Dear Friends,

Last year was an amazingly successful year for NTC. We set our sights on achieving three key goals:

1. Expanding our reach to support more of the growing number of new teachers across our nation
2. Increasing our visibility to help us deliver on our mission to improve student learning by accelerating the effectiveness of new teachers and school leaders
3. Growing the organization’s financial stability

We are very pleased to report that we have successfully achieved all of those goals. Read the Report Card (opposite) to learn more about specific achievements.

Last year also marked another inflection point in the organization’s history and growth trajectory: Thanks to the support of our funding community, we successfully closed a $23 million growth capital campaign that will allow us to implement a five-year strategic plan. Our goal is to reach 60,000 new teachers by 2018. A Once-in-a-Century Opportunity on page 4 of this report highlights why there has never been a more important time to grow our work. The case studies from Los Angeles (pages 6-9) and Broward County, Florida, (pages 10-13), along with examples of how we are leveraging technology and enhancing curriculum, also highlight the impact of our current work.

NTC is poised for greater growth and impact and is one step closer to achieving our vision that one day, there will be an excellent teacher at the front of every classroom ensuring ALL students have the opportunity to succeed.

Thank you for your support in helping us get there.

Lance Fors
Chair, NTC Board of Directors

Ellen Moir
CEO and Founder
Of clients surveyed, 93% of new teachers reported that working with their mentor has influenced their teaching practice, and 90% reported that working with their mentor has impacted their students’ learning.

Our entry into the world of Massive Open Online Courses (MOOCs) was hugely successful. On Coursera, over 78,000 people enrolled for our four courses on Blended Learning, Common Core in Action, and Success from the Start for New Teachers.

Last year was the start of the implementation of a 5-year strategic growth plan through which we aim to expand our footprint to reach 60,000 new teachers per year.

NTC successfully completed a $23 million growth capital campaign to support our growth plan.

After an extensive due diligence process, NTC was selected by the Business Roundtable as one of five high-potential educational organizations to help scale from a group of over 100 applicants.

The perceptions of 274,611 educators were captured as part of Teaching and Learning Conditions Initiative, bringing the total number of survey respondents to over 1.2 million since the inception of the program. NTC is the only organization with this breadth of data related to how teaching and learning conditions impact teacher retention and student learning.

The organization’s online visibility also increased substantially last year. PBS Newshour interviewed founder and CEO Ellen Moir, NTC was featured in 10 articles in national education sector publications, as well as many regional newspapers from Tulsa to Hawaii. NTC website visitors increased 48%, and our Twitter and Facebook followers grew by 83% and 21%.
Our Vision: One day there will be an excellent teacher at the front of every classroom ensuring ALL students have the opportunity to succeed.
Making Our Vision a Reality

In 2013-14 NTC took a giant step forward to achieve our vision. Now, we will continue our five-year strategic growth plan.

We successfully raised $23 million in growth capital

Our goal is to advance student achievement across the nation by improving the effectiveness of 60,000 new teachers by 2018.
A Once-in-a-Century Opportunity

Today, NTC faces a once-in-a-century opportunity to significantly impact how teachers are developed and supported in the U.S. While NTC already has extensive reach and impact, a number of factors have converged that make our work more needed now than ever before.

- The population of new teachers is rapidly growing. Forecasts indicate the number of new teachers hired each year will increase from 200,000 per year to 376,000. The number is anticipated to reach 427,000 by 2018.

- New teachers continue to be disproportionately assigned to work in schools serving low-income, English language-learning (ELL), and other traditionally under-served students.

- Greater support for teachers is imperative if we are to successfully implement new initiatives with the potential to advance teaching practice and student learning, including Common Core State Standards (CCSS), social and emotional learning (SEL) strategies, blended learning, and increasing use of technology in the classroom.

- NTC has a proven, scalable model that both accelerates the effectiveness of new teachers, and instills the skills and dispositions of successful teacher leaders - teachers who are better able to adapt their practice to new developments in the field, and help others to do so, as well.

- NTC induction mentors operate as experienced, talented coaches and change agents, providing districts with invaluable additional leadership resources.
The largest proportion of new teachers are found in low-income rural and urban school districts. Our two-pronged growth strategy targets these two communities in order to:

1. Expand our reach into the nation’s large urban school districts. Our goal is to increase our program partnerships with the largest school districts in the country from 25 to 60, and to reach 30,000 new teachers.

2. Accelerate the delivery of technology-driven teacher development program solutions to reach an additional 30,000 new teachers online, especially those in isolated rural areas where the availability of mentors and traditional programs may be limited.

