Every student deserves a Great Teacher
Dear Friends,

The current national dialogue on teacher effectiveness and evaluation has drawn attention to the value of NTC’s work and what we have long known to be true: the surest way to improve student learning is to focus on teachers. Accelerating teacher effectiveness requires a multi-faceted approach to strengthening school communities that includes mentoring new teachers, supporting school and district leaders, and analyzing teaching and learning conditions in schools.

We continue to maintain our focus on what matters: classroom teachers and their students. In this year’s annual report, we highlight four partner programs that emphasize how NTC is fostering change throughout school systems to advance teacher effectiveness.

In 2012-13 we worked hard to expand our reach. NTC was awarded an Investing in Innovation (i3) grant to deepen our work in three partner districts. And we seized new opportunities to leverage technology to provide greater access to learning opportunities for new teachers. This included a partnership with Coursera to offer professional development to K-12 teachers via Massive Open Online Courses, or MOOCs.

We’re excited about the opportunities facing us—and know we can’t do it alone. We hope you’ll continue to join us as we champion new teachers and ensure they work within school systems that encourage their development into great teachers. Every child deserves a great teacher.

Ellen Moir  
CEO and Founder

Lance Fors  
Chair, NTC Board of Directors
**2012-13 Report Card**

**NTC Reach in 2012-2013**

- **5,702 Mentors**
- **23,193 Beginning Teachers**
- **1.6 million Students**

- NTC partnered with 84 teacher induction programs in 23 states across the country. Of these, 50 programs have been with NTC for 5 years or more.

- e-Mentoring for Student Success (eMSS)—NTC’s online mentoring program for science, math, and special education teachers—supported 674 new teachers in these critical content areas and impacted approximately 77,510 students.

- Of clients surveyed, 95% of new teachers reported that working with their mentor has positively influenced their practice and 93% reported that working with their mentor positively impacts student learning.

- NTC added local directors in Boston, Hawaii, Los Angeles, and San Francisco who join existing directors in Chicago and New York City to expand our induction support within these key cities.

- In December 2012, the U.S. Department of Education awarded NTC an Investing in Innovation (i3) validation grant of $14.726 million to expand our new teacher and school leader effectiveness programs in Chicago, Illinois; Grant Wood Education Area, Iowa; and Broward County Public Schools, Florida.

- The perceptions of 237,239 educators were captured as part of Teaching and Learning Conditions Initiative, bringing the total number of survey respondents to over one million since the inception of the program.

- Coursera, the leading Massive Open Online Course (MOOC) provider, selected NTC as one of six K-12 organizations to offer professional development courses for teachers.

- NewSchools Venture Fund named NTC a 2013 Organization of the Year.

- A group of 99 experts working for Philanthropedia, a division of GuideStar, identified NTC as the top, high-impact nonprofit working in the field of education in the San Francisco Bay Area.
Our Vision: One day, every child in America will have a great teacher.

Unfortunately, that’s not the case today.

The Problem

Each year approximately 300,000 new teachers enter the classroom, eager to make a difference. Many are assigned to low-income schools. Nearly 50% quit within five years. The most common teacher in our nation’s classrooms today has less than two years of experience. This revolving door costs U.S. schools approximately $7 billion annually and creates a cycle of inequity.

It is not teachers who are failing our students; it is the system that is failing our teachers.

Our Proven Solution

NTC is fostering change throughout school systems by partnering with states and districts to provide programs that advance teacher effectiveness.

New Teacher Mentoring

Student achievement is at the heart of our program, and teachers are the single most important school-based factor in a student’s success. NTC accelerates new teacher effectiveness, transforming good teachers into great teachers, through comprehensive teacher induction programs that pair new teachers with carefully selected and well-trained mentors. These talented educators work one-on-one with beginning teachers to accelerate their effectiveness and improve student learning.
School Leadership Development

NTC’s program has extended past the teacher/mentor relationship to help school leaders assume their roles as school instructional leaders. Through coaching and professional development school leaders gain confidence in observing classroom practice, providing meaningful developmental feedback and creating effective learning environments where all members of the school community can thrive.

