When we Focus on Teachers our students succeed
Dear Friends,

Last year NTC supported new teacher induction programs across the country, improving the learning of over 1.275 million students. In order to magnify our impact, we made the strategic decision to concentrate on partnering with states and districts willing to implement induction programs with multiple touch points. We’re pleased to report that decision paid off, and in 2011-12 NTC supported over sixteen comprehensive programs in addition to hundreds of smaller interventions. We discuss three of these programs in this report.

Generous assistance from philanthropic partners helped us build out both our programmatic work and our technology-based solutions, allowing us to reach more new teachers while strengthening client services. The nation’s renewed focus on teacher effectiveness has raised issues about teacher evaluation. We’re pleased that NTC’s standards-based assessment tools and professional development provide a critical link between evaluation and the feedback needed for teacher growth.

We’re proud of our progress, and we know we can’t stop here. Our goal is to ensure that every student in American has the opportunity to learn from a great teacher—and that every teacher works in a school environment conducive to teaching and learning. We’d like to take the opportunity to thank you for your support and hope you’ll continue to join us. When we focus on teachers, our students succeed.

Lance Fors, Chair, NTC Board of Directors
Ellen Moir, CEO and Founder

Front Cover Photo: Hillsborough Public Schools.
Why Teacher Induction Matters

The U.S. needs to hire 2 million new teachers by 2020.

New, inexperienced teachers are disproportionately assigned to low-income districts.

46% of all new teachers leave the profession within 5 years. This revolving door costs U.S. schools $7.3 billion annually.

Teacher induction helps new teachers become better faster and ensures all students have access to a great teacher.

Investing in support for the growing number of new teachers and school leaders is the greatest opportunity for change in education today.
Advancing Great Teaching

NTC improves student learning by accelerating the effectiveness of new teachers and school leaders.

- **Teacher Induction**: NTC trains expert teachers to mentor new teachers, improving new teacher practice and retention and expanding career pathways for mentors.

- **Principal Induction and Support**: NTC coaches school leaders to become strong instructional leaders and to create school climates in which learning thrives.

- **School Districts**: NTC partners with states and school districts to build their capacity and to develop robust and sustainable induction programs.

- **Influencing Policy**: NTC advocates for high-quality teacher induction and works to improve school teaching and learning conditions.

NTC services develop district teacher talent and leadership: the result is improved student achievement.
In 2011-12, NTC’s on-the-ground induction programs prepared 4,295 new teacher mentors to accelerate the effectiveness of 15,164 new teachers, positively improving the learning of 1,275,400 students. In addition, 2,956 new school leaders were supported by 349 leadership coaches.

eMSS—NTC’s online mentoring program for science, math, and special education teachers—an increased its reach almost three-fold to support 356 new teachers and impact approximately 42,360 students.

NTC joined the 100Kin10 movement, committing to support 15,000 new STEM teachers over the next 10 years.

Of clients surveyed, 97% rated NTC professional development highly. 97% of school administrators agreed that NTC-trained mentors positively influenced teacher practice.

NTC worked at the state-level in eight Race to the Top states.

NTC’s Teaching and Learning Conditions Initiative surveyed 229,499 educators regarding their working conditions, received responses from 166,711, and provided data for 4,256 schools.


NTC received a $13.9 million federal SEED grant over three years for work in Hillsborough County Public Schools. NTC was one of three winners nationwide.
Building Talented Teachers Across the Country

In 2011-12, NTC provided on-the ground induction programs, online mentoring, policy development, and teaching and learning conditions initiatives across the country.
Deepening Impact

NTC programs are a proven, cost effective means of developing district talent and leadership—with the goal of advancing student achievement. In 2011-12, NTC focused on engaging with state and district partners to introduce a comprehensive approach to teacher induction. This approach includes multiple interventions across the wider system of talent management: program consultation, new teacher induction, new principal coaching, and evaluation of program impact.

This report highlights three comprehensive programs and illustrates how induction programs improve student learning by accelerating the effectiveness of new teachers and school leaders.

A federally funded randomized controlled trial found that beginning teachers who received two years of induction produced greater student learning gains when compared with those who received less intensive mentoring. Gains are equivalent of a student going from the 50th to the 58th percentile in math and from the 50th to the 54th percentile in reading.

