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those needs through three new initiatives that will be released for 2024. Our BRIDGE Initiative (Building Rigorous Induction and Development to Grow Educators) expands effective mentoring and induction to better support individuals entering the classroom through different certification routes. The Teacher Leadership Solution supports all levels of leadership to create an aligned and coherent system that takes advantage of the skills and knowledge of teacher leaders to improve instruction at scale. And NIET’s upcoming book, Unleashing Teacher Leadership, provides a toolkit for developing skills as a teacher leader.

These new innovations combine with our proven impact in partnerships to allow us to scale the most effective practices and advance statewide priorities that include literacy, high-quality curricula, increased teacher compensation, and opportunities for teacher leadership.

For example, in Tennessee, NIET expanded support for districts implementing high-quality instructional materials through the Tennessee Literacy Network and Tennessee Math Implementation Grant, bringing our high-impact training and on-site support to help districts reach their goals. In Texas, we continue to expand our support in Strong Foundations for Literacy and Math.

This year, we once again observed our partner schools achieve results substantially different from those around them, including being recognized among the finalists for the World’s Best School Prize, as Blue Ribbon Schools, and for best-in-state, best-in-district, and best-in-nation performance. We also saw NIET-supported schools consistently achieve higher teacher retention rates compared to schools around them.

These accomplishments were the direct result of your focus on cultivating highly talented teachers and establishing an environment where teachers can work and flourish through the support of highly effective leaders.

Together, we look forward to expanding on this foundation of success to continue creating opportunities for all students.
In spring 2023, the National Bureau of Economic Research (NBER) released a study, titled “The Long Run Effects of a Comprehensive Teacher Performance Pay Program on Student Outcomes,” demonstrating that performance compensation for teachers yields improvements in student outcomes if teachers are provided with a system of ongoing support and coaching. Researchers concluded that the TAP System created an estimated $14 in benefits for every $1 invested. The study provides powerful evidence that the TAP System is a cost-effective strategy for improving short- and long-term outcomes for students.

Authors Sarah Cohodes (Columbia University), Ozkan Eren (University of California at Riverside), and Orgul Ozturk (University of South Carolina) studied South Carolina schools across multiple districts and multiple years that implemented the TAP System beginning in 2007 with the support of federal Teacher Incentive Fund grants. The authors studied cohorts of eighth graders through young adulthood and found that the implementation of the TAP System had a significant impact on student academic and social outcomes, including reduced reliance on welfare programs and reduced arrest rates. The longer a student was exposed to the TAP System, the greater the benefits. For example, the likelihood of 12th grade enrollment almost quadrupled, increasing by 2.1 percentage points after one year of exposure, and by 7.7 percentage points after four years of exposure.

NIET has worked with districts in South Carolina to implement the TAP System, which creates teacher leadership positions that allow teachers to advance professionally without leaving the classroom, along with opportunities to earn additional compensation based on performance. The state teaching standards rubric, South Carolina Teaching Standards 4.0, aligns to NIET’s Teaching and Learning Standards, further bolstering the effort.

Researchers suggested that what makes the TAP System stand out from other efforts — and what leads to impact across states — is its emphasis on research-based strategies for feedback and support from teacher leaders to improve classroom instruction and student outcomes.

The study found that eighth grade students in TAP System schools were:

- More likely to enroll in 12th grade.
- More likely to graduate high school on time.
- Less likely to be arrested before the age of 18.
- Less likely to rely on social welfare programs.

NIET Founder’s Award

Five schools were recognized as finalists for the 2023 NIET Founder’s Award for excellence in educator effectiveness and student success. The 2023 Founder’s Award winner was Desert Thunder School.

- **Desert Thunder School**
  Avondale Elementary School
  District, Arizona
  Founder’s Award Winner

- **Dr. Lonnie Green Elementary**
  San Felipe Del Rio CISD, Texas
  Founder’s Award Finalist

- **Forest Acres Elementary School**
  School District of Pickens County, South Carolina
  Founder’s Award Finalist

- **Slaughter Elementary School**
  East Feliciana Public Schools, Louisiana
  Founder’s Award Finalist

- **William Henry Burkhart Elementary**
  Perry Township Schools, Indiana
  Founder’s Award Finalist

**District Award of Excellence for Educator Effectiveness**

NIET’s district recognition award recognizes excellence in building systems for educator effectiveness at the district level.

