

NEW
TEACHER
CENTER

The Work

Behind the Work

2022 Annual Report

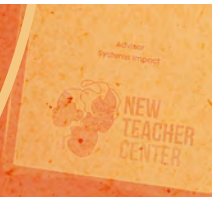


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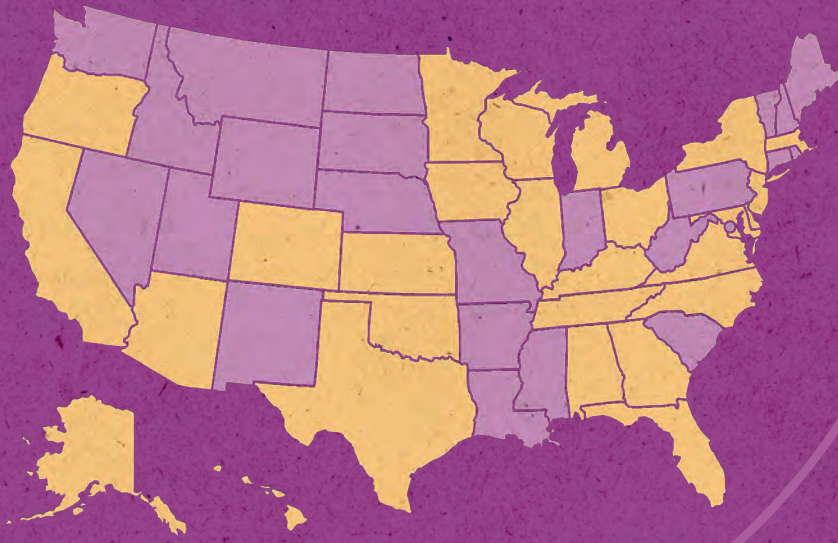


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Mission

NTC works to disrupt the predictability of educational inequities for systemically underserved students by accelerating educator effectiveness.



2022 Impact

NTC supported clients from coast to coast.

NTC served educators and students from every region of the United States, including 50 of the nation's largest 200 districts.

➤ NTC partnered with schools serving more than

**3.8 million students
+ 217,000 teachers**

➤ Across 29 states, NTC support reached approximately

**650 districts
+ more than 6,775 schools**

➤ On average

65% of students in those schools were BIPOC

66% were eligible to receive free or reduced-price lunch

NTC's Unique Value



At NTC, we believe that the social and emotional needs of students and educators are inextricably linked to academic success. We view teaching and learning as a dynamic, relational, human exchange. Effective, standards-aligned teaching and learning are only possible when an Optimal Learning Environment is in place.

The Optimal Learning Environment

Optimal Learning Environments occur at the classroom level and describe instruction that addresses the needs of every learner with ever-present attention to equity and continuous academic, social, and emotional growth.

The essential components of the Optimal Learning Environment are:

- Creating emotionally, intellectually, and physically safe environments
- Implementing equitable, culturally responsive, and standards-aligned curriculum and instruction
- Meeting the needs of every learner by identifying and creating systems of support for students with learning differences, including students with convergent and divergent learning styles



Letter from the Board Chair

Shruti Sehra

Dear Community,

For almost 25 years, NTC has continually taken on challenges as inspired opportunities.

Anyone familiar with our organization knows the hallmarks of its DNA — resilience, empathy, can-do spirit — and an unrelenting belief that relationships are the most critical driver of our work in service to students, educators, and communities. These show up in our facilitated conversations and learning sessions with mentors, coaches, and teachers; our bold innovation pilots to push and redefine professional learning; and our collaborations with districts to create ecosystems of support that ensure BIPOC students, students with learning differences, multilingual students, students experiencing poverty, and immigrant students thrive in school.

Each year, our teams devote thousands of hours to reflection, prep, and iteration. But we rarely pull the curtain back to spotlight the intense and intentional process — the deep, messy, hard work — that makes it all happen. We can

only move at the speed of trust, so we must invest in process; it's the difference between creating good and creating brilliant transformational experiences for our partners.

Each year, our annual report is an opportunity for us to share our accomplishments working in service to educators and students nationwide. And this year, we are highlighting some of the pre-work and post-work that goes into every successful partnership.