District Capacity Building

NTC uses a systems-wide approach to teacher effectiveness that includes building the capacity of the district to design and implement aligned talent development initiatives. NTC contextualizes our research-based model to local needs and focuses on data capture and continuous improvements to ensure programs are sustainable long term.

State and Federal Policy

NTC advocates at the state and federal level in support of new teachers and school leaders. Because teaching conditions are learning conditions, NTC helps states and districts use data to improve school conditions and establish policy.
NTC’s partnership with Tulsa Public Schools (TPS) is realizing big benefits in terms of improved teacher effectiveness. After an extensive due diligence process that included attending NTC’s National Symposium on Teacher Induction and visiting NTC’s induction program in Chicago, TPS chose NTC as an induction partner. Now entering its third year, the program has expanded from teacher induction to include school leadership development, all aligned with the district’s talent development initiatives.

Meeting District Priorities

In the spring of 2011, a TPS leadership team attended NTC’s Induction Institute and began defining a program that integrated NTC’s proven theory of action with district priorities. NTC consulted with district stakeholders to learn the elements they expected in an induction program and the staffing required. Aligning mentoring with the district’s new evaluation rubric—TLE (Teacher/Leader Effectiveness)—was identified as a requirement.

Stage 1: High Quality Teacher Induction

Recruiting talented teachers to serve as mentors was the first priority. NTC worked with the district to define mentor qualifications and ensure a rigorous hiring process. The eight teachers selected as mentors attended NTC’s Mentor Academies, a sequenced program of professional development that addressed the importance of building trusting relationships, employing mentoring language, engaging stakeholders, and strategic use of NTC’s Formative Assessment and Support system.

All first and second year teachers in core areas were assigned a mentor who worked with them weekly on key teacher practices such as analyzing student work, lesson planning, assessment, and differentiated instruction. Regular use of the TLE rubric gave both mentor and mentee a common language to discuss effective teaching, insuring mentoring was consistent with district expectations.

2012-13 Program Overview

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<td>Number of new principals</td>
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</table>
Video Supports Teacher Reflection

Mentors regularly videotaped their mentees and then analyzed the video together. This opportunity for teacher reflection included questions that focused on identified lesson objectives. As a result of having a trusted colleague, the new teacher’s understanding of instruction and student learning deepened. Mentors also videotaped experienced teachers. New teachers were able to observe best practices of their veteran colleagues without having to leave their school sites. This practice helped build community as experienced teachers participated in the induction program.

Stage 2: School Leadership Development

As part of its education reform work with the Bill & Melinda Gates Foundation, the district was challenged to develop and evaluate their principals. In the second year of the program, our partnership with TPS included the launch of a school leadership development program that provided professional development and coaching for district supervisors and assistant superintendents related to how they could coach new principals. Coaching topics included their role as school instructional leaders and the data-driven analysis of student work.

As a high school teacher, I influenced 140 to 150 kids a year.
As a mentor, I influence up to 2500 students annually. This program is making a difference for the teachers and students who need it the most.

Claire Robertson
New Teacher Mentor

Sharing Resources to Build Capacity

As new teachers and their mentors realized success, awareness of the induction program spread and caught the attention of other district resources. The Curriculum Department asked mentors to provide support on Common Core. Staff development teachers located at school sites attended Mentor Academies so that all district coaches were using common tools and protocols. School leaders and mentors attended joint data retreats that analyzed teacher strengths and areas for improvement. Supporting educators with common strategies, coaching language, and tools has resulted in improved teacher retention and effectiveness, and built leadership capabilities throughout the district.
Expanding Her Influence: Claire Robertson

Claire Robertson had taught for 26 years and thought she had one of the best jobs in the world teaching advanced placement English at Booker T. Washington High School, ranked among the top 100 high schools in the United States.

Yet when the district’s new mentoring program was announced, she was ready for a new challenge. She researched NTC and liked what she saw.

