



# HOPE

IN ACTION:

*Building the Future  
of Learning Ecosystems*

**Marshall  
Street**

2025 IMPACT REPORT

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# Executive Summary

## HOPE IN ACTION: BUILDING THE FUTURE OF LEARNING ECOSYSTEMS

At Marshall Street, we see hope as action. Hope means doing the hard work of reimagining the future of learning in real time, focusing on what's within reach and moving from vision to creation. In a moment where public education is marked by uncertainty, teacher shortages, and unfinished learning, we see an opportunity to innovate and strengthen the system that shapes young lives. When something isn't working, we start building.

As we build what comes next for students and schools, we also remain grounded in our belief that human connection must always be the foundation of learning and excellent teaching, even as technology reshapes how we live and interact. Every idea we design, test, and refine has a single aim: to ensure students feel a sense of belonging and purpose, and are prepared for the world beyond school. From teacher preparation to leadership development to system-wide improvement, our approach centers the voices and experiences of students, families, and educators, turning shared insight into lasting change.

This year, our teams continued to transform learning from the inside out. Through the **Teacher Residency**, we prepared new educators using immersive, relationship-rich experiences that connect coursework to real classrooms. At the **Leadership Institute**, we supported and developed human-centered school leaders who balance rigor with care, creating stable, joyful learning environments for students and teachers alike. Through **CoLab**, we partnered with schools to improve teaching and learning for students at the intersection of race, class, and ability—those who are often furthest from opportunity. And through **Data Partners**, we helped schools turn data into an actionable superpower for schools to improve teaching and learning.

After 15 years of lived practice, we are proud to return to what has always set us apart: developing solutions to locally felt, globally evident challenges in education shoulder-to-shoulder with educators and students. Marshall Street has always turned insight into action—first within Summit Public Schools, then with partners across the nation. Together, we're shaping schools where belonging, foundational academics, and applied learning live side by side. The result is not theory, but progress built in real classrooms and refined with communities. Progress that builds schools where more young people leave with the knowledge, confidence, and opportunity to lead the lives they choose.



Greg Ponikvar  
Executive Director, Marshall Street



Every classroom should have teachers who feel prepared, connected, and inspired. The Marshall Teacher Residency offers a one-year, accelerated teacher preparation program, and is deemed one of the most comprehensive residencies for aspiring teachers in the nation. After nearly a decade of work, the residency has trained 262 new teachers who have earned a credential, providing pathways to single subject and multiple subjects teaching as well as Education Specialist Instruction.

This year marked a milestone for Marshall Street's Teacher Residency Program: In **2025**, the first full cohort of Education Specialist residents completed the program at scale. Fourteen new educators graduated, each earning a credential in one of California's highest-need subject areas and entering classrooms ready to teach, lead, and thrive.



# At a Glance

## Investing in Great Teachers, Transforming Learning

### EDUCATION SPECIALISTS 2024–25

14

Education Specialists  
graduated in 2024–25

86%

identify as global majority

64%

are the first generation in  
their family to attend college

100%

of Education Specialists  
passed the edTPA  
*(measures a candidate's  
preparedness for a K–12  
classroom)*

### ALL PROGRAMS 2024–25 COHORT

60%

of the full cohort identify as  
part of the global majority

54%

of the full cohort are first  
generation in their family to  
attend college

93%

of the full residency cohort  
passed the edTPA on their  
first attempt  
*(national average is 72%)*

### FIRST COHORT TO PRESENT

138

alumni teaching in 2024–25

77%

of alumni are working  
directly in schools

100%

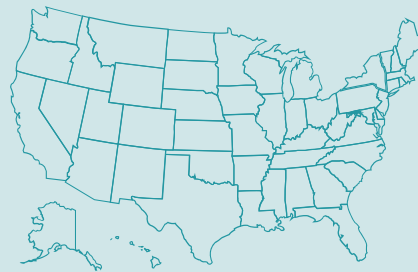
of Black alumni teaching  
5+ years remain in the  
profession

## Why This Work Matters

Across the nation, schools face a shortage of credentialed STEM and special education teachers, a gap that most deeply affects students of color and those from low-income communities. In California, hundreds of classrooms began the year without a fully credentialed teacher in math, science, or special education. The Education Specialist Residency Program was designed to meet this need head-on.