We are one step closer to realizing our vision.

The $23 million in growth capital funding is allowing NTC to make significant one-time investments in:

• product innovation
• talent development
• capacity-building

Thanks to our funding partners, NTC has begun a scaling trajectory that will allow us to grow our teachers, our reach, and our impact.
LOS ANGELES SCHOOLS

Improving teacher retention and practice in Los Angeles

Background

New teachers are most likely to begin their careers in the most difficult settings: high-needs schools in large urban districts. It’s a paradox that contributes to a personnel “churn” that can cost districts millions to hire and rehire new teachers, year after year, and costs the profession in terms of talent lost. Such was the case in South Los Angeles.

Concerned about the quality of support given to new teachers and its impact on retention, Los Angeles Unified School District (LAUSD) asked New Teacher Center to implement a small teacher induction program pilot at a single school in South L.A. in 2011. So impressive were the results that the following year, NTC entered into a multi-year contract with the district to provide high-quality teacher induction that has been growing in reach and impact ever since.

Program Expansion

In 2013-14, LAUSD’s revamped Beginning Teacher Growth & Development Induction program served all first-year teachers throughout the district. Forty fully classroom-released, NTC-trained mentors traveled school-to-school to work weekly with 420 new teachers in their classrooms, using NTC’s Formative Assessment and Support System to accelerate beginning teachers’ professional growth in classrooms serving nearly 40,000 students.

Meanwhile, one of Los Angeles’ largest charter school management organizations approached NTC about implementing a new teacher induction program that would improve student outcomes and reduce teacher turnover. In 2013-14, NTC trained 28 part-time induction mentors for Alliance College Ready Public Schools to work with 122 new teachers in the charter network, impacting the classroom experience for an additional 7,997 students.

Data from NTC’s year-end survey revealed that mentoring focused on classroom management, lesson planning, observation of instruction, developing teachers’ repertoires of instructional strategies to make content accessible to all learners, and analyzing student performance.

Capacity Building

In addition to attending NTC’s two-year Mentor Academy professional development series, a group of LAUSD mentors have attended NTC’s Presenters’ Academy, allowing them to lead professional development for mentors in the district. This is a much valued benefit of NTC’s gradual release teacher induction model that transfers ownership to and builds the capacity of teacher leadership in the district.

Los Angeles Program Overview and Results

<table>
<thead>
<tr>
<th>Year</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teachers Served</td>
<td>164</td>
<td>540</td>
</tr>
<tr>
<td>Students reached</td>
<td>23,449</td>
<td>46,464</td>
</tr>
<tr>
<td>% of teachers stating they wish to remain in their school when surveyed*</td>
<td>73%</td>
<td>88%</td>
</tr>
<tr>
<td>% of teachers stating they wish to remain in LAUSD*</td>
<td>79%</td>
<td>94%</td>
</tr>
</tbody>
</table>

*NTC Induction Survey data
The Results

The results showed higher rates of teacher retention for new teachers in both LAUSD and the Alliance College Ready Public Schools.

In NTC’s year-end survey of beginning LAUSD teachers who had participated in the program, 88 percent responded that they wished to continue teaching at their schools (up from 73% the year before), and 94 percent planned to remain in LAUSD, compared to just 79% the year before.

In the Alliance College Ready Public Schools, of teachers who responded to NTC’s year-end survey, 87 percent wished to stay in the same classroom, and 89 percent hoped to stay in the Alliance College Ready network.

In addition, data from the mentor/teacher co-assessment process in LAUSD revealed evidence of teacher growth on eight elements of the California Standards for the Teaching Profession selected for focus.

LAUSD’s 2014 data revealed first-year teachers proficiency moved on a continuum from “emerging/exploring” at the beginning of the year to “applying” by year’s end.
Like many beginning teachers, I started my first year in a high-needs urban school. My science students were English learners and students who scored “below basic” and “far below basic” in standardized tests.

My UCLA Teacher Education Program prepared us adequately with theories and a general understanding of the difficulties teaching in the inner-city would bring. Still, teaching in this setting brought many unexpected challenges.

After the support of my grad school during my first year of teaching, I was introduced to Cynthia Amos, who quickly became my true mentor. From her I felt no judgment, but genuine support in all aspects of being a new teacher: the emotional hardships, balancing life, and the constant tweaking of lessons to best fit my students’ needs.