- Institute of Education Sciences (IES) and Mathematica Policy Research

### 2011-12 Comprehensive Induction Programs

1. Austin Independent School District, Austin, Texas
2. Boston Public Schools, Boston, Massachusetts
3. Chicago Public Schools, Chicago, Illinois
4. Escambia County School District, Pensacola, Florida
5. Fargo Public Schools, Fargo, North Dakota
6. Guilford Public Schools, Guilford, North Carolina
7. Hawaii State Department of Education, Honolulu, Hawaii
8. Hillsborough County Public Schools, Tampa, Florida
9. Kansas State Department of Education, Topeka, Kansas
10. Los Angeles Unified School District, Los Angeles, California
11. Minneapolis Public Schools, Minneapolis, Minnesota
13. Rhode Island Department of Education, Providence, Rhode Island
14. Santa Cruz/Silicon Valley New Teacher Project, Santa Cruz, California
15. Tulsa Public Schools, Tulsa, Oklahoma
16. Volusia County Schools, DeLand, Florida

### Comprehensive Induction Leads to Student Achievement Gains

<table>
<thead>
<tr>
<th></th>
<th>MATH</th>
<th>READING</th>
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<tbody>
<tr>
<td></td>
<td>prevailing</td>
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</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
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<tr>
<td></td>
<td>2 year induction</td>
<td>2 year induction</td>
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<tr>
<td></td>
<td>58%</td>
<td>54%</td>
</tr>
</tbody>
</table>

prevailing induction (control)  
2 year induction (treatment)
The Rhode Island Department of Education (RIDE) has committed to a vigorous induction program where the state’s best teachers are coaching its newest teachers. RIDE recognized that existing induction support for new teachers varied from district to district, and they knew they needed a program with sufficient rigor if they were going to meet their learning goals. In 2011, following their successful Race to the Top award, they contacted NTC to develop a pioneering induction program that would support first year teachers throughout the state. The program launched in July of that year.

### Identifying Exceptional Teachers

In partnership with NTC, RIDE established the criteria for their new induction coaches, interviewed one hundred applicants and selected seventeen. Induction coaches were released from their teaching assignments for two years and assigned a portfolio of beginning teachers. Coaches were generalists, who met weekly with teachers across the curriculum to observe, model, and advise: throughout, a focus on student learning was maintained.

Our induction coaches help set the course for the careers of our newest teachers, and their work will have a tremendous effect on the learning of thousands of students in Rhode Island. With this program, we’re investing in what we know works.

*Deborah A. Gist*
*Education Commissioner, Rhode Island Department of Education*

**2011-12 Program Overview**

- Students served: 7,006
- Beginning teachers served: 262
- Full-release induction coaches: 17
- Average caseload: 1:15
- Average years teaching (range: 5-37): 15.6
- Average number of schools induction coaches work in: 8
Coaching Adult Learners

Recognizing that coaching adults requires different skills from teaching students, induction coaches attended four, three-day workshops that provided a foundation in coaching, observing, and assessing the practice of their beginning teachers. Bi-monthly Induction Coach Forums with the entire group provided opportunities to pose and solve problems.

Extending the Reach of the State’s Best Teachers

RIDE’s induction coaches have gained a new perspective on their profession and value the multiplier effect of their new assignments: as coaches they’re using their experience and expertise to impact student learning in the classrooms of every beginning teacher they support.

Looking Forward

Site administrators are enthusiastic about the program and the results they’ve seen in their beginning teachers. In 2012-13, the program will grow to serve 450 beginning teachers and 27 full-time induction coaches, reaching all first year teachers statewide and providing continued support for second year teachers in the urban core.
Lillian Turnipseed has been a teacher for thirty-eight years. This past year she’s had a new job: sharing her experience and fierce commitment to teaching with her newest colleagues as one of RIDE’s Induction Coaches.

