Dear friends and supporters,

By now, most educators, policymakers and parents know that new teachers need strong, research-based support to be effective at helping all students achieve at high levels. Now in our 17th year, New Teacher Center has pushed the field in that direction.

From the South Bronx to small-town Iowa (all highlighted in this report), our work is making a tremendous difference in keeping more teachers in the profession and helping them improve student achievement. But we’ve learned that our proven strategies to help new teachers are a shared responsibility across the entire “ecosystem” in each school.

Mentors, school leaders and instructional coaches play a critical role in helping teachers grow and students succeed. That’s why we’ve spent the past few years refining — and boosting support for — our plans to grow and improve. In the past year, we’ve begun to put these new phases of our work into action.

NTC is partnering with educators to help them use proven, consistent methods for supporting new teachers and their colleagues. Our digital tools and research-based frameworks guide these critical discussions among educators — so that everyone’s professional learning advances.

We’ve also brought in new leaders and expertise in the past year to help NTC expand into more schools across the country. We plan to reach a total of 60,000 new teachers annually through NTC’s high-quality professional learning and support programs by 2018. Our goal isn’t merely to grow bigger, but better.

New teachers are still at the center of all we do, but we’re also building supportive ecosystems of school leadership and coaching around them. We can’t think of a better way to help more students thrive.

We are grateful for your support,

Lance Fors
Chair, NTC Board of Directors

Ellen Moir
CEO and Founder
An independent third-party evaluation of NTC’s work in Hillsborough County Public Schools (FL) demonstrated that NTC-supported new teachers are as effective as experienced teachers, further evidence that NTC’s model improves student achievement.

As of 2015, the number of students who are taught by an NTC supported teacher has doubled since 2011-12, for a total of 6,954,395 students.

NTC grew its staff by 39% to support the organization’s ambitious plans to significantly expand its reach and impact.

NTC launched an iPad app to better support mentors, coaches, teachers and principals in using NTC’s suite of online tools, called Learning Zone, to guide conversations and work between mentors, coaches and teachers.

Use of NTC’s Learning Zone tripled this year. As a result, more mentors, coaches, teachers and school leaders across the country accessed NTC’s proven tools and principles, and had access to the data they need to better pinpoint what key strategies are accelerating teacher effectiveness and student learning.

Massive Open Online Courses (MOOCs) continued to help NTC reach even more teachers across the country with actionable strategies related to having success with students from day one, implementing Common Core and addressing learning differences. This year, over 13,000 signed up for on demand access to NTC’s series of MOOCs offered through a partnership with Coursera.

The National Commission on Teaching and America’s Future (NCTAF) named Ellen Moir a Commissioner. NCTAF is a bipartisan effort to engage education policymakers and practitioners to address the entrenched national challenge of recruiting, developing and retaining great teachers.

Ellen Moir received the 2015 Mary Utne O’Brien Awards for Excellence in Expanding the Evidence-based Practice of Social and Emotional Learning.

The perceptions of 127,860 educators were captured as part of NTC’s Teaching and Learning Conditions Initiative, bringing the total number of survey respondents to over 1.4 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.
New teachers are staying on the job longer, research shows. New Teacher Center’s work with our partner schools, districts and states is one important factor in this trend. But there’s much more work to do.

NTC is up for that challenge. We’re working with schools to change the odds for disadvantaged students by changing and growing our own work.

Too many students still attend schools where teachers come and go, or who don’t have the support and training to improve learning. Not only that, school leaders are under increasing pressure to put a wide range of new school improvement initiatives in place – from more rigorous academic standards and new teacher evaluation systems to building students’ social and emotional learning skills.

With the generous support of our funders, we are expanding our own team of dedicated staff to help districts support not only new teachers, but veteran teachers and principals, too. All of these professionals are critical to the success of new teachers, and now they’re key parts of our work. And they’re facing new academic standards, teacher evaluation systems and other changes that can keep some educators’ heads spinning.

We’re expanding our own team of dedicated staff to help districts support not only new teachers, but veteran teachers and principals, too.
Our strategy
We’re now implementing a three-pronged strategy designed to help even more new teachers and students succeed.

NTC empowers educators to meet these challenges by aligning school and district goals through well-designed coaching, and using consistent language and systems for providing teacher feedback. Strong support for new teachers – and the continuing development of experienced teachers and principals – is part of the same spectrum. Everyone should be headed in the same direction.