In 2022, NTC staff answered the call for our partners challenged by the waves of the pandemic, racial reckoning, and more. From airports to hotel rooms, they put in above and beyond to research, plan, adapt, and analyze our coaching-based services to ensure a high-quality, context-customized experience for each engagement. And our central teams built the structures and operational conditions to actualize this work at every turn — securing data, delivering internal training, balancing budgets, sharing knowledge, and nurturing a caring staff experience. Here are a few highlights.

- Last year, NTC proudly stood shoulder to shoulder with committed changemakers in classrooms, schools, and districts in 29 states. We partnered with approximately 650 districts and more than 6,775 schools serving over 3.8 million students and 217,000 teachers. On average, 65% of students in those schools were BIPOC, and 66% were eligible for free or reduced-price lunch.
- We received notification that NTC would receive a historic gift from philanthropist and author MacKenzie Scott. Her generosity will be put to work to redesign professional learning and school ecosystems to be inclusive, equitable, and impactful. She said it best: “Communities with a habit of removing obstacles for different subsets of people tend to get better for everyone.”
- Our Equity Commission continued with their fiercely reflective work to reimagine the purpose of public education.
- And as we continue to adapt to the needs and contexts of districts nationwide, NTC is coaching toward a teaching craft that blends effective pedagogy with students’ identities, well-being, and academic needs, while also ensuring we equip educators with wraparound supports.

All of this happened during a transition in NTC leadership. In 2022, the Board partnered with staff to select the

organization’s next CEO. The selection process aligned with NTC’s core values and strategy, and embraced the organization’s history and learnings to anchor us in our fundamentals. At the same time, we looked forward. How do we build more resilient, responsive programs? How do we ensure that the care we bring to each relationship is sustainable and consistent at every touchpoint? How can we reimagine prioritizing our time in service to innovation, continuous improvement, and equity?

As Tommy Chang has joined NTC, he has focused on building relationships, learning the organization, and understanding its strategy. We are excited about his leadership and stewardship as we move into the future. Special appreciation and gratitude to interim co-CEOs Atyani Howard and Arthur Mills IV for navigating uncertainty with strong leadership and open curiosity, one of our core values.

Thank you for believing in what we do and how we do it. Yes, our mission and vision drive us forward. But without question, the sacred relationships we’re fortunate to be a part of fill our hearts and fuel our passion for taking on the work behind the work.



Shruti Sehra
Board Chair

Impact by Design



> More than just a test score

We know that every child is so much more than a test score. And yet we have relied on student performance on standardized math and English language arts tests to measure every unique learner's potential to succeed in a dynamic, non-standardized world. In impact measurement, achievement on state tests has traditionally served as the long-term indicator of success for just about any initiative we dream up to improve education. But we all know that, at best, it's an incomplete picture. A growing body of research points to what test scores miss. In the end, it comes down to there are no shortcuts. Just as efforts to improve teaching and learning can't be one size fits all, neither can their effectiveness be measured that way.

We also know that everything happens in context. How a project is implemented, what works, and what doesn't is ultimately determined by the unique settings, circumstances, people, and resources involved in implementing a plan. For this reason, efforts to measure impact must start with a better grasp of the distinctive landscape for change at the partner site: What is the current state of instruction? How would students characterize the learning environment? What school- and system-level enabling conditions have to be in place to support success? What matters most to the school and district community?

Reflecting this understanding, in 2021–22, we began shifting our impact design and consulting to focus on more immediate, student-centered, and site-specific measures in the particular contexts of our partner sites.

We're moving away from prioritizing statistical test data over all else and [elevating student-reported experience data](#), learning conditions, and other qualitative measures. We're also finding ways to gather site-specific baseline data to co-design solutions that reflect [community and culturally responsive goals and methods of measuring impact](#). To do this, NTC is working collaboratively with expanded groups of stakeholders at our partner sites to design contextually rooted action plans and associated research methods. The result? Holistic and reflective data that provides authentic and tangible information to guide them on their journey from where they are to where they want to be.

We are repositioning impact measurement at NTC to promote learner-centered, locally designed and implemented solutions that honor and value partner, community, and student realities, needs, and priorities. Our goal is to build capacity at our partner sites to engage in student-centered goal-setting and action-planning around very targeted and realistic outcomes, identify gaps

for data collection, and use contextualized information to design solutions that are easier to monitor internally.

As an example of this shift, NTC developed a new approach to impact, taking current research on program evaluation and integrating [Guskey's five levels of evaluation of professional learning](#). This framework differentiates data collection and indicators of success according to stakeholder input, program type, and depth of engagement.