- **Goshen Community Schools**
  Goshen, Indiana

**School of Promise Award**

NIET recognizes schools making a strong start on their path to increasing educator effectiveness.

- **Irene Lopez Elementary**
  Roosevelt School District, Arizona

- **Woodmere Elementary**
  Jefferson Parish Schools, Louisiana

**Recognition Through the World’s Best School Prize**

Burkhart Elementary School, located in Indianapolis, Indiana, in Perry Township Schools, was recognized this year as one of three finalists for T4 Education’s prestigious World’s Best School Prize in the Community Collaboration category.

Burkhart Elementary is honored for its dedication to excellence in teaching and equity for all students, many of whom are Burmese refugees who have joined the community over the past decade. With its focus on supporting great classroom teaching and learning, Burkhart Elementary has seen substantially improved student performance on state assessments and has previously earned the Title I Distinguished School Award for Exceptional Student Performance from the Indiana Department of Education. NIET has worked with Perry Township Schools for more than 10 years to help build the capacity of educators to provide each student with strong instruction, and Burkhart Elementary was a 2023 NIET Founder’s Award finalist.
Innovative Staffing Supports Teachers Across Arizona

NIET supports districts across the state to strengthen the teacher and leader pipeline, improve classroom instruction, and raise student achievement. The results of this investment over a decade can be seen in the success achieved by individual schools and districtwide.

Avondale Elementary School District, located outside of Phoenix, raised student learning results and outpaced the state. This year, Avondale’s Desert Thunder School earned national recognition and was featured on PBS’s Arizona Horizon program. Phoenix’s Roosevelt Elementary School District is partnering with NIET to support 15 designated Targeted School Improvement schools via a grant from the Arizona Department of Education. NIET provides principal coaching and teacher leader support, supports the district Teaching and Learning Department with the Roosevelt Instructional Model, and is helping transform professional learning communities into data-driven decision-making hubs based on the individual needs of teachers and students.

NIET has also supported significant academic achievement in Gadsden Elementary School District #32, located near the U.S./Mexico border in San Luis. Gadsden partners with NIET to support school and teacher leaders to set goals, design learning to meet these goals, adjust based on student learning needs, and continue to improve instruction in every classroom. NIET supports school leaders to lead this work while developing their own instructional leadership skills. This structure expands the amount of instructional leadership capacity in each building and creates a system for continuous improvement of classroom teaching and learning.

NIET works with school districts and educator preparation programs across the state of Arizona, improving the skills of both veteran and aspiring teachers to support student learning. Partnerships with Arizona State University (ASU) and Northern Arizona University strengthen educator preparation coursework and clinical experiences using the NIET Aspiring Teacher Rubric. NIET is also strengthening the bridge from preparation to the classroom through new teacher induction and mentoring. This support has a measurable impact on teacher retention while helping new teachers to be more effective earlier in their careers. In addition, NIET is working with ASU’s Next Education Workforce initiative to develop flexible staffing models and create new pathways to the classroom. NIET is helping to create an instrument that allows teams of educators to discern which elements of Next Education models they are implementing well and to identify areas of improvement and growth.

High-need schools and districts are increasing student success and closing gaps
Teacher Leadership Creates Career Pathways in Indiana

In Indiana, the impact of the teacher leadership and capacity-building work led by NIET and our district partners has created teacher career pathways and leadership structures. State policies and funding are increasingly supporting this work, and NIET’s approach to teacher leadership was highlighted this summer in a state report on the impact of career pathways. The report found teachers are increasingly looking for leadership opportunities, and that teacher leadership is improving the quality of classroom teaching and learning.

For example, Muncie Community Schools used the Indiana Career Ladder grant to establish instructionally focused teacher leadership roles that are now a core part of the district improvement plan. Master teachers help teachers think through new activities and ways to differentiate learning to support each student, and individual coaching provided by teacher leaders is critical in helping experienced and new teachers take their practice to the next level.

George Washington High School in Indianapolis Public Schools received state funding to strengthen school leadership teams. By elevating teachers into leadership positions that are squarely focused on improving classroom instruction across their building, George Washington High School is seeing an impact on teacher practices and student engagement.