Together, we created project-based, inquiry-driven, hands-on science lessons. Through her weekly visits and debrief sessions, she noted my strengths of engaging students in high level scientific discussion, and the level of understanding of the content that my students demonstrated in conversation and in practice.

Cynthia and I were surprised when the results of a genetics exam did not match the knowledge evidenced in these classroom observations. After looking through my lessons and quizzes, she noticed my quizzes did not mirror the final exam. She called me at night to share her news. Together, we wondered whether the misalignment between tests could be a reason for the low exam scores.
The next year, I made sure that my end tests matched the pre- and mid-assessments. I also implemented more formative assessments. These formative assessments helped me see what was truly understood by students as we approached their final assessment. I sometimes had to spend an extra week on the material, reviewing it in various different ways, and implementing stations where students could concentrate on areas of individual weakness. Many of my tests resulted in 80% of my 200 students scoring above 85%. Less than 5% of my kids actually received less than 50% on a final exam.

I feel that Cynthia provided the support I needed in my growth as an educator. She is one of the most caring people I know. My colleagues who also had Cynthia as a mentor all agree, she is the one who helped us through our darkest moments as beginning teachers. Her support was – and still is – invaluable to me and for my students.
Background

Broward County Public Schools Chief Talent Development Officer Elisa Calabrese and her colleagues had an “aha” moment in 2012. They realized that if they were serious about human capital development and creating a highly effective teaching workforce, they needed to get serious about a unified and cohesive coaching model.

At that time there was no program of professional development for over 400 instructional coaches, who were situated at the school level and hired by principals. While many of these coaches seemed to have a good handle on their work, there was no cohesion, no common job descriptions, no criteria for what it takes to be a coach and no common professional development. Essentially, there was no comprehensive approach to developing their 400 coaches. Coaches were often pulled in a variety of directions. An estimated $21 million per year was invested in approximately 400 instructional coach positions.

Calabrese and her team identified New Teacher Center as the expert they needed to provide a more meaningful and impactful coaching model. NTC was a known and trusted partner, having provided teacher induction professional development for Florida mentors for a number of years. Establishing a broad partnership to include instructional coaches presented an opportunity for the district to align its vision for mentoring and coaching through common coaching protocols, tools and language, and the use of formative assessment data of teaching practice to deliver high-quality instruction. Alignment ensures that teachers new and experienced are coached in a consistent way using the same language, protocols, and tools to build a district-wide culture.
Program Expansion

In 2012, NTC helped design a pilot program for 30 instructional coaches: a two-year track of professional development in Instructional Mentoring, supported by monthly forums and peer coaching. The award of an NTC Investing in Innovation (i3) grant provided the funds to further envision, design, and articulate the components of a high-quality instructional coaching program across the district. Broward County Public Schools was able to leverage a Teacher Incentive Fund grant to extend the instructional coaching initiative at a broader scale. At the same time, the award of an NTC Investing in Innovation (i3) grant provided the funds to implement a high quality comprehensive induction program for beginning teachers across the district.

In 2013-14, 170 instructional coaches across the district participated in NTC’s Professional Learning Series for instructional coaches. Realizing that principal engagement was critical to supporting the coaches’ work, program leaders offered a series of half-day retreats in the summer of 2014, bringing together principals and coaches from various schools to gain a deeper, shared understanding of the role of instructional coach.

At the end of the year, the first cohort of 40 instructional coaches finished their training and submitted portfolios, including three case studies, for review. The new coaches came to their jobs with an average 16 years of experience as classroom teachers, yet all said the professional development coach enhanced their understanding of the elements of effective teaching, and half described the impact as “to a great extent.” A panel of department directors from across the district reviewed portfolios, provided feedback, and started a database of coaches who earned credentials. Meanwhile, 140 others continue their second year of training in 2014-15, while 175 new coaches entered their first year of the credentialing process.

The Result: Improved and Aligned Instructional Coaching

Now in place is a comprehensive instructional coaching program with common job descriptions, a sanctioned selection process, board rules, and a bona fide pathway to earn a coaching credential. Florida education officials are exploring the possibility of issuing a new state credential for instructional coaches.
A Conversation with Instructional Coach, Nelsha Powell

**Q.** How has the Coach Credentialing Program supported your growth as a coach?

**A.** I was a literacy coach for seven years before entering the coach credentialing program. This professional development helped me deepen my practice in many ways. I am able to differentiate my coaching and communicate more effectively to meet the needs of each teacher. I know when to be instructive, collaborative, and facilitative.

**Q.** What would you say has been the greatest impact your work has had on the school you support, a teacher’s practice, or student achievement?