New Research on Teacher Attrition

- 1 out of 5 teachers leave the profession in their first three years
- Teacher churn is 50% higher in high-poverty areas
- Teacher retention in districts partnered with NTC has improved by 22 percentage points after just two years of support

New research tells us that the “churn” of new teachers may not be as dramatic as once believed. The situation may be improving because school leaders are paying closer attention to the problem. And NTC and others are helping districts provide stronger support for new teachers. But many students in struggling school systems and neighborhoods still often do not have the teachers they need. Good teachers leave quickly, either for schools with more resources — or depart the profession entirely. NTC helps schools keep more high quality teachers on the job and helps them improve. Mentors can help teachers elevate their practice and improve student achievement, research and NTC’s own experiences clearly show.
In the past decade, teacher-coaches who work with teams of teachers on classroom instruction have become common in schools across the country. These Instructional Coaches, often reading or math specialists who work with other teachers, also need strong support so they can help new and veteran teachers improve. But many Instructional Coaches don’t have specific training for their role in improving classroom instruction — and school systems may not be able to measure their effectiveness or provide helpful guidance. NTC solves this challenge by training Instructional Coaches on our approach to coaching, giving them online tools to use with teachers and align their work with district goals. Plus, it’s all aligned with NTC’s work with beginning teachers, so when this work happens alongside new teacher induction, all teachers benefit from the same type of invaluable feedback from accomplished peers.

We are building on 17 years of research-based work that’s proven to help raise student achievement and keep new teachers in the profession longer.

Principals who know what good classroom instruction looks like, and how to provide strong, meaningful feedback for teachers, can make a huge difference in keeping new teachers on the job and growing professionally. We work with principals and assistant principals through coaching, networks, professional learning opportunities and as key players in our teacher-induction model so that school leaders are poised to work with teachers and provide the work conditions that can help them excel.
The focus: Developing and retaining effective teachers and leaders

High teacher turnover has plagued schools in the South Bronx for too long. Esperanza Vazquez’s son once had three different teachers in less than a month. He read at a third-grade level in the sixth grade.

In fact, many of the South Bronx’s 35,000 students are negatively impacted year after year by the revolving door of teachers who often don’t stay long enough to become effective in the classroom or invested in the students and community.

Last year, Vazquez and others involved in the New Settlement Parent Action Committee (PAC) decided to take action. “My dream is that one day, Bronx education will be good, and all of our students will go to college,” she said.

Through a partnership with New Teacher Center (NTC) and the New York City Department of Education (NYCDOE), 86 schools in Bronx community school districts 9 and 12 are now getting the support they need to better develop new teachers and teacher leaders. And through the initiative, school leaders are becoming more adept at helping teachers grow and improve.

Parents advocate for new teacher mentoring

This collaboration began in the winter of 2014, soon after PAC presented Mayor Bill de Blasio a report describing how the District 9 schools consistently underserved their neediest students. One recommendation of the report: that the NYCDOE establish a comprehensive system for mentoring new teachers — one-third of whom were leaving within five years, according to city teachers’ union data.

“We saw high numbers of early-career teachers and higher rates of teacher turnover, and an increasing number of principals who had very few years of instructional experience,” said Emma Hulse, lead organizer for PAC.
In response to PAC’s report and advocacy, the NYCDOE contracted with NTC to launch a pilot new teacher mentoring program for the 2014–2015 school year. NTC began work with 46 schools in District 9 to implement the comprehensive system of support for teachers that PAC leaders had imagined. And, given the traction and early signs of success of the pilot, the NYCDOE expanded the collaboration to include both District 9, under Superintendent Leticia Rosario’s leadership, and District 12, under Superintendent Rafaela Espinal’s leadership, in 2015-2016. The NYCDOE contract with NTC is now supporting 86 schools and developing 160 instructional mentors and 170 school leaders. The model is deeper this year too, with NTC staff providing more consultation for superintendents and their teams to ensure cohesion and alignment, and greater site-based supports for mentors and school leaders to ensure higher quality implementation. These efforts will allow for significantly higher program fidelity and impact on the schools and educators we work with, which NTC will be better able to measure given the robust data-sharing agreement we now have with the NYCDOE.

