

Anchored in Equity

2023 Annual Report



**NEW
TEACHER
CENTER**

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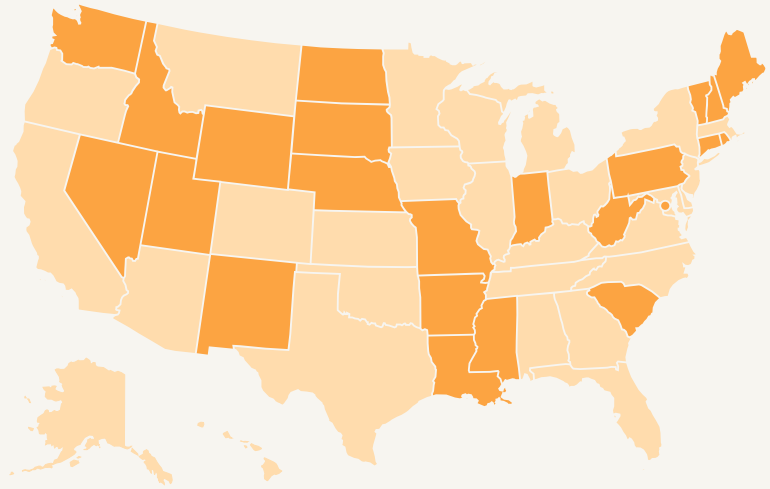
Mission

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

Impact

2022-2023 Total Reach

NTC works nationwide to accelerate educator effectiveness



4.75M

students

285,000+

teachers

1000+

school districts

9,400+

schools



58%

students of color



58%

eligible for free or reduced-price lunch



What if?

Message from NTC Leadership

This question has been a refrain at the New Teacher Center for 25 years and counting. It's how we got started, answering *what-if* questions about how to truly support and sustain new teachers. And it drives every idea we generate today to ensure that our professional learning inspires and supports teachers to not only persevere through career challenges but to grow and to flourish as they develop their identities as excellent educators.

What if? has shaped our rich history of intellectual risk-taking and innovative research-practitioner collaborations in acknowledgment that we need to constantly evolve to make a difference for the educators and students we serve. To that end, this past year, we released [The Elephant in the \(Class\)room](#), a call for a new design for teaching and learning. With it, we aim to catalyze our national reach in combination with research and cutting-edge practice to address the persistent underlying issues that limit access to transformative teaching and learning experiences. The three anchors for equity articulated in The Elephant help sharpen focus on the *what-ifs* that lie ahead.

Our initiatives to “walk our talk” require considerable time and resource investments in our people, our partners, and our own learning. We’re proud of our accomplishments

This past year, we worked in 29 states with approximately 1,026 districts and over 9,441 schools in co-designed efforts to help them move from where they are to where they aspire to be.

in pursuing a bold, evolved mission still relatively new to NTC. Our progress in 2023 was significant, made possible by collaborative partnerships with our donors, who believe in this vision, offer us feedback, and hold us accountable.

This past year, we worked in 29 states with approximately 1,026 districts and over 9,441 schools in co-designed efforts to help them move from where they are to where they aspire to be. Our partnerships served 4.75M students and 285,000 teachers, significant increases from the previous year (3.8M students and 217,000 teachers). While these statistics are meaningful, they don't capture the thousands of hours of professional coaching conversations on the ground that shifted instructional practices in real schools and classrooms, nurtured teacher-student relationships through intentional SEL best practices, or supported teacher wellness.

To measure our impact in local contexts, we closely monitor the value we bring to our partners across our portfolio. In alignment with a learning agenda focused on our core teacher induction and instructional coaching work and innovation projects to push it forward, we examined data from more than 200 observations of coaching practices and close to 1,700 observations of teacher and student classroom interactions. Our analysis indicated substantive movement from “exploring” key practice shifts to application and innovation.

We also elevate educator voices in the assessment of our impact and continue to find encouraging evidence that our work is making a difference:

- 88% of teachers and 87% of mentors “agree” or “strongly agree” that they have made permanent and substantive changes to their practice due to our teacher induction program.