Built in collaboration with partner schools, the full residency creates a long-term, diverse pipeline of educators who represent the students they serve. In fact, looking ahead, the current 2025–26 cohort includes the largest pool of STEM residents to date, a landmark achievement in addressing one of education's most persistent equity challenges.

Studies also demonstrate that teacher representation matters for both student learning and teacher retention. And yet, while more than half of U.S. public-school students are nonwhite, nearly 80% of educators remain white. By comparison, 60% of Marshall Street's residents identify as part of the global majority, a step toward ensuring that classrooms and leadership reflect the diversity of their communities.



Nationally, nearly

**80%**

of educators are white.

By comparison,

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of Marshall Street's residents identify as part of the global majority.

**This is a step toward ensuring that classrooms and leadership reflect the diversity of their communities.**

## How We Build the Future of Learning Ecosystems

Marshall Street's residency model is built on inclusion and guided by four core values:



### STUDENT-CENTERED

Grounded in every learner's growth



### DATA-DRIVEN

Guided by reflection and results



### WHOLE-CHILD

Teaching with empathy and care



### ANTI-RACIST

Centering equity in every classroom

Education Specialist candidates train alongside general education peers, learning with and from each other. This inclusive approach ensures that every graduate—whether teaching general or special education—understands how to meet the full spectrum of student needs.

At Marshall Street, residents are surrounded by mentors who coach and model excellent teaching in real time. These mentors serve as instructors and supervisors, creating a consistent, relationship-rich feedback loop between coursework and clinical practice.

Marshall Street is building a training model where residents don't only learn about great teaching—they practice it daily, supported by a community that helps them thrive.

“

**“My coach has made me feel valued as a human being and a student whenever I have questions. They’ve made me feel welcome in this program — and that goes a long way in helping me do my best work.”**

— 2024-25 Education Specialist Resident

”

## Stories of Impact: Where Are They Now?

Marshall Street is shaping a teaching force that is turning hope into action. These stories highlight what happens when we train teachers who not only enter classrooms ready to teach, but also ready to lead.



**Katherine Gonzalez**

Education Specialist, Alliance College-Ready Public Schools  
Residency Class of 2025

Katherine began as a math teacher before discovering her passion for special education. After completing her residency at Alliance, she was hired full-time.

**“The Marshall Teacher Residency truly invests in your growth and preparation. The program’s structure, which balances theory with hands-on practice, helped me develop confidence and competence at a sustainable pace. I learned how to reflect on my teaching, respond to feedback, and implement strategies that meet the needs of diverse learners; skills that I carry into my classroom every day.”**



**Arianna Kossie**

Education Specialist,  
Ánimo Compton (Green Dot Public Schools)  
Residency Class of 2025

Arianna joined the program after serving as a substitute teacher and completed her residency at the same school, Ánimo Compton. Hired immediately after, she’s now recognized for her classroom leadership and care that rival those of veteran teachers.

**“I really love how aligned the coursework is with what’s going on at school. It has really made a difference in how I’ve processed the research!”**



# Marshall Leadership Institute

## EXPANDING THE EMERGING LEADERS PROGRAM

We believe thriving school communities begin with educators who lead with compassion, joy and clarity. Through the **Marshall Leadership Institute (MLI)**, we're preparing leaders to nurture schools where both students and teachers grow and thrive, for the long-haul. Since 2019, MLI has equipped more than **300 leaders across 60+ schools and eight states**, translating years of learning from Summit Public Schools into a human-centered leadership program born in real schools with real outcomes.

In 2025, MLI took a bold next step, launching the Emerging Leaders Pathway nationally to meet the growing demand for prepared, values-driven school leaders. The **Emerging Leaders Pathway** is a **10-month cohort program** that helps teachers explore leadership with eyes wide open. Through self-reflection, coaching, and practice in real schools, Emerging Leaders develop the clarity and resilience needed to lead others, while staying rooted in the classroom.