**A.** The impact can be seen in the professional relationships that I have built, and support I give teachers to help them improve their practice and advance student achievement.

The Formative Assessment and Support (FAS) system tools have grown my ability to differentiate my coaching and to mentor teachers in ways that encourage their reflection and professional growth as well as their ability to help all students learn.

The Collaborative Assessment Log (CAL) starts the mentoring conversation with something positive: “What’s working?” and ends it with “next steps.” That can really help turn the day around if a teacher is frustrated, thinking, “I work so hard, but something didn’t go well.” It builds resilience and keeps the focus on moving practice forward.

Using the Selective Scripting tool allows me to be specific when discussing the lesson with a teacher. Often, the teachers are the ones who see the evidence of what they have said: “I’m asking lower-order questions!” Again, that has provided the entry point for deeper conversations around how to improve practice.

**Q.** What challenges have you faced as a coach and how have you overcome those challenges?

**A.** The biggest challenge that I faced as a coach was effectively engaging in meaningful and productive conversations with teachers and knowing how to ensure they would be receptive to ideas, especially after classroom observations. Thanks to the Instructional Coaching program, I have learned how to use mentor language stems. Now I paraphrase, use mediational questions, and provide non-judgmental responses to help a teacher realize what can be done differently.
“As we enter an era of new challenges and greater accountability, our teachers need more support than ever before. Our partnership with New Teacher Center is one of these foundational supports. Through the Investing in Innovation (i3) grant initiative, we have a pivotal opportunity to focus on accelerating teacher effectiveness through comprehensive programs for new teacher induction, mentoring and coaching, and ultimately improve learning outcomes for our students.”

Robert Runcie, Superintendent
In 2013-14, NTC leveraged technology to bring high-quality induction and professional development to a wider audience of educators.

The Shift to Blended Learning

Blended learning - which allows teachers to use technology-enabled tools and curriculum alongside traditional teaching methods - is the most promising instructional strategy currently being deployed to provide greater personalization and empowerment to students. NTC is similarly using technology to enhance our program delivery. Throughout our district partnerships, face-to-face mentoring and professional development (PD) is now accompanied by online PD, Formative Assessment and Support system tools and protocols, learning communities and forums.

Massive Open Online Courses

NTC was one of the first educational organizations to embrace Massive Open Online Courses (MOOCs). Through a partnership with Coursera, we offered four MOOCs last year and reached a new wide and diverse audience of educators. NTC content specialists designed the courses and engaged learners via video instruction, supplemental readings, and online community postings. For many participants, the MOOC provided their first professional learning about Common Core State Standards (CCSS). MOOCs allow NTC to contribute to the general knowledge of these subjects for both educators and the general public.

An Online Deep Dive into Common Core State Standards (CCSS)

Mentors and teachers are seeking concrete instructional strategies to help implement CCSS. The two NTC MOOCs on CCSS introduced the resources of the Literacy and Math Design Collaboratives (LDC/MDC) to meet this need. To further share these resources NTC also offered two, eight-week, “deep dive” online professional development modules entitled Explorations as part of our e-Mentoring for Student Success program and held a number of online mentor forums. Our aim is to give teachers the professional development and tools they need to be successful with Common Core.
Social and Emotional Learning (SEL)

The past year evidenced a true “blossoming” of our Social and Emotional Learning curriculum. NTC partnered the Collaborative for Academic, Social and Emotional Learning, a national leader in advancing SEL in school communities, to design a conceptual framework to guide our understanding. SEL was a key focus at NTC’s National Symposium on Teacher Induction in 2014, and our revised Mentor Academy series includes a specific SEL strand to build mentor skills in fostering teacher resiliency and student well-being. New tools (Knowing Teachers, Knowing Students Across Multiple Dimensions) bring non-cognitive learning into the work between mentors and teachers, guiding teachers to know and understand the whole child, and mentors to support the social and emotional well-being of their beginning teachers.

Photo courtesy of Daniel Shea
**TELL Listening to educators – 274,611 of them!**

The Teaching, Empowering, Leading and Learning (TELL) Survey is part of NTC’s Teaching and Learning Conditions Initiative, which provides a unique and valuable service to educators in schools, districts and states. The initiative consists of two parts:

1. Administering an anonymous online survey about teaching conditions in one period.
2. Work with the client to utilize results from the survey in school improvement plans and policies.