Because she enjoys helping people grow professionally, Lillian found the coaching program with its emphasis on building collaborative partnerships a complement to her professional interests. “What stood out at Lillian’s interview was her dedication to the teaching profession,” said Hilda M. Potrzeba, RIDE’s Educator Quality and Certification Specialist who oversees the program. “She is a model teacher who treats each year with excitement and dedication.”
Turnipseed works with fourteen beginning teachers, meeting with three to four a day. She observes classes and during a follow-up session with the teacher offers tips on classroom management and student engagement. Often she listens and allows teachers to reflect. “It’s not always about giving advice,” she says. “Often, listening and allowing the teacher to talk through the situation is more important.” The reward, she claims, is observing her new teachers grow. She is pleased to note that as the teachers gain confidence, the coaching conversations turn to topics that impact learning such as student differentiation and project-based learning.

As a coach of beginning teachers, Lillian appreciates the opportunity to increase her impact. “Being a coach has shown me how instructional strategies can be incorporated across content areas. I’m delighted when I observe a strategy in a math class and see the same strategy in a science class the next period. Because teachers share the same students, I feel that I’m helping make learning more meaningful as I facilitate these interdisciplinary conversations.”

She tells her new teachers what she used to tell her students, “I’m not teaching you for now. I just have you now. I’m teaching you for later.” Turnipseed’s new teachers are learning skills that serve them now and will contribute to a lifetime of success as talented teachers.
A seven-year partnership between NTC and Chicago Public Schools (CPS), the nation’s third largest school district, continues to deliver results in teacher effectiveness, retention, and student performance. Recognizing that students do not have three or four years to wait for their teachers to develop, nor do teachers have years to wait for new principals to become skilled in leading schools, CPS committed to investing in a comprehensive induction program managed by NTC. Despite budgetary challenges and a complex urban setting, the program continues to grow and is now integrated into CPS’s Human Capital Management strategy, a comprehensive approach to recruiting, supporting and evaluating educators.

Improving Teacher Retention and Effectiveness

In 2006, NTC was brought into CPS to turn the tide of chronically low student achievement. The district was losing up to four out of every five new teachers they hired, and district leaders knew low student outcomes were related to the high teacher turnover. Under the direction of Arne Duncan, then CEO of CPS, the district approached NTC about implementing an induction program. The resulting two-year program supports all new-to-the-profession teachers in CPS. A Summer Academy introduces new teachers to the district and, once school starts, trained coaches provide on-the-job support. Since the program began, NTC has served 2,329 beginning teachers and 84% of them have stayed to work in the district.

As a result of the coaching and professional development I received this year, I gained confidence in my decisions, developed sustainable goals, approached situations with a different outlook, and provided better leadership for the school’s stakeholders.

*A new principal in Chicago*

**2011-12 Program Overview**

- Students served: 8,250
- Beginning teachers served (first and second year): 275
- Full-time, induction coaches: 15
- Average coach caseload: 1:18
- Average years teaching experience: 9.2
- Average number of schools: 11
- Number of leadership coaches: 14
- Number of new principals supported: 56
Supporting New School Leaders

Based on the success of the teacher induction program, CPS asked NTC to develop a program for new principals. One-third of the district’s principals were new to the job, and CPS wanted to ensure these new leaders were prepared. Retired principals were recruited to coach the new school leaders. Coaching meetings focused on the data-driven analysis of student achievement, teacher evaluation, goal setting, and community interaction. Summative data collected from program participants in the first year of the program (2010-11), indicated that 68% of new principals exceeded the district average for improvements on student outcomes measured by the Illinois Standard Achievement Test (ISAT).

Funding Growth Through Strategic Partnerships

The induction program at CPS has grown thanks to the generous support of the Boeing Company Charitable Trust, Arie & Ida Crown Memorial, Lloyd A. Fry Foundation, Joyce Foundation, Polk Brothers, and Pritzker Traubert Family Foundation.

Leslie Baldacci, NTC Associate Program Consultant, with new 3rd grade teacher Lynda McGee (left) and new 1st grade teacher Erin McDuffy (right)

Photograph by Daniel Shea and courtesy of the Lloyd A. Fry Foundation
December 11, 2011:
I find Moses presenting a lesson on graphing to a class of twenty-six freshmen. Ten students are engaged, while the others exhibit a variety of off-task behavior. At the end of the lesson, worksheets are distributed. Moses is dismayed when only four students complete this activity successfully. Afterwards, I show him a map of his circulation within the classroom and he observes that he avoided those students with disruptive behavior.