New teacher preparation and retention

Supporting new teachers to be more effective early in their careers is at the heart of an innovative partnership making a difference in schools in the Indianapolis metro area. The Marian Promise residency program is a collaborative effort among multiple high-need school districts, the Klipsch Educators College at Marian University, and NIET. The partnership addresses critical needs in the districts and state through the development of a residency and induction system for the recruitment, preparation, and continued development of highly effective new teachers. Marian Promise is helping Indiana districts put in place a system of support for new teachers to increase their effectiveness and retention, thereby positively impacting the achievement of the students they serve.

Elevating educator voices

As teacher and school leaders across Indiana develop their instructional leadership skills, they become experts on the best practices and strategies that impact their fellow educators and their students. To recognize and share this expertise, NIET created the Indiana Educator Advisory Board (IN EAB). The IN EAB includes leaders from across the state — ranging from teacher and school leaders to district administrators. This year, the IN EAB provided a networking opportunity for members and served as a source of information about how teacher leadership and career pathways can be designed and supported to have the greatest impact on classroom teaching and student learning. Sharing best practices and collaborating to address challenges with colleagues from across the state have helped our partners to build their own expertise, expand their networks, and provide a coordinated source of feedback on state policy initiatives.

Master teachers help teachers think through new activities and ways to differentiate learning to support each student, and individual coaching provided by teacher leaders is critical in helping experienced and new teachers take their practice to the next level.
Louisiana Sees Results From State Commitment to Building Educator Capacity

NIET works with school districts across Louisiana to build instructional and leadership capacity and to support the implementation of high-quality curricula. In partnership with district and school leaders, we are helping to build school-based leadership teams and train teacher leaders to guide school improvement, they continually evolved their practices, resulting in the district moving from 45th in the state in 2009 to sixth in the state, and being one of only seven districts with an “A” rating in 2022. 

NIET's work is expanding statewide

NIET supports each district based on its unique needs and works to build alignment toward measurable goals. For example, DeSoto Parish Schools in northwest Louisiana has worked with NIET for more than a decade. Through building the skills of teacher leaders and school leaders to guide school improvement, they continually evolved their practices, resulting in the district moving from 45th in the state in 2009 to sixth in the state, and being one of only seven districts with an “A” rating in 2022.

The results in our partner districts illustrate the power of investing in great classroom teaching and building the capacity of teachers and leaders. NIET’s partnerships have put in place systems for high-impact professional learning and classroom coaching to make great classroom teaching accessible for every student. Teacher leaders are a core part of our partners’ success across Louisiana, with many teacher leaders moving into school and district leadership roles that provide opportunities for continuing improvement in instruction and student success.

A comprehensive approach to school success shows results

NIET has partnered with Ascension for over a decade, putting in place systems for high-impact professional learning and classroom coaching to make great classroom teaching accessible for every student.

GROWING STATEWIDE PARTNERSHIPS

NIET has partnered with Ascension for over a decade, putting in place systems for high-impact professional learning and classroom coaching to make great classroom teaching accessible for every student.

Based on the success of this work, the Louisiana Department of Education partnered with NIET to deliver statewide training and on-site support for districts to successfully implement best practices. In addition, NIET is supporting the statewide rollout of a new observation and support system built on evidence-based teaching and learning standards and a process for providing teachers and school leaders with timely and accurate feedback for improvement. This new approach to evaluation responds to teachers’ requests for higher quality, actionable, and more frequent feedback.

Another longtime NIET partner, Ascension Public Schools, outperformed the state in every subject on the 2023 Louisiana Educational Assessment Program (LEAP), topping the state performance in each tested subject by 16 to 19 points. Additionally, 51% of Ascension students scored at the level of mastery and above across the four subjects tested, with 61% of students achieving mastery and above in English language arts.
Tennessee Tackles High-Quality Instructional Materials

In 2023, NIET expanded our support for districts implementing high-quality instructional materials through the Tennessee Literacy Network and Tennessee Math Implementation Grant. Both were created with funding from the state to support the implementation of high-quality English language arts (ELA) and math instructional materials for pre-K-12 students.

Ensuring high-quality instructional materials have an impact

Too often, teachers receive limited training on new high-quality curricula and are on their own in figuring out how to implement them in the classroom. This is particularly true in rural districts with fewer resources for professional learning and coaching.