NTC’s Mentor Academies provided valuable information and tools just as the mentors were ready for it, according to Claire. One of the first lessons was the importance of building relationships with mentees and establishing the trust and confidence necessary for their work together. It also modeled the relationship teachers need to build with their students.

Videotaping beginning teachers became an important mentoring tool at TPS. When a mentee felt comfortable, Claire videotaped her giving a lesson. The mentee reviewed the video, and then they discussed it together. “Mentees see their classrooms in ways they hadn’t before,” says Claire. “It’s like scripting on steroids.”

Starting her third year in the program, Claire is glad she made the career change. She’s gained a new understanding of the district and seen her professional expertise broadened. “As a high school teacher, I influenced 140 to 150 kids a year. As a mentor, I influence up to 2500 students annually. This program is making a difference for the teachers and students who need it the most.”

Photo courtesy of Tulsa Public Schools
NTC and Southeast Kansas Education Service Center-Greenbush (SEKESC), a not-for-profit educational agency that seeks to ensure equal educational opportunities for all students, began a partnership in December 2011 to improve retention of the state's new special education teachers, especially those in rural areas. After a rigorous evaluation process, SEKESC selected NTC’s e-Mentoring for Student Success (eMSS) program, with its mix of personalized support, content-specific professional development, and facilitated online community.

**Overcoming Isolation of Rural Teachers**

The agency recognized that the isolation of teachers in rural districts contributed to the retention problem. Because special education teachers are often required to advocate for their students with other teachers, their sense of seclusion from their colleagues is compounded. Finding a mentor with similar experience in the same district is unlikely. An online program where new teachers could be matched with expert teachers regardless of geography was the answer.

**Partnering for a Successful Launch**

SEKESC and NTC worked closely together to ensure the program’s success. SEKESC’s Statewide Recruitment and Retention Coordinator went from district to district to introduce the e-mentoring program, and enroll the state’s new special education teachers. NTC offered online tours of eMSS to special education directors and district leaders. The two organizations collaborated on bi-annual conferences which provided professional development and encouraged participation in the online program which counts toward state licensing.

**Flexibility of e-Mentoring**

The eMSS program launched in January 2012 with 18 special education teachers participating. During the 2012-13 school year, the program grew to serve 72 beginning teachers in pre-K through high school. New teachers were assigned a mentor chosen from experienced teachers working in the same exceptionality and grade level. The online format allowed mentors and beginning teachers to participate when it was most convenient for their schedules—a flexibility they appreciated.
Localized Curriculum, Online Community

Teachers participated in Explorations, eight-week professional development cycles designed to meet the needs of Kansas special education teachers. Topics included accommodations and modification in curriculum, co-teaching in the inclusive classroom, and assistive/adaptive technology for students. A facilitated online community of special education teachers from across the country provided a safe forum where new teachers could ask questions and share information with their peers.

Conducting Classroom Observations Remotely

In 2013, NTC piloted a robust video tool that allowed mentors to visually observe their mentees. A new teacher could videotape herself teaching a lesson, then upload the video to a secure video channel where her mentor would view and comment on it. Video observation provided new teachers with a different perspective on their teaching and mentors were able to view their mentees in their classroom environment.

Improved Teacher Retention

eMSS participants are surveyed at the beginning and end of each year to determine growth in core teaching capabilities, dispositions that advance student learning, and competence in teaching special education. Last year participants showed gains in all categories. The biggest benefit has been retention. Directors throughout the state claim that they’re keeping teachers who would have left otherwise. The eMSS program has proven to be a high quality, cost-effective solution to supporting teachers in rural communities.

Julie Wilson, Statewide Recruitment and Retention Coordinator, SEKESC

Photo: Southeast Kansas Education Service Center-Greenbush

2012-13 Program Overview

Beginning special education teachers served 72
Retention 78%
Participating teachers who reported eMSS was influential to their professional growth 74%
When I started teaching three years ago, I had the overwhelming sense that I was alone in outer space. I could see other people, but they seemed to have trouble seeing me. When I advocated for students my colleagues didn’t understand, it compounded the feeling of being lost.