We've always understood that teaching and learning is human work.

- 92% of teacher induction participants (in Q4) reported that NTC supported them “a fair amount” or “a great deal” on learning objectives for professional outcomes.

Considering some of the biggest challenges facing schools today, we are also helping partners track leading indicators linked to teacher retention, efficacy, and growth, such as positive self-perceptions of effectiveness and access to a high-quality mentor or coach.

As long as we've been the New Teacher Center, we've always understood that teaching and learning is human work. We also know that everything we do must be grounded in research and science and that these two stances are not at odds; rather, they inform and enhance each other. To this end, we continue to integrate the best of what we are learning from researchers and national coalitions across the field studying how to improve the teacher experience, advances in transformative social and emotional learning, and practitioner-informed professional learning design. Throughout this report, you'll find highlights of this work — internal and external — and reflections on what we've learned. At each step, we aim to design empowering professional learning rooted in trusting relationships, evidence-based practices, and personalization to support and develop educators at all stages of their professional careers.

While the following examples only graze the surface of our efforts from last year, they demonstrate our approach of integrating the best of what we do with the strengths of our partners to address national challenges in very localized contexts.

- We partnered with Kent County Public Schools to support a district-wide professional learning approach focused on career development opportunities for educators of color to serve as mentors and lead teachers in alignment with the [Blueprint for Maryland's Future Act](#).
- We've continued supporting Aldine Independent School District in their ongoing implementation of the Odell Education High School Literacy Program,



engaging in classroom walkthroughs to gather data to support principals in prioritizing necessary investments in resources and time for quality curriculum-based coaching.

- With support from the Toyota USA Foundation, we are building from our work with the Alabama Department of Education to develop the capacity of Huntsville City Schools' induction team to promote high-quality instruction with a focus on STEM.

Given the headlines and statistics about the state of education today, it's difficult not to feel the crush of urgency. But we must resist the temptation of the quick-fix solutions and technocratic playbooks we've seen repeatedly fail our kids. That's the message of *The Elephant in the (Class)room*. Only when we embrace teaching and learning as deeply relational, celebrate that learning happens everywhere (with everyone), and acknowledge that the learners and communities served by schools are the co-designers we've been waiting for can we answer this *what-if?* moment head-on.

In partnership,

A handwritten signature in blue ink, appearing to be 'Tommy Chang'.

Dr. Tommy Chang, CEO

A handwritten signature in blue ink, appearing to be 'Shruti Sehra'.

Shruti Sehra, Board Chair



Letter from Our Founder

Ellen Moir

Twenty-five years ago, I was a university teacher educator. And what we were seeing then is largely still true today. Systemically underserved students – kids of color, multilingual learners, kids experiencing poverty, kids who learn differently – face significant barriers to a quality education. Graduates from teacher preparation programs are left to fend for themselves in their classrooms without the necessary support. In what other profession as critical as education would developing the capacity of its newest members be left up to chance?

As teacher educators, we knew that supporting new teachers is an equity and social justice issue. Kids' lives depend on it. We also knew that relationships and trust, safety and belonging are essential [building blocks for learning](#) and that this is as true for adults as it is for young people. So when we began the New Teacher Center, we set out to define a new role in the profession, the mentor role.

At the time, there was really no such thing as “teacher induction” as we know it today. What we wanted to do was normalize the expectation that new teachers would have access to mentors and coaches and not just in name only. We wanted them to have system-



In shaping a new way of thinking about teacher development, we reinvigorated the field with hope and optimism grounded in equity.

sanctioned opportunities to grow, working in partnership with experienced educators who were skilled in providing side-by-side instructional development and interpersonal support. We wanted districts to offer induction programming that was much, much more than a day or two of “orientation.” We wanted schools to nurture new teachers to become the excellent educators they wanted to be. We wanted to create a model for thoughtful, effective, continuous teacher development that we could scale across the country and that would influence policy, research, and practice.