# At a Glance

## 2025–26 EMERGING LEADERS SNAPSHOT

23

fellows representing charter and district schools



Spanning **7 states** and **15 campuses**

**8** virtual full-day sessions and  
**2** in-person convenings



High-performing teachers nominated to enroll by **principals, superintendents, or CEOs** — a signal of long-term investment from their school systems

## DEVELOPING PEOPLE, STRENGTHENING SCHOOLS

85%

of alumni move into leadership roles within three years

98%

of Emerging Leaders agree the program is critical for developing their leadership skills

100%

would recommend Emerging Leaders to their colleagues

60%

identify as part of the global majority, building diverse leadership pipelines

## EXPANDING REACH AND RELEVANCE



Fellows from 7 states built **cross-sector relationships** between district and charter leaders



Fellows reported **significant growth** in self-awareness, clarity of vision and values, confidence and instructional coaching effectiveness



Principals noted **stronger leadership presence** in Fellows and **improved school culture**

## Why This Work Matters

Across the nation, schools face a leadership crisis that ripples through classrooms.

- 1 in 5 urban schools loses a principal each year.
- Each transition costs districts around \$75,000, not counting the toll on culture, teacher turnover, and ultimately lower student outcomes.

Too often, leaders step into their roles without preparation or sustained support. Many professional development programs focus narrowly on teacher coaching or operational compliance, leaving few opportunities for leaders to grow as people and become leaders who nurture entire school communities. The Emerging Leaders Pathway rewrites this narrative by offering human-centered, relationship-rich development that increases clarity, retention, and impact.

Providing an intentional pathway for leaders to develop skills, self-awareness, and work alongside peers has proven to build healthier teams and increase leader retention.

### CREATING SUSTAINABLE PIPELINES

- Opening Emerging Leaders to national partnerships enables districts and networks to sponsor their own teachers, turning professional learning into a strategic investment and providing aspiring leaders with learning opportunities beyond their own classroom or school.
- Emerging Leaders build a lasting community of problem-solvers who help alleviate silos and solve for isolation to burnout, which are all too pervasive in leadership roles.
- Partner schools report higher staff satisfaction and retention.

Through this work, MLI is growing leaders who bring stability and trust to their communities, cultivating more stable learning environments for students.



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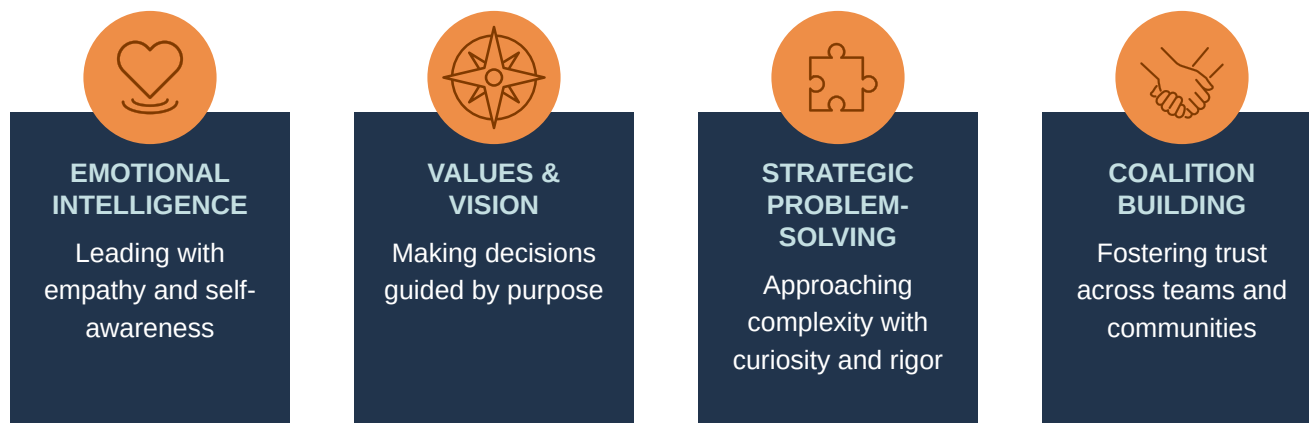
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# How We Build the Future of Learning Ecosystems

MLI invests in teachers before they formally lead, building leadership pipelines and changemakers from within, and reducing turnover that disrupts student learning.

The program develops four durable leadership competencies that sustain leaders even as schools evolve:



Through this model, MLI creates a continuum of leadership development that cultivates diverse, human-centered leaders who guide schools with both effectiveness and care.