System-level change

But the work didn’t stop with teachers. NTC’s approach in the Bronx aims to build capacity and alignment at all levels of the school system. NTC is cultivating teacher leaders alongside formal school leaders, and also partnering with the two area superintendents and their teams to support greater cohesion, alignment and impact. NTC helps develop a common language and methodology for teacher development in schools and in school systems, and as a result, a culture that allows everyone to learn and grow.

New York Program Reach and Impact

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<tr>
<th>Category</th>
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<tr>
<td>Principals and Assistant Principals</td>
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<td>Mentors</td>
<td>150</td>
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<tr>
<td>Students</td>
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<tr>
<td>% of teachers who planned to continue teaching</td>
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</tr>
<tr>
<td>% of District 9 mentors who say the program made them more effective in observing and giving feedback on teacher practice</td>
<td>97%</td>
</tr>
<tr>
<td>% District 9 teachers who said they received feedback from principals and assistant principals that can help them improve teaching – one of the key outcomes of our work with school leaders</td>
<td>96%</td>
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*2015-2016 Program Data and 2014-2015 Induction Survey Data*
NTC’s proven teacher induction model includes weekly, on-the-job mentoring for new teachers from accomplished, well-prepared teacher peers. The strategy helps to develop more effective teachers, boost teacher retention, improve student achievement and reduce the costs for teacher recruiting.

NTC is rigorously preparing instructional mentors through a comprehensive two-year training program to work with newer teachers to improve classroom instruction and student learning. Principals and assistant principals engage in their own professional learning activities with NTC, to build their capacity as developers of teacher talent through observation, effective feedback, and coaching-based supervision.

The Results

Already, the results are promising.

“I’m seeing a new sense of hope and excitement around our work and empowerment at every level,” said District 9 Superintendent Leticia Rodriguez-Rosario, a former teacher-coach and principal. “The best way to support teachers is to have credible peers supporting them.”

Thandi Center, NTC’s Director in New York City, recognizes in District 9 and 12 the same needs the organization has addressed in schools across the nation for 20 years. Her team has partnered with NYCDOE schools for four years, reaching more than 40,000 students through their work to develop instructional mentors and school leaders who can cultivate more effective classroom teachers and empower newer teachers to stay and thrive in the profession.

“NTC’s approach to developing school communities from within is essential to building and sustaining the capacity we need in communities like the South Bronx,” said Center, reflecting on the collaboration and the urgency parent leaders, schools, and the NTC New York team feels about the work.

In 2014-2015, P.S. 42 in District 9 had two instructional mentors who worked with teachers. Principal Lucia Orduz-Castillo said it’s a first step toward establishing a professional learning community. The principal herself worked with a NTC-trained mentor as a first-year teacher in 2005.
Instructional mentor Tierra Donaldson, a P.S. 42 Claremont special education teacher, co-plans lessons with her two assigned teachers, observes their instruction, and debriefs with them using NTC’s online tools — research-based questions and action steps for mentors and teachers. Donaldson mentored informally for several years before attending NTC’s Professional Learning Series.

“This work pushes teachers’ thinking about high-leverage practices to engage students,” she said.

Principal Edgar Lin of M.S. 22, two years into his job, said mentoring already is helping the school build professional learning communities and improve student learning. His school has had 13 principals in the past 23 years. Two-thirds of the teachers have less than five years experience; half have less than three years.

In 2014–15, Lin selected two experienced teachers to be full-time mentors. Working with NTC has helped “my first-year teachers have much more accelerated growth this year than last year,” he said.

**Looking Ahead**

“Hopefully, parents will see the same (teachers’) faces in the fall,” said Hulse, the parent leader. “What we have started building is a really thoughtful collaboration around supporting teachers, both veteran and beginning, and thoughtful partnerships between educators and parents. This initiative has brought people together around something concrete to benefit educators and families, and that’s the beginning of something powerful and important.”

**NTC is cultivating teacher leaders alongside formal school leaders, and also partnering with the two superintendents and their teams to support greater cohesion, alignment and impact.**
A Focus on Instructional Coaching

The role of instructional coaches in schools has become a field unto itself. These teacher coaches usually work with more experienced teachers to help them continually improve classroom instruction. Sometimes, they work with new teachers, too.

NTC is working with school systems across Iowa to provide support and professional learning for instructional coaches – and the results may be a national model for other states and districts.