What was critical as we built out this new approach was to continuously study how to make it better and be able to show the impact that high-trust, instruction-focused mentoring and coaching could have. The more we learned about this work from our partnerships, research, and external evaluations, the better it became. We could see the combined effects of integrating rigor with care and the influence that had on teacher and student well-being and achievement. We learned what “moves” had the greatest impact, understanding that teachers had to have “optimal learning” experiences themselves in order to create those kinds of environments for their students. The social and emotional aspect of supporting teachers that is so central to our work — that culture of caring — is palpable in every city and district NTC has partnered with to this day.

That’s one of the things I’m most proud of. In shaping a new way of thinking about teacher development, we reinvigorated the field with hope and optimism grounded in equity. We also elevated the investments required to support school-wide, job-embedded instructional coaching — knowledge and shifts that continue to influence the field today.

Twenty-five years later, this work is more complex and more essential than ever. That’s why NTC brought together its [Equity Commission](#) to articulate a vision for how to proceed. Captured in [The Elephant in the \(Class\)room](#), the three anchors for equity will drive the next iteration of NTC’s work. We must universally recognize the relational core of teaching



and learning and go much deeper into culturally responsive pedagogy. We need to think more in depth about expanding our notion of educator and engaging communities in co-designing how students experience school.

The heart of NTC, as I've always said, is "relationships, relationships, relationships." You have to meet educators where they are and build from there. You have to know and care for your students. You also have to expand what you are doing into those nested communities of practice in schools and districts so that everyone is operating with the same values, ways of being, and integrity. There are very few organizations that can guide systems to bring that level of intention to fruition.

Since its humble beginnings, NTC has distinguished itself at the national level, grounding teacher support in equity, getting educational leaders to really think about and commit to teacher development, studying and codifying what works, and digging deeper into new ideas and new approaches at the intersection of research, policy, and practice. This work requires big hearts and big minds. Looking ahead, NTC is well-positioned to lead it and ignite the field.



Strength in Numbers

NTC extends impact through coalitions

“If you want to go fast, go alone. If you want to go far, go together.”

NTC has a longstanding history of cultivating trusting relationships with schools and districts, researchers, and peer organizations across the nation working to ensure our students and the adults who serve them thrive.

But, what if we could do more?

In 2023, Dr. Tommy Chang shared his organizational vision to create a *Culture of We* at NTC, building upon our legacy of relationship building and our 25-year history of coaching, connecting, and convening to galvanize and maximize our collective potential. We also made strategic decisions to extend our impact by aligning ourselves with key state and national coalitions that share our mission. This not only amplified our visibility but also deepened our collaboration with critical partners, setting the stage for future advocacy efforts.

Throughout the year, we have worked to engage with organizations that offer diverse yet complementary perspectives.

Throughout the year, we have worked to engage with organizations that offer diverse yet complementary perspectives. These relationships are a valuable resource as we seek to



Coalition to Reimagine the Teaching Role



create the critical ecosystem conditions necessary for achieving equity in systemically underserved communities. These efforts also expand NTC’s external affairs function and enhance our capacity to engage in:

- Research
- Convenings
- Thought leadership
- Advocacy work

The following are examples of how we are joining with other national leaders to extend our learning, reach, and impact:

- **[Emerging Bilingual Collaborative](#)** (Member): In California, NTC is a member of the Emerging Bilingual Collaborative. This statewide collaborative supports multilingual learners with a focus on educator preparation, development, and mobilization. The coalition was established by a consortium of funders, including CA Community Foundation, SilverGiving, Heising-Simons Foundation, The Sobrato Family Foundation, and James B. McClatchy.
- **[Coalition to Reimagine the Teaching Role](#)** (National Steering Committee and various working groups): The Coalition to Reimagine the Teaching Role is a cross-sector coalition of more than 30 organizations working to create the conditions where all K-12 educators thrive in collaborative and sustainable roles so that all students realize their unique potential. Coordinated by Education Resource Strategies, this national effort is designed to strengthen and focus the field around innovative solutions to make the teaching profession more dynamic, rewarding, collaborative, sustainable and diverse. The work involves identifying exemplars, reshaping the narrative about educator roles, and advocating for policy shifts that would support strategic school staffing. NTC will join fellow

Coalition members in January 2024 in Austin, TX, to learn about the national work of coalition organizations, build and strengthen connections, and develop actionable plans with the goal of accelerating the coalition’s progress and advancing shared priorities.