## Participant Spotlights: Leadership in Action

Marshall Street sees leadership as the most enduring lever for equity and student success. This is hope in motion, a future of learning built one leader, one classroom, and one community at a time. These stories illustrate what happens when leadership development is human-centered and hope-driven.



**Nicholas Woodruff**

### ALUMNI SPOTLIGHT

#### EMERGING LEADERS CLASS OF 2025

*Former HS Humanities teacher & current Dean of Operations at Summit Atlas*

**“Through the Emerging Leaders Program, I developed a deeper understanding of my values and learned how to put them into action. The real-world leadership experiences I gained continue to shape my confidence and decision-making today as a new school leader.”**



**Duran Naicker**

### CURRENT FELLOW SPOTLIGHT

#### EMERGING LEADERS CLASS OF 2025/26

*5<sup>th</sup> grade Humanities teacher, Rocketship Futuro Academy*

**“The Emerging Leaders Program challenged me to look within, lead with purpose, and inspire change beyond myself.”**

## Beyond the Emerging Leaders Program

In 2025, MLI continued to strengthen the broader leadership ecosystem through targeted programs and partnerships:

- **Regional Cohorts:** Supporting school leaders to build shared routines and internal capacity
- **Customized Pipeline Development:** Partnering with systems to design lasting, in-house leadership programs
- **Personalized Coaching:** Providing one-on-one guidance on emotional intelligence, instruction, and sustainability
- **Public Thought Leadership:** Sharing MLI's model nationally to advance wellness, preparation, and retention







*IGNITE Nashville co-planning teachers and teams come together during their Year 2 kickoff event*

# Marshall CoLab

## LAUNCHING THE IGNITE NETWORK — BUILDING INFRASTRUCTURE FOR LASTING CHANGE

We believe lasting change in education happens when schools learn and lead from within. Through **Marshall CoLab**, Marshall Street partners with educators and systems to turn that belief into action—leveraging collective knowledge and shared ownership to build real solutions that close opportunity gaps for our most vulnerable while benefiting all students.

In 2024, CoLab launched the **IGNITE Network**, a multi-state initiative designed to strengthen outcomes, experiences, and environments for Black and Latino students with disabilities experiencing poverty. IGNITE connects schools, regional partners, and practitioners in a shared effort: to collaboratively create enduring, locally led systems of learning.

In its first year, IGNITE partnered with **28 schools across five states**, engaging **11,000+ students** and **100+ educators**. Together, participants implemented three proven, Research-to-Impact practices developed with practitioner experts within CoLab's earlier improvement networks:

- **Co-Planning for Differentiated Instruction**: General and special educators plan together to meet every student's needs.
- **Routine Data Cycles**: Teachers regularly analyze student data, focusing on subgroups, to identify trends and design proactive instructional interventions.
- **Repeated Reading**: Educators use structured, short reading routines to strengthen fluency for secondary readers.

CoLab believes educators, schools, and communities hold the power to drive lasting change. Guided by this belief, we launched IGNITE to partner with them and co-create the systems and supports that sustain learning and equity long after CoLab's support ends.

## Why This Work Matters

Across the nation, students with disabilities continue to face deep and persistent opportunity gaps. On national reading and math assessments, they score 28–40 points lower than their peers and graduate at rates nearly 20 percentage points lower.

And this gap is more profound for students with disabilities who sit at the intersection of race and class.

Even more striking, only half of general education teachers believe these students can achieve at grade level, despite research showing that nearly all can when provided the proper supports.

The **IGNITE Network** was created to change that story. It bridges the space between research and practice, and between promise and permanence. By helping schools embed proven practices into their everyday systems, IGNITE offers a model for improvement that grows from within and allows schools to shape and own the practices that accelerate learning and close achievement gaps.

At its heart, this work is about possibility—equipping educators to see what’s possible for every learner, and building the shared capacity to make it real.



On national reading and math assessments, students with disabilities score

**28–40**

points lower than their peers.



Students with disabilities graduate at rates nearly

**20%**

lower than their peers.



**Only 50%**

of general education teachers believe these students can achieve at grade level, despite research showing that nearly all can when provided the proper supports.