“It’s a pleasure to partner with NTC. Their commitment to excellence and passion for teacher leadership has been critical to our success. We would not be as far along as we are without their help and support,” said Kim Owen, a regional administrator for the Grant Wood AEA and the program lead for the induction and teacher-leadership work with NTC.

Two years ago, Iowa legislators passed the Teacher Leadership Compensation Act to provide teachers with more opportunities for leadership roles and the potential for higher pay. The law provided funds for competitive grants to Iowa school districts to support this work. Some districts already had instructional coaches of some kind, but many had no special training for their roles – leaving great areas of growth for more impactful coaching through consistent training and resources.
Building on Success of Teacher Induction Work

Thanks to a 2012 federal Investing in Innovation (i3) grant, NTC already had built a successful program to support new teachers with the Grant Wood Area Education Agency (AEA), based in Cedar Rapids, Iowa. The AEA provides a range of services to 32 small school districts in the area, and due to the success of their existing work together, local leaders knew NTC would be a valuable partner as it prepared for a grant to develop highly-effective instructional coaches across Iowa.

Through the partnership with the AEA, NTC helped establish the Iowa Statewide Teacher Leadership Support System (TLSS), which officially began in July 2014. The TLSS aims to work with Iowa’s many different AEAs and school districts to build instructional coaches’ skills through a statewide collaborative network and support system.

The state has provided $150 million toward teacher-leadership roles over the past three years. Each school district receives $309 per student in state funding for the program.

Working Systemically So Everyone’s Aligned

NTC works with AEAs across the state to help build the professional skills of instructional coaches, while also making sure all levels of talent are aligned and that there is a system in place to support instructional coaching and teacher leadership work long term. That means creating individual spaces for program leads, district leads, and instructional coaches to share challenges and successes, and to learn how to adjust course for greater impact. As a result, everyone is continuously improving, and individuals across the state are becoming aligned in their understanding of effective instructional coaching.

The instructional coaches’ roles differ from district to district. One school district has three full-time instructional coaches working with more experienced teachers. A neighboring district has “data coaches” who help teachers analyze student data to improve instruction — while other coaches in the same district help teachers make the best use of technology.

Mostly, the coaches work with experienced teachers as an expert colleague who’s there to help them reflect on their work and grow professionally. All of the coaches share with each other and work together through the NTC partnership and TLSS program.

“It’s a pleasure to partner with NTC. Their commitment to excellence and passion for teacher leadership has been critical to our success. We would not be as far along as we are without their help and support.”

Kim Owen, Regional Administrator for the Grant Wood AEA

Iowa Program Reach

<table>
<thead>
<tr>
<th>Total students</th>
<th>33,516</th>
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</thead>
<tbody>
<tr>
<td>Total teachers</td>
<td>2,385</td>
</tr>
<tr>
<td>Total instructional coaches</td>
<td>87</td>
</tr>
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<td>Total districts</td>
<td>11</td>
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*2015-2016 Program Data
“What’s really exciting is that we have coaches attending our professional development and learning in very small districts, in very large districts, and all across our state,” said Owen, a former middle and high school teacher who lives in the town of Monticello.

The instructional coaches gather for eight days of professional learning throughout the school year — a couple of days of training every two months or so. They return to their schools to try different approaches, and then report back to the group about how their strategies worked out. There are also online forums that allow the coaches to communicate and share ideas twice during the school year.

Having that level of support is critical for coaches who have taken on the role — and may be the only person in their school or district to do it.

Owen works directly with 11 school districts in her area, and she visits with instructional coaches at their schools at least once a semester. The district enrollments range in size from about 200 to 17,000 students.

“I love this because it’s all about teachers seeing their own potential to make those changes,” she said.

**Constantly Learning, at Every Level**

The NTC partnership brings program leaders and instructional coaches together for eight full days in training workshops throughout the school year. The leaders, who are experienced principals and other educators in the district, meet with instructional coaches for professional learning workshops and training on best practices in classroom instruction. More than anything, the system supports instructional coaches and classroom teachers to be active learners themselves.

“I feel like I am able to be an active listener to look for entry points. This has helped me to find ways to move teachers forward in their current teaching practices,” said one instructional coach. Coaches use NTC’s new-and-improved Learning Zone suite of online tools to guide their conversations and work with teachers. It provides useful questions, exercises and consistent terminology that helps teachers put what they’re learning into classroom practice. Learning Zone also gives coaches and program leaders the data they need to better pinpoint what key strategies are accelerating teacher effectiveness and student learning.