- [America Forward](#) (Member): This network of more than 100 social innovation organizations is a nonpartisan policy initiative of the venture philanthropy organization [New Profit](#). America Forward unites social entrepreneurs with policymakers to advance a public policy agenda that champions innovative and effective solutions to our country’s most pressing social problems. In January 2024, NTC will join the America Forward coalition during the Whole-Learner Hill Days in Washington, D.C., to support the Whole-Learner Act and share ways that innovative whole-learner educational approaches help foster student learning and well-being.
- [Research Partnership for Professional Learning](#) (Affiliate, Measurement Working Group): An innovative national research-practitioner partnership with the Annenberg Institute for School Reform at Brown University, RPPL is a collective of professional learning organizations, school districts, foundations, and researchers committed to advancing educational equity for students historically pushed to the margins of our education system. Together with members and affiliates, RPPL co-designs research studies to generate usable evidence on teacher learning. Our Impact team lead serves as a member of the RPPL measurement working group and contributed an NTC case study to an RPPL publication released in FY2024 titled [Measuring Teacher Professional Learning: Why It’s Hard and What We Can Do About It](#).



Research Partnership for Professional Learning

As we go deeper into these collaborations in 2024 and beyond, we will bring what we learn from others across the field to our partnerships with districts and schools. We will also be bringing what we learn on the ground from the teachers and leaders we work with every day to our advocacy efforts to influence research and policy that truly supports the students and educators we are committed to serve.



Moving from Idea to Internalization

Our Elephant learning journey

In March 2023, the New Teacher Center released [The Elephant in the \(Class\)room](#), which articulates a vision for a new way forward in teaching and learning. To serve as leader of this work, we recognized we needed to ensure we were “walking our talk” in our everyday operations, within each team and across the organization. We want every staff member to experience and be able to internalize what we are calling the anchors of equity defined in The Elephant — embracing the relational, expanding our notion of community, and co-designing with others in truly inclusive teams. Only then can we authentically facilitate and model these same kinds of experiences with our partners.

To this end, our Internal Learning group designed multiple initiatives to create the conditions for the vibrant, equity-centered organizational culture we see as central to this vision. Specifically, across our internal work over the past year, we’ve focused on better understanding how identity and bias influence a sense of belonging within teams and NTC at large.



NTC staff working collaboratively as part of its Center for Creative Leadership Development Program.

Cultivating Authentic Connections Intensive

“It was powerful to press pause and really unpack how bias shows up internally within us, as individuals, and across our organization. I am coming away from the experience with a common language and framework for identifying, naming, and addressing bias. I’m committed to engaging in deeper introspection and reflection about how bias influences my actions – especially in the small day-to-day activities (e.g., emails, meetings) that we can tend to speed through.” – NTC Staff Member

All staff participated in intimate, in-person learning cohorts called the Cultivating Authentic Connections Intensive, aka CACI. Staff came together in small groups to build empathy through personal storytelling and engage in safe but challenging opportunities to understand and better identify bias and strategies to interrupt it.

A big focus was understanding different types of bias, those hidden mental shortcuts we all take to process information that are often harmful. Cohorts studied how the brain creates and responds to bias and walked through how to interrupt it – examining the perspectives of initiators and those on the receiving end and practicing approaches to name and minimize it. Staff report that this learning has helped transform the daily work experience across the organization.

Center for Creative Leadership

“I liked the in-person time and the opportunity to reflect on all of the assessment results, and to reflect on our leadership capacity as an org and where we tend to fall.” – NTC People Manager

We also provided learning opportunities for people managers and team leaders to develop their supervision skills using a DEI lens. Working through the [Center for Creative Leadership \(CCL\) Leadership Development Program](#), every manager in the organization partnered with a CCL coach, mirroring our work in the field to leverage the power of high-trust, relationship-driven coaching as a lever for efficacy and equity.