Through the Literacy Network and Math implementation Grant, teachers and leaders are supported to more effectively use the high-quality curricula their districts adopted. While the Math Implementation Grant allows districts the autonomy to customize and target their implementation support to suit their own local needs, the Literacy Network is designed to allow districts to learn from one another within a network. NIET is working with 12 districts in the Mid-Cumberland and South Central regions as part of the Literacy Network, and with 29 districts across the state as part of the Math Implementation Grant.

Tennessee propelled high-quality math curriculum through a two-year grant that gave districts funding to select a partner to support their implementation. This implementation support provides all layers of school and district staff support in using the state’s Instructional Practice Guides and Instructional Focus Documents, and focuses on district actions to build capacity for district leaders, principals, math coaches, and teachers. NIET is supporting each district to implement a high-quality math curriculum in ways that build on their unique needs and strengths as a district while incorporating practices that enable all students to engage with and succeed in math. Success in math is a key part of districts’ plans for strengthening other areas of STEM education and expanding students’ opportunities.

Key to the collaborative structure of the Tennessee Literacy Network are mentor districts, which have multiple years of high-quality implementation experience and bring this expertise to support districts that have adopted new materials in the past year. The networks build the capacity of educators to recognize how high-quality instructional materials impact the texts that students are reading, the alignment to grade-level standards in questions and tasks, and the opportunities for students to make choices and take greater ownership of their learning.

Networks build the capacity of educators to recognize how high-quality instructional materials impact the texts that students are reading, the alignment to grade-level standards in questions and tasks, and the opportunities for students to make choices and take greater ownership of their learning.
Statewide Initiatives in Texas Increase Teacher Effectiveness

As many states take steps to increase teacher pay in response to teacher shortages, Texas provides a powerful example of how new funds can be targeted to attract and retain effective educators in high-need and rural schools. The Texas Incentive Allotment (TIA) is a strategic compensation program enacted as part of House Bill 3 in 2019 to recognize and reward teacher performance, increase recruitment, improve equitable distribution of effective educators, and retain teachers, particularly in high-need and rural schools. Districts can receive up to $32,000 per teacher per year, with awards weighted more heavily if the school is rural and/or has a low socioeconomic status. First, districts develop a local designation system to be approved by the Texas Education Agency (TEA) in partnership with Texas Tech University. Teachers are then designated as Recognized, Exemplary, or Master based on multiple measures of teacher skill, performance, and student academic growth. The designation is applied to and remains on a teacher’s certificate for five years, and the school where the teacher works is awarded the TIA funding annually.

NIET has been approved by TEA to deliver a wide spectrum of coaching and services to help districts as they design TIA plans and work with them every step of the way: from the creation of local designation systems and their TIA plan to the teacher observation and appraisal, data analysis, compensation, change management, and communication strategies necessary for successful implementation. Up to 10% of the funding districts receive through TIA can be used for costs associated with implementing and maintaining their TIA system, including teacher leadership and professional learning systems.

Strengthening mentoring for new teachers

NIET’s work with partners on the Mentor Program Allotment (MPA) is based on a proven track record in developing teacher leaders. NIET’s mentor training builds skills and knowledge across a range of topics such as understanding and building trust with adult learners, using data to improve teaching, providing high-quality feedback to transform and advance instructional practices, and creating continuous cycles of improvement. School and district leaders participate in training and support before and during the school year to build a common understanding of the work of mentors and the goals of the program.

The investments to focus the work of mentors on instructional improvement have produced strong results. New teachers are returning at higher rates and, just as important, learning how to reflect on and improve their practice. District leaders share that their most effective teachers have the opportunity to take on a leadership role as a mentor, continuing to develop their skills and knowledge and earning additional compensation for their work. This structure of support builds instructional leadership capacity and expertise in each school and across the district. As districts respond to challenges, well-trained, effective mentors and coaches are critical to creating an equitable and inclusive learning system that meets the needs of every student.

NIET’s mentor training builds skills and knowledge across a range of topics such as understanding and building trust with adult learners, using data to improve teaching, providing high-quality feedback to transform and advance instructional practices, and creating continuous cycles of improvement.

