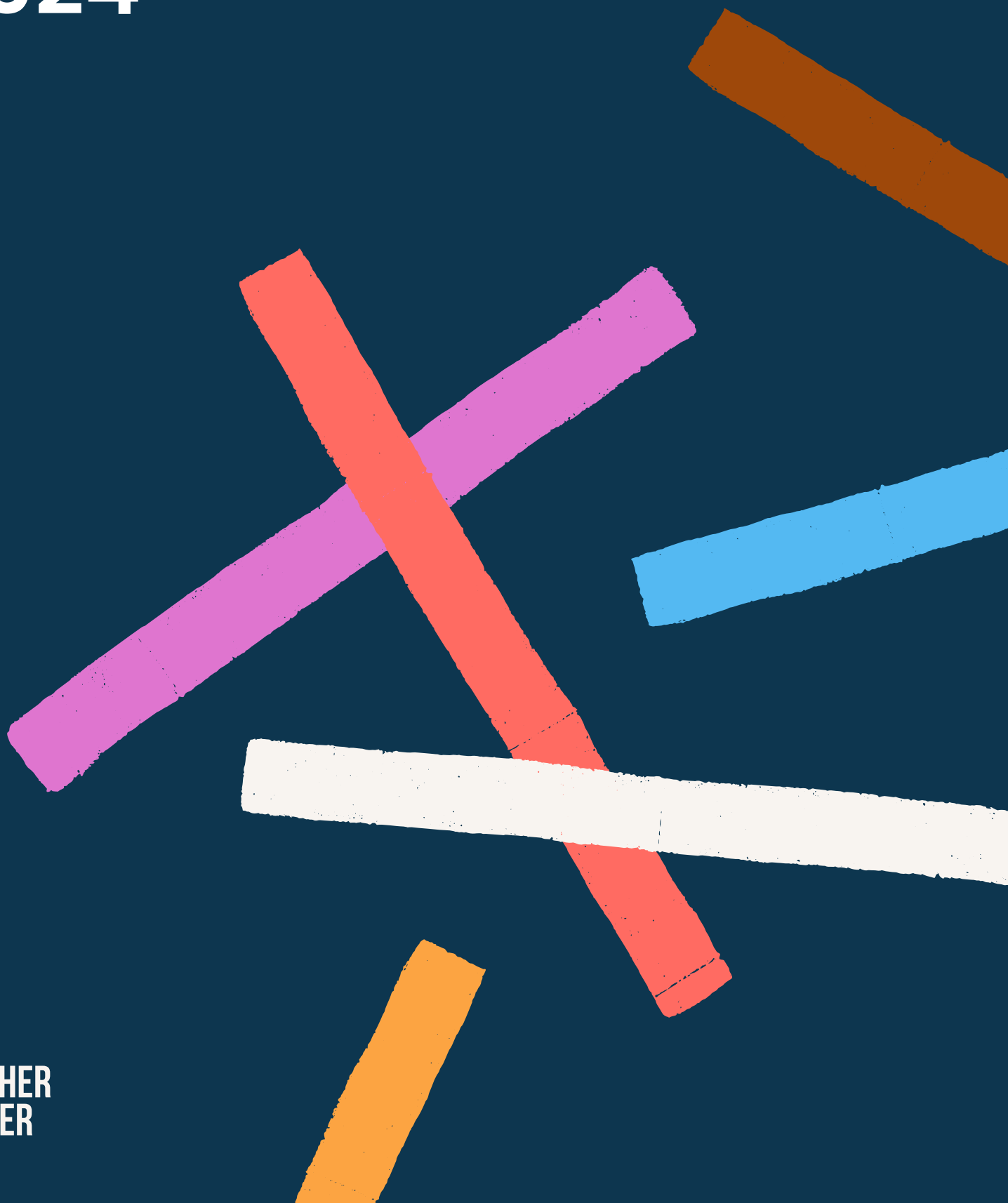


The Power of Connection

# Annual Report 2024

NEW  
TEACHER  
CENTER



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# A Letter from Leadership

Now, more than ever.

We've read those four words hundreds of times over the last few years. The urgency and anxiety in education make our heads spin.

And while some might say we've weathered hard times before, this time feels different. The teaching profession is at a crossroads, shaped by rapid changes in workforce dynamics and an evolving educational landscape. Headlines include teacher shortages, declining enrollment, anemic pipelines, emergency credentialing, and more.