We call it: Common 5+1.

Participants value the experience > Participants learn > Organizations support, or change to support, implementation > Participants transfer learning to practice > Students learn and thrive > Improvements are sustained/ecosystems become healthier

- Our strategy aligns with the emerging shift across the field to approach impact more inclusively and broaden outcomes to include more student-centered measures beyond math and reading test scores. Examples of student-centered outcomes include student-reported learning conditions, student social and emotional competencies, and student engagement in learning.
- Our goal is to co-design impact plans with our partners that measure outcomes that are meaningful and aligned with district needs and to scaffold and

build capacity for clients to engage in sustainable, evidence-based, systems-level continuous improvement.

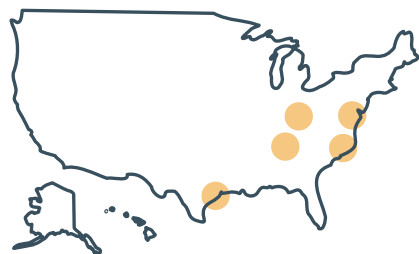
Major activities in 2022

- We designed a plan for piloting the Common 5 + 1 approach, identifying nine clients for implementation in 2022–23. Through impact consultation, each NTC-partner team will identify meaningful sources of evidence to address each level of the framework to create a comprehensive story of impact for educators and students. Together, we'll co-design contextualized plans and methods to collect evidence from a combination of district data, student feedback, NTC tools and teacher-coach surveys, and custom solutions designed to facilitate and assess effective teaching and coaching practice.
- Within the context of traditional federal grants evaluation, we expanded what we are including as measures of student outcomes. For example, we worked to redefine the logic model of our EIR-SEL federal grant to shift beyond achievement measures to a significantly heavier emphasis on SEL competencies and mindsets. This necessitated grant activities and data collection changes to better align with our student-centered goals.
- We created a data collection and reporting infrastructure for our consultant teams to build internal



capacity to conduct “current state” analyses at partner sites to better understand starting points for designing and implementing improvements. This includes data collection for equity audits and instructional reviews through teacher, and student, focus groups, surveys, curriculum review, student work sample analysis, observations, course offerings — and consultative support focused on family/community representation and inclusion in audit and review processes.

At the core of NTC’s impact strategy is our desire to answer one overarching question: Is the experience of systemically underserved students changing because of our work? Looking toward 2023–24, we will continue to expand our focus on capturing underserved students’ experience data as a critical source of evidence for program improvement. We will also continue development of resources and training to build internal capacity to support partners with the shift to impact by design.



Community Portraits

Get to know our partners

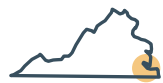
Our school systems are designed to get the results they're getting. Disrupting educational inequities requires redesigning systems, structures and approaches to ensure every student meets their full potential. At the same time, every educator's strengths must be leveraged and built upon in their learning experiences. NTC believes schools and district communities know their students best — we work to leverage community assets to optimize impact and action. It's never a one-size-fits-all approach. Instead, NTC is adaptive and responsive to each unique partnership, co-crafting goals to move closer to educational equity for students, particularly underserved populations.

This approach starts with in-depth, probing conversations to build a shared understanding of the current experiences of educators and students. From here, we perform the work before the work,

from classroom walkthroughs and identifying trends, to student work analysis and empathy interviews with students and staff. As professional learning is developed for educators, coaches, mentors, and school and/or district leaders, we engage in continuous communication to confirm the work is meeting the goals of our partnership and to iterate when needed.

We have the privilege of working with a wide variety of partners across the nation. From Massachusetts to Texas, Minnesota to California, and across the ocean to Hawaii and up north to Alaska, our partners trust us to hold their educators and students at the heart of the work and be flexible as needs evolve. Whether these relationships are short-term or long-standing, we are proud of our far-reaching collaborative partnerships.

Read on to learn more about a handful of our partners with whom we're co-creating professional learning for educators across the system in service of their students.



Norfolk Public Schools

Norfolk Public Schools partnered with New Teacher Center to address teacher retention challenges.

Norfolk Public Schools partnered with New Teacher Center to address teacher retention challenges. Our initial conversations surfaced that teachers were being supported by many people with different, unaligned goals. Teachers wanted to grow their instructional craft through systematic and focused in-field coaching. In response, we collaboratively developed a coaching model featuring some of the district's current tools and

piloted it in several schools to support cohesion and coherence. We are working to implement the model across all district schools over the next three years.



