



Teachers
2Teachers
GLOBAL

Annual Report

2020



Our Vision

We envision a just, equitable world shaped by quality math education.



Our Mission

To build quality math education programs through collaborative partnerships that drive greater social justice.

A Letter From Our Board President

With the onset of the coronavirus pandemic, 2020 was a challenging year for most organizations. Teachers2Teachers Global was no exception. However, through the work of the T2TGlobal Board of Directors, dedicated staff, and the support of many individuals, we have continued to move forward to meet our mission and vision.

In early March of 2020, I was lucky enough to work in El Paredón, Guatemala (at right), with amazing teachers and an incredible group of four other facilitators. Shortly after our return to the States, the COVID-19 outbreak limited travel. T2TGlobal needed to extend its work virtually, and I am pleased to say the leadership team did not miss a beat.

In this annual report you will learn more about our work in 2020. And, we are well underway with exciting activities and plans for 2021!

Finally, I want to thank everyone who has expressed interest in our work and has shown support through volunteering, advising, contributing financially, and participating to help us live our vision!

Linda M. Gojak

Linda Gojak
President Elect, Board of Directors

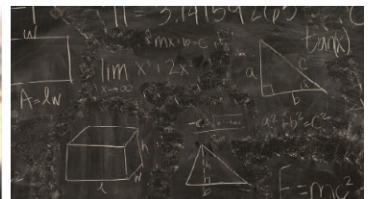
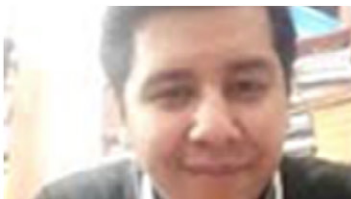
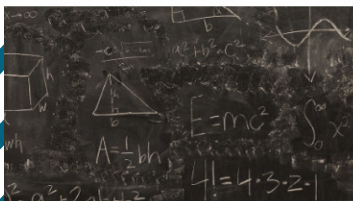
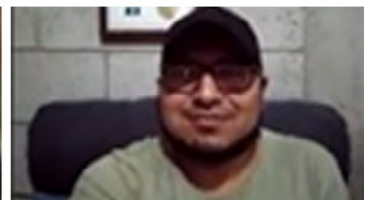
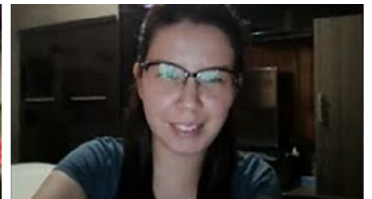
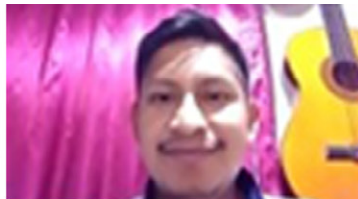




Our Work

Students are unprepared to solve real-world problems. Teachers can change that.

Through grassroots partnerships, we equip educators with world-class teaching strategies. Our collaborative coaching opportunities allow teachers to experience evidence-based instruction. They gain the courage and confidence to apply what they learn with their students, preparing them for the real world. As they share their skills and knowledge with other teachers in their communities, they become leaders — building critical thinking and problem solving for students far beyond their own classrooms.





Our Model



Learn

We invite teachers to explore effective teaching strategies in mathematics to equip students with critical thinking skills for the real world.



Apply

Our coaching strategies lay the groundwork for teachers to grow their own skills as they apply evidence-based best practices in their classrooms.



Lead

Local teacher-leaders build professional networks that inspire their peers to transform their own instructional practice.

*Challenge your thinking.
Change the system.*

Math **4** Antiracism

In response to the killing of George Floyd and the rising outcry, we responded with a new initiative to form a central focus of our work moving forward. We will no longer allow our website, media, or other communications to reflect a culture of white supremacy.

From July 8 to August 9 we held a series of video conversations with leading Black education experts about how quality math education can be antiracist in the US.

Through participation in M4A, US teachers were able to actively reflect on and ultimately plan for the role of antiracism in conjunction with their leadership in the classroom.

The live video conversations were held on Facebook and were followed by a final team reflection to highlight key takeaways.