With more than 1.2 million survey responses since 2008, NTC is the only organization with this breadth of data related to how teaching and learning conditions impact teacher retention and student learning. Some highlights from this year include:

### Oregon

In 2014, NTC partnered with Oregon for the first time to administer the survey to all school-based licensed educators in the state. Over 59 percent responded. Survey findings are now being used to assess the extent to which educators report having the resources and support necessary to encourage the most effective teaching. Findings showed that Oregon educators report the highest rates of agreement related to factors that support Managing Student Conduct and have less favorable perceptions and a substantially lower rate of agreement related to the area of “time” and its impact on teaching conditions.

### Kentucky – Winner’s Circle

Kentucky Department of Education used survey data results to recognize the Winner’s Circle Schools: Ten schools that exemplify remarkable teaching and learning conditions survey results and student achievement. Another 40 schools were selected for Honorable Mention.

### Maryland

NTC administered the survey to all school-based licensed educators and designated education support personnel for the third time in Maryland in early 2013 and achieved a 58% response rate, a six percentage point increase from 2011.

The data has provided an entry point for open and objective conversations at the district and school level where survey results had shown wide differences in perceptions around the extent to which supportive teaching and learning conditions were in place. These conversations would have been difficult to embark on in the absence of data. Understanding and using the TELL data has been a strong focus for the Maryland State Department of Education as part of its Race to the Top federal grant.

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Rob Saxton, Deputy Superintendent of Public Instruction (Oregon)
Education and Policy
National support for new teachers

NTC advocates for policies and systems that strengthen learning opportunities and assistance for beginning educators.

State-Based Initiatives

In Illinois, an NTC policy report impelled the adoption of state guidance on evaluating and supporting beginning teachers within educator evaluation systems. We participated in and shaped the collaborative work of the Minnesota Department of Education to design a statewide toolkit and training to build the capacity of teacher evaluators to effectively observe teachers and to provide feedback on teaching. The Joyce Foundation supported our work in these two Midwestern states.

In California, our testimony and guidance to the Commission on Teacher Credentialing is informing improvements to state induction policies, practices and program standards.

Our policy recommendations on educator induction for the Colorado Department of Education were adopted by a statewide working group that seeks to reshape the state’s educator effectiveness system in 2015.

Our policy engagement through the TELL Kentucky Initiative informed the Pritchard Committee for Academic Excellence that recommended extending the state’s beginning teacher support program to all teachers in their first three years of service, and improving the quality and preparedness of teacher mentors.

In Oklahoma, we worked to support the state’s reinstatement of its teacher mentoring program.

Continuing the Push for Federal Policy

Over the last three Congresses, NTC has worked with U.S. Senator Jack Reed (D - Rhode Island) to develop the Effective Teachers and Leaders Act. This legislation would prioritize comprehensive, research-based teacher induction in federal policy, and would target resources to high-need school districts to provide guidance and support to their beginning teachers.

Educating and Advocating

NTC talked policy with State Teachers of the Year at the Education Commission of the States National Forum and to senior state education leaders at a symposium sponsored by two national education associations. NTC’s monthly policy newsletter completed its third year of publication, sharing insights on state and federal policy developments and highlighting our work in states and districts.

Over the last three Congresses, NTC has worked with U.S. Senator Jack Reed (D - Rhode Island) to develop the Effective Teachers and Leaders Act. This legislation would prioritize comprehensive, research-based teacher induction in federal policy, and would target resources to high-need school districts to provide guidance and support to their beginning teachers.
Notes from the Chief Financial Officer

For the past several years, NTC focused on developing best-in-class teacher and school leader induction services. We are proud to be recognized for our excellent content and matching of the most impactful solutions to specific district needs. In 2013, we launched a Growth Capital Campaign to support an acceleration of scaling our work across the country. By mid-2014, we successfully closed the $23 million campaign and began implementing our growth strategies.

You’ll see the impact of NTC’s scaling campaign in our financial results with revenue growing from $27.5 million last year to $41.9 million in 2014. This includes growth awards recognized through June.

Our expenses also grew from $25.7 million to $29.4 million including approximately $1.8 million of growth spending on top of our on-going operations.

Of particular importance to NTC’s long-term financial sustainability is growing operating and cash reserves. A full quarter of our Growth monies are designated for reserves. Such funds give NTC the flexibility so necessary for quick response to market opportunities that ensure we can grow our work and increase our impact. We also continually focus on ensuring that most of our spending is direct program spending. We are proud that even during our Growth Campaign we directed 84.7% of our spending to program work. We send our heartfelt thanks to all NTC partners who supported us in this success.

