



# The New Teacher Project

One day, our nation's public schools will be thriving organizations that offer all children an excellent education. Only with effective teachers can we realize this vision and close the achievement gap that disadvantages poor and minority students.

The New Teacher Project (TNTP) is a national non-profit organization dedicated to increasing the number of outstanding individuals who become public school teachers, and to creating environments for all educators that maximize their impact on student achievement. TNTP estimates that the 28,000 teachers it has trained or hired since 1997 have affected the education of some 3.8 million students nationwide.

Today, TNTP is helping school districts and states overcome their most acute human capital challenges and ensure that excellent teachers work in the neediest classrooms and schools.



2009 Media Kit

## Why Teachers?

Teachers matter. When it comes to improving student achievement, teacher quality matters most. Study after study has shown that no other school variable—not class size, not curriculum, not facilities—has a greater impact on student academic outcomes.

For students, the difference between having a teacher of high quality and a teacher of low quality can be greater than one grade-level equivalent in annual achievement growth (Hanushek, 1992). Other researchers have shown that a student who is fortunate enough to have three effective teachers consecutively can score as many as 50 percentile points higher than a comparable peer with three ineffective teachers (Sanders & Rivers, 1996). That’s the difference between scoring in the 75<sup>th</sup> percentile and the 25<sup>th</sup> percentile on standardized tests – a life-altering difference for most students.

Schools serving urban and low-income communities commonly suffer from low student achievement and high dropout rates, but poverty need not determine student outcomes: A recent study by the Education Trust found that students in Illinois who had high-quality teachers in high-poverty schools were *twice as likely* to meet state standards as students in high-poverty schools who had low-quality teachers (Peske & Haycock, 2006).

Tragically, urban schools lack the best teachers, further disadvantaging poor and minority students and widening the achievement gap. Classes in high-poverty schools are 77 percent more likely to be assigned a teacher who lacks certification in the subject being taught than classes in low-poverty schools. Nationwide, almost half (49 percent) of all math classes in high-poverty schools are taught by unqualified teachers (Jerald and Ingersoll, 2002). Making matters worse, on average, high-poverty schools (and urban high-poverty schools in particular) lose more than 20 percent of their faculty annually (Ingersoll, 2004).

The challenge of closing the achievement gap may be complex, but to The New Teacher Project, the first step in any solution is clear: All schools must be staffed with exceptional teachers.

*"The New Teacher Project is on the leading edge of the most important issue in education today: Improving the quality and effectiveness of the nation's teaching force. Their research, analysis, and hands-on work in school districts around the country is second to none in its quality and impact."*

*--Andrew J. Rotherham, Co-Founder and Co-Director, Education Sector,  
Senior Fellow, Progressive Policy Institute*

## Work and Impact

The New Teacher Project is addressing educational inequity in America by improving teacher quality in high-poverty schools. TNTP has worked with more than 200 school districts and is currently engaged with some of the largest districts in the country.

In collaboration with its district and state partners, TNTP works to:

- Attract, select and train accomplished career changers and recent graduates to become teachers for urban schools through TNTP's Teaching Fellows® programs, which now operate in 21 cities;
- Help school districts bolster teacher quality in their most hard-to-staff schools by attracting large pools of high-quality teacher candidates; working with district staff to move up hiring timelines; facilitating effective matches between candidates and principals; and training principals on effective hiring practices;
- Support human capital reform in education by analyzing the policy obstacles that prevent urban districts from hiring the best teachers possible, and advocating for non-partisan, common-sense reforms;
- Implement innovative, research-based training and certification programs that are relevant to the needs of recent graduates and mid-career professionals teaching in low-performing schools.