Now, more than ever.

Everything suggests we're facing an unprecedented challenge. We're losing teachers and struggling to create the conditions that make teaching a viable profession for a new generation of educators.

For the New Teacher Center, research-proven mentoring and coaching approaches are a winning playbook for supporting teacher retention, professional growth, and student outcomes. Mentors and coaches do more than convince teachers to stay. They create the environment for fostering a dynamic, resilient, and effective teaching workforce.

Our work is needed now more than ever.

This past year, we worked in 30 states with approximately 7,800+ schools and over 433 local education agencies. Our partnerships served 4.4M students and 274,000 teachers. Across our engagements, we led the complicated and critical work to foster authentic connections: teacher to student, mentor to mentee, and school leader to teacher. And it works.

**97%** → **Percentage of NTC-served teachers plan to stay in the classroom.<sup>1</sup>**

**95%** → **Percentage of teachers who feel more prepared to support a student-centered learning environment as a result of NTC sessions.<sup>1</sup>**

**38%** → **Average increase in ratings of student self-direction to clarify and extend their own learning and the learning of their peers.<sup>2</sup>**

For 25 years, we've iterated on professional learning that elevates research and ignites growth, driving better outcomes for educators and students. Our approach builds positive school climates and dynamic learning conditions that spark connection. Together, these two pillars drive student engagement and teacher effectiveness, creating schools where everyone engages, grows, and succeeds.

**These highlights show how we're combining our expertise with our partners' strengths to tackle national challenges in local contexts — work that matters now more than ever.**

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## **Nevada**

### **Washoe County School District**

For three years, NTC has partnered with Washoe County School District to strengthen its teacher induction programs, ensuring that beginning teachers are equipped to provide high-quality instruction. This collaboration has supported approximately 75 new mentors annually and expanded in 2023 to address the district's need for targeted support for English language development coaches.

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## **Minnesota**

### **Minnesota Department of Education**

Since 2022, NTC has partnered with MDE to recruit and retain new teachers. Guided by our Induction Framework, and co-developed with MDE, we continue to support our partner in building and sustaining a strong educator workforce through induction programs that support positive and engaging teaching environments. Through a combination of professional learning, in-field coaching for mentors, and capacity building for leadership, MDE is **developing a long-term induction approach**.

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## **Oregon**

### **Northwest Regional Education Service District**

Since 2022, NTC has partnered with Northwest Regional ESD to provide mentors with essential skills to support novice teachers in driving instructional growth. With approximately 60 coaches and leaders engaged annually, this work has laid the foundation for a broader effort to deliver robust induction experiences for beginning teachers. As a result, Northwest Regional ESD is working with NTC as its teacher induction partner for the 2024–2025 school year.

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## **New Mexico**

### **Albuquerque Public Schools**

NTC collaborates with Albuquerque Public Schools to support the implementation of the Odell curriculum, tailoring professional learning to meet the needs of 300 ELA teachers. The partnership includes leadership support, in-field coaching for teacher leaders, and resources like a podcast series highlighting literacy tools, unit overviews, and navigation tips — all designed to strengthen instruction and student outcomes.

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## **Massachusetts**

### **The Public Schools of Brookline**

In its second year, NTC's partnership with the Public Schools of Brookline focuses on designing and launching professional learning pathways for educators, creating sustainable systems to enhance teaching and learning.



**Mentors and coaches help create the environment for a dynamic, resilient, and effective teaching workforce.**

As we navigate this era of change, we must prioritize investments in the stuff that matters. Mentorship and coaching build the wisdom, heart, and collaboration that reignite the passion that draws teachers to the classroom, with powerful ripple effects on teachers, students, and communities. By doubling down on these people-centered practices, we honor the craft of teaching and ensure its health for generations.

In this report, you'll hear from the people — mentors, principals, mentees, and program leaders — about why mentoring matters and how NTC catalyzes a human capital approach that energizes schools to be places where teachers and students reach their full potential.

The future of teaching and learning depends on it. Now, more than ever.