The Equity Lab

“I really appreciated the time with my equity lab coach. The sessions always made an impact personally and professionally.” – NTC Senior Leader

While every staff member plays a part in building organizational culture, senior leaders

As we look toward 2024 and beyond, we are even more determined to examine and refine our structures, our systems, and our relational climate to reflect our bold external vision within.

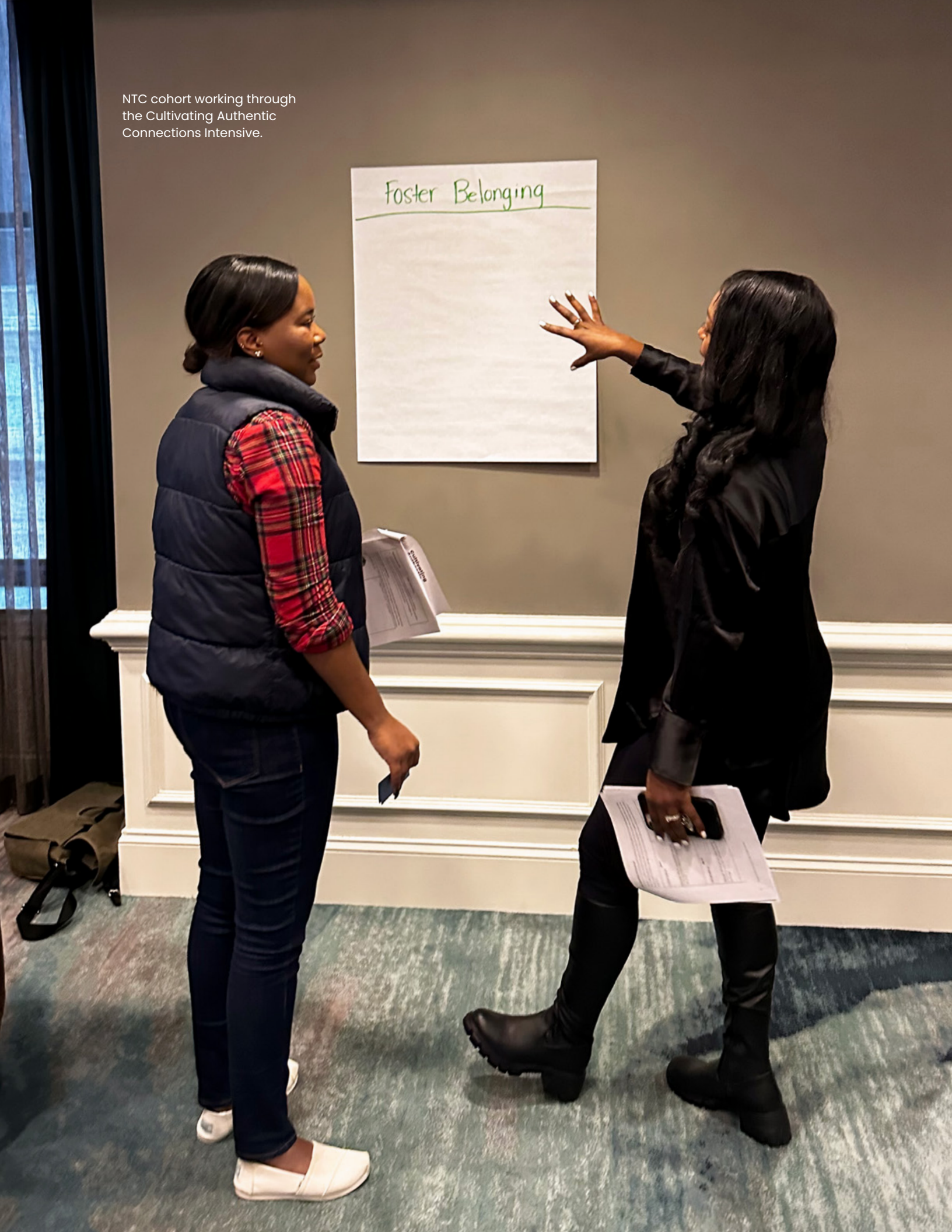
carry additional accountability as stewards, cultivating the conditions for individuals and teams to learn and thrive. NTC engaged [The Equity Lab](#) to assist senior leadership to analyze their roles as anti-racist leaders and consider how to create psychologically safe environments for staff. To guide this work, the Equity Lab first conducted an organization-wide listening tour, presenting the findings as a catalyst for defining ways our leaders individually and as an organization can better meet staff needs. Leadership then engaged in multiple learning experiences and one-on-one coaching focused on building awareness and developing mindsets and behaviors.