### Since its founding in 1997, TNTP has:

- ✓ Hired or trained more than 28,000 high-quality teachers;
- ✓ Published three acclaimed studies on urban teacher hiring and school staffing: *Missed Opportunities* (2003); *Unintended Consequences* (2005); and *Mutual Benefits* (2008);
- ✓ Created dozens of highly selective "Teaching Fellows" programs to recruit and train accomplished graduates and career changers to become teachers for high-need schools in some of America's largest cities;
- ✓ Developed an alternative to university-based schools of education, the Practitioner Teacher Program, now approved to train and certify teachers in four states;
- ✓ Catalyzed unprecedented school staffing policy reforms in New York City, Washington D.C., Milwaukee and the State of California;
- ✓ Built the largest urban alternate route to certification program in the country, the NYC Teaching Fellows, which has provided more than 8,300 teachers to 1,100+ schools; and
- ✓ Pursued innovations such as the Math Immersion Program, which helps career changers meet licensing requirements to teach math (the program significantly expands the stream of highly qualified math teachers joining urban school classrooms; in New York City, for example, Math Immersion has multiplied the number of math teachers entering through the NYC Teaching Fellows program by 500 percent).

## Organizational Profile

A national non-profit organization founded by teachers in 1997, TNTP has rapidly become a leading provider of human capital solutions in public education. By combining a mission-driven culture with a unique, revenue-generating business model, TNTP has been able to positively affect the quality of education in cities and states nationwide while building a thriving organization. Today, TNTP has an annual operating budget of approximately \$25 million and a staff of over 150 talented individuals. In addition to education policy experts, researchers, and strategy consultants from top tier private sector firms, more than half of TNTP's staff is made up of former school teachers.

The New Teacher Project works with districts and schools on a fee-for-service basis, and often through performance-based contracts. This model has been the organization's strength, allowing it to innovate to meet the needs of its clients and to continually assess the value and cost-effectiveness of its services; it also invests partner districts and schools in the success of TNTP's programs and initiatives. In addition to its fee-for-service base, TNTP benefits from the support of government grant programs and leading philanthropies, allowing it to expand its impact, develop top-quality staff and play an unbiased, active role in policy conversations on human capital in education.

*"What's inspiring about The New Teacher Project is its absolute refusal to be satisfied with the status quo or give up on urban and high-poverty schools. They know change is possible, and everything they do speaks to their determination to make it happen."*

*-Kati Haycock, Director, The Education Trust*

# Key Facts

## Overall Impact

• <b>Teachers</b> hired or trained since 1997	28,092
• <b>Teachers certified</b>	1,280
• <b>Programs</b> /initiatives established	55
• <b>States</b> in which TNTP has worked	27
• <b>Districts</b> with which TNTP has partnered	200+
• <b>Cities</b> in which TNTP <u>currently</u> operates programs/initiatives	25
• <b>Students</b> taught by teachers TNTP hired or trained (estimated)	3.8 million
• <b>Teachers</b> in districts that have implemented TNTP-recommended policy reforms	418,000
• <b>Principals</b> trained on effective teacher hiring through TNTP workshops in 2007	500

## Teaching Fellow Program Results (2007)

• <b>Programs operated</b>	15
• Applications <b>attracted</b>	37,000
• Teachers <b>hired</b>	3,105
• Avg. <b>acceptance rate</b>	15%
• % eligible for <b>high-need subjects</b>	86%
• % teaching in <b>Title-I schools</b>	84%
• % <b>people of color</b>	34%
• Avg. <b>GPA</b>	3.3

## Teaching Fellow Retention

Teaching Fellows surpass estimated national averages for new teacher retention in urban schools.

	<b>Fellows</b>	<b>Est. Nat'l Avg.</b>
Avg. % starting Y2	86%	82%
Avg. % starting Y3	74%	69%
Avg. % starting Y4	64%	57%

### Teaching Fellows Program Sites

- Austin
- Baltimore
- Chicago
- Dallas
- Denver
- El Paso
- Indianapolis
- Memphis
- Miami
- Milwaukee
- New Orleans
- New York City
- Oakland
- Philadelphia
- Phoenix
- Prince George's County
- Saint Paul
- San Antonio
- Washington D.C.

