



New Tech Network



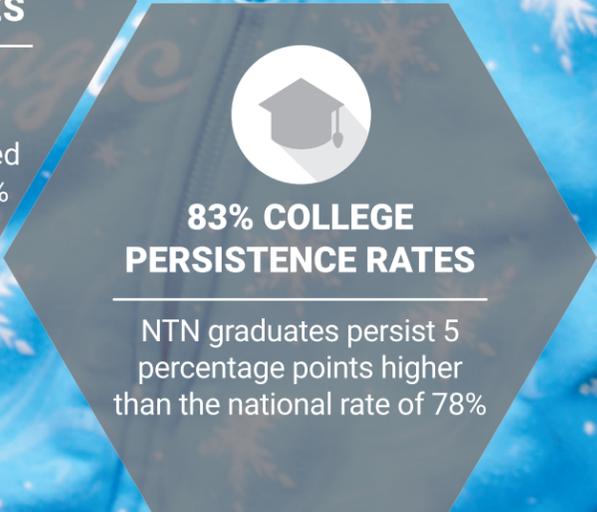
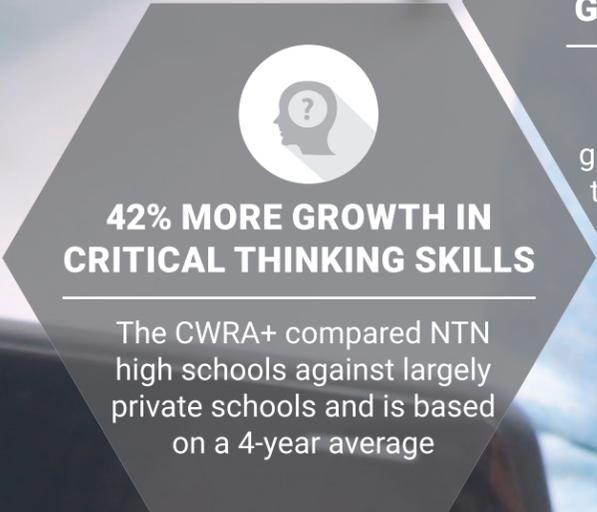
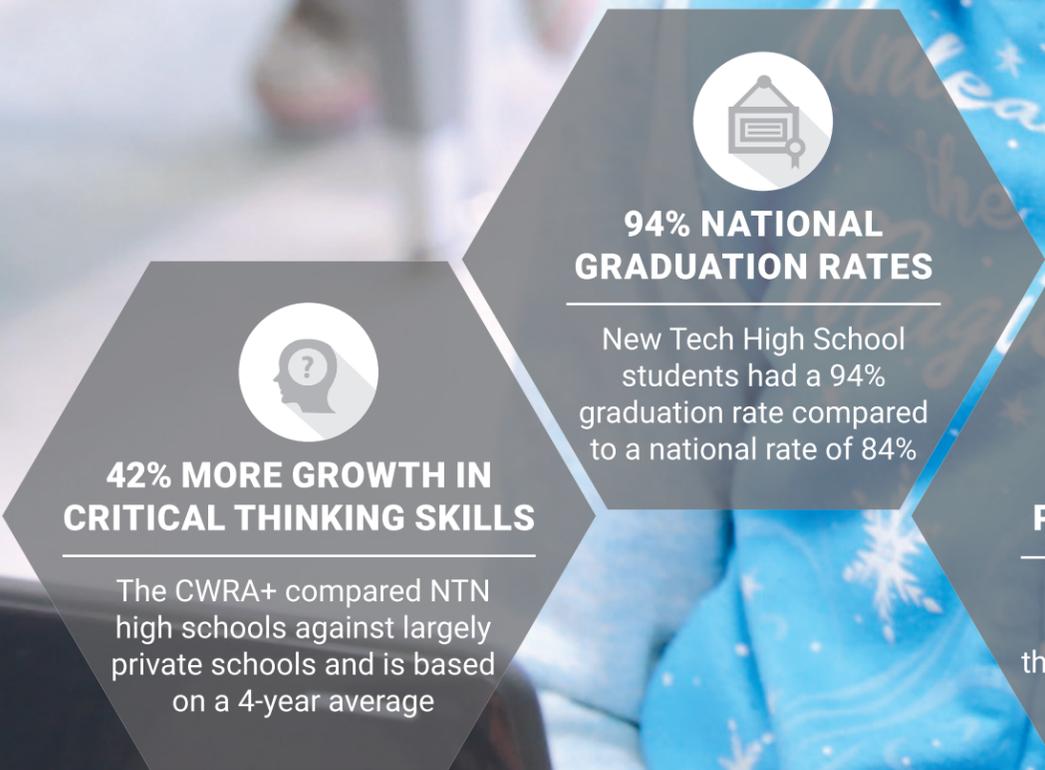
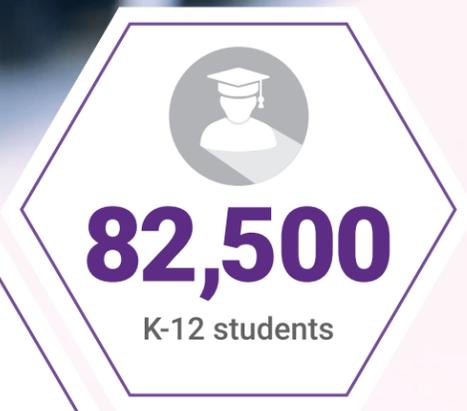
THE POWER OF US