To ensure that we as an organization are accountable for the success and direction of each of these initiatives, we have been very intentional in pursuing data and evidence to continue to chart our path. Each year, we conduct an internal staff culture assessment to guide and sustain successful efforts and identify where to pivot when something we are doing falls short. We also partner with [Promise54](#) to administer an annual DEI survey to measure the impact of our internal learning initiatives. Before we launched CACI, CCL, and the Equity Lab, survey findings indicated that NTC was in an “Early Stage” of diversity, equity, and inclusion, a typical result even for those organizations that have made significant investments in organizational culture. We are happy to report that findings from the most recent survey catapulted NTC to an “Advanced” level, characterized as “high in diversity, inclusion, and equity.”

We are so encouraged by this validation of the direction we’ve set for internal learning. As we look toward 2024 and beyond, we are even more determined to examine and refine our structures, our systems, and our relational climate to reflect our bold external vision within.

NTC cohort working through the Cultivating Authentic Connections Intensive.

Foster Belonging



Community Portraits

Showcasing our work

New Teacher Center brings deep expertise in educator professional learning and our research-based coaching methods to schools and districts across the country.

We do this work in partnership, leaning heavily into our belief that co-design is critical to maximizing districts' assets, identifying layered challenges, and building sustainable solutions. We know that thriving school ecosystems aren't the products of an external playbook or expert consultants — the capacity to flourish comes from within, forged and shaped by the community's narrative. It includes all stakeholders, from students to non-teaching staff to educators to families, and it requires that we adapt the best of adult and student learning science to help learning communities move from one-size-fits-most to contextualized solutions. To do this, we leverage our national reach, research, and cutting-edge practice to meet partners where they are.

We begin by engaging critical stakeholders, which looks different in each partnership. Sometimes that means bringing together coaches and school leaders, or teachers, district leaders, and staff, or all of the above. And it should always include student voices and family and community perspectives to ground priorities in real experiences and local contexts. We put a premium on this data — critical information that is relational, experiential, and analytical — to craft the right mix of professional learning, consultation, and coaching opportunities to meet needs and push toward equitable outcomes. And we embed impact measurement and progress monitoring at every step to amplify what's working well, correct what's not, and shape future iterations as part of a partnership-focused organizational learning agenda to share with the field.

Every partnership is unique. Our work with schools, districts, consortia, and education departments is a privilege and opportunity for NTC to learn and extend that knowledge nationwide. We're proud to highlight a few of our partnerships from the past year.

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Delaware Teacher Induction

NTC partnered with the Delaware Department of Education (DDOE) to support the redesign and refinement of a statewide [Comprehensive Induction Program](#).

Last year, the DDOE invited seven pilot local education agencies (LEA) to lend their voices to the planning process. Induction teams were charged with evaluating their current programs, exploring existing gaps, and sharing knowledge and ideas. Together, they designed and elevated a streamlined and impactful induction experience for novice teachers and mentors. To support the process, NTC served as a thought partner to each LEA, facilitating collaborative reflection to identify site-specific, inquiry-based solutions. We then provided tailored professional learning for pilot district induction and lead coaches. This year, the partnership continues to deepen, with 11 additional LEAs engaging in their own planning cohort and statewide delivery of NTC's Foundational Institute for Coaches as a next phase.

