

2024 YEAR IN REVIEW



600+

EDUCATORS & LEADERS



430,000+

STUDENTS IMPACTED



26

SCHOOL/DISTRICT PARTNERSHIPS

INCLUDING:

2

STATES

CALIFORNIA & ILLINOIS

12

DISTRICTS

BAY AREA +
LOS ANGELES

12

INSTRUCTIONAL
LEADERSHIP TEAM
PARTNERSHIPS

8

TEACHER INQUIRY
PARTNERSHIPS

4

NON PROFIT
PARTNERSHIPS

2

SITE AND
DISTRICT LEADER
PARTNERSHIPS



4

NATIONAL
CONFERENCES



3

PUBLICATION
FEATURES



5

THOUGHT
LEADER
INVITATIONS



9

STEP INTO
PRACTICE
TOOLS



530+

WEBINAR REGISTRANTS

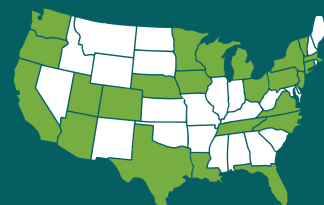
BUILDING ON OUR STRENGTHS SERIES

- + **Strengthen Community:** Recommit to Beginning-of-Year Goals to Cultivate Collective Efficacy and Increase Buy-In
- + **Strengthen Distributive Leadership:** Implementing Leadership Structures that are Transformational, Not Transactional
- + **Strengthen Collaboration:** Transcending the "Culture of Nice" to Subvert Equity Traps in Service of All Students



250+

PLAYBOOKS DISTRIBUTED



27
STATES

+
2
CANADIAN
PROVINCES

LEAD BY LEARNING IMPACT

94%
EDUCATOR
RETENTION

94% of educators plan to continue in the field of education next year

89%
PROFESSIONAL
SATISFACTION

89% of educators are more satisfied in their professional role based on their experience with Lead by Learning

95%
COLLECTIVE
EFFICACY

95% of educators believe that they can make a difference for their historically marginalized students

97%
STUDENT
LEARNING
IMPACT

97% of teachers reported focal student growth

WHAT EDUCATORS ARE SAYING

“

I always love speaking to and hearing from other educators. Their ability to push my thinking in a brave/vulnerable space allows me to stay focused on sharpening one area of my teaching. That allows me to stay focused on what my most marginalized and vulnerable students need.

- Teacher

My collaborative inquiry experiences this year have been invaluable for fostering shared learning, innovative thinking, and a strong sense of teamwork and camaraderie among colleagues, ultimately leading to personal and professional growth.

- Teacher Leader

I have valued witnessing the growth in our teacher leaders on-site. Their demonstrable growth into their roles as instructional leaders has been inspiring. It has led to continued growth and improved practice for the teachers in their departments.

- Site Leader

Public Learning has pushed us to be more open, to allow ourselves to be vulnerable and to admit when we don't know what to do next or how to do it. It has helped build what I see as a very strong team that is focused on improving practice for students.

- District Leader

TOP 4

WAYS WE IMPACTED TEACHERS' INSTRUCTIONAL PRACTICE

- + Increased student talk time
- + Increased opportunities for practice
- + Offered more student choice
- + Increased small-group/partner work

TOP 3

AREAS OF STUDENT GROWTH

96% of focal students were members of historically marginalized populations.

- + Increased connection & belonging
- + Increased engagement in learning
- + Increased academic growth

TOP 3

WAYS WE IMPACTED SITE AND DISTRICT LEADERS' DESIGN OF ADULT LEARNING

- + Increased opportunities for adults to engage in small-group learning conversations
- + Returned more often to their vision and goals
- + Increased discussion on ways to adapt instruction based on student data

TOP 4

COLLABORATIVE MINDSETS AND PRACTICES CULTIVATED BY LEAD BY LEARNING

- + Shared commitment to goals for students
- + Use of conversation moves that push teachers' thinking to identify next steps
- + Design and lead professional learning in partnership with colleagues
- + Vulnerably share authentic dilemmas of practice

CONNECT WITH US

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**LEAD
BY LEARNING**

Understand learning. Improve teaching. Build leadership.
Mills College at Northeastern University

N Northeastern University
Mills College