In partnership,



**Dr. Tommy Chang**  
**CEO**



**Shruti Sehra**  
**Co-Board Chair**

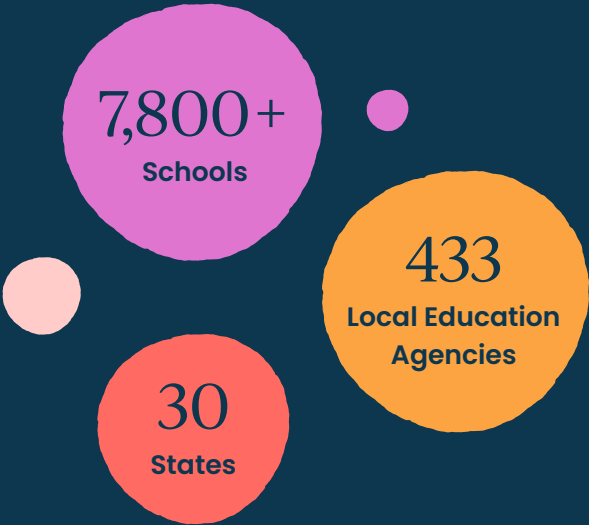
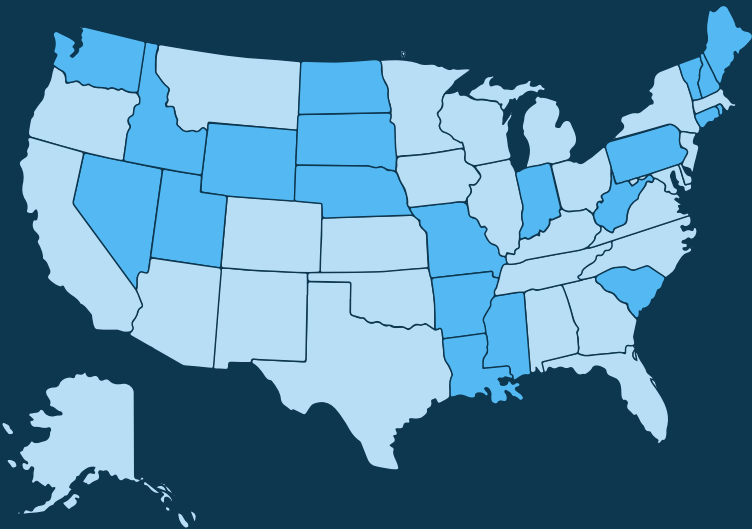


**Paul Goren**  
**Co-Board Chair**

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- 1** Data from NTC's 2023-24 NTC's Program Quality Survey and Post-Session Survey
  - 2** Data from NTC classroom observations of teachers services 2023-24

# 2023–24 New Teacher Center Impact

## Our National Reach



## Diversity of Partnerships

We work with urban and rural systems and schools, state education departments, local education agencies, and charter schools across the United States.



## Stakeholders

274,000 Teachers

4.4M Students



54%

Eligible for Free or Reduced-Price Lunch





# Elevating Practice Through Meaningful Collaboration

**Educator reflections on how connection is at the core of teaching and learning**



At NTC, we've always known, and the research supports, that connection is the key ingredient of successful, effective, and positive teaching and learning (and mentoring and coaching). Over years of partnerships with thousands of schools nationwide, we've been privileged to be in the room when and where evidence and practice align in coaching-centered professional learning sessions. In this annual report, we celebrate the power of relationship-driven work that sparks growth for everyone in the school building.

We talked with teachers, mentors, principals, and program directors from a very small sample of our partner sites across the country about their work. Each brought up connection, trust, and authenticity — and how to cultivate them to be the heart of coaching and mentorship that works.

**Stronger Schools, Stronger Teams**

## 7 Interviews with Educator Practitioners





# Sylvia Loar

5th Grade Teacher  
& New Teacher Mentor

Huntsville City Schools,  
Alabama

## Open-mindedness and self-reflection are superpowers

For Sylvia, mentorship is a dynamic, two-way journey rooted in humility and openness. Effective mentoring requires both mentors and mentees to approach the process with a willingness to learn and adapt. “Great mentorship starts with an open mind. It’s about embracing different strategies, approaches, and ideas, and pairing that with self-assessment to refine even the smallest, but still critical, interactions.” By prioritizing this mindset alongside ongoing reflection, mentors can truly meet the evolving needs of their mentees, creating deeper connections and lasting impact.

## Collective success as a driver

Sylvia’s perspective on collaboration and teamwork has transformed through her mentoring experience. As a new teacher, she once viewed classroom success as her sole responsibility.

Now, she sees the power of collective effort to benefit not just individual students but the entire school community. “I’ve realized that one person’s success can — and should — be everyone’s success,” Sylvia shared. “When we work as a team, the impact ripples across classrooms, grade levels, and the entire school.”