Hawaii DOE Math Teacher Leader Collaborative

One of NTC's longest-standing partnerships, we began collaborating with Hawaii's Department of Education (HIDOE) in 2012 to support the design and implementation of a statewide teacher induction program that continues to flourish today.



After years of building shared trust and a deep understanding of the state's unique education landscape, we embarked last year on a new partnership to develop teacher leaders in math and seed local efforts to improve the culture of professional practice to improve math achievement for students most in need. After a comprehensive and inclusive planning and design process, NTC launched professional development for an initial cohort of teachers and teacher leaders in the 2022-23 school year with a second cohort starting in fall 2023. The goal is to accelerate local engagement and increase the state's capacity to sustain the Collaborative going forward.



NYCPS District 9

Since 2004, NTC's partnership with New York City Public Schools (NYCPS) has evolved with an explicit focus on equity-centered professional learning.

With funding from the Booth Ferris Foundation, we supported NYCPS to establish an Equity Collaborative that provides community-driven school leader professional learning centered on equitable instruction practices. As part of this initiative, we launched a two-year partnership with Community School District 9 in the South Bronx to deepen leaders' understanding of racial literacy so they could be better equipped to build more equitable educational ecosystems. This work is grounded in three frameworks – New York State Department of Education's [Culturally Responsive-Sustaining Education Framework](#), the [Danielson Framework for Teaching](#), and Dr. Gholdy Muhammad's [five pursuits of culturally and historically responsive teaching](#). Overall, the Collaborative provides a resource for instructional leadership in additional NYCPS districts, while select incubator schools continue efforts through other funding sources.

Charlotte-Mecklenburg Schools

Since 2019, Charlotte-Mecklenburg Schools (CMS) in North Carolina has partnered with NTC to support math curriculum implementation across middle schools.

The work leveraged professional learning communities to create opportunities for collaborative intellectual preparation. Teachers worked together to build collective understanding of curriculum content to provide grade-level, high-quality instruction. Most recently, we've worked to support curriculum implementation across middle schools. Working with a subset of schools well-positioned to shift math instruction, we conducted learning walks with school leaders to assess and monitor the progress of implementation and instructional delivery. Going forward, we're co-building additional professional learning for instructional leaders that drives the coherence, consistency, capacity, and effectiveness of math teachers across CMS middle schools.





Southwest West Central Cooperative

In partnership with the Southwest West Central Cooperative, NTC works with 22 rural Minnesota schools through a federal Education Innovation and Research (EIR) grant to develop school-wide professional learning strategies focused on integrating social and emotional learning with rigorous instruction.

Together with school leaders and coaches, we've observed over 200 classrooms and facilitated ongoing data-driven conversations that include teachers and students to make informed decisions that address unique needs of each campus. NTC is privileged to learn from each school community, providing customized district all-staff sessions as well as one-on-one adaptive consultations with leaders and coaches.



Instructional Coaching

Where we're going, where we've been

For almost 25 years, New Teacher Center has nurtured highly skilled mentors and coaches to help school systems retain, support, and develop teacher potential in the complex relational and intellectual work of classroom instruction.

Our success stands on tens of thousands of intensive and rewarding collaborations with schools, districts, and regional consortia nationwide. We've also been fortunate to partner with the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), [CAST](#), and leading education researchers to define the classroom conditions for [optimal student learning](#). With the focus on underserved learners, the resulting frameworks have helped us refine our coaching models to prioritize characteristics of learning environments that reflect what we know from learning science has the greatest impact on students.

Additionally, over the last decade, we've worked with independent evaluators supported by six federal grant awards to study our instructional coaching model. One three-year large-scale randomized control trial (RCT) under an Investing in Innovation (i3) federal grant found positive impacts on student learning with NTC mentoring. With this causal "gold standard" of evidence, we learned that, under ideal conditions, high levels of mentor-

As we continue to evolve, we are elevating foundational and replicable features of our model, our “hallmark” components.

teacher trust create space for teachers to learn in a deep way and to accelerate their development as proficient practitioners. With subsequent studies, we also found — and there’s plenty of research corroborating it — that one of the hardest nuts to crack has been taking what we’ve learned works best to scale with fidelity.