# At a Glance

## TRANSFORMING MINDSETS

100%

of educators found IGNITE practices valuable for meeting the needs of students with disabilities and improving learning for all students

95%

of educators and site leads reported stronger confidence in supporting diverse learners



Leaders described a cultural shift from compliance to *continuous learning and shared accountability*

## IMPROVING STUDENT OUTCOMES



*Course passage rates improved across all student groups* in co-planning classrooms in Year 1



Students engaged in Repeated Reading showed *measurable gains* in overall reading proficiency



At Collegiate G.W. Carver, 9th graders achieved the *highest reading growth* in the school's history in SY24–25

## BUILDING CAPACITY FOR THE FUTURE

Trained and equipped over

40

school system leaders to spread CoLab's practices, tools, and routines across their own communities

97%

of leaders said IGNITE connected them to a professional community and learning that deepened their growth as leaders and educators

93%

of site leaders reported greater confidence to lead practice implementation after participating in the IGNITE Network.

At our Founder sites – CoLab's longest-standing partners – IGNITE classrooms attained a *near closing of achievement gaps* between students with and without disabilities.



## How We Build the Future of Learning Ecosystems

The first year of IGNITE reaffirmed a core truth: lasting change depends on local ownership. The schools that made the most progress weren't simply implementing new strategies; they were building systems that learn using ongoing cycles of reflection, collaboration, and growth.

CoLab's role is shifting from delivering direct support to cultivating regional capacity and leadership, ensuring that the work endures within communities. This is how we do it:



### ROUTINIZING LEARNING

Building data-driven systems and routines that help teachers and leaders continuously improve and sustain growth over time.



### INVESTING IN CAPACITY, NOT DEPENDENCY

Developing regional leaders who drive local implementation and lasting ownership of the work.



### TURNING BEST PRACTICE INTO STANDARD PRACTICE

Embedding research-based strategies into daily habits that make effective practice the norm.



### DESIGNING FOR EQUITY AND ADAPTABILITY

Centering students furthest from opportunity while building systems that stay true to core principles and flexible in approach—so effective practices honor local context and benefit every learner.

Through this approach, CoLab transforms improvement from something done to schools into something built by schools—proof that when systems are designed to learn, progress lasts.



# From Partnership to Ownership: How CoLab Work Lives On

What began as CoLab partnerships has grown into locally led movements. These stories demonstrate what happens when you balance partnership with ownership, resulting in schools that are steering their own work and expanding it far beyond the original footprint.



## GREEN DOT PUBLIC SCHOOLS:

*From One Classroom to a  
Networkwide Movement*

What began as a small pilot at Ánimo Watts in 2021–22 has become a literacy movement across Green Dot Public Schools California. Through the Repeated Reading practice—first developed and refined in partnership with Marshall CoLab’s earlier improvement network—Green Dot has built a powerful approach for strengthening students’ reading fluency and confidence. Today, the practice reaches 14 schools and hundreds of students, with plans to expand to all 18 schools next year.

In partnership with CoLab, IGNITE, and peers like Collegiate Academies, Green Dot is scaling what works while deepening its own systems for learning. The network has also woven CoLab’s team huddles and data routines into daily practice—building schools where continuous improvement lives in the work itself.



## IGNITE NASHVILLE:

*Partnering to Power Regional Change*

Launched in October 2024 and led by Tennessee SCORE and the Diverse Learners Cooperative, IGNITE Nashville is already demonstrating how regional collaboration can accelerate instructional improvement. Through Marshall CoLab’s training and ongoing coaching, Nashville’s leaders are leveraging the IGNITE model to build a strong community of educators who are growing their co-planning mindsets and practices across the city.

By drawing on CoLab’s national network, Nashville is able to adopt proven tools, routines, and materials from other IGNITE regions while tailoring them to local priorities—ensuring schools aren’t starting from scratch. In its first year, IGNITE Nashville has begun establishing consistent coaching routines, data-informed team huddles, and shared learning structures that are building habits, deepening capacity, and strengthening cross-school collaboration. Together, CoLab, SCORE, and DLC are laying the foundation for a sustainable regional system that empowers educators and expands high-quality co-planning practice to benefit more students across Nashville.