This helps build a culture of shared goals and mutual support. It’s a meaningful investment in the entire school community. At Sylvia’s close-knit neighborhood school, mentorship strengthens bonds among staff, students, and families, leaving a lasting legacy. “Mentorship isn’t just about growing as an individual,” she said. “It’s about investing in the whole school and the neighborhood, creating meaningful change for the future, one relationship at a time.”

## Setting a clear definition and approach to mentorship

Sylvia credits New Teacher Center’s approach to mentorship for reshaping her understanding of what it means to be a mentor. Unlike previous programs focused on compliance or directives, NTC emphasizes authentic relationships and mutual growth. “Mentorship with NTC is so much more than checking boxes. It’s investing in relationships, walking alongside someone, and growing together. Not just telling them what to do.”

**When we work as a team, the impact ripples across classrooms, grade levels, and the entire school.**





# Naheed Brown

Program Administrator,  
Instructional Coaching Network,  
Regional Mentoring Program

# Hibaq Adan

New Teacher Mentor and  
Instructional Coach

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Northwest Regional Education  
Service District, Oregon

## Connection and the dance of mentorship

For Naheed, the foundation of effective mentorship is connection. It plays out as an artful dance where deep support meets unwavering expectations, creating a space for growth and transformation. She sees mentors as “warm demanders,” balancing listening with the gentle push that sparks growth. This dynamic requires knowing when to guide and when to challenge. “Being a mentor is about becoming that gentle nudging thought partner, but also stepping forward as a leader because I believe in their potential.”

## Aligning context and goals

Naheed’s work takes her into districts with unique challenges, and she emphasizes the importance of tailoring mentorship to meet those specific needs. Whether addressing cross-functional issues or supporting individual teachers, she prioritizes relevance and partnership in every interaction. “Mentorship is about providing what’s meaningful and connected. We identify challenges as opportunities while ensuring the work to address them aligns with their goals and context.” NTC’s training is key to this — it maintains fidelity to research-based practices while flexibly adapting to the unique needs of educators and districts. This balance ensures that professional learning remains rigorous and relevant, addressing real-world challenges without losing sight of proven methods. “Effective training doesn’t just stick to the script. It evolves with the needs of those it serves, blending research-based practices with the flexibility to meet the complex challenges educators face.”

## Aiming for ripples over the big splash

Hibaq’s journey from teacher to mentor is a testament to the transformative power of truly listening, building trust, and meeting people where they are. For her, mentorship catalyzes a ripple effect: when teachers are supported, the entire classroom flourishes. Research on mentoring shows that such authentic support creates a network of growth that spreads far beyond one teacher. “When teachers feel supported, incredible things unfold in their classrooms. The impact of mentorship doesn’t stop with one teacher. It radiates, shaping the entire school community in ways that often go unseen but are deeply felt.”

## Mentoring with flexibility and intent

Effective mentorship goes beyond a one-size-fits-all model; it’s about deeply understanding and prioritizing each mentee’s unique needs, strengths, and goals. In practice, this means tailoring support to address specific challenges. For Hibaq, it’s clear that when mentorship is tailored to the individual, it increases teacher satisfaction, retention, and student outcomes. “How I mentor one person will look very different from how I mentor another, and that’s exactly how it should be. Sure, the underlying principles are the same, but the way I execute it plays out differently each time.”



# Mike Lee

Principal

Lester Prairie Schools,  
Minnesota

## Understanding and changing power dynamics

Mike experienced a transformative shift in his interactions when he chose to step back from the role of “principal-as-authority” and instead let teachers take the lead. By creating a supportive, collaborative, and non-judgmental space, he allowed new teachers to feel safe asking questions and taking risks.

“I had to let go of what I thought I needed to control and trust others to take the reins.” This act of relinquishing authority deepened trust and strengthened professional relationships, fostering a culture of shared leadership and empowerment.

## Observation and reflection: A reciprocal process

For Mike, classroom observation is the cornerstone of effective mentorship for his team. Observing and reflecting together offers new teachers actionable insights into successful teaching strategies while providing mentors fresh perspectives on their practice. This reciprocal learning process benefits everyone and enriches the mentoring relationship.

“It’s not just about observing the mentees. We encourage them to watch great teachers in action, and we, as mentors, do the same. Everyone has an opportunity to grow and shift their practice.” By promoting open dialogue and collaborative learning, Mike creates a culture where mentorship drives professional growth.