“It has been fun to see them get so excited about what they’re doing and what they’re seeing happen in classrooms,” Owen said. “They got into education to make a difference. It’s great to see them get excited about what’s next and what they might be able to accomplish.”
A spotlight on Common Core and Social and Emotional Learning

College and career ready academic standards have become a major point of emphasis in NTC’s work to support new teachers, mentors, instructional coaches and school leaders to prepare students for success in college, careers and their communities.

NTC knows from extensive research that students’ Social and Emotional Learning (SEL) is critical to their development — and their mastery of more rigorous standards.

That’s why in addition to aligning its work with college and career ready standards, NTC turned its attention toward helping educators understand how SEL and higher standards intersect. The standards require students to think critically and productively struggle with lessons individually and in groups.
To succeed, students need to develop SEL competencies such as perseverance, resilience, perspective-taking, active listening, critique and feedback to peers, collaboration, empathy, self-management, social awareness and relationship building.

NTC is leveraging its work with schools to help more teachers not only incorporate Common Core and other rigorous academic standards into their classrooms, but also SEL skills. In fact, research shows the need to foster the SEL health of students and educators alike.

In response, NTC has:

- aligned its SEL work with frameworks we use to help educators implement higher standards
- worked to deepen mentors’, instructional coaches’ and school leaders’ understanding of — and the interdependence between — SEL and rigorous content standards through in-person and online professional learning
- created the SEL Online Resource Site for educators — with videos that provide opportunities to reflect on practice and instruction

Already, school leaders are reporting improvements in overall classroom culture and climate, and mentors are using SEL skills in their coaching of beginning teachers. Mentors are learning first hand that focusing explicitly on SEL impacts teaching behaviors, creating learning environments of safety, trust, and respect, as well as students’ engagement in rigorous content.
To really make a difference for all students, we recognized a need to start at the beginning — in a child’s first five years, when some of the most crucial learning happens. Many states have focused on teacher credentialing and class size, but research has shown that students are better prepared for school and have higher achievement when teachers’ relationships with students are strong, are grounded in social-emotional support and focused on guiding cognitive development. So we decided to help early childhood teachers grow in these areas by applying what we know about teacher coaching and support.

This year:

- **We helped identify and prepare early learning instructional coaches** in New York City, Hawaii, San Francisco and East Palo Alto, California, to ensure the most vulnerable children have access to high quality early learning experiences.

- **We built new standards for supporting teachers** in early learning classrooms and new digital tools for our coaches to use.

- **We’re developing new ways to support teachers, instructional coaches and school leaders in early learning.** This includes building stronger learning communities, and coaching teachers to be more intentional in using best practices to advance children’s early literacy and social-emotional learning. It also includes examining how schools nurture teacher leadership through structures of collaboration and support.
NTC teams with Kentucky to give schools more equitable access to effective teachers

NTC is a national leader in gathering valuable data on teaching and learning conditions in the nation’s schools and in working with states and schools to put that data to good use.

Since 2008, NTC has developed and worked in more than 18 states and in several large school districts to implement the Teaching, Empowering, Leading and Learning (TELL) Survey. The TELL Survey asks practicing educators about the presence — or lack of teaching and learning conditions (like community engagement, professional development and use of time) that can lead to better student learning and teacher retention. NTC has heard from over 1.4 million educators since 2008.

This year, NTC led this work in several states (Colorado, Indiana, Kentucky, and Maryland) and school districts (Hillsborough County Public Schools, Metropolitan Nashville Public Schools, and Pittsburgh Public Schools).

In Kentucky, TELL survey results are helping the state to ensure an equitable distribution of effective teachers, and the state's work in this area is being called a national model.

By partnering with NTC, Kentucky can gather, document and analyze educator perceptions of teaching and learning conditions in schools and districts, and then districts can use the results to plan improvements that include professional learning for teachers and school leaders.

In Kentucky’s school equity plan approved by the U.S. Department of Education, NTC’s policy work with the Kentucky Department of Education was evident, as the use of the TELL Survey data is mentioned more than 30 times and is the common thread throughout the plan. Federal officials call the plan a national model for improvement.