NEW TECH NETWORK SCHOOL AND STUDENT SUCCESS

2018

A New Tech education is student-centered. It is an opportunity for our young people to have ownership over their education and to be inspired to learn, not only for the sake of learning, but to apply learning to the practical needs of their future. New Tech is a family and builds a sense of community.

BETH CURRAN
New Tech Parent
Central Coast New Tech High School



For the 2017-18 school year, New Tech Network includes 207 schools. Of those schools, 177 are New Tech Network members while 30 schools are affiliates. Our member schools are surveyed annually to provide school-level information on student enrollment and demographics, teacher counts, school characteristics, activities, and graduation rates.



TABLE OF CONTENTS

| | |
|---|----|
| Better Together | 04 |
| The Road to Success in College and Career | 05 |
| A Path to Innovation | 09 |
| Every School Journey is Unique | 13 |
| Scaling Across School and Community | 17 |
| A Learning Adventure | 21 |
| The Power of a Network | 25 |



BETTER TOGETHER

Our foundational belief is that schools get better by being part of a community, and that school networks can solve the most complex challenge we face today: closing the opportunity gap for all students.

New Tech Network schools provide students with educational experiences that prepare them to thrive in a rapidly-changing world. There is tremendous power being part of a network where teachers, administrators and district leaders are connected to the same aspirational goal. Every school can innovate – but going at it alone, makes dealing with change-related challenges far more difficult. When you are part of a network, systemic change becomes attainable and sustainable.

Each NTN school is unique and reflects the community's hopes for its children. Our schools thrive in suburban,

urban and rural districts and feature a myriad of school themes, and designs.

Our goal is the same everywhere we work: creating schools that prepare students to pursue the life paths of their choosing. We hope these stories from our network inspire and encourage bold action. Together we are building a better tomorrow.

Signed,

Lydia Dobyns
President & CEO

THE ROAD TO SUCCESS IN COLLEGE AND CAREER

New Tech Network was founded after a group of community leaders observed that graduates from the local schools were unprepared for the demands of the workplace. The graduates they hired didn't value the importance of collaboration, weren't confident in themselves, and couldn't find motivation to drive their own learning. In response, community leaders designed the first version of the NTN model to harness potential of every student. When students are taught through school-wide project-based learning, they are educated in a collaborative environment that reflects the world they will enter after graduation.

We've since developed the five New Tech Network Learning Outcomes so that student assessment is aligned to our teaching practices. These research-based outcomes reflect the academic and emotional skills that are needed for lifelong success. The five Learning Outcomes: Knowledge and Thinking, Written and Oral Communication, Collaboration, and Agency serve as the backbone of our instructional approach and represent the real-world skills that each student develops at a New Tech Network partner school. Through NTN tools like our learning management system, Echo, school leaders and teachers can measure student successes and easily define areas for improvement.

Throughout the life of a project, students, as young as five-years-old, collaborate with their peers, facilitators, and outside experts to demonstrate oral and written communication by engaging with authentic audiences. Engagement in relevant and challenging tasks help students develop ownership over their learning and a sense of agency – skills that are essential for college and career.

As we look to the future of work and take into account the rate at which new technology is developed, no one can be certain of the type of jobs that will need to be filled. We can, however, be confident in the skills we teach so that our students can navigate the world of work or college.

Critical thinking skills were measured using the College and Work Readiness Assessment Plus (CWRA+) administered by Council for Aid to Education (CAE). This nationally normed assessment uses realistic performance tasks to assess four domains of learning: analytical reasoning and evaluation, writing effectiveness, writing mechanics, and problem solving. The

assessment measures student growth of deeper learning from freshman to senior years in high school.