As we continue to evolve, we are elevating foundational and replicable features of our model, our “hallmark” components — grounding in relationship-building, supporting strong instructional practices with high-leverage, standards-based coaching tools, centering equity, and creating optimal learning environments. Future forward, we’re also investing in more explicit approaches aligned with our mission and strategies to address [The Elephant in the \(Class\)room](#) and support scalability and sustainability. These are:

- **Greater focus on equity levers, including deeper integration of [transformative social and emotional learning \(SEL\)](#) and academics in alignment with advances in understanding across the field.** Recent research indicates the need to expand how educators think about equity and consider how the individual and social identities of all participants — students, teachers, coaches — influence their interactions and relationships. Building from our core belief that [learning is a dynamic, relational exchange](#), coaching will focus explicitly on supporting students and adults to build competencies related to identity, agency, belonging, and collaborative problem-solving as reflected in recent updates to CASEL’s SEL framework.
- **Customized content and delivery grounded in co-designed, evidence-based goal-setting for teacher development efforts.** A unique set of variables — especially the context for equity work — influences the implementation and success of coaching efforts at each partner site. Accordingly, NTC is redesigning its partnership model with significant upfront investment in consultation and goal-setting to [co-design](#) new initiatives and programs around site priorities

and meet partners where they are. To this end, we are piloting an [Impact by Design approach we call “Common 5+1”](#) as the centerpiece of our Impact learning agenda.

- **Consultative support to guide coherence in coaching and other professional learning initiatives across the district.** Coaching is one of the most [powerful forms of professional learning](#). Prioritizing coaching as a core element of district and school professional learning plans can help ensure necessary attention to implementation, resource allocation, staff buy-in, and teacher development. It can also nurture a culture of coaching systemwide.

Last year, we began piloting these shifts working in close partnership with a select group of districts to get feedback and refine model changes. During the next fiscal year, we will continue to pilot the content, with anticipated launch in a phased approach.

Over the last 25 years, we’ve learned there are no simple solutions. The issues we face, in every school we serve and across the field, are knotty, localized, and complex. At the same time, we’ve also gained an increasingly nuanced understanding of how the science of learning and development and a commitment to equity converge, providing anchors for this work. As we look forward, we will continue to learn and grow from this knowledge, piloting and refining approaches with our partners to influence the lifelong career development of the next generation of teachers as the inspired and inspiring classroom professionals that our kids and our communities deserve.

Read the full report here:

<https://newteachercenter.org/designing-instructional-coaching-paper>

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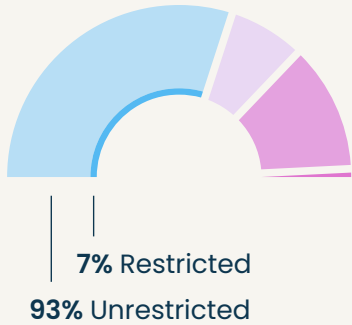
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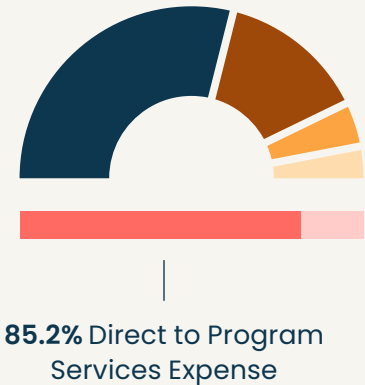
2023 Financials



Revenue

- \$28.5M Philanthropy
- \$6.8M Federal Grants
- \$11.3M Fee-for-Service
- \$527k Other

Total: \$47.2M Revenue



Expenses

- \$18.5M Labor
- \$8.6M Non-Labor
- \$2.5M Federal Pass-through
- \$2.3M Investments

Total: \$31.9M Expenses

Surplus: \$15.3M

Totals may not add due to rounding.

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 seven (7) 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.

Board of Directors and Staff Leadership

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Kim Miller, Vice President of Technology

Jessica Johnson, Vice President of Legal & General Counsel

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