Dr. Robert Berry
University of Virginia



Dr. Arthur Powell
Rutgers University



Dr. Shelly Jones
Central Connecticut
State University

facebook

4,843 views
5,265 hours viewed

 YouTube

264 views



Pre-Pandemic Program Spotlight



● January: Tanzania Initial Visit

5 days in school

19 teachers

8 schools

5 visiting experts

(from US, New Zealand, Australia)

Survey results:

100%

found the workshops helpful and
would participate in a
similar program again

100%

could use what they had learned with
their students

100%

were interested in learning more about
this style of teaching and
found the workshops different
to any training they'd had before

"The training was well organized and based on student-centered [learning]. It facilitated and provided more room for the learner to explore the logic of the questions and get to know more than cramming."

"Learning is fun so I will try my level best to use teaching aids and materials in order for my lessons to be alive. I will also give more chances to my students to share their ideas, options, suggestions, and different outlooks."



● February: Master Class in Alta Verapaz, Guatemala

2 days of workshops

43 teachers

19 communities represented

60% of teachers showed an improvement in their mathematical understanding



● March: Conference in El Paredón, Guatemala

3 days of workshops and classroom coaching

74 teachers

5 visiting experts from the US



● March: Celebration of the first Girls STEM Club, Guayaquil, Ecuador

32 girls in grades 3-6

5 teachers and 5 volunteers

32 club meetings with STEM projects, field trips, and math game days

"I really like that you teach us math."



COVID-19 Response: Virtual Program Spotlight

● Ecuador: Virtual Coaching

48 one-on-one hours between coaches and teachers

79% of teachers want to continue in the program when offered again

89% of teachers were “completely satisfied” with the program

● Participant Reflections

“Todos los temas me han ayudado a mejorar la forma en que planifico mi trabajo para los estudiantes.”

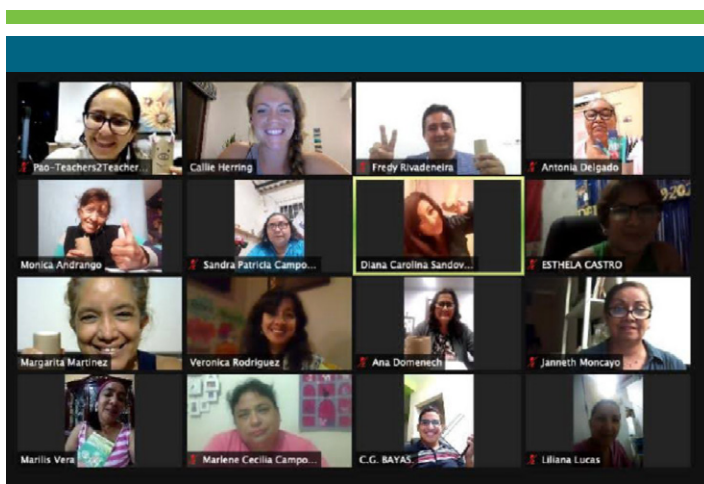
“Me llevo la satisfacción de compartir y aprender juntos.”

“Me sentí muy cómoda en estos espacios, me gusta la facilidad con la que puedes expresarte.”

All the topics have helped me improve the way I plan my work for the students.

I take satisfaction in sharing and learning together.

I felt very comfortable in these spaces, I like the ease with which you can express yourself.



● Guatemala: Virtual Conference

5 days

38 workshops

100% of workshops delivered in Spanish

19 out of 22 presenters were Latin American

108 teachers who participated were new to our programs

87% of teachers said they'd definitely attend another virtual conference

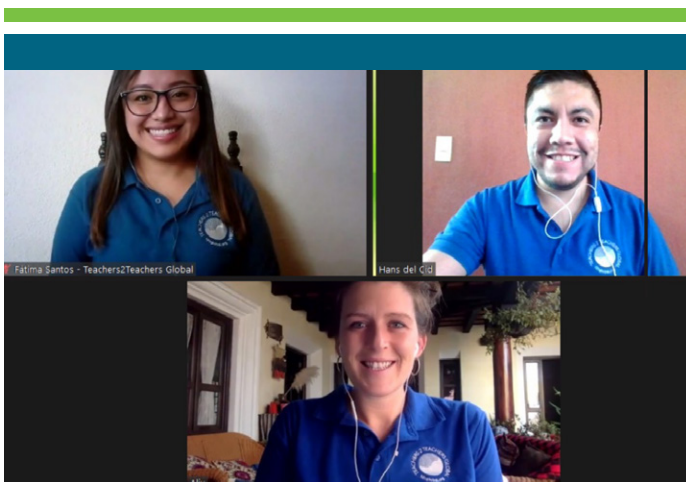
● Participant Reflections

"Me pareció súper práctico el taller, le agradezco ilustrar con problemas de la vida real."