## What Else We Were Up To In 2025

In 2025, CoLab didn't just grow inside schools — we deepened our impact across the education community so more leaders can adapt and scale what works:

- **Advancing the Field:** Translating network learning into actionable resources — including new [briefs](#), [spotlights](#), and toolkits — that help leaders adapt and scale effective practices.
- **Public Thought Leadership:** Sharing insights at national conferences and through published [articles](#) and [interviews](#) focused on collaborative improvement and equitable learning.
- **Refining IGNITE Tools for Scale:** Streamlining and strengthening implementation materials based on direct educator feedback to make it easier for schools and systems to bring IGNITE practices to life.
- **Building the Hub Infrastructure:** Hosting leadership retreats and quarterly sessions to equip regional intermediaries with the skills and tools to support improvement locally.

We achieved all of this while undergoing one of our biggest shifts yet — transitioning to a regional model of capacity building. With that transition well underway, we're entering 2026 ready to expand our reach: welcoming seven new schools, bringing practices to more classrooms, and nearly doubling the number of teachers and students engaged — all as we continue to strengthen systems and refine tools for scalable, sustainable impact.



“

“The network has provided a rich space for educators and leaders to connect, share best practices, and learn from each other's successes and challenges. This collaboration has sparked new ideas and strengthened our instructional approaches.”

“IGNITE has given us the structures to systematize co-planning in a meaningful and transferable way across our campus.”

”





# Marshall Data Partners

## BUILDING THE INFRASTRUCTURE FOR SCHOOLS THAT LEARN

Every school deserves the tools to understand its own story. Marshall Data Partners, launched in 2025, turns that belief into reality by helping schools transform disconnected data into an actionable superpower.

Built on two decades of innovation at Summit Public Schools, this initiative gives schools access to world-class data infrastructure at a fraction of the usual cost. Each partner organization is paired with a dedicated data engineer who helps design and maintain systems that bring clarity and confidence to daily decision-making.

The work unfolds in three phases:

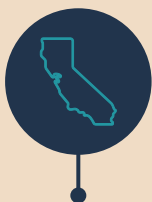
- **Consolidate data in one place:** Unify information from every system into a single, secure data warehouse.
- **Equip teams with access and dashboards:** Provide educators and leaders with tools they can use immediately to inform instruction and support.
- **Make the connection:** Automate repetitive processes, improve accuracy, and free educators to focus on what matters most: their students.

The goal is simple but powerful: schools not only collect data, but truly learn from it. And when the partnership ends, the infrastructure remains, leaving each school stronger, more connected, and better prepared to grow.



## At a Glance

In its first year, Marshall Data Partners is showing what's possible when schools gain the tools and trust to turn information into insight:



Six early partners in California piloted the model in 2025, representing over 2,500 students.



Each partner is working with one of our dedicated engineers to achieve full data-warehouse integration.



Early indicators of this work show that partner organizations are saving significant time reducing manual reporting, and improved their ability to track student outcomes in real time.

## Why This Work Matters

Across the nation, schools are data-rich but information-poor. Attendance, grades, IEPs, and assessments live in separate systems that rarely connect. This fragmentation wastes time, obscures patterns, and limits a school's ability to focus on students who need the most support.

When teachers and families can't access clear, timely information, it erodes trust and makes it harder to respond to student needs in real time. The problem is widespread: fewer than half of states consistently use student data to inform instruction. For schools serving high-need populations, manual reporting and compliance demands often crowd out the reflection and collaboration that actual improvement requires.

Marshall Data Partners was created to close this gap, giving schools the infrastructure that excellent teaching, transparent communication, and continuous learning depend on. When schools can truly see their data, they gain a more comprehensive picture of their students.



Fewer than

**50%**

of states consistently use student data to inform instruction.

**Data should empower, not overwhelm.**



# How We Build the Future of Learning Ecosystems

Marshall Data Partners reflects the same spirit that runs through all of Marshall Street's work: start where schools are, build capacity together, and leave networks stronger.



CAPACITY



LEARNING



EQUITY

By helping schools understand and act on their own data, we're creating ecosystems that learn—self-sustaining, equity-driven networks that can adapt, improve, and ultimately deliver better outcomes for students. With Data Partners, schools don't just collect data; they learn from it.

And by strengthening local capacity and trust in data, our work is more than a technical solution—it's an investment in human potential. The result is infrastructure and information that make every student's growth visible and equip every educator with the insight to help them thrive.