GROWING STATEWIDE PARTNERSHIPS
Big Changes Bring Opportunity in Arkansas

With the passage of the LEARNS Act, Arkansas made historic changes to K-12 education, including new requirements for third grade literacy and increased teacher compensation. NIET is supporting district leaders to respond to these changes and opportunities through executive coaching that builds on the support they receive from the Arkansas Association of Educational Administrators (AAEA). NIET’s support provides superintendents with two additional years of coaching that build on the initial year of coaching provided to new superintendents by AAEA.

NIET’s training and support for teachers seeking the Lead Professional Educator Designation empower participants to grow as teacher leaders, leverage instructional expertise, make data-driven decisions, and foster collaborative partnerships.

Educator Designation, Arkansas’s Professional Educator Designations provide career opportunities and financial incentives to teachers while also building instructional leadership capacity. NIET’s training and support for teachers seeking the Lead Professional Educator Designation empower participants to grow as teacher leaders, leverage instructional expertise, make data-driven decisions, and foster collaborative partnerships. Teachers attend and engage in four core teacher leadership-focused trainings and receive on-site support from an NIET specialist. Earning the Lead Professional Educator Designation prepares teachers to lead and support their colleagues from the classroom through training and on-site coaching that builds instructional expertise.

Supporting rural communities

Schools in rural communities face many challenges in retaining effective teachers, including the need for educators to serve multiple roles, lower teacher salaries, and fewer resources to address the needs of their students. NIET’s partnership with AAEA and the Walton Family Foundation supports students and teachers in rural parts of the state through the Arkansas Rural Educator Network (AREN). AREN builds instructional leadership and strengthens the implementation of high-quality curricula in rural schools. The network provides an opportunity for educators in rural districts across the state to collaborate and develop communities of practice while receiving expert coaching from NIET. Twenty-three school districts in Arkansas — all of which are located in rural and remote parts of the state — are served by this partnership.

Teacher leadership and compensation opportunities

This year, the Arkansas Department of Education selected NIET and our teacher leadership training as an approved pathway for Arkansas teachers to earn the Lead Professional Educator Designation. Arkansas’s Professional Educator Designations provide career opportunities and financial incentives to teachers while also building instructional leadership capacity. NIET’s training and support for teachers seeking the Lead Professional Educator Designation empower participants to grow as teacher leaders, leverage instructional expertise, make data-driven decisions, and foster collaborative partnerships.

Teachers attend and engage in four core teacher leadership-focused trainings and receive on-site support from an NIET specialist. Earning the Lead Professional Educator Designation prepares teachers to lead and support their colleagues from the classroom through training and on-site coaching that builds instructional expertise.
Based on our experiences and the outcomes we have seen, we identified specific teacher leader practices that result in the effective scaling of high-quality instructional work in schools. Our experiences are supported by an extensive body of research that has examined the significant value of teacher leadership and the qualities that effective teacher leaders have or need. This book allows us to share these practices and the practical ways to utilize them not only to elevate educators, but also to unleash the power of teacher leadership in your school and district.

The book provides a unique opportunity for school and teacher leaders to develop, hone, and support their skills. Throughout this book, we detail the practices that teacher leaders should engage in on a daily basis and emphasize how teacher leaders are developed, supported, and sustained.

Within each chapter, you will find examples, user-friendly tools, and an explanation of why elements of teacher leadership are vital and how best to incorporate them into your classroom and school. Our hope is to inspire existing teacher leaders and develop the next generation of teacher leaders to advance educator effectiveness and improve outcomes for all students.

**South Carolina School Leaders Build Instructional Leadership**

The impact of NIET’s work with principals continues to grow and show results. Orangeburg County School District, a long-time partner, achieved growth in every tested subject for the first time ever in 2023. Orangeburg is a member of the South Carolina Principal Leadership Network, a two-year cohort-based program to build leadership capacity and skills in high-need districts. Through intensive coaching and support for school leaders, particularly those in underserved communities, NIET helps leaders build their capacity to coach classroom teachers. For example, NIET coaches principals in the use of walk-throughs to identify and address immediate instructional needs, and in planning how to increase students’ access to high-quality STEM education and social-emotional learning opportunities. The network includes five districts, reaching more than 150 administrators in 78 schools that serve a total of 58,000 students.

