* building the ranks of

highly effective educators to become teacher leaders. We must own and advance both of these responsibilities simultaneously. This means energizing efforts to improve the recruitment, preparation, development, evaluation, retention, and advancement of teacher leaders. To frame this effort, NNSTOY has identified five key structures to transform the profession: career continuum models, collaborative practice, actionable feedback, distributed leadership, and guiding principles for the profession.



NNSTOY's Theory of Change

When we advance teacher leadership to transform the profession and promote the conditions, capacity, and culture needed to foster great teaching and learning for all students, then greater numbers of talented individuals will enter, remain, and impact the profession; access to effective educators and great teaching and learning will increase; and student outcomes for college, career, and life will dramatically improve.

To accomplish this theory of change, NNSTOY is focused on three goals:

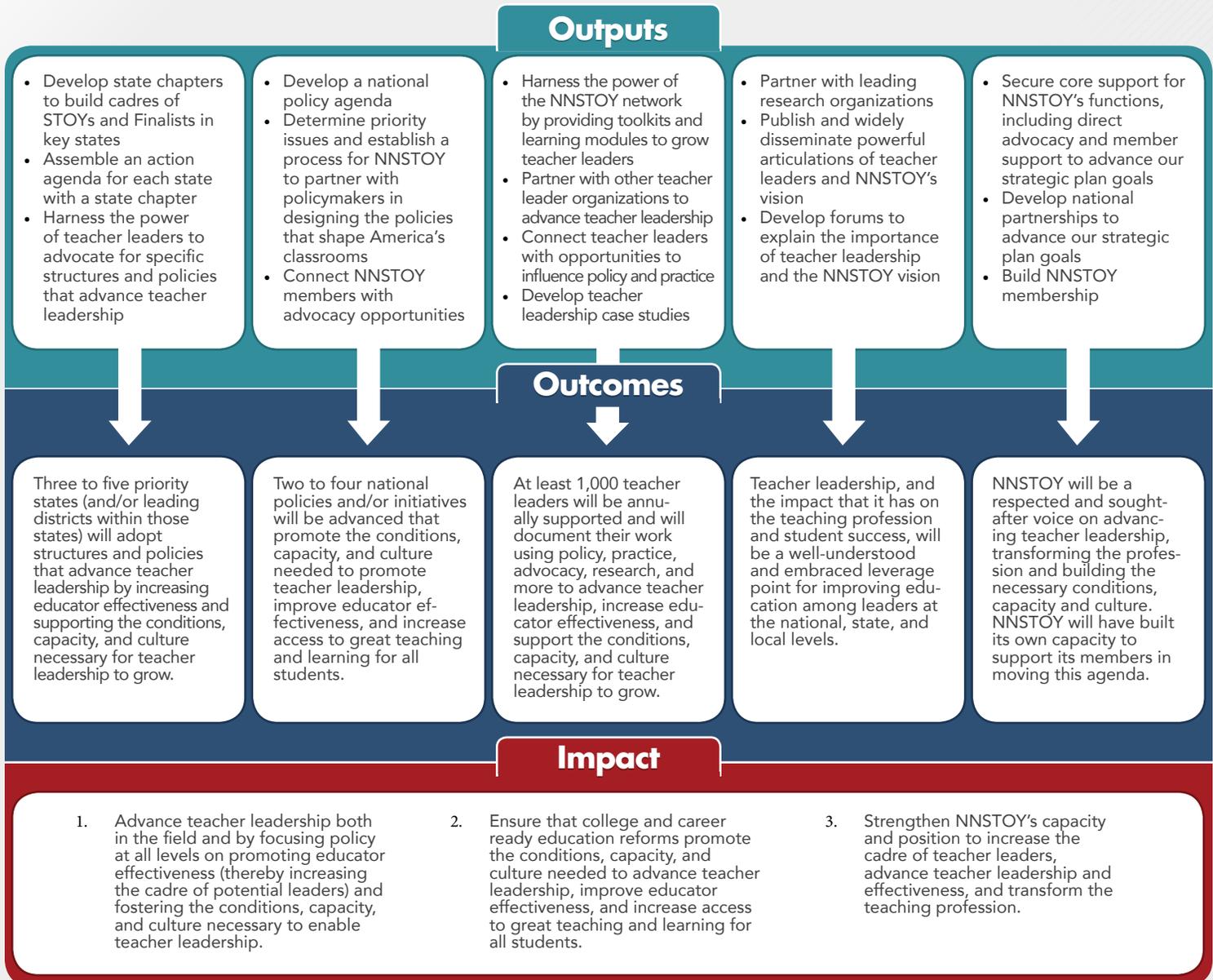
1. Advance teacher leadership both in the field and by focusing policy at all levels on putting great teaching and learning at the center of the education debate; and creating the kind of profession that attracts, develops, retains, leverages, advances, and values top talent.