NTN high school students compared to non-NTN students consistently demonstrated that NTN students experience more growth than non-NTN students with an average growth of 42% more than the CAE sample over the last 4 years (CAE, 2014; CAE, 2015; CAE, 2016; CAE 2017). These findings hold when New Tech Network students are compared to matched similar students at non-NTN schools (CAE, 2014).

**Council for Aid to Education (CAE). (2014). Special Analysis: The New Tech Network, Matched Sample Results for 2012-13. (Unpublished internal report). New York, NY: CAE.*

Council for Aid to Education (CAE). (2014). Institutional Report 2013-14. (Unpublished internal report). New York, NY: CAE.

Council for Aid to Education (CAE). (2015). Institutional Report 2014-15. (Unpublished internal report). New York, NY: CAE.

Council for Aid to Education (CAE). (2016). Institutional Report 2015-16. (Unpublished internal report). New York, NY: CAE.

Council for Aid to Education (CAE). (2017). Institutional Report 2016-17 and Special Analysis of a matched Sample and longitudinal Sample. (Unpublished internal report). New York, NY: CAE.

NEW TECH NETWORK SCHOOLS CLOSE GAP IN HIGHER ORDER THINKING SKILLS

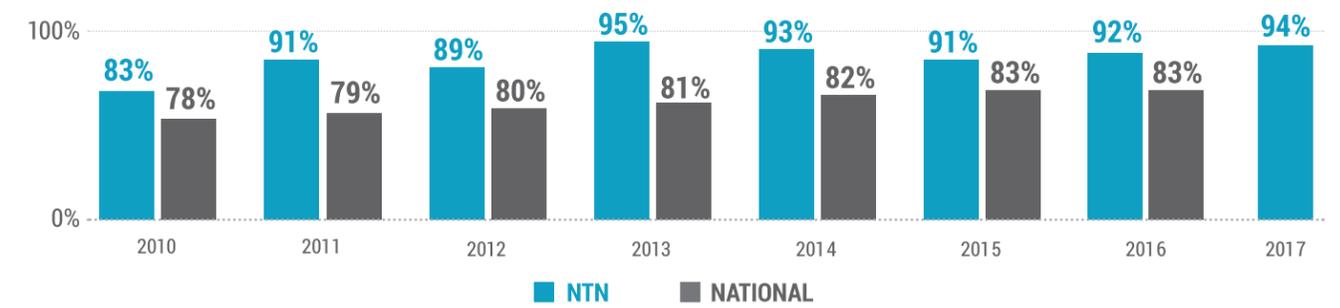
NTN students show 42% more growth than the comparison group*



**Based on a 4 year average weighted by senior participation when NTN is excluded from the comparison group. CWRA+ comparison group is comprised of predominately private schools.*

NEW TECH NETWORK GRADUATION RATES

Average Cohort Graduation rates



**Public high school 4-year adjusted cohort graduation rate (ACGR), available by year from the Common Core of Data (CCD) maintained by National Center for Education Statistics (NCES). Most current data available: https://nces.ed.gov/ipeds/data/ipedsdatatools/tables/ACGR_RE_and_characteristics_2015-16.asp. New Tech data based on self-report with the number of schools reporting for each of the following years: 2010:10 2011:17 2012:15 2013:22 2014:35 2015:42 2016:55 2017:47.*

For the 2017-18 school year, New Tech Network includes 207 schools. Of those schools, 177 are New Tech Network members while 30 schools are affiliates.

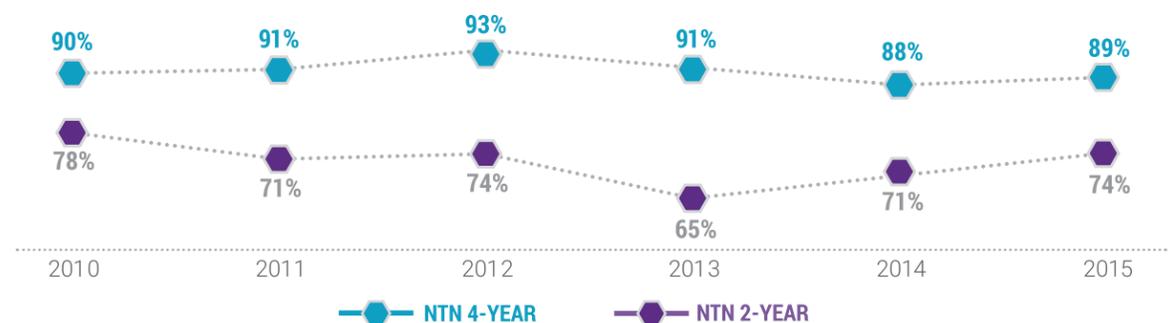
Our member schools are surveyed annually to provide school-level information on student enrollment and demographics, teacher counts, school characteristics, activities, and graduation rates.