## Spotlight: Data Partnership in Action

Behind every dashboard is a story of educators transforming information into insight—and insight into better learning for students. These stories demonstrate the early impact and potential of education when schools harness the power of data and information.



*Envision Schools (CA)*

**Focus Area:** Consolidating multi-school tracking for enrollment, attendance, and absenteeism in real time.

**Result:** School and network leaders are able to monitor progress on key enrollment and attendance metrics against their year-long targets and intervene earlier than ever before when they look off-track. This is compared to previous years where some data points didn't get pulled until needed for state reporting later in the year, and by then, it's often too late to make meaningful progress on them.



*Yu Ming Charter School (CA)*

**Focus Area:** Streamlining data processes to enable leaders to focus on analyzing data rather than wrangling data.

**Result:** School leaders are reviewing data in breakdowns they weren't previously able to do and making more informed decisions regarding interventions.

## *What Else We Were Up To In 2025*

Beyond its pilot partnerships, the Marshall Data Partners team focused on building the foundation for long-term growth and shared learning:

- **Developed a reusable codebase and integration library** to speed future onboarding.
- **Built training modules** to equip district and network staff to maintain their own data infrastructure after the partnership.
- **Shared early learnings** with peer networks and partners to advance equity and continuous improvement.



# Introducing Marshall Street's Newest Leader

We're thrilled to welcome Dan Effland to the Marshall Street team as Senior Director of Innovation.



*With extensive leadership experience at Summit Public Schools as a changemaker (serving as the Dean of Culture and Instruction at Summit Sierra High School, the Executive Director for Summit Atlas High School, and on the Network Leadership Team for the full Summit Public Schools CMO), we're looking forward to all the ways he will bring his ambitious and visionary perspective to Marshall Street.*

I've always been most inspired by learning in community. When I saw firsthand how schools could change lives, I pivoted from a career in music in Chicago to train to become a teacher and, ultimately, a school leader. Now, as the world is changing rapidly around us, I'm most energized by the opportunity to shift from leading my school community to scaling innovative learning solutions that help all communities thrive.

As I join the team at Marshall Street, I am thrilled to serve as the first Senior Director of Innovation, helping shape the next generation of learning and development. I will work alongside students, educators, and families to design, pilot, and scale learning models that prepare every Summit graduate to lead a fulfilling life in an ever-evolving world.

Our goal is bold but simple: By 2031, every Summit school will be a Future Ready School—a community-anchored model powered by real-world learning, flexible use of time, and AI-enabled tools and systems that serve to place an even greater emphasis on human relationships.

This is an ambitious goal, but one that is well within our reach, and emblematic of our identity as Summit Public Schools. We will invest in innovations at every layer—human, technical, and cultural—to prepare young people for the world they are actually living in. We're all seeing how AI is reshaping every industry, and education is no different. The key is to use it in the service of people—aligning tools, time, and relationships with the enduring goal that every student feels seen, supported, and prepared for the life they choose..

In the year ahead, my focus is threefold:

- **Develop the vision.** Co-create a shared definition of "Future Ready" that is grounded in community voice, teacher expertise, and student experience.
- **Build the foundation.** Develop tools and systems that make innovation equitable and sustainable across all schools.
- **Pilot in practice.** Launch real-time learning pilots in our schools, turning innovation into collective learning across the network.

As these priorities come to life this year, we will remain steadfast in our belief that innovation at Marshall Street isn't solely a theory; it's about action. Moving from vision to action is what drives us, all while centering the voices of students, families, and educators.

From my years as a school leader, I've seen what students and families want most: schools that feel engaging, purposeful, and connected to the real world. I haven't lost sight of human connection, and a relationship-rich, responsive model remains the foundation of excellent teaching and learning. At the same time, I am also excited about the idea of how AI and educational innovations can catapult us into a new age of learning.

To some, the next education revolution may feel daunting. Disruptive. Hard to fathom. But it's also a moment of possibility. A unique opportunity when technology and creativity can help us reimagine what public education can be.

I look forward to all we will accomplish as we continue to build on our collective mission at Marshall Street. Together, we are inspiring the next evolution of learning, one grounded in connection, innovation, and hope.