### NTC Financial Fiscal Year

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<tr>
<th>Revenue</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>Corporate and Individual Contributions</td>
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<td>Foundation Grants</td>
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<td>Contracts</td>
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<tr>
<td>Other</td>
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<td>14,178</td>
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<td><strong>Total Revenue</strong></td>
<td><strong>$27,514,453</strong></td>
<td><strong>$41,909,743</strong></td>
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**Expenses**

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<tr>
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<th>2013</th>
<th>2014</th>
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<tbody>
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<td>Program</td>
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<td>Management</td>
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<td>Fundraising</td>
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<td><strong>$29,432,570</strong></td>
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<td>Net Surplus/(Deficit)</td>
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<tr>
<td>Net Assets</td>
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<td>$19,324,756</td>
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New Teacher Center Funders

LIFETIME GIVING

$10,000,000+
Bill & Melinda Gates Foundation*
The William and Flora Hewlett Foundation

$2,000,000–$9,999,999
AVI CHAI
Carnegie Corporation of New York
The Joyce Foundation
MetLife Foundation*
Morgan Family Foundation
National Science Foundation
New Profit Inc.*
Charles and Lynn Schusterman Family Foundation*
SeaChange Capital Partners
Stupski Family Fund of the Hawai`i Community Foundation
TOSA Foundation

$1,000,000–$1,999,999
William K. Bowes, Jr. Foundation*
Harold K. L. Castle Foundation
Cotsen Foundation
S.H. Cowell Foundation
Sidney E. Frank Foundation
The Goldman Sachs Foundation
Leona M. and Harry B. Helmsley Charitable Trust
The James Irvine Foundation
Robert Wood Johnson Foundation*
Jim Joseph Foundation
National Education Association
NewSchools Venture Fund
Noyce Foundation
Oak Foundation
Skoll Foundation
W. Clement & Jessie V. Stone Foundation
Yellow Chair Foundation*

$750,000–$999,999
Applied Materials Foundation
The Boeing Company
Chevron
Cisco Systems Foundation
Walter & Elise Haas Fund
The Walter S. Johnson Foundation
Sobrato Family Foundation
UJA-Federation of New York
Wachovia Foundation

$500,000–$749,999
100Kin10
Flora Family Foundation
GreenLight Fund
Intrepid Philanthropy Foundation*
JPMorgan Chase Foundation
Silicon Valley Community Foundation
Stuart Foundation

$250,000–$499,999
Agilent Technologies Foundation
Barnet Segal Charitable Trust
S. D. Bechtel, Jr. Foundation
The Birenbaum Family Fund
Booth Ferris Foundation
California Community Foundation
Lloyd A. Fry Foundation
The Dirk & Charlene Kabcenell Foundation
William R. Kenan, Jr. Charitable Trust*
John S. & James L. Knight Foundation
Lucile Packard Foundation for Children’s Health
Karen and Christopher Payne Family Foundation
The Carroll and Milton Petrie Foundation
Rainwater Charitable Foundation*
Reddere Foundation, an advised fund of Silicon Valley Community Foundation
Charles and Helen Schwab Foundation*

$100,000–$249,999
J.A. and Kathryn Albertson Foundation
Bechtel Group Foundation*
John W. Carson Foundation
The Ferron Family Charitable Fund
Finnegan Family Foundation
Ford Foundation
Reuben and Mollie Gordon Foundation
Grand Victoria Foundation
Hewlett-Packard Company
W.M. Keck Foundation
Lockheed Martin Corporation
Microsoft
Newark Charter School Fund
The New York Community Trust
Peery Fund, an advised fund of Silicon Valley Community Foundation
The Rockefeller Foundation
SanDisk Corporation Fund, a corporate advised fund of Silicon Valley Community Foundation
Allen B. Slifka Foundation
State Street Foundation, Inc.
Steans Family Foundation
Toshiba America Foundation
Union Bank Foundation
The Wallace Foundation

$10,000–$24,999
Chizen Family Foundation
DaVita*
Full Circle Fund
Harrington Family Foundation
The Isabel Foundation
Lovett-Woodland Foundation
Malott Family Foundation
Matson Foundation
Raji-Syman Family Fund
The Sobrato Foundation
Wells Fargo Foundation

$5,000–$9,999
AMD
Sender and Tali Cohen
Hammond Family Fund
Mendelsohn Family Fund

We are grateful for additional funding support from:
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*Growth Capital Campaign Funders
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Lynn Kepp
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Cindy Brunswick
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Kitty Dixon
Senior VP, Special Projects

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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.