Then I was offered the opportunity to participate in the eMSS online mentoring program. I started with private discussions at “Our Place” where I could visit with other teachers and my mentor in a small group setting. I was able to ask questions and realized others were struggling with similar issues. I sought help with Individualized Education Programs (IEPs), and learned some wonderful ideas like using catchy phrases to help students remember key math concepts. One I’ve used over and over again is: “Hey diddle diddle the median’s the middle. You add and divide for the mean.” Our group shared websites, lesson plans, and other tips for working with our students.

This year I had a student with emotional disturbances. He could do difficult push-ups, but was unable to do a simple stretch without causing uproar. Then I attended the statewide New Special Education Teacher Symposium last spring.

At the symposium I learned how students with behavior problems have a difficult time conveying their needs or fears in words. I returned to school and asked my student why he didn’t like stretching. Turns out, he didn’t like the way it made his stomach feel. I made adjustments, and the student has stopped disrupting the exercises in PE.

The eMSS program has helped me feel a bit more grounded and a little less alone. Without it, I’d still be lost in outer space.
In 2012, New York City’s Department of Education chose NTC as one of two lead professional development partners in their Teacher Effectiveness Program (TEP), a pilot program designed to prepare the district for the adoption of a new teacher evaluation system. NTC has worked in New York City since 2004, providing professional development and consultation to mentor teachers, school leaders, and network and district leadership. Over the past two years, NTC partnered with schools and networks in NYC to develop school-based mentor teachers and to provide professional development for school leaders focused on teacher observation, feedback and coaching conversations. NTC’s commitment to improving student achievement by increasing teacher effectiveness, while championing teachers and their development, made us a natural partner for the Teacher Effectiveness Program.

The Teacher Effectiveness Program

The primary goal of TEP was to build the capacity of school leaders to examine, assess and develop teacher practice. Over the course of the year-long engagement, NTC provided consultation to the district and professional development to network leaders, school leaders, and teacher leaders, working with 112 schools in 6 DOE networks. The work centered on frequent classroom observations, a common framework to define effective teaching, and high-impact coaching conversations to help teachers develop their practice.
Using Multiple Datapoints to Assess Teacher Practice

Professional development built school leaders’ skills in coaching-based supervision, introduced tools for assessing teacher performance, and helped them design professional development aligned with teacher needs. A highlight was the case studies that illustrated teacher practice including a lesson plan, a video, and a sample of student work. Participants learned that more frequent observations combined with artifacts of practice provided a more complete picture of a teacher’s effectiveness.

Intentional Redundancy

Teacher leaders are a critical part of teacher effectiveness work and NTC recommended inclusion of school-based teacher leaders, mentors, and coaches in the program. The professional development focused on developing their capacity as coaches of their peers and facilitators of collaborative learning teams. Using common tools and protocols, and sharing a common philosophy about teacher development further advanced teacher effectiveness at all levels of the schools and created an intentional redundancy that allowed the Department to benefit from greater returns on their investment in professional development.

Confident Leaders

School leaders who participated in the TEP pilot conducted at least six classroom observations over the course of the year and provided feedback to teachers following each observation. In addition, they conducted mid-year and end-of-year conversations with each teacher and committed to implementing school-wide professional development plans. Participants indicated increased confidence in conducting observations and engaging in feedback conversations and a desire to continue to develop their leadership skills to better support effective teacher practice.

Expanding Program Impact

The results of the TEP partnership confirmed that teachers are key levers in influencing student achievement and that school leaders have an important role to play in supporting teachers and effective teaching. NTC will work directly with individual networks and clusters to introduce this work to a broader audience as the teacher evaluation program goes to scale.
Kizhaya Roberts is the founding principal of Bronx Career & College Preparatory High School (BCC Prep), which opened five years ago with a vision to help students enhance their strong liberal arts foundation with practical, hands on, college preparatory and work-based learning experiences.