## What the Research Says: The Effectiveness, Impact and Retention of Teachers Hired or Trained by TNTP

Several teams of independent researchers have taken a microscope to the qualifications, characteristics and impact of teachers hired or trained through The New Teacher Project's programs. The resulting studies have provided important evidence that the organization attracts and prepares effective teachers who are making an observable difference in urban schools. Recent analyses include:

- A 2007 Urban Institute study (re-released in 2008 through the National Bureau of Economic Research) that credited the NYC Teaching Fellows program with dramatically narrowing the gap in teacher quality between low- and high-poverty schools. The study also detailed a corresponding rise in

student achievement in the city's high-poverty schools. A June 2008 *New York Times* editorial noted that, "The New York example shows that the qualification gap could be closed in a relatively short period of time if the country made it a priority. By emulating the New York model, America could finally give its children the highly qualified teachers that they desperately need."

Boyd, Donald, Lankford, Hamilton, Loeb, Susanna, Rockoff, Jonah & Wyckoff, James. (2007) "The Narrowing Gap in Teacher Qualifications and its Implications for Student Achievement."

[http://www.caldercenter.org/PDF/1001103\\_Narrowing\\_Gap.pdf](http://www.caldercenter.org/PDF/1001103_Narrowing_Gap.pdf)

- A multi-year research project in Louisiana evaluating the value added to student achievement by teachers prepared through certification programs in the state. A 2007 release of the study's findings observed that TNTP's Louisiana Practitioner Teacher Program (LPTP) was the **only preparation program in Louisiana to earn the highest possible rating for effectiveness**, producing novice math teachers who **equal or surpass experienced teachers in terms of impact on student achievement**. This statement, rooted in student outcomes, proved that novice teachers – when selected and developed effectively through routes such as TNTP's Practitioner Teacher Program – can have a considerable impact in the classroom even early on in their careers.

Noell, George H., Porter, Bethany A., & Pratt, R. Maria. (2007) "Value Added Assessment of Teacher Preparation in Louisiana: 2004-2006."

<http://www.regents.state.la.us/Academic/TE/2007/VAA%20TPP%20Technical%20Report%2010-24-2007.pdf>

- Two value-add studies that illuminated key characteristics of the thousands of NYC Teaching Fellows working in New York City's schools. These studies found that Teaching Fellows in New York typically work in harder-to-staff schools than traditionally certified teachers and have as good as or better retention rates. And while Fellows start out slightly behind in impact on student achievement, they are as good as or better by their third year – a significant finding considering the challenging environments that Fellows teach in.

Kane, Thomas J., Rockoff, Jonah E., & Staiger, Douglas O. (2007) "Photo Finish: Teacher Certification Doesn't Guarantee a Winner."

Boyd, Donald, Grossman, Pamela, Lankford, Hamilton, Loeb, Susanna & Wyckoff, James. (2006) "How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement."

[http://media.hoover.org/documents/ednext\\_20071\\_60.pdf](http://media.hoover.org/documents/ednext_20071_60.pdf)

<http://www.mitpressjournals.org/doi/pdf/10.1162/edfp.2006.1.2.176>

*"The New Teacher Project should be commended for its willingness to take up the hot-button issues in education for the sake of schools and students. TNTP brings to the debate rigorous analytical capabilities, a dispassionate voice, and a commitment to reform."*

*--Alan D. Bersin, California State Secretary of Education*

# Milestones



**1997**

The New Teacher Project launches

**2001**

TNTP partners with the NYC Department of Education to create the NYC Teaching Fellows program (NYCTF)

**2003**

TNTP publishes first major report, *Missed Opportunities*

**2005**

TNTP publishes second report, *Unintended Consequences*

**2005**

New York City's public schools adopt a system of mutual consent teacher hiring based in part on evidence from analysis conducted by TNTP

**2006**

California Senate Bill 1655 passes, with TNTP playing a pivotal role

**2007**

TNTP garners a \$15.9 million, five-year grant from the federal Transition to Teaching program, one of the largest in TTT history

**2007**

TNTP Founder Michelle Rhee becomes Chancellor of DC Public Schools

**2008**

A group of major national funders, including The Carnegie Corporation and The Bill & Melinda Gates Foundation, become key investors in TNTP to help fuel the organization's growth

**2008**

TNTP releases its *Mutual Benefits* policy brief

## Impact Highlights

### **Baltimore**

In Baltimore, The New Teacher Project and the Baltimore City Public School System are taking a systemic approach to confronting low student achievement, finding hundreds of high-achieving career changers to become teachers for shortage area subjects and working with the city's lowest-performing schools to improve their teacher hiring capabilities. To date, TNTP's Baltimore Model Staffing Initiative has filled 769 teacher vacancies, and the Baltimore City Teaching Residency has brought 860 new teachers to city schools.