Increasing access to great classroom teaching is central to school and district success. To address this challenge, NIET partners with districts statewide to provide instructional training to teachers, principals, and district leaders. The training aligns with the South Carolina Teaching Standards 4.0 Rubric and covers topics that include planning, delivering instruction, and building a strong classroom and school environment. A key aspect of the training is that it gives teachers across the state a chance to learn from one another. Examining new techniques together helps educators make connections to their everyday practice and understand how deeper-level learning can be achieved.

NIET partner schools in South Carolina that implemented the TAP System gained national attention after a study released this year demonstrated the impact of the TAP System on student academic outcomes. Read more about the study released by the National Bureau of Economic Research in the section of this report entitled Our Impact.

**Learn From the Teacher Leadership Experts in Our Upcoming Book**

The power of teacher leadership as a lever for change has been the driving force of our work with partners across the country for more than two decades. In 2023, we captured the most impactful lessons learned on developing and supporting teacher leaders in a new book entitled *Unleashing Teacher Leadership: A Toolkit for Ensuring Effective Instruction in Every Classroom.*
Educators are increasingly looking for online resources that support their growth and continuous learning. At the same time, growing numbers of teachers and school leaders are entering the profession through varying routes and preparation experiences. NIET’s online platform, EE PASS, addresses these realities by enabling teachers to search for relevant content, see real-life examples of classroom practice, and access learning 24/7. EE PASS provides access to high-quality video and analysis of classroom and leadership practice, and resources to build professional skills.

The new features we are excited about in EE PASS 2.0 include Netflix-style functionality that brings new content to your attention based on your profile — with “Recommended” and “Liked” content appearing at the top of the Content Library page. EE PASS 2.0 is user-friendly, with a modernized, customizable view and an innovative analytics panel that offers leaders insight into real-time observation and certification data.

The resources on EE PASS 2.0 support educators to develop effective instructional practices. The platform offers hundreds of hours of high-impact classroom teaching, with an evaluation and analysis of effective practices, and follow-up coaching conversations. With this high-quality professional learning content, combined with EE PASS 2.0’s innovative design and functionality, we look forward to further supporting partners in achieving success.

New EE PASS 2.0 features include:

- **Smart Content**: Platform recommends content based on user profiles, history, and engagement.
- **Personalized Learning**: Platform personalizes and customizes professional learning journeys.
- **Custom Solutions**: Platform curates targeted learning content shared with educators.

**NIET Educator Advisory Board**

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<tr>
<th>Name</th>
<th>Title and Location</th>
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<tbody>
<tr>
<td>Dr. Ashley Anderson-Murray</td>
<td>Director of Teacher Evaluation &amp; Coaching, School District of Pickens County, South Carolina</td>
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<tr>
<td>Nieves Carrales</td>
<td>Principal, Somerset Elementary School, Somerset Independent School District, Texas</td>
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<tr>
<td>Dr. Jenna Chiasson</td>
<td>Deputy Superintendent of Teaching and Learning: District Support, Louisiana Department of Education, Louisiana</td>
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<tr>
<td>Robin Curry</td>
<td>Principal, Sarah Moore Greene Magnet Academy, Knox County Schools, Tennessee</td>
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<tr>
<td>Vanessa Gonzalez</td>
<td>Professional Development Director, Gadsden Elementary School District #32, Arizona</td>
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<tr>
<td>Dr. Lee Ann Kwiatkowski</td>
<td>Director of Public Education and Chief Executive Officer, Muncie Community Schools, Indiana</td>
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<tr>
<td>Keisha Nettieville</td>
<td>Superintendent, East Feliciana Public Schools, Louisiana</td>
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<tr>
<td>Sheba Pugh</td>
<td>Master Teacher, Fair Park Preparatory Academy, Caddo Parish Schools, Louisiana</td>
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<tr>
<td>Dr. Carlos Rios</td>
<td>Superintendent of Schools, San Felipe Del Rio Consolidated Independent School District, Texas</td>
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<tr>
<td>Dr. Ameca Thomas</td>
<td>Superintendent, Laurens County School District #55, South Carolina</td>
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<tr>
<td>Dr. LaTonya Turner</td>
<td>Dean, Kiplisch Educators College at Marian University, Indiana</td>
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**Board Members**