Students at BCC Prep have the opportunity to serve as interns throughout New York City and enroll in College Now courses while still in high school. Roberts was one of the school leaders participating in the Teacher Effectiveness Program (TEP) pilot. Her school also participates in NTC-NYC’s Instructional Mentoring initiative. She spoke with us about her experience with both programs.

New Teacher Center: Why did you decide to participate in TEP?
Kizhaya Roberts: The retention rates for new teachers; especially new teachers in urban schools like ours, is poor. I saw my teachers working hard but burning out. I was desperately searching for a way to support them. TEP offered a solution for something I was already trying to address.
How useful was the professional development and coaching offered by TEP?
The coaching provided by TEP made a world of difference. Not only were sessions detailed and relevant, addressing the needs of my school, but the timing was just right. Intense full day sessions throughout the year allowed me to perfect my own ability to observe and provide feedback to teachers. Each time I walked away with resources in hand that I could use immediately and see immediate results.

Has your relationship with your teachers changed because of TEP?
I feel much more confident assessing teachers. My post conferences are focused, clear and actionable. I can better develop teachers in need of support, and I can help strong teachers maintain high quality teaching without burning out.

What is the added value of your school participating in both the Instructional Mentoring and Teacher Effectiveness Program?
Last year I had seven new teachers in my school supported by two NTC-trained mentors. My mentors’ and my involvement in these two programs helped us use a common language and approach to observing and developing teachers. With everyone on the same page, we were able to accelerate teacher practice and improve student learning.

How did TEP help the teacher leaders in your school?
The teacher leaders in my school gained a better understanding of how to articulate their own practice. Often when you ask a great teacher what makes them great, they provide responses that focus on their natural abilities. TEP and the Instructional Mentoring program helped my teacher leaders articulate the parts of their practice that could be duplicated regardless of a person’s natural abilities.

Any a-ha moments?
The a-ha moment for me was retaining 96% of my teachers from the previous year. One teacher left to pursue her educational career elsewhere. The highest retention rate I had before that was 75%.

What are the next steps for BCC Prep in terms of teacher effectiveness?
We will continue to develop teachers this coming year using the supports put in place through the Instructional Mentoring program. We are excited about focusing on student work as evidence of teacher effectiveness.

Thank you for your willingness to participate in this interview.
And thank you for the opportunity to share how much your program has helped.

Kizhaya Roberts, Principal, Bronx Career & College Preparatory High School
NTC and Hillsborough County Public Schools (HCPS) have launched an innovative program to help school leaders improve conditions that encourage teaching and learning. The two groups already partnered on comprehensive teacher and principal induction programs as part of a Supporting Effective Educator Development (SEED) grant awarded in 2012. Included in the SEED grant, NTC administered the Teaching, Empowering, Leading and Learning (TELL) survey last year. Results of the survey were combined with professional development to help school principals and other stakeholders begin to engage in school improvement efforts: this represents the first time NTC has integrated TELL and school leadership support on the ground.

Why TELL? Why Learning Conditions?

HCPS understood the important role school culture plays in student learning and teacher retention. They already had a culture assessment, but had been unable to put the results into context. TELL is a statistically valid and reliable survey instrument that assesses research-based teaching and learning conditions that are linked to student achievement and teacher retention. Educators can look at individual schools as well as compare district data with others doing similar work. And NTC has experience delivering tools and professional development that allow district and school leaders to drill down and analyze the results. It was a perfect fit with the existing teacher and principal induction programs.

Sharing Results with Stakeholders

The TELL HCPS survey was administered January 28-March 8, 2013 to all licensed, school-based educators in the district. More than 10,408 employees (66%) participated, and 208 out of the 257 schools met or exceeded the 50% response rate threshold required to receive an individual school-level report. Hillsborough’s results were in line with similar districts, and some—for example, those concerning professional development and use of assessment data—were better. The weakest scores were in the amount of time teachers had for planning and teaching. The overall picture looked good, but the aggregated data camouflaged important differences between individual schools.