January 15, 2012:
Four students have headphones on during Moses’ lecture. He demonstrates the first step in a slope problem and the students practice in pairs. Seventeen students participate and ten students complete the “30-second test” correctly. Later, Moses and I celebrate the high level of participation.

February 12:
I arrive to find students in groups, pouring over graphs of cell phone plans and choosing their favorite. Twenty students are hard at work and, at the end of class, sixteen students’ work meets expectations. At our meeting, Moses admits he has not made progress in building relationships with the students who exhibit defiant behavior. I ask if he thinks every student can learn: he says he does. “Well then, you better get to it,” I say.

March 5:
Students move to stations around the room representing the steps of graphing quadratics. Twenty-three students circulate. Even though I stopped bringing it up weeks ago, this is my first visit in which no headphones are in use. Moses reveals that he completed behavior contracts with two students, who now participate more (admittedly, only 50% of the time). I tell him to relish that 50%, because it has been hard earned.

When I look at these journal entries, it would be easy to be discouraged. However, suggestions I thought fell on deaf ears showed up weeks or months later. The coaching process is one that yields both immediate and long-term growth.

CHICAGO PUBLIC SCHOOLS

In December 2011, Matt Katz, an induction coach in Chicago, began mentoring a beginning algebra teacher at one of Chicago’s Southside high schools. The previous teacher had been run off by threats of physical violence. Below are journal excerpts from a few of Matt’s eighteen visits.
NTC’s partnership with Hillsborough County Public Schools in Tampa, Florida, the eighth largest school district in the U.S., began in 2010 with an Empowering Effective Teaching grant. This generated an opportunity for NTC to support induction initiatives: each year new elements have been added. The program now includes new teacher induction, new principal induction, and support for principal supervisors. In addition to improving educator retention and effectiveness, the partnership has contributed to the district’s comprehensive talent management strategy.

Improving Teacher Effectiveness and Retention

The teacher induction program launched in 2011 with 46 mentors who were released from their classroom responsibilities to support 650 first year teachers. Teacher retention in the district improved from 72% to 86%, and the scope of the program was expanded to serve both first and second year teachers. In the second year, retention rose to an impressive 95%. In 2012-13, the induction program will expand to include 90 mentors and serve approximately 1500 beginning teachers.

Implementing a Unique Peer Assessment Program

The district has implemented a new peer assessment program where 30% of a teacher’s evaluation is based on peer evaluation, 30% on the principal’s evaluation, and 40% from Value Add scores. The district quickly realized that the most successful evaluators possessed skill sets similar to the new teacher mentors. During Mentor Forums, mentors who also functioned as peer evaluators to beginning teachers participated in quarterly calibration exercises, data analysis, and brainstorming sessions to improve their capacity as evaluators.

### 2011-12 Program Overview

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<td>mentors work in</td>
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<td>Number of Area Leadership</td>
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Coaching New Principals to Become District Leaders

The high quality of the teacher induction program created an entry point for principal induction. In January 2012, coaching of new principals and Area Leadership Directors began. Seven principals were released from their positions to serve as leadership coaches with the intent of grooming them for district leadership positions. NTC’s professional development focused on strategic leadership, instruction and student learning.

Fostering a Culture of Collaboration

The HCPS induction programs have fostered a sense of collaboration and trust that has spilled over into other programs. As new teachers share protocols and tools with veteran teachers, a common language for looking at student achievement is being established that reflects greater district alignment.

Expanding the Program through Funding Partnerships

Success breeds success—at least in terms of HCPS’s induction programs. Funding has come from the Bill & Melinda Gates Foundation, the Wallace Foundation, and a federal Supporting Effective Educators Development (SEED) grant. Other district funds that support induction initiatives include Title II and Race to the Top.
Coaching Others to Be Their Best

As an elementary school principal in HCPS, Holly Saia helped move two Title I schools to “A” status. Now in her new role as a leadership coach, the new principals she supports recognize that she’s been there, done that. This is a woman who knows what she’s talking about.

When Holly heard about the new Leadership Coach position at HCPS, it sounded like a perfect fit. Throughout her twenty-eight years with the district, in positions ranging from teacher to school principal, she’s consistently sought to make herself and those around her the best they can be.