Kentucky leaders understand that recruiting effective teachers into poor work environments will not lead to increased student, teacher and school success. Achieving an equitable distribution of effective teachers requires giving educators supportive school environments where they are valued, trusted and empowered to collaborate to improve instruction.

State policymakers increasingly recognize teaching and learning conditions as an essential element for retaining teachers and improving student achievement. By hearing directly from educators, state policymakers can make data-driven decisions to help make schools better places to work and learn.

Moving forward, NTC will work more intensively with two Kentucky school districts under a grant from the Carnegie Corporation of New York, leveraging NTC’s school leadership development expertise to coach school leaders in using TELL survey results to drive improvements to their district’s teaching and learning conditions.
Education and Policy
NTC provides policymakers with valuable insight, guidance on improving support for new teachers

National report makes news
NTC partnered with the Alliance for Excellent Education to release *On The Path To Equity: Improving The Effectiveness of Beginning Teachers*, which detailed how schools can increase student achievement through stronger teacher induction and strengthened teaching and learning conditions. It garnered national media attention, highlighted NTC’s proven work, and provided guidance for policymakers nationwide. NTC CEO Ellen Moir participated in the high-profile release event in Washington, D.C., influencing national dialogue on the importance of support for new teachers.

Helping shape federal education policy
With New Profit’s America Forward coalition and other partners, NTC ensured that the needs of beginning teachers and principals were addressed in legislation to reauthorize the Elementary and Secondary Education Act. NTC also advocated for federal funding of induction and teacher development programs.

Major impact in states
- In California, NTC provided *extensive policy guidance* to the Commission on Teacher Credentialing.
- NTC’s policy newsletter completed its fourth year, sharing insights on developments and highlighting NTC’s work. NTC also advised journalists who cover education at an Education Writers Association seminar.
- NTC served as the lead author on a policy paper with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center – a technical assistance center funded by the U.S. Department of Education.
- Supported by the Joyce Foundation, NTC released a detailed analysis of teacher induction in Minnesota and offered policy recommendations to strengthen beginning teacher support.

On the national level, and in key states, NTC elevated its work with policymakers to help them improve new teacher effectiveness.
Notes from the chief financial officer

New Teacher Center continues to grow and make an impact on teaching and learning — and we’re poised to share our expertise with many more schools across the country.

NTC is expanding and enriching our programs for educators — and building and renewing our internal organization to support this work.

Fiscal year 2015 is the first full year of implementation of our scaling plan, funded by our 2014 growth campaign, and we’re already seeing results with a stronger infrastructure.

We’re still investing over 85 percent of our funds directly into program work. And we’ve added $2.5 million in operating reserves this year alone, a key part of our scaling plan that helps provide NTC with a solid financial foundation for the long term.

Because our work (and much of our staff) is situated across the nation, our team needs robust technological tools and resources at their fingertips. This year we’ve integrated our digital resources to ensure our staff working with district partners can easily access our high-quality tools and the latest versions of materials with a single sign-on. Having all NTC materials readily available and easily updated for our team to use in the field is a major step forward.

These are just the latest steps in our expansion and success. Sharing our expertise with more schools requires us to sustain ourselves. Ensuring NTC becomes even more adaptable to change is key to our growth and success. That’s why we’re increasingly asking our incredible funding partners to support more innovative areas of our work, increasing our capacity to have impact and effectively measure it, and more. Thank you for helping us deliver on our promises.

### NTC Financial Fiscal Year

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<tr>
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<td>Net Assets</td>
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### NTC’s Sources of Revenue FY 2015

- Contributions and Other: 5%
- Grants: 30.3%
- Contracts: 5%
- Program: 64.7%

### NTC’s Use of Funds FY 2015

- Contributions and Other: 9.5%
- Grants: 85.5%
New Teacher Center funders

$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
Einhorn Family Charitable Trust*
The Joyce Foundation
MetLife Foundation
Morgan Family Foundation
National Science Foundation
New Profit Inc.*
The David and Lucile Packard Foundation
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
William R. Kenan, Jr. Charitable Trust*
The Sobrato Family Foundation
UAJ-Federation of New York
Wachovia Foundation

$500,000–$749,999
100Kin10
Flora Family Foundation
GreenLight Fund
Intrepid Philanthropy Foundation*
JPMorgan Chase Foundation
Charles and Helen Schwab 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
Grand Victoria Foundation
The Dirk & Charlene Kabcenell Foundation
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