Using Data to Drive School Improvement

Using Data to Plan Improvement

NTC began holding meetings with district stakeholders in May to explain how to use the data to inform school improvement planning. Results were closely held until school leaders could be shown how to interpret and explain the numbers to their staffs. Professional development focused on data “do’s and don’ts.” Principals were asked to reflect on what it would be like to be a teacher in schools with low, average, and positive ratings. What impact do conditions have on instruction and overall educator effectiveness? They were encouraged to see scores as a reflection of leadership throughout the school and to identify best practices between schools.
Motivating Principals

The TELL HCPS survey will be administered again in 2014 and 2015. School leaders are working with teacher groups to develop action plans that address teaching and learning conditions. HCPS has created a competitive grant application that rewards principals for their work in this area and helps them advance their skills. Winners of the grant will have the opportunity to meet with peers doing similar work in other states. By giving principals the tools to analyze learning conditions in their schools, HCPS has begun to transform all schools into high performing learning communities.

The Highs and the Lows: A Selection of Results

**RATES OF AGREEMENT**

Teachers are held to high professional standards for delivering instruction. 94%
School leadership facilitates using data to improve student learning. 94%
Professional learning opportunities are aligned with the school’s improvement plan. 94%
Teachers have sufficient instructional time to meet the needs of all students 55%
Efforts are made to minimize routine paperwork teachers are required to do. 53%
Non-instructional time provided for teachers is sufficient. 52%

*Note: rate of agreement reflects the percentage who said they agreed or strongly agreed that a working condition was in place.*
Ensuring Continuous Program Improvement

NTC expands the impact of our induction programs with innovative tools and leading edge technology.

Program Enhancements

Last year NTC completed development and field testing of enhancements to our Mentor Academy Series and the accompanying tools in our standards-based Formative Assessment and Support (FAS) system. Updates reflect a focus on Common Core State Standards, Social-Emotional Learning, and differentiated instruction based on assessed student needs. The Professional Learning Series, a program for instructional coaches and teachers who have other responsibilities in addition to mentoring, was also enhanced.

Learning Zone

NTC’s Learning Zone was rolled out to program partners in 2012-13. Learning Zone provides mentors and new teachers convenient access to NTC’s FAS system and online professional development. It allows program leaders to monitor and capture data to ensure program fidelity, run progress reports aligned with local program rubrics, and plan professional development and program improvements based on identified new teacher needs.
Common Core State Standards

NTC is committed to supporting the classroom implementation of CCSS. Last year we piloted the use of the tools from the Literacy and Math Design Collaboratives in local programs. Using the experience gained from these pilots, we designed two online professional development modules. These eight-week Explorations were offered to teachers enrolled in our e-Mentoring for Student Success (eMSS) program and directly to individual teachers.

Hybrid Mentoring Programs

NTC continues to leverage technology for greater impact and last year began offering induction programs that combine face-to-face mentoring and online professional development. Teachers choose from a variety of topics, receive personalized feedback, and participate at their convenience in an online community. Hybrid programs provide cost-effective professional development on a scale that would be difficult for an individual district to develop and sustain.
Influencing Policy Change To Support New Teachers

NTC advocates for policies that strengthen induction and mentoring programs for new educators.

Developing State Policy

NTC continued to work with state policymakers to maintain a focus on new teacher effectiveness.

In Colorado, NTC was awarded a contract by the Department of Education to complete a detailed analysis of the state’s educator induction policies and programs. Our final report provided recommendations to ensure that induction fulfills its promise as an element of the state’s educator effectiveness model.

In Illinois, support from the Joyce Foundation allowed NTC to extend our policy engagement into its eighth year. Cultivating Effective Teachers through Evaluation and Support: A Guide for Illinois Policymakers and Educational Leaders seeks to ensure that new teachers receive learning opportunities that strengthen their teaching as new educator evaluation systems are introduced.

And in California and Texas, NTC’s contributions to strong policy recommendations on induction and mentoring were included in the reports of the California State Superintendent’s Task Force on Educator Excellence and the Texas Teaching Commission.