As principal at Shaw Elementary, Holly had first hand experience with NTC’s new teacher induction program. She was impressed with the rigorous selection process where mentors had to prove themselves both as skilled teachers and communicators. “We already had on-site support for our beginning teachers,” Holly said. “But it was difficult to release an experienced teacher from her classroom so that she could observe a new teacher at work. The NTC program has been very effective.” Holly was one of the first Leadership Coaches appointed in September 2011. She began coaching three new principals in the fall, and when she was released from her school in January 2012, she received her official caseload of thirteen first- and second-year principals. “With principals, we’re really coaching them to assume their new role as school leaders,” Holly said. “I meet with my new principals weekly to establish incremental goals and discuss how to work effectively within the school community.”

For Holly, the new teacher and new principal induction programs are synergistic. Both encourage collaboration, share a common vocabulary, and keep teachers and principals focused on student achievement.
Technology and Innovation

NTC extends the reach and impact of induction programs by implementing leading edge technology and building innovative tools and resources focused on the critical levers for student success.

NTC Learning Zone

The new NTC Learning Zone provides clients a single site where they can access NTC program materials and tools. Mentors and teachers can now use assessment tools with mobile devices and input data online: dashboards provide leaders with a quick overview of their programs. As data is collected, NTC will be able to compare data across programs to better understand impact.

Thoughts from an eMSS Mentor

Online mentoring provides both mentors and mentees the chance to learn together as part of a community. If the U.S is going to meet the 100Kin10 challenge, new STEM recruits need this kind of support.

Marc Dembowski, eMSS math mentor

Oral Language Development Website

Providing students with equitable access to oral language development is critical to closing the opportunity gap—and a priority for NTC. NTC has launched a website which provides educators with strategies and tools to support oral language development in their classrooms.

Online Mentoring

NTC’s online mentoring program for science, math and special education teachers—eMSS—migrated to a robust platform and added video observation functionality which allows mentors to observe beginning teachers in their classrooms. A new online community will provide STEM teachers access to high quality resources at no charge. Community members can communicate with other teachers across the country and select content that is timely, relevant, and recommended. NTC seeds the conversation on key topics such as Common Core and Next Generation Science Standards.

Social and Emotional Learning

Last year NTC invested in a major revision of our Formative Assessment System (FAS) and Mentor Academy. The revised curriculum includes an emphasis on Social and Emotional Learning as part of establishing and maintaining a culture of safety, respect and rapport. Four key components are introduced: fostering resilience, developing classroom and school community, developing emotional competence and developing social competence.
Advancing Policy

NTC advocates for public policies that strengthen new educator induction and mentoring.

State Induction Policy Criteria

1. **New Teachers** should receive two years of induction support.
2. **New Administrators** should receive two years of induction support.
3. **Formal Program Standards** govern the local induction program design and operation.
4. A rigorous **Mentor Selection** process.
5. **Foundational Mentor Training** and professional development.
6. **Mentor Assignment** should allow for manageable caseloads and provide release time.
7. **Program Delivery** should identify induction program elements including mentor contact time, teaching assessment and classroom observations.
8. **Dedicated Funding** to support local educator induction programs.
9. **Educator Accountability**: participation in an induction program to advance to professional teaching license.
10. **Program Accountability**: assess program quality and impact.

Providing an Induction Road Map

In February, NTC released the Review of State Policies on Teacher Induction, featuring comprehensive summaries of induction policies for all 50 states. Funded by the Joyce Foundation, this review articulates ten key state policy criteria for comprehensive, high-quality induction that accelerates new teacher effectiveness and improves teacher retention. The review is available under the Policy page of NTC’s website.

Impacting State Policy

Consultation with NTC has strengthened state educator induction policies. In Illinois, NTC helped the State Board of Education revise their induction and mentoring program rules and incorporate robust support for new teachers into its successful Race to the Top application. In Colorado, NTC conducted an induction policy and program audit for the state Department of Education and craft policy recommendations which will be presented to the State Board of Education. NTC also serves as an association partner to the Council of Chief State School Officers’ State Consortium on Educator Effectiveness.