Aldine Independent School District

Aldine Independent School District partnered with NTC with two goals.

The first is implementing a new Odell English Language Arts high school curriculum across all high schools. Our partnership has involved:

- Ensuring district structures fully support the implementation.
- Supporting all coaching staff in understanding how to help teachers.
- Confirming the goals of the implementation are met.

The second goal is to deepen the enactment of best practices across all early learning classrooms. Topics have included highlighting play as a critical research-backed learning driver for our youngest students and connecting curriculum skills and preK guidelines with centers and developmentally-appropriate practices. Both partnerships aim to ensure that all students get a high-level education, no matter which district schools they attend.



Tennessee Math



NTC is an approved vendor for the statewide Tennessee Math Curriculum Implementation process for districts.

This year, the state began the math adoption process, which includes new math standards, a new instructional practice guide, and curriculum adoption across all districts to be implemented in SY23-24. Districts were awarded a grant for a two-year partnership with a partner to support this work. Year one involves strategic planning and capacity building with school and district leaders. Year two will focus on supporting implementation

and actualizing the district's vision for excellent math instruction. We have seven partnerships and are working to be intentional with customizing our support to meet the needs of each district, which are all unique in size and makeup. We are also creating opportunities for collaboration and shared learning throughout the grant.



Maryland LEADS

In the spring of 2022, the Maryland State Department of Education [opened an opportunity for local education agencies \(LEAs\)](#) to obtain grants to use federal funds to accelerate student learning and provide more targeted support for historically underserved students and communities.

NTC was approved to serve as a partner program with LEAs to help implement high-leverage strategies related to grow-your-own teacher programs, staff support and retention, and the science of reading.

Since the fall of 2022, NTC has partnered with six districts — Baltimore County, Calvert County, Cecil County, Kent County, Prince George’s County and Talbot County Public Schools — across Maryland. We are primarily focused on staff support and retention to ensure the enabling conditions are in place to create a culture of equitable, humanity-centered classrooms that provide high-quality learning. Creating these conditions supports both

student outcomes and teacher retention. We also partner with one district to increase the diversity of its teacher candidate pool and strengthen supports, particularly for early career educators of color, as part of their grow-your-own strategy goals.

In our process, we begin by working closely with each district to understand their current state, co-create a strategy grounded in an analysis of the LEA’s existing supports, and build the capacity of stakeholders across the system through consultation, professional development and progress monitoring. We are eager to see the outcomes we can achieve at the culmination of these two-year grants.



Southeast/South-Central Education Cooperative (SESC)



In 2019, SESC partnered with the NTC under a multi-year federal Education Innovation and Research Program grant to accelerate student learning for underserved students in rural districts in Kentucky.

The key levers for change are instructional coaching, professional learning communities (PLCs), and school leadership alignment to drive coherence in building strong instructional cultures across schools and districts. In our third year, we're supporting the full implementation of the coaching model with impact across 61 schools, 1,721 teachers, and 25,785 students. Instructional coaching has transformed the region in how they conceptualize and prioritize coaching to support teachers and students, and eradicate the deficit mindset previously associated with coaching. Teachers and coaches report:

- Instructional coaching is making their job better and helping them support their students.
- The work and efforts of PLCs are leading to tremendous student growth and performance in reading.
- Cohesive connection and transformative work where a lead teacher brought one-on-one coaching tools to underpin PLCs, leading to student learning growth at all levels.

Direct-to-Educator — Rethinking Teacher Professional Learning



➤ What teachers need, when and where they need it

Educators and researchers across the field have long called out the [shortcomings of traditional teacher professional learning](#). It can lack vision, be topical, sporadic, disconnected, and not aligned with individual teachers' needs and problems of practice. It's too often passive, one-size-fits-all, and needs more follow-up and collaborative or guided learning options with instructional experts. Most importantly, the evidence that it impacts student learning outcomes needs to be stronger. And yet, as a field, we continue to throw money and teachers' precious time at professional growth solutions that often don't hold up.

One of NTC's three strategic "big bets," our Direct-to-Educator (DTE) initiative provides an option for the field that combines the best of what we know works in adult learning with new approaches that speak directly to the actual needs of educators. Our personalized, online learning support is embedded in day-to-day practice, supports agency and self-direction in accessing content and activities, emphasizes instructional practice over content knowledge, centers learners and prioritizes relationships, and is designed for direct and immediate application in the classroom, with options for external coaching and learning community modalities.