For more, visit [http://www.tntp.org/ourimpact/impact\\_baltimore.html](http://www.tntp.org/ourimpact/impact_baltimore.html)

### **Milwaukee**

Flawed teacher transfer and hiring policies caused Milwaukee Public Schools to lose quality teachers to surrounding districts and private schools. A 2007 analysis by The New Teacher Project pinpointed policy barriers to effective teacher staffing (63 percent of MPS principals surveyed by TNTP said a late hiring timeline had cost them promising teacher candidates). TNTP's analysis established the foundation for systemic reforms, many of which were ratified within weeks of the study's publication.

For more, visit [http://www.tntp.org/ourimpact/impact\\_milwaukee.html](http://www.tntp.org/ourimpact/impact_milwaukee.html)

### **New Orleans**

With the goal of providing some of the neediest schools and students in the country with greater chances to succeed, the teachNOLA program is drawing hundreds of excellent new and certified teachers to New Orleans-area classrooms. Teacher by teacher, teachNOLA is contributing to the rebuilding of post-Katrina New Orleans. In 2007, the program brought 175 new and certified teachers to charter and public schools.

For more, visit [http://www.tntp.org/ourimpact/impact\\_NewOrleans.html](http://www.tntp.org/ourimpact/impact_NewOrleans.html)

### **New York City**

The New Teacher Project's long-running partnership with the New York City public schools is having a profound impact. TNTP's flagship NYC Teaching Fellows program is leveling the playing field between students in low- and high-poverty schools by bringing thousands of high-quality teachers to high-need schools and subject areas. Today, there are over 8,300 NYC Teaching Fellows in more than 1,100 NYC schools, accounting for 11 percent of the city's total teaching faculty. TNTP has also conducted incisive policy and research work in New York City, analyzing policy barriers to effective school staffing and helping to advance efforts to create a comprehensive human capital strategy focused on quality. For more, visit [http://www.tntp.org/ourimpact/impact\\_nyc.html](http://www.tntp.org/ourimpact/impact_nyc.html)

### **Oakland**

The Oakland Unified School District is in the midst of a push to bolster the number of teachers who teach and remain in the district. The New Teacher Project is playing a central role in this effort, providing high-quality and committed teachers—over 300 to date—and an innovative new path to certification. Of Teaching Fellows who entered Oakland's classrooms in 2007, 46 percent were people of color, 100 percent were in critical shortage subject areas and nearly three in five took special education positions. For more, visit [http://www.tntp.org/ourimpact/impact\\_oakland.html](http://www.tntp.org/ourimpact/impact_oakland.html)

### **Philadelphia**

Through the Philadelphia Teaching Fellows, The New Teacher Project has developed a response to the challenge of filling teacher vacancies that appear mid-way through the school year. In 2006, for the first time in years, the district filled all of its special education vacancies. For more, visit [http://www.tntp.org/ourimpact/impact\\_philadelphia.html](http://www.tntp.org/ourimpact/impact_philadelphia.html)

## Teacher / School Profiles

### **Evan Weinberg | NYC Teaching Fellow**

Evan Weinberg starts his day discussing how to apply the principles of torque, force, and speed to robotics designs and mechanics. Though it sounds like he's an engineer working for NASA, Evan is a third-year Fellow teaching at Herbert H. Lehman High School in the Bronx.

Evan created a Principles of Engineering course with Lehman High School's robotics team in mind. "This course introduces students to the mathematics, principles, and design processes engineers use in their work. My students use LEGO brick technology and a great deal of creativity to develop designs for class projects," Evan said. The class collaboratively designed a robot last year for the multinational FIRST robotics competition and were rewarded for their ingenuity. Under Evan's guidance, the robotics team made it to nationals.