Shaping the National Conversation

NTC partnered with the Alliance for Excellent Education to produce a policy paper on teacher induction and co-authored an induction policy discussion guide with the National Association of State Boards of Education. NTC publishes a monthly newsletter targeted to policymakers that focuses on issues related to teacher induction and educator effectiveness.
Teaching Conditions are Learning Conditions

NTC is the national leader in addressing teaching conditions as a strategy for school improvement and student success.

Surveying Educators

Last year as part of the Teaching and Learning Conditions Initiative, NTC administered statewide surveys in North Carolina and Massachusetts. District-wide surveys were administered in Nashville, Tennessee; the Innovation Districts in Rhode Island and New York; Fairfax, Virginia; Pittsburgh, Pennsylvania; and to select schools in Indiana and Ohio. Overall, 229,499 educators were queried about their teaching and learning conditions.

Using Data to Develop Policy

The Initiative provides state and district partners with insights that inform policymaking and school improvement planning. The research shows three key findings:

1. It’s About Kids: School conditions can constrain or catalyze effective teaching and student learning. About 10-15% of school aggregate achievement can be explained by teaching conditions.

2. It’s About Keeping Effective Teachers: Culture and climate, especially leadership, have a tremendous influence on teacher retention and future employment plans.

3. Where You Sit Shapes How You See Things: Conditions are perceived differently depending on role and experience.

Last year NTC worked with the Maryland State Department of Education to integrate survey findings into their teacher induction program. The data from the survey was used by local district Induction Coordinators to assess new teacher support and to ensure districts are following new policies passed as a result of identified inequities in the induction programs across the state.

In Kentucky, NTC helped develop the Kentucky Teaching Conditions Standards. Data benchmarked from the Indiana survey was integrated into the bonus system for school administrators.

Conditions for Successful Teaching

Last May the U.S. Department of Education brought together leaders from key educational organizations from across the country to discuss Transforming the Teaching Profession. NTC was invited to conduct one of five expert workshops at the convening.

NTC has provided excellent coaching and support on how to utilize the working conditions data to improve teaching and learning in Kentucky....

The future of our children will be brighter thanks to our collaborative efforts with teachers and NTC.”

Dr. Terry Holliday, Commissioner, Kentucky Public Schools

Below is one of the elements identified by the participants as necessary to transform the teaching profession:

High-functioning systems can amplify the accomplishments of their educators, but a dysfunctional school or district can undermine the impact of even the best teachers. We need schools and districts whose climates and cultures, use of time, approaches to staffing, use of technology, deployment of services, and engagement of families and communities are optimized to continuously improve outcomes for the students they serve.
Notes from the Chief Financial Officer

NTC’s financial model and business operation matured significantly in FY2012, our fourth year of standalone 501(c)(3) status. We were able to increase revenue from both philanthropic sources (up 47%) and contract work (up 38%) to enhance teacher effectiveness in school districts across the United States, including urban, low-income districts. Simultaneously, we held the increase in operating expenses to less than 10%. Our use of funds now matches world-class, non-profit organizations with over 85 cents of every revenue dollar directly supporting program work.

In addition to building our long-term financial sustainability, we focused on strengthening our operations infrastructure. NTC expects to grow significantly over the next few years. In preparation, we have begun implementing enterprise-level process solutions and technologies. This allows us to meet stringent reporting requirements, and last year NTC secured our first direct federal grant: approximately $14 million to support our work over the next three years.

NTC believes strongly in leveraging technology to deliver the best possible new teacher induction experience. Our projects regularly prove that running an efficient technology-based operation will translate into reaching more new teachers and their students: our primary goal.

### NTC Financial Fiscal Year 2012

#### Revenue

- Corporate and Individual Contributions: $1,704,410
- Foundation Grants: 10,031,285
- Contracts: 12,097,725
- Other: 5,717
- Total Revenue: $23,839,137

#### Expenses

- Program: $19,080,721
- Management: 2,126,840
- Fundraising: 1,061,793
- Total Expenses: $22,269,354

#### Net Assets

$5,041,143
# New Teacher Center Funders

## Lifetime Giving

### $10,000,000+
- The William and Flora Hewlett Foundation
- Cisco Systems Foundation
- Crown Family Philanthropies
- Flora Family Foundation
- GreenLight Fund
- Stuart Foundation
- Yellow Chair Foundation