Our Direct-to-Educator professional learning solution...

- gives teachers the autonomy to build their own learning agenda and schedule
- provides high-quality, expert-curated learning experiences
- is rooted in adult learning principles and science
- supports teachers to move learning and ideas into practice with real students — theirs!

Based on Stanford University researcher Dr. Arnetha Ball's theory for "generative change," the DTE experience is built around a four-part learning cycle that empowers teachers with engaging, complex challenges. The goal is to provide an experience that mirrors the kinds of personalized, immediate, and authentic learning we want teachers to be able to create for students in their classrooms.

SPARK

Teachers get inspired and motivated to learn. They hear authentic stories and great ideas from active educators and national thought leaders. When teachers see themselves, their struggles, and their aspirations in the learning environment, they can connect to the content.

REFLECT

Teachers work through a guided reflection on a particular aspect of practice and then access relevant research to connect explicitly what they already know with new knowledge.

TINKER

This is where teachers do something with what they are learning, using DTE resources to apply strategies in their context in manageable ways.

GROW

Learners reflect on what they learned during the application experience, how they would adapt or tweak for desired outcomes, and think about next steps.

All learning cycle phases are designed for independent learning or use with coaching or collaborative learning teams.

Since 2020, we've been building and beta-testing content menus for online, competency-based professional learning modules in three pathways:

- **Core** — Examines self and social awareness and critical practices for understanding who students are, what they need to succeed, and how to leverage community assets to support student achievement.
- **Early Learning** — Focuses on creating equitable, identity-affirming learning environments for Pre-K-3, with research-based content on reading, social, emotional, and academic milestones, and developmentally appropriate practices.
- **Multilingual Learners** — Offers guided exploration on how teachers can know their multilingual learner community better, build knowledge of language development theory and practice, and develop skills to deliver quality instruction.

In 2022, we continued with soft launch activities, including building out multilingual learner playlist options:

- **Introduction to Multilingual Learners and Language Development** — For any teacher who works with

multilingual learners, emphasizing language development theory.

- **Leveraging the Assets of Multilingual Learners** — Examination of myths and misconceptions about multilingual learners and ways educators can leverage their assets and increase access and engagement.
- **Designing Instruction to Meet the Needs of Multilingual Learners** — Instructional practices to support vocabulary development, teach language through content standards, plan for student discourse, and scaffold lessons using real classroom video.

Also in 2022, we tested teacher self-direction components and the user experience with flexible pacing and differentiated content. We designed access options for support, community, and independent learning through completion of a fourth district pilot and engaged a diverse group of educators for a Teacher Advisory Group (TAG). TAG activities included 20 focus group sessions to gather feedback. TAG members helped develop diverse learner personas to inform future content. We also refined the experience's look and feel, adjusted some language and terminology, and streamlined classroom application templates.



Looking forward to 2023, we will:

- Seek additional opportunities through TAG and pilot partner sites to co-design content with educators, students, families, and community members.
- Design offerings that integrate equity-centered practice and transformative social and emotional learning for core content areas
- Use feedback from coaches and mentors to inform upgrades to our coaching methods and supporting resources.
- Test new delivery model options, including embedded offerings through professional learning communities or whole-school approaches and integration with other NTC services.
- Co-develop support resources, including facilitator training, scheduling, observation cycle tools, and needs assessments.
- Identify partnerships for full implementation.

Designing Liberatory Space for Transformational Work to Take Root



➤ **Over the last three challenging years, under the leadership of Chief Program Officer Atyani Howard, the New Teacher Center’s 23-member Equity Commission came together in the spirit of collective inquiry to articulate a new, shared purpose for public education in our nation.**

To guide and ground this undertaking, members carefully self-curated a dynamic community of majority BIPOC national experts that included students, teachers, school and system leaders, and other key members of the education ecosystem from the fields of youth development, social work, and student experience research.

In shaping each convening of the commission, we borrowed from Liberatory Design practice to ensure that the quality and depth of the experience would lead to the quality and depth of the outcomes we wanted to produce.