- **Lowell Milken**
  Founder and Chairman
- **Dr. Gary Stark**
  Vice Chairman
- **Dr. James W. Guthrie**
  Board Member
- **Dr. Bryan Johnson**
  Board Member
- **Dr. Wayne D. Lewis Jr.**
  Board Member
- **Dr. Candice McQueen**
  Board Member
- **Dr. Ted Sanders**
  Board Member
- **Ray Simon**
  Board Member

**Our Vision**

Our vision is that every student in America is taught by an excellent teacher and supported by effective leaders every year. We believe intentional, sustained, and high-quality investments in educators directly result in success for all students and are essential to eliminating equity gaps. As a result, NIET is committed to raising achievement levels for all students by focusing on the most powerful lever for change — teachers and the leadership that supports them.
WHO WE ARE
NIET Team Members

NIET’s team includes a diverse set of educators and other professionals who bring deep expertise and a variety of experiences.

Britney Allen
Kennette Bardell
Joshua Barnett
Melissa Blossom
Jennifer Board
Nicole Bolen
Robbin Boudreaux
Jennifer Oliver Brady
Bobbie Jo Bright
Teddy Broussard
Angelina Burrows
Amy Campbell
Shayla Canady
Kristina Carssow
Danielle Chretien
Vicky Condalary
Matt Connor
Robin Cornet
Jill Crain
Jill Crossley
Patti Cruz
Alison Cutler
Angela Davis
Tasha Dawson
Kathleen Deleon
Andrea Divine
Scott Duncan
Sherrie Fairchild-Keyes
LaDazha Ford
Trey Forrester
Erin Foster
Amy Gayle
Nicole Gonzalez
Angela Grifis
Karen Grose
Venita Guerrieri
Theresa Hamilton
Kimberly Herring
Saal Hinojosa
Pilar Holtrop
Tanea Hudgens
Christina Hulin
Scott Duncan
Trey Forrester
Erin Foster
Amy Gayle
Nicole Gonzalez
Angela Grifis
Karen Grose
Venita Guerrieri
Theresa Hamilton
Kimberly Herring
Saal Hinojosa
Pilar Holtrop
Tanea Hudgens
Christina Hulin
Scott Duncan
Trey Forrester
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Christina Hulin
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Amy Campbell
Shayla Canady
Kristina Carssow
Danielle Chretien
Vicky Condalary
Matt Connor
Robin Cornet
Jill Crain
Jill Crossley
Patti Cruz
Alison Cutler
Angela Davis
Tasha Dawson
Kathleen Deleon
Andrea Divine

Our Core Values

NIET is guided by core values that are central to upholding our mission and vision, and describe how we work with one another and our partners. The core values characterize the way NIET works both internally and externally as we advance our mission. In addition, integrity and equity are fundamental qualities that undergird all of our core values and are present at the highest level in all employees of NIET every day.

Excellence
We hold ourselves and our colleagues to the highest standards that exemplify excellence in our daily work and in achieving our goals. We actively reflect, seek, and give feedback in an effort to advance outcomes for ourselves and the educators we serve. We believe in the importance of continuous improvement, and we constantly strive for a higher level of performance in all of our work.

Teamwork
We believe that teams, composed of high-performing team members, can have an enormous impact on teacher performance and student achievement. We value the diverse experiences and commitment to service that each team member brings. We strive to communicate effectively within teams and across teams, ensuring that we are successful in helping all educators reach their potential.

Enthusiasm
We believe in the potential of all students to reach high levels of academic achievement. Thus, we believe that, in collaboration with our colleagues, we can and will build a system of support that helps all students meet their potential. To this end, we operate with a strong sense of possibility, energy, and passion that results in excitement in how we work with our partners and in all that we do.

Student-Outcomes Focused
We are unwaveringly student-centered in our decision-making, prioritizing the needs of students as we work in states, universities, districts, schools, and classrooms. We align our words and our actions to the core belief that all students can achieve at a high level when we provide the opportunities that they deserve.

Agility
We know that it is important to be responsive to what is going on around us, from our partner needs to the priorities of the states in which we serve. This means we must listen, learn, flex, and customize to these needs as much as possible. As we respond, we must be able to think and move quickly and easily while ensuring we respond with evidence-based practices, with depth in professional learning, and in user-friendly modalities.