National Student Clearinghouse (NSC) data was used to evaluate college enrollment and college persistence rates

for NTN schools. School-level data collected from NTN schools was used to evaluate high school graduation rates.

NTN graduates have high college persistence rates from freshman to sophomore year – a critical predictor of college completion. The ability to persist is evident for both students attending four-year colleges and students attending two-year institutions. The trend of persistence from freshman to sophomore year is consistent over time as the number of NTN schools has grown.

NEW TECH STUDENTS PERSIST IN COLLEGE AT A RATE OF 83%



**Comparison data from National Student Clearinghouse participating high schools (27% of All U.S. high schools): <https://nscresearchcenter.org/snapshotreport-persistence/retention22/> New Tech data from NSC submissions with the number of schools reporting for each of the following years: 2010:10 2011:16 2012:18 2013:26 2014:40 2015:45*



Changing the Whole School

On California's school ranking system, Samueli Academy is just one point from perfect. Students passed state math exams at 99 percent and state literacy exams at 94 percent – over 10 points higher than the state averages. Samueli Academy was also named a 2017 California Gold Ribbon School, an award only given to eight percent of California public schools.

When reviewing the accomplishments, Samueli Academy Executive Director Anthony Saba said, "To be honest with you, I don't care about those."

What does he care about?

He put it this way: "We had a 99 percent graduation rate. Only one student didn't graduate and we're not giving up on him. 97 percent of those graduates are sitting in college right now. We've got five or six kids who chose to go into the military. [...] We're really proud of them."

Samueli Academy is a charter high school in Santa Ana, California in its fifth year of operation. It serves all students, but was originally founded to help those who are in the foster care system or in need of extra support.

Samueli Academy is a part of The Orangewood Foundation, a local non-profit that has provided support to foster youth in Orange County for over 35 years, providing resources, options for housing, and social and emotional skill training. Samueli was founded after Orangewood Foundation leaders and community members realized they could more effectively help foster children by providing resources and skills earlier in a child's life.

Even with the advantage of the highest attendance rate in Orange County, college and career preparedness starts on the first day of school. It does not let up. For many students, Samueli is both their first and only exposure to college as one in every three students come from a home

where neither parent has a high school degree. Students have a required advisory class twice a week that revolves around college and career preparedness.

Of the 500 students at Samueli Academy, about 20 of them are in the foster care system. Saba noted this presents a challenge because, like many schools, they have a bell-shaped curve of students with different academic needs.

"We have kids who come to us with severe emotional needs, some with English language learner needs and then there are those who are on track and want to get to an Ivy League School. We need to serve all of these kids inclusively." Saba said.

Saba said he chose to work with New Tech Network because of the focus on a holistic approach. Saba said that while there are many other high quality organizations in the PBL market, NTN is the only one that focuses on whole school transformation.

"I knew that if we were going to do this right, we were going to need a whole school approach to this, not just one-off trainings. We are offsetting the statistics for a lot of kids today, not just foster youth." Saba said.

"I knew that if we were going to do this right, we were going to need a whole school approach to this, not just one-off trainings. We are offsetting the statistics for a lot of kids today, not just foster youth.

ANTHONY SABA
Executive Director, Samueli Academy



A PATH TO INNOVATION

New Tech Network's experience is rooted in the belief that to build and sustain innovative schools, districts need to address the whole school ecosystem. Innovation efforts come and go. Too often, they focus on an individual teacher, leader or department not the collective capacity of the entire school.

To achieve consistent deeper learning outcomes for all students, the NTN school design combines project-based learning with an engaged student culture and the real-world use of technology. We support teachers, leadership teams, and the whole school team through three key structures: events, coaching, and tools and resources in Echo, the NTN project-based platform.

We take project-based learning from something schools "do" to the way schools "are" through our expert coaching, tools, and personalized pathways for adult learners. The resulting shift goes beyond teaching practices to a school culture that provides the skills students need when they enter real life—skills like collaboration and communication.

Our journey begins with vision-setting and moves schools and districts from traditional practices to the deeper learning outcomes we want for all students. We specialize in the connection between a collaborative professional culture and high student achievement.