"[Este taller] nos permitió interactuar y compartir nuestros conocimientos con otros así como formas sencillas de enseñar."

I found the workshop to be extremely practical, thank you for illustrating with real-life problems.

[The workshop] allowed us to interact and share our knowledge with others as well as simple ways to teach.



Esthela's Story



Meet Esthela.

She teaches sixth grade at Esperanza de Bastión (Hope of Bastión), a school in a low-income neighborhood in Guayaquil, Ecuador. Her 80 students, grades six through nine, were on summer break when the pandemic began. They haven't been able to return.

Esthela had an existing close connection with T2TGlobal through her participation in programs such as Teacher Trips. Esthela welcomed a visiting US math teacher into her classroom for one week in August 2019. She also attended our professional development Master Classes at her school, and she engaged in regular, informal conversations with our staff about applying research-based strategies.

While under stay-at-home orders, Esthela partnered closely with us to continue learning. She attended virtual Master Classes via Zoom and WhatsApp, one of which included a Ministry of Education official. She focused on learning student-centered best practices in mathematics. By August, she felt ready to share her knowledge as a panelist at our virtual conference.

Esthela participated in a panel discussion: "Educación en tiempos de pandemia" (Education during pandemic times), representing the teacher perspective. Facilitated by a former Secretary of Education, the panel also included a university professor, an educational psychologist, a high school student, and a parent who was also a STEM professional. After the panel, Esthela sent the following message, which has been translated and lightly edited, **"I love my job, I love teaching, and these learning opportunities help me to get better and better."**

Esthela's growth matters for her students because it creates real-world problem-solving skills embedded in social-emotional learning. Student-centered instruction builds the critical thinking that enables young people to transform their communities.

Esthela shared what our support meant to her.

"Las capacitaciones que he recibido de T2TGlobal han sido de gran ayuda al momento de planificar las actividades para los estudiantes sobre todo en estos momentos donde tuvimos que cambiar nuestro enfoque en la enseñanza aprendizaje. He podido aprender nuevas estrategias y herramientas que al ponerlas en practicas han sido de gran éxito con los estudiantes."

The training that I've received from T2TGlobal has been a great help in planning activities for students, above all in the moments [during this pandemic] when we've had to change our focus for teaching and learning. I have been able to learn and apply new strategies and tools that have been really successful with my students.



2020 By The Numbers



15

sessions
held on
Facebook Live



28

new resources
created for
teachers





343

educators
reached in
2020



60

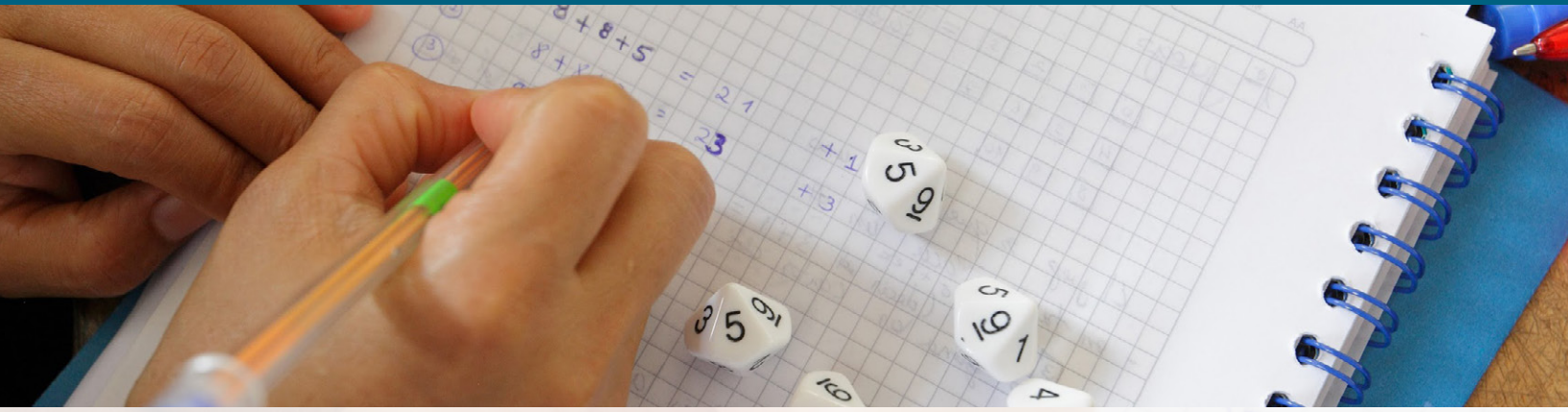
number of hours
of math education
video created
in Spanish