## Fostering a collaborative, student-centered culture

Mentors at Mike’s school have been integral in a culture shift in which teachers feel empowered and, in turn, encourage students to take ownership of their learning. “We’re seeing teachers giving students a voice, too. It’s a mindset shift that’s changing the way we all approach teaching and learning.”

**It’s not just about observing the mentees. Everyone has an opportunity to grow and shift their practice.**



# Genesee Rasmussen

Assistant Director of Learning

## Katherine Snyder

Behavior Intervention and  
Support Coordinator

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Inver Grove Heights Schools,  
Minnesota

### Leading with self-awareness

Genesee believes that the foundation of effective coaching starts with self-awareness. By understanding themselves as learners, educators, and leaders, mentors are better equipped to approach with curiosity, humility, and openness. This self-awareness allows mentors to listen actively, recognize their tendencies, and reflect meaningfully.

She sees mentors and coaches who model reflective practices and self-awareness foster deeper learning in their mentees. “You need to enter the conversation with curiosity, ready to listen, and with the hope of transformation over time.”

### Modeling and building a community for adults

A supportive, risk-friendly learning environment is just as crucial for teachers as it is for students. Genesee emphasizes that leaders can foster a culture of continuous learning and mutual support by modeling the behaviors and practices they wish to see in their schools. “We model what we want to see in our buildings and classrooms.”

Encouraging vulnerability in sharing challenges is rich soil to plant a sense of community where professional development is a shared goal. This environment significantly increases teacher engagement and supports teachers to experiment and grow collectively, creating a culture of shared success. “Education is continuous improvement. As exhausting as that feels, it is also the most exciting thing.”

### Prioritizing curiosity

Katherine emphasizes that effective coaching starts with an open mind and a commitment to understanding. Approaching conversations with preconceived notions can limit productive dialogue and hinder meaningful growth. Instead, she encourages coaches to focus on listening, asking thoughtful questions, and guiding mentees toward their own best solutions. “If you come into the conversation thinking you already know the answer, you’re closing the door to real progress.”

### Campaigning for a coaching culture

Katherine recounts how the New Teacher Center’s approach has shifted her district’s view of coaching from a compliance process to a collaborative, supportive tool for professional growth.

What was once seen as an obligation has become an integral part of professional development. Teachers no longer shy away from feedback but actively ask for it, demonstrating a shift towards continuous improvement. “It’s been incredibly powerful to see teachers proactively seek out support. It’s happening so often now that we struggle to keep up with the demand.”



# Leah Marcum

Continuing Education Option Lead,  
ElevatED Lead

Southeast South-Central Educational  
Cooperative, Kentucky

## Using self-reflection to spark excellence

For Leah, coaching empowers teachers to reflect deeply, take ownership of their practice, and build confidence in their abilities. She sees coaching as a partnership that fosters teacher autonomy and continuous growth. When teachers experience progress, they approach challenges enthusiastically, embracing data and opportunities for improvement.

For Leah, coaching isn't just about guiding a teacher for a moment; it's about fostering a point of view. "The goal is to create autonomous educators who reflect, self-assess, and build habits of mind that lead to better outcomes for themselves and their students." Or, as one of her teachers put it: "I've never felt this good about what I'm doing in the classroom. I can't wait to look at the student learning and analyze the data because I know they'll do great — and I'll know how to adjust for even better outcomes."

## Partnership as a relational recipe for long-term impact

Leah believes that credibility and trust are the foundation of impactful coaching. By centering relationships and acknowledging teachers' unique needs and experiences, coaches create partnerships built on mutual respect. This relational approach fosters collaboration and resilience, helping educators navigate challenges and grow.

"It's about centering the human on the other side, acknowledging that person, listening deeply, and making the relationship the foundation for all the work." For Leah, partnership is where support and accountability meet, creating a space for genuine progress.

## From isolation to collaboration

Coaching should never feel punitive or evaluative. When coaches position themselves as partners, Teachers feel less isolated and more empowered to tackle challenges, seeing coaching as a valuable and collaborative experience.

"You're not taking anything from them or out to get anyone. Coaching should feel like a valuable addition, eliminating that sense of being so alone. Suddenly, teachers have an extra pair of hands, a thought partner. They're on a team."