Shaping Federal Policy

NTC worked with U.S. Senate legislative staff to inform and write two federal bills introduced in the 113th Congress: the Effective Teachers and Leaders Act would target resources to school districts to develop and implement multi-year induction programs. The STEM Master Teacher Corps Act would enact a key recommendation of the President’s Council of Advisors on Science and Technology.

Collaborating with Policy Partners

NTC collaborated with the National Conference of State Legislatures to create the guide, Getting to Excellence, which positions induction as a critical component within a broader educator effectiveness policy blueprint. Our work with the federally-funded Collaboration for Educator Development and Accountability and Reform (CEEDAR) Center, a national technical assistance center that helps states develop educators to support students with disabilities, tracks relevant state educator effectiveness policies, and provides technical assistance to states.
Teaching Conditions are Learning Conditions

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

Record Numbers of Clients in 2013

As part of our Teaching and Learning Conditions Initiative, NTC administered the TELL (Teaching, Empowering, Leading and Learning) survey last year in seven states, three districts, plus a subset of additional schools in one state.

The perceptions of 237,239 educators were added to the data base, bringing the total number of surveys since 2008 to over one million. NTC is the only organization with this breadth of data related to how teaching and learning conditions impact school communities and student learning.

Kentucky Becomes Second State to Adopt Teaching Conditions Standards

In 2012 Kentucky became the second state to adopt teaching and learning condition standards, joining North Carolina in defining best practices in creating environments that enable great teaching. Kentucky is working with NTC to identify policy implications arising from the 2013 TELL Kentucky findings. NTC continues to advise state and district education leaders on policy implications based on their data from 2011-2013.

The use of TELL data will help leaders in taking a critical look at our induction and mentoring practices with the aim of making some significant improvements.”

Mark Murphy,
Delaware Secretary of Education

Using Data to Drive Change

NTC expertise and analysis of the TELL data continues to shape state education policy. Results from Delaware’s first statewide survey are already being used to influence policies related to new teacher support. Delaware launched a competitive grant for the development of innovative induction strategies: districts must utilize the new teacher section of their TELL data to support their proposals. The Maryland Department of Education is using their TELL data to improve induction program operations and implementation.

OVER 1 million voices of educators have been captured via our Teaching and Learning Conditions survey since 2008.

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<th>Distincts, Other</th>
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<td>Delaware</td>
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<td>Vermont*</td>
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*Repeat clients
Notes from the Chief Financial Officer

Over the last year NTC has worked diligently to build organizational infrastructure while maintaining world class client services. Our fiscal 2013 results prove the value of making these investments. NTC’s revenue grew 15% over last year and produced a $1.8 million surplus. We are now building significant operating reserves: a primary goal of our long-term financial plan. We have secured a $2.5 million working capital Program Related Investment that is allowing us to more quickly deepen our impact. This is in addition to a second federal grant, bringing in a total of $30 million over five years to support comprehensive work in four key districts.

NTC’s programs have shown proven results year after year, and we now have the infrastructure to support accelerated growth. During 2013, we launched a Growth Capital Campaign to raise $23 million. NTC will use these funds to expand our reach with both face-to-face and online programs and to continue to build organizational capacity. Within four years, we expect to more than double the number of new teachers NTC is reaching each year.

Both longtime and new supporters of NTC have rallied around our growth campaign, and we will be launching the work in the next few months. In both program and finances, NTC has grown in strength and we are more determined than ever to ensure all new teachers gets the support they deserve to become effective educators.