### $2,000,000–$9,999,999
- The AVI CHAI Foundation
- Carnegie Corporation of New York
- Bill & Melinda Gates Foundation
- Jim Joseph Foundation
- The Joyce Foundation
- MetLife Foundation
- Morgan Family Foundation
- National Science Foundation
- SeaChange Capital Partners
- Stupski Foundation
- The William and Flora Hewlett Foundation
- The AVI CHAI Foundation
- Carnegie Corporation of New York
- Bill & Melinda Gates Foundation
- Jim Joseph Foundation
- The Joyce Foundation
- MetLife Foundation
- Morgan Family Foundation
- National Science Foundation
- SeaChange Capital Partners
- Stupski Foundation

### $1,000,000–$1,999,999
- S. H. Cowell Foundation
- The James Irvine Foundation
- National Education Association
- New Profit Inc.
- NewSchools Venture Fund
- Noyce Foundation
- Sidney E. Frank Foundation
- Skoll Foundation
- The Goldman Sachs Foundation
- The William and Flora Hewlett Foundation
- The AVI CHAI Foundation
- Carnegie Corporation of New York
- Bill & Melinda Gates Foundation
- Jim Joseph Foundation
- The Joyce Foundation
- MetLife Foundation
- Morgan Family Foundation
- National Science Foundation
- SeaChange Capital Partners
- Stupski Foundation

### $750,000–$999,999
- Walter & Elise Haas Fund
- The Walter S. Johnson Foundation
- W. Clement & Jessie V. Stone Foundation
- UJA Federation of New York
- Wachovia Wells Fargo Foundation
- The William and Flora Hewlett Foundation
- The AVI CHAI Foundation
- Carnegie Corporation of New York
- Bill & Melinda Gates Foundation
- Jim Joseph Foundation
- The Joyce Foundation
- MetLife Foundation
- Morgan Family Foundation
- National Science Foundation
- SeaChange Capital Partners
- Stupski Foundation

### $500,000–$749,999
- The Applied Materials Foundation
- The Boeing Company
- Harold K. L. Castle Foundation
- Texas Instruments
- The Pritzker Traubert Family Foundation
- $25,000–$99,999
- AARP Foundation
- BelleJAR Foundation
- John W. Carson Foundation
- Finnegan Family Foundation
- Hurlbut-Johnson Charitable Trusts
- Ewing Marion Kauffman Foundation
- Peery Foundation
- Polk Bros Foundation
- RGK Foundation
- Sandisk Corporation Fund
- Simmons Family Foundation
- Steans Family Foundation
- Toshiba America Foundation
- Union Bank
- DeWitt Wallace-Reader’s Digest Fund
- The Wallace Foundation

### $10,000–$24,999
- The Carol & James Collins Foundation
- Chizen Family Fund
- Full Circle Fund
- Malott Family Foundation
- Oracle Education Foundation
- Alan B. Slifka Foundation Inc.
- $5,000–$9,999
- AMD
- Sender and Tali Cohen
- Hammond Family Fund
- Harrington Family Foundation
- Mendelsohn Family Fund
- Gary Syman and Azita Raji
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Independent Education Philanthropy Consultant

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Professor, Stanford University School of Education

Roger King – Treasurer
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Julie Mikuta
Partner, NewSchools Venture Fund

Shruti Sehra
Partner, New Profit

Marshall (Mike) Smith
Former Education Director, William and Flora Hewlett Foundation

Gary Syman
Chairman, SeaChange Capital Partners

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Chief Executive Officer

Wendy Baron
Chief Academic Officer

Tirzah Enumah
Chief of Staff

Janet Gless
Chief Programs and Partnerships Officer

Eric Hirsch
Chief External Affairs Officer

Sue Perkins
Chief Financial Officer

NTC is a registered 501(c)(3) organization with the Internal Revenue Service and State of California. All donations are tax-deductible as allowed by law. Our tax ID number is 26-2427526.
ABOUT NEW TEACHER CENTER

New Teacher Center focuses on improving student learning by accelerating the effectiveness of new teachers and school leaders. NTC partners with states, school districts, and policymakers to design and implement programs that create sustainable, high-quality mentoring and professional development; build leadership capacity; work to enhance teaching conditions; improve retention; and transform schools into vibrant learning communities where all students succeed.