**Coaching should feel like a  
valuable addition, eliminating that  
sense of being so alone.**

# An Update on Federal Grants

In 2024, we continued work on two multi-year federal **Education Innovation and Research (EIR)** grants, with new learning about how best to promote school-wide coaching, coaching-based professional learning communities (PLCs), and community-wide attention to student-centered learning.

Our \$15M Expansion grant, Catalyzing Innovations in Teacher Leader Development in Rural and Urban Settings, was designed to seed high-quality, whole-school coaching models through one-to-one coaching and professional learning communities. This involved working in complex urban systems (in Texas and New York) to integrate coaching into existing professional learning structures. We also solidified approaches to build capacity for quality coaching in rural systems working through regional partners, such as the **Southeast South-Central Educational Cooperative (SESC)** in Kentucky and the **Niswonger Foundation's School Partnership Program** in northeast Tennessee. In all, we've worked with close to 90 "treatment" sites across both types of settings over the grant period, which concludes in September 2025.

Our Mid-Phase EIR grant to develop whole-school professional learning models to advance rigorous student-centered learning entered its sustainability phase. In this work, we also focused on extended capacity building by working with regional technical partners supporting rural systems through Alabama's **A+ Best Practices Center** and **Southwest West Service Cooperative (SWWC)** in Minnesota. We are also learning how this work can look in urban settings by working through the New York Department of Education in a few select sites. In total, we are directly impacting over 40 sites, with treatment schools well into sustainability planning and new districts requesting support for student-centered coaching through our regional partners.

We were pleased to be invited to Washington, DC, in early 2025 to present at the annual EIR project directors meeting on capturing student experience through learning walks for more effective professional learning monitoring and evaluation. Also, in 2025, for both grants, we look forward to sharing findings from ongoing studies being conducted by our third-party evaluator, SRI International.

**We are directly impacting over 40 sites, with treatment schools well into sustainability planning and new districts requesting support for student-centered coaching through our regional partners.**



# The Future of Mentoring & Induction

**New Teacher Center supports new teachers to stop the revolving door of turnover.**



As a field leader in teacher induction, New Teacher Center is pursuing an inquiry agenda and initiating exploratory research to identify what needs to be true about mentoring and induction to serve the next generation of teachers. Leaning into our legacy as a true learning organization, we are taking a many-pronged approach — having deep conversations with our partners, consulting the research, and seeking out the best new ideas from organizations doing the most innovative work around teacher preparation and strategic staffing.

As part of this work, in 2024, our design team conducted interviews with a targeted group of new teachers, mentors, leaders, and teacher advocates. We've also had think tank sessions at our staff retreat and with our partners at our National Program Leader Network (NPLN) convenings to gather as much information from the field as we can to inform our future induction work.

**Below:** Participants at NTC's National Program Leader Network.





Based on these practitioner insights, we understand that to meet the needs of the next generation of teachers, mentoring support must address:

**Growing and persistent teacher shortages**

Schools nationwide struggle to fill teaching positions, impacting student learning and school stability.

**How do we support new teachers entering understaffed schools?**

**Impacts on students from teacher turnover**

High turnover disrupts learning, impacting students’ future success, workforce readiness, and long-term prosperity.

**What are we willing to invest to support a strong economic future for our communities?**

**Declining enthusiasm for the teaching profession**

Fewer people see teaching as a viable or attractive career, shrinking the pipeline of future educators.

**How can we model the on-ramp into teaching in the mold of other professions that prioritize fulfillment, support, and preparedness?**

This work involves deep dives into research on teacher working conditions, the unique and varying needs of alternatively certified teachers, and the characteristics and expectations of new generations of teachers.

It also involves thinking about the positioning of mentorship in the context of new models for teacher preparation. Thus, in 2024, we’ve been reaching out to the organizations and researchers working to test new ideas in the transitional spaces within and between teacher preparation and in-service induction. We know, and emerging research corroborates, that mentors are essential to the design of these new pathways — and the success of teachers in them — including residencies, grow your own programs, apprenticeships, and team teaching structures.

In 2025, we will continue our research to ensure our induction support meets the needs of teachers, mentors, schools, and students. We will also convene experts and researchers in teacher preparation and strategic staffing to collaboratively consider new roles for mentors in future-facing models of teacher development. Our goal across all this work is to shape a new vision for teacher induction that nurtures a modern, healthy, and dynamic teaching profession.