In addition to engineering, Evan teaches advanced placement physics and math to incoming freshmen who haven't passed the Mathematics A Regents exam. "I really enjoy working with these students, laying the groundwork for their future success in mathematics," he says. Evan has already had the pleasure of seeing the results of his dedication to both his students and the robotics team. "Many have gone on to technical and engineering programs at various colleges and universities." One of Evan's students will be attending Evan's alma mater, Tufts University, in 2008.

Evan has also developed a mentoring program that allows his high school students to help middle school students prepare for a robotics competition, giving older students the rewards and responsibility of being mentors. In 2005, he initiated a successful AP physics program at Lehman, and in the first two years of his AP course, he saw 100 percent of his students receive college credit.

In June 2008, Evan was honored with a Teaching Fellow Award for Classroom Excellence at a ceremony overseen by Schools Chancellor Joel I. Klein.

### **Rose Kendrick | Louisiana Practitioner Teacher Program**

Rose Kendrick initially used her Bachelor's Degree in Chemistry with a 4.0 GPA to work as an Environmental Chemist for Dow Chemical for 10 years. In 2001 she decided to make a career change to teaching, so that she could spend more time with her own children, and entered into TNTP's Louisiana Practitioner Teacher Program. "I was part of a professional learning community," Rose said. "My Content Seminar Leader helped new teachers with instructional strategies as well as non-instructional issues such as how to get the students to believe in you as a teacher, gaining their trust so that you can have a positive effect on student achievement."

After serving as a successful math teacher at Scotlandville Middle School in East Baton Rouge Parish, Rose became the Math and Science Coordinator at Glen Oaks Middle School, helping other teachers implement curriculum and use student test score data to refine instruction and improve student achievement. Rose earned National Board Certification in December 2006, and was selected to serve on NBPTS's DREAM project, an initiative developed to encourage more minority teachers in high-need schools to pursue National Board Certification. "I could have done many different things after leaving my job as a chemist," Rose said, "but teaching is my ministry, this is what I was supposed to be doing from the beginning."

### **EXCEL High School | Oakland Unified School District**

In 2005, none of the 9<sup>th</sup> graders at McClymonds High School met the "basic" level for performance on the state-wide math exam. That same year, only 11 percent of

those 9th graders were on grade level in English and language arts. At the end of the year, McClymonds was broken up into smaller learning communities, and Yetunde Reeves started EXCEL High School with a mission to change the story at the high school.

Principal Reeves hired three Oakland Teaching Fellows the first year, and EXCEL quickly set itself apart from the other small schools on the campus. It started to gain a reputation for having students in classes, not in the hallway, and for teachers who expected and achieved results.

Principal Reeves cited the Teaching Fellows as a key component of turning the school around, and actively recruited another four Fellows to join EXCEL for the 2006-2007

school year. EXCEL achieved a 94 percent attendance rate, and experienced a changed culture of high expectations. Derek Ang, a 2006 Teaching Fellow, regularly had students run into his science class before the bell to work on science projects he developed to teach them California standards related to motion and force.

As of 2007, 28.8 percent of EXCEL's students tested proficient on California English/language arts exams, up significantly from the year prior; math scores also significantly improved and were near the school's target. As of June 2008 there were six Oakland Teaching Fellows on the EXCEL staff, and the school continued to be a model for leadership and reform.

*The New Teacher Project is an innovator. Its drive to recruit and prepare highly qualified teachers helps us as we work to ensure that every teacher is a great teacher. It also helps us think strategically about key issues including teacher hiring, school staffing, and how our management decisions affect New York City public schools. We are a grateful to have a results-oriented partner like TNTP."*