Each meeting devoted significant time to storytelling to intentionally co-create a communal space supporting an exceptionally candid, rich, and profound exploration of the following four learning questions:

- How do we change the conversation about education in new and lasting ways?
- How do we center teaching as a human endeavor for all?
- How do we systematically support educators in honoring their own humanity so they can do that with and for their students?

- How do we weave an equity-centered web of connectedness between self, subject, and student that offers a new way of teaching and learning?

The design of the experience reflected our belief that equity is a practice, not a destination. The work is ongoing, requiring people to be continuously reflective and vulnerable, ideally in a community with others. This idea informs NTC's day-to-day programmatic work with partners and our approach to internal culture and learning initiatives.

Following each group convening, the NTC team collected and synthesized emerging themes and reflected on the impact of our facilitation processes. Coming out of the events of 2020–21, the shared experience of the Equity Commission, coupled with NTC's evolving strategy to meet the aspirations of its mission and vision, this work coalesced from a root cause analysis to a proposal for a way forward — reimagining American education based on a foundation of equity and humanity. We have since captured this wisdom in a point-of-view document and field-wide learning experience launched in 2023 as “The Elephant in the (Class)room.”

Learn more about the commission, the development process, and the resulting paper online at newteachercenter.org/elephant. To showcase the key

ideas and design anchors central to “The Elephant in the (Class)room,” NTC includes profiles of individuals, organizations, and systems that are living examples of the vision and anchor practices. We also produced aligned asynchronous learning experiences for educators and others committed to changing the way we do school in America.

Our experience engaging our Equity Commission offered important learning about how to engage all the many stakeholders in public education who need to have a voice in how we educate our children. We plan to advance the ideas, themes, and processes we explored with the Equity Commission in our future work and partnership opportunities in 2023 and beyond.

Supporters

\$1,000,000+



\$250,000 - \$999,999

**Booth Ferris
Foundation**



**Chan
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Initiative**



**Heising-Simons
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**Koshland
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\$100,000–\$249,999

- GreenLight Fund
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- State Collaborative on Reforming Education (SCORE)
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\$25,000–\$99,999

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\$5,000–\$24,999

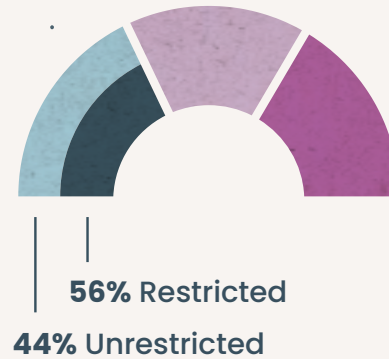
- Gail and Jack Bendheim
- Alana and Brett Fine
- Bill & Melinda Gates Foundation
- Kelly Pope
- Richard K. Lubin Family Foundation
- Robert and Joanne Stein
- Tides Foundation

2022 Financials

New Teacher Center is deeply committed to fiscal management best practices, prioritizing resources to disrupt the predictability of educational inequities. Our impact and operations strategies work together to ensure sustainability and efficiency in delivering transformational learning experiences for educators and NTC’s prioritized student communities.

NTC has enjoyed six (6) consecutive years of exemplary financial audits conducted by Armanino and Associates, even with increasing operational complexity. With stable finances and a strong balance sheet, our engaging and deep relationships with philanthropic partners align values, vision, and investment to advance our equity-centered mission.

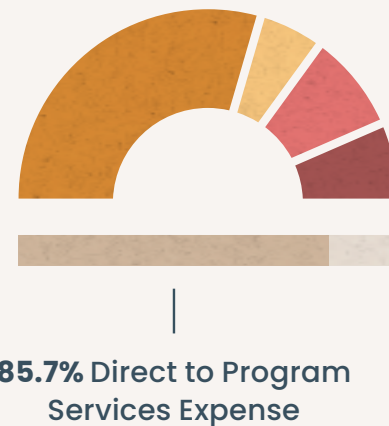
By 2025, NTC aspires to generate \$30 million in revenue from its earned fee-for-service portfolio, philanthropic support, and federal grant programs.



Revenue

- \$9.8M Philanthropy
- \$8.4M Federal Grants
- \$9.1M Fee-for-Service

Total: \$27.2M Revenue



Expenses

- \$15.2M Labor
- \$3M Non-Labor
- \$4.4M Federal Pass-through
- \$3.3M Investments

Total: \$25.9M Expenses
Surplus: \$1.3M

Totals may not add due to rounding.

Board of Directors and Staff Leadership

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