# Supporters

1,000,000+

Ballmer Group

Lost Horse LLC

\$250,000 – \$999,999

Booth Ferris Foundation

Chan Zuckerberg Initiative

Charles and Helen Schwab Foundation

Charles and Lynn Schusterman

Family Philanthropies

Give Forward Foundation

Heising-Simons Foundation

Jim Joseph Foundation

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Oak Foundation

Skyline Foundation

\$100,000 – \$249,999

Cisco Foundation

Crown Family Philanthropies

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Marin Community Foundation

New York Community Trust

W. Clement & Jessie V. Stone Foundation

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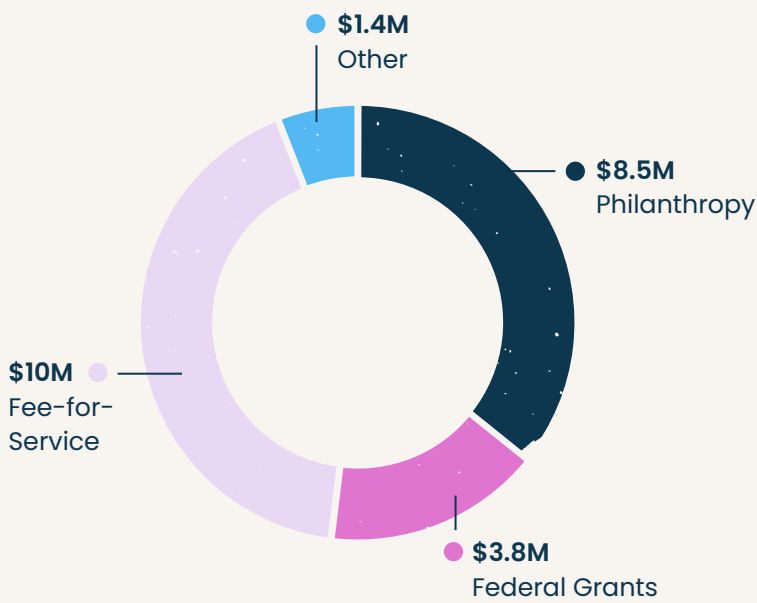
The Tehilah Foundation – Lauren and Ezra Merkin

Valerie Altmann and Daniel Perla

# 2024 Financials

## Revenue

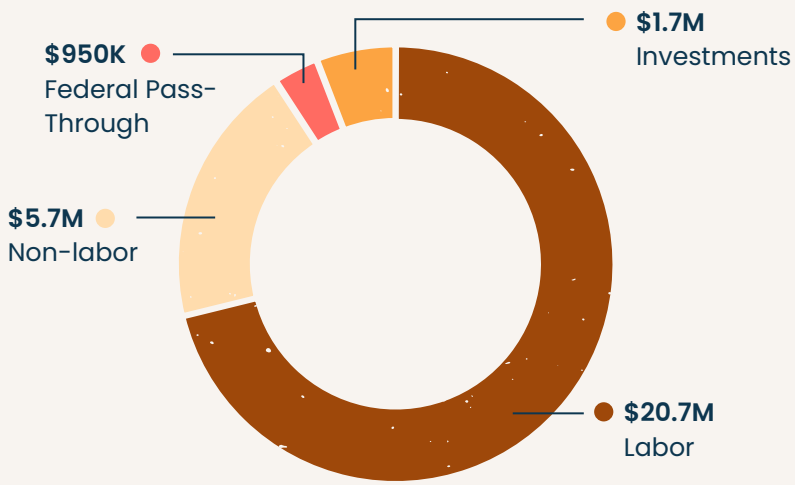
Total  
\$23.7M



## Expenses

Total  
\$29M

Change in Net Assets  
\$5.3M



\$8.9M

Restricted Net Assets

\$25.2M

Unrestricted Net Assets

85.1%

Direct to Program Service Expense

New Teacher Center is deeply committed to fiscal management best practices, prioritizing resources to accelerate educator effectiveness. Our impact and operations strategies work together to ensure sustainability and efficiency in delivering transformational learning experiences for educators and students.

Even with increasing operational complexity, NTC has maintained eight (8) consecutive years of exemplary financial audits by Armanino and Associates. We continue to exercise sound financial management, closely monitoring both our expenses and revenue streams. Our net assets position us for growth and long-term sustainability.

# Board of Directors and Staff Leadership

## Board of Directors



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Christy Harris  
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