2. Ensure that college and career ready education reforms promote the conditions, capacity, and culture needed to advance teacher leadership, improve educator effectiveness, and increase access to great teaching and learning for all students.

3. Strengthen NNSTOY’s capacity and position to increase the cadre of teacher leaders, advance teacher leadership and educator effectiveness, and transform the teaching profession.

NNSTOY will pursue these goals through a focused set of strategies designed to further strengthen the teaching practice thereby resulting in preparation of all students for college and career. We will measure our progress through an integrated set of outcomes.

NNSTOY Strategy Refresh Plan



The graphic above summarizes our Theory of Change that will direct our efforts to advance teaching and student learning by transforming the profession.

By conducting research, generating opportunities for teachers to serve as leaders, working with policy makers and influencers to better position educators to have a voice in the decisions that impact our work, NNSTOY will contribute to a culture of dynamic change.

We will continue our work by:

- examining continuums of professional practice;
- providing exemplars for educators to implement rigorous standards into instruction;
- exploring opportunities for teachers to lead and collaborate more effectively with students and colleagues;
- studying impacts of teacher leadership on students, educators, and systems;
- training educators in the skills needed to serve as teacher leaders;
- expanding awareness of the Model Code of Ethics for Educators;
- advancing educator voice in policy making and implementation.

NNSTOY Board of Directors

The Board of Directors is comprised of 14 members, the majority of whom are State Teachers of the Year (STOYs). The Board meets monthly by teleconference, and in person twice annually, to advise staff in the administration and direction of the organization. Their terms are staggered to ensure that the board maintains continuity and always includes experienced members.

Peggy Allan

Illinois STOY 1989

Cheryl Anderson

Vice President for Strategic Initiatives and Community Partnerships for the College of Education, University of Phoenix

Michael J. Brown

Enterprise Recruiter, State Farm

Madaline Fennell

Nebraska STOY 2007
(Secretary)

Eleanor Horne

Vice President, ETS Social Investment Fund (retired) (Second Vice Chair)

Marguerite Izzo

New York STOY 2007
(First Vice Chair)

Kelly Kovacic

California STOY 2010

John Oswald

Vice President and Chief Operating Officer of K-12 Student Assessment Programs, ETS
(Treasurer)

Joshua Parker

Maryland STOY 2012

Christopher Poulos

Connecticut STOY 2007
(Board Chair)

Jon Quam

Director, National Teacher of the Year Program, Council of Chief State School Officers

Rebecca Snyder

Pennsylvania STOY 2009
(Immediate Past Chair)

Bob Williams

Alaska STOY 2009

John I. Wilson

Former Executive Director, NEA

Three Key Focal Points

Policy • Practice • Advocacy



Policy

Rather than being passive receivers of policy decisions that impact the work teachers do in the classroom, NNSTOY is an influential voice in the educational policy arena. NNSTOY has released two policy-related white papers and five policy-related research studies.

Practice

NNSTOY members have been recognized as excellent teachers. They regularly share their teaching expertise with the education community. NNSTOY disseminates information through its many partnerships and communication portals, including its Web site, monthly webinars, weekly newsletter and social media channels.

Advocacy

STOYs advocate for students first and foremost, but also for the profession. NNSTOY has an active Government Affairs Committee and dedicated teacher advocates. NNSTOY members serve in leadership positions in state and Federal government, publish blog pieces in local, state, and national media, and advocate on film through our YouTube Channel, <https://www.youtube.com/user/nnstoy>

Contact Us

NATIONAL NETWORK OF
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1201 Connecticut Ave., NW
Suite 300, Washington, DC 20036

Phone: 609.992.5532

Email: contact@nnstoy.org

Executive Director and CEO:

Katherine Bassett
katherine@nnstoy.org

**Deputy Executive Director
and Chief of Staff:** Bradley J.Hull
brad@nnstoy.org

www.nnstoy.org