171.75

number of hours of
virtual math
professional
development delivered

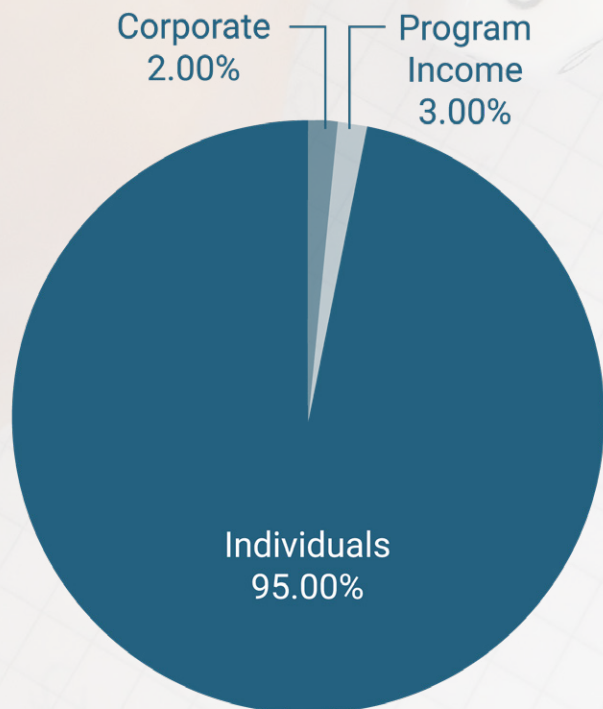
Financials



In 2020, we raised

\$389,766.00 to support our mission

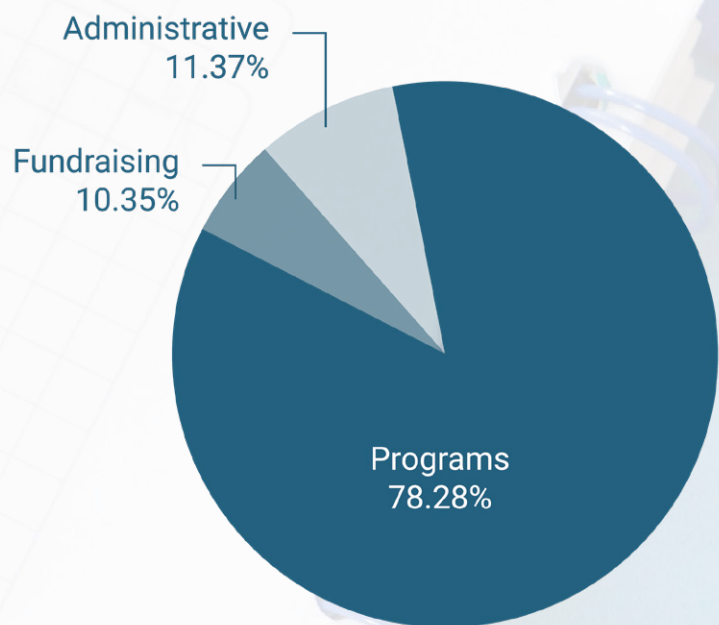
Our Revenue Sources



In 2020, we invested

\$326,389.83 in math education

Our Expenses



LOOKING AHEAD IN 2021

- Expand Math 4 Antiracism program
- Launch the virtual MathMobile program in Guatemala
- Expand virtual coaching with math teachers
- Invest in the Global Math Stories as a helpful resource for teachers