*- Joel I. Klein, Chancellor, NYC Department of Education*

# Leadership

## **Ariela Rozman**, *Chief Executive Officer*

Ariela Rozman began her tenure with The New Teacher Project (TNTP) in 2001 as Vice President of Marketing. Prior to becoming Chief Executive Officer in 2007, she served for four years as Vice President of Teaching Fellows Programs, growing TNTP's largest business line to a staff of more than 60 individuals and overseeing the launch of 12 new programs in cities such as Chicago, New Orleans and Oakland. Today, the Teaching Fellows Programs line supplies high-need school districts with approximately 3,000 high-quality teachers per year and accounts for over half of the organization's revenue. Ariela also chaired TNTP's Strategy Committee, a team comprised of TNTP's senior leadership staff, for two years. Before joining The New Teacher Project, Ariela led the Online Marketing group for PlanetRx.com, which included managing the company's online new customer acquisition strategy, media buying and creative agency relationships, and large partnerships with companies such as AOL and Yahoo!. Ariela has also served as Special Assistant to the CEO at Muresco, a retail and manufacturing conglomerate in Buenos Aires, Argentina, and as a consultant at Bain & Co., a leading strategy consulting firm, working with Fortune 500 companies to improve their overall growth strategies and their revenue opportunities. She holds a BA in Political and Social Thought from the University of Virginia.

## **Timothy Daly**, *President*

Timothy Daly is the President of The New Teacher Project (TNTP). Since his appointment in 2007, he has helped lead the organization's efforts to end educational inequality by aligning policies and systems to better support teacher effectiveness. Prior to his appointment as President in 2007, Tim served as Vice President for Policy, helping to launch a team that published influential analyses of teacher equity issues in school districts such as Portland, Milwaukee, and New York. In 2009, he played an instrumental role in shaping the publication of *The Widget Effect*, a groundbreaking exploration of our failure to recognize or respond to the differences in teacher effectiveness. Tim has been with TNTP since 2001 and previously worked with teacher pipeline programs such as the NYC Teaching Fellows, which today has more than 9,000 active teachers in over 1,100 schools across New York City. Tim began his career in education as a Teach For America corps member at Northeast Middle School in Baltimore. He holds a BA in American Studies from Northwestern University and a MA in Teaching from Johns Hopkins University.

### **Other Leadership Team Members:**

**Layla Avila**, *VP of Teaching Fellows Programs*

**Karolyn Belcher**, *VP of Human Resources*

**Wendy Chang**, *Chief Financial Officer*

**Sarah Heine**, *VP of Training & Certification*

**David Keeling**, *VP of Communications*

**Fiona Lin**, *VP of Research & Evaluation*

**Karla Oakley**, *VP of Teacher Quality Innovations*

**Neel Sata**, *VP of Information Technology*

**Victoria Van Cleef**, *VP of Staffing Initiatives*

**Daniel Weisberg**, *VP of Policy & Research*

For more about the qualifications and responsibilities of the TNTP Leadership Team, visit

[http://www.tntp.org/aboutus/our\\_leadership.html](http://www.tntp.org/aboutus/our_leadership.html)

## In the News

### 05.05.08 **Making Teacher Hiring Less Comfortable**

For urban schools to succeed, principals must have the ability to build strong instructional teams.

### 04.22.08 **Idle Teachers, Wasted Money**

TNTP's "Mutual Benefits" report details a costly staffing challenge for New York City.

### 02.22.08 **NYC Teaching Fellow Featured on Cover of *TIME***

Julie Court, a teacher recruited and trained by TNTP's NYC Teaching Fellows program, was photographed for *TIME*'s "How to Make Better Teachers" article.

### 10.31.07 **Gains Seen in Retooled Teacher Ed**

Louisiana study gives top ranking to TNTP's Louisiana Practitioner Teacher Program for preparing effective new teachers.

### 10.10.07 **Report Roundup: Teacher Quality**

New Urban Institute study shows TNTP's NYC Teaching Fellows program has helped realize dramatic improvements in teacher quality in high-poverty schools.

### 10.03.07 **Milwaukee Public Schools Contract Aims to Improve Hiring**

Tentative teacher deal builds on TNTP recommendations, gives boost to high-need schools.

### 08.27.07 **New Teacher Project Brings Holistic Style to Urban Districts**

It's tough to get teachers for urban districts. Not so in Baltimore anymore.

For additional coverage, visit [http://www.tntp.org/newsandpress/recent\\_news.html](http://www.tntp.org/newsandpress/recent_news.html)

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