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<tr>
<td>Net Assets</td>
<td>$5,041,143</td>
<td>$6,847,584</td>
</tr>
</tbody>
</table>

NTC’s Sources of Revenue
- Contributions: 8.5%
- Grants: 47.8%
- Contracts: 43.7%
- Fundraising: 5.2%
- Management: 11.2%
- Program: 83.5%

NTC’s Use of Funds
- Contributions
- Grants
- Contracts
- Fundraising
- Management
- Program
## New Teacher Center Funders

### LIFETIME GIVING

**$10,000,000+**
- The William and Flora Hewlett 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
- Schusterman Family Foundation

**$1,000,000-$1,999,999**
- Harold K. L. Castle Foundation
- S. H. Cowell Foundation
- The James Irvine Foundation
- Leona M. and Harry B. Helmsley Charitable Trust
- National Education Association
- New Profit Inc.
- NewSchools Venture Fund
- Noyce Foundation
- Sidney E. Frank Foundation
- Skoll Foundation
- The Goldman Sachs Foundation
- TOSA Foundation

**$750,000-$999,999**
- Walter & Elise Haas Fund
- The Walter S. Johnson Foundation
- The Sobrato Family Foundation
- W. Clement & Jessie V. Stone Foundation
- UJA Federation of New York
- Wachovia Wells Fargo Foundation

**$500,000-$749,999**
- The Applied Materials Foundation
- The Boeing Company
- Cisco Systems Foundation
- Crown Family Philanthropies
- Flora Family Foundation
- GreenLight Fund
- Stuart Foundation
- Yellow Chair Foundation

**$250,000-$499,999**
- Agilent Technologies Foundation
- The Binenbaum Family Fund
- S. D. Bechtel, Jr. Foundation
- Booth Ferris Foundation
- Lloyd A. Fry Foundation
- Dirk & Charlene Kabcenell Foundation
- John S. & James L. Knight Foundation
- Lucile Packard Foundation for Children’s Health
- Karen and Christopher Payne Family Foundation
- The Carroll & Milton Petrie Foundation
- Reddere Foundation
- Silicon Valley Community Foundation

**$100,000-$249,999**
- Barnett Segal Charitable Trust
- California Community Foundation
- John W. Carson Foundation
- The DuBarry Foundation
- The Ferron Family Charitable Fund
- Ford Foundation
- Reuben Gordon and Mollie Gordon Foundation
- Grand Victoria Foundation
- Hewlett-Packard Company
- Intrepid Philanthropy Foundation
- W.M. Keck Foundation
- Microsoft
- New York Community Trust
- Peery Foundation
- The Rockefeller Foundation
- San Francisco School Alliance
- SV2: Silicon Valley Social Venture Fund
- Texas Instruments
- The Pritzker Traubert Family Foundation

**$25,000–$99,999**
- AARP Foundation
- BelleJAR Foundation
- Circle of Service Foundation
- The Carol & James Collins Foundation
- Finnegan Family Foundation
- Hurlbut-Johnson Charitable Trusts
- Ewing Marion Kauffman Foundation
- Kenan Charitable Trust
- Robin and Brad Klatt
- Polk Bros Foundation
- RGK Foundation
- SanDisk Corporation Fund
- Silver Giving Foundation
- Simmons Family Foundation
- Steans Family Foundation
- Toshiba America Foundation
- Union Bank
- DeWitt Wallace-Reader’s Digest Fund
- The Wallace Foundation

**$10,000-$24,999**
- Chizen Family Fund
- Full Circle Fund
- Isabel Foundation
- Malott Family Foundation
- Oracle
- Alan B. Slifka Foundation Inc.
- The Sobrato Foundation

**$5,000–$9,999**
- AMD
- Sender and Tali Cohen
- Hammond Family Fund
- Harrington Family Foundation
- Lovett Woodsum Family Charitable Foundation
- Mendelsohn Family Fund
- Gary Syman and Azita Raji

*Current as of 7/1/2013*
NTC Board of Directors

Lance Fors – Chairman of the Board
Social entrepreneur; Chair of SVPI and Reading Partners

Angela M. Covert – Vice Chair
Independent Education Philanthropy Consultant

Louis Gomez
Professor and Chair, Education Department, UCLA Graduate School of Education & Information Studies

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Management Consultant

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Julie Mikuta
Senior Director of Education, Charles and Lynn Schusterman Family Foundation

Shruti Sehra
Partner, New Profit Inc.

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

Gary Syman
Chairman, SeaChange Capital Partners

NTC Leadership Team

Ellen Moir
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 to the extent permitted by law.
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.