Our Team

Pao Castillo, MEd
Director of Partnerships, Ecuador

Manuela Cea-Poblete, MS
Director of Global Operations

Hans del Cid
Operations Coordinator, Guatemala

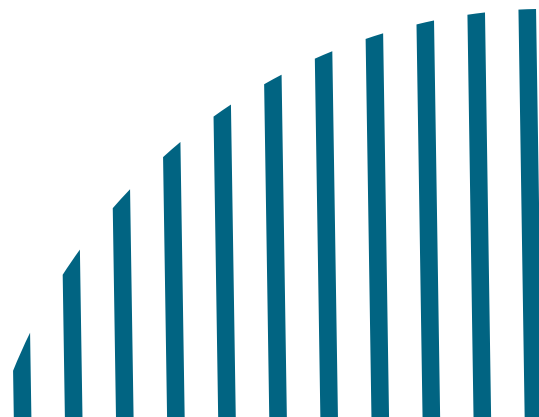
Callie Herring, MA
Director of Global Partnerships

Ali Jones
Executive Director

Fátima Santos
Math Coach, Guatemala

Alix Van Zandt, MA
Director of Programs, Guatemala

Suhailah Waheed
Individual Giving Manager



Board of Directors

Francisco Alarcón, PhD
Professor of mathematics at Indiana University of Pennsylvania

Hunter Bost
Real estate and private equity investor

Cynthia Kastner
Marketing strategist, Board Vice President

Linda Gojak
Board President, Past President of NCTM

Arjan Khalsa
Educational technology entrepreneur

Leon Lamle
Founder of FairRate

Chadd McGlone, PhD
Cofounder of T2TGlobal

Jenny McGlone, PhD
Cofounder of T2TGlobal, Board Secretary

Mary Ollila
Math teacher

Tim Pope, MA
Math teacher, Board Past President

Arthur B. Powell, PhD
Professor of mathematics education at Rutgers University

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Board Treasurer and former Executive Vice President at T2TGlobal

Steven Rasmussen
Mathematics education and publishing consultant

Patrick Scott, EdD
Vice President of Inter-American Committee on Mathematics Education

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Advisory Board Chair and principal researcher at the American Institutes for Research

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Professor of mathematics at Indiana University of Pennsylvania

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Author, speaker, and professor of education

Kyndall Brown, PhD
Executive Director of the California Mathematics Project

Jere Confrey, PhD
Professor Emeritus of mathematics education

Hanna Haydar, PhD
Professor of childhood mathematics education

Maria Hernandez, MS
Mathematics curriculum developer

Kristin Johnson, EdD
School district assistant superintendent

Shelly Jones, PhD
Professor of mathematics education at Central Connecticut State University

Susan Looney, EdD
Founder of Looney Math Consulting

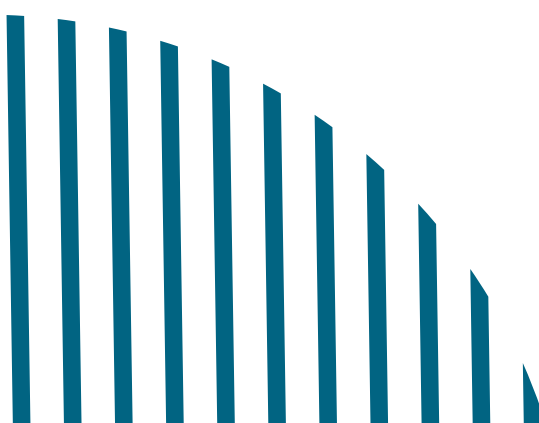
Margarita Martínez, MSIG, MBA, MSc
Founder of ¡Aja! Parque de la Ciencia

Kimberly Morrow-Leong, PhD
Author, researcher, and award-winning mathematics teacher

Arthur B. Powell, PhD
Professor of mathematics education at Rutgers University

Angel Ruiz, MS
President of the Inter-American Committee on mathematics Education

Patrick Scott, EdD
Vice President of the Inter-American Committee on Mathematics Education





**“I take satisfaction in
sharing and learning
together.”**

- Ecuador Participant

“I love my job, I love teaching,
and these learning
opportunities help me
to get better and better.”

- Esthela





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