The New Tech Network Model for school success is based on four design pillars:



OUTCOMES THAT MATTER

New Tech Network learning outcomes measure collaboration, written and oral communication, and the development of student responsibility for their own learning, or agency.

Our shared vision for student success – college and career readiness for all students – has a very specific meaning in the Network. What we mean is that every graduate of an NTN school leaves aware, eligible, and prepared to pursue postsecondary education or training.



TEACHING THAT ENGAGES

Project-based learning (PBL) is at the heart of our instructional approach.

In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant, students see a purpose for mastering state-required skills and content concepts.



CULTURE THAT EMPOWERS

New Tech Network makes learning relevant. We create a highly collaborative school-wide learning culture. Students become connected to, engaged with, and challenged by their school, their teachers, and their peers.

Each NTN partner school promotes a culture of trust, respect, and responsibility; this culture encompasses both student and professional culture. At NTN schools, students and teachers alike have ownership over the learning experience, and their school environment. Educators collaborate in integrated interdisciplinary, team-taught classes, use collaborative protocols to provide constructive feedback, and share the leadership of the learning community.



TECHNOLOGY THAT ENABLES

Echo supports project-based learning and features an innovative gradebook that aligns to the deeper learning skills students will need in college and career.

Digital tools, cultivated and aligned content, and a community of shared learning are integrated to create a powerful platform to support student and adult learning.



IT'S MORE THAN PBL

Q/A with Assistant Superintendent Steve Hope from Goshen Community Schools

Q New Tech Network: What drew you to project-based learning?

A Steve Hope: It's just natural learning. It's the real world. When you're in the workforce in any career, you work with other people and you solve problems and that's what New Tech is. You're given a real-world problem and you have a team to work with and you solve it. It's great. If you really wanted to start a school from scratch and really study the best way to learn and teach, New Tech is what you would come up with.

Q New Tech Network: How do you ensure that project-based learning serves all of your students?

A Steve Hope: The thing I like about New Tech is that it doesn't really matter what area of the workforce the student is going to enter. They have real problem solving experiences. It's so experiential. The student development in those experiences will lend students to any type of job - whether its working at a credit union, engineering, nursing, or a public service member. New Tech will help with all of them.

Q New Tech Network: What kinds of opportunities has the PBL model given teachers?

A Steve Hope: It pulls teachers together and helps English teachers understand math teachers, etc. You're not forcing artificial connections, but it forces them to connect with each other. That really helps student learning because students see those connections too. They collaborate together. Sometimes they can be really messy, or have messy moments, but they all increase their capacity during that time. Better students become better learners.

Q New Tech Network: What would you say to those successful traditional schools who are thinking about trying project-based learning?

A Steve Hope: What I would say to schools who are successful is that this type of learning allows our students to grow even more. They're going to need these collaboration and communication skills, New Tech is going so

far above traditional schooling. They'll grow into productive adults who are going to grow in both secondary endeavours and their careers.

Q New Tech Network: Time to brag a little – what successes would you like people to know about within Goshen Community Schools?

A Steve Hope: If this works in Goshen, it can work anywhere. It can be replicated anywhere. Our community is ours, but it's a microcosm of the rest of the United States. A lot of other districts can relate to us and our demographics. It just works. It works for every student. We have New Tech Network students who are going to some of the best schools in our country. It also works for someone who is going to enter directly to the workforce here locally. When you have those types of outcomes, there's really no argument.

Q New Tech Network: What do you want other districts to know before scaling the New Tech Network model, positive or negative?

A Steve Hope: The coaching in the Network is wonderful. A lot of times teachers will get stuck, or they'll feel stuck. And oftentimes administrators are not always thoughtful in our ability to coach teachers out of a problem. New Tech coaches know what to say and how to say it. They always get that precarious balance between letting something go and pushing forward. They're always there - you can always pick up the phone and have a conversation.

The resources through Echo have been really wonderful. The sharing across the New Tech Network. It's always better to have 200 ideas rather than two. There's a lot to draw on there. It all goes back to the hands on, real world, relevant experiences.

It makes us better and makes us get out of our comfort zone. There really is a bigger world outside of our school. We should be tapping into that. We are going to make the whole world our classroom.



Read more about the teaching that engages:
<https://newtechnetwork.org/resources/project-based-learning>

EVERY SCHOOL JOURNEY IS UNIQUE

2017 - 2018

| | NTN STUDENTS | ELEMENTARY SCHOOL | ELEMENTARY SCHOOL | HIGH SCHOOL | SCHOOL RANGE | K-12 STUDENTS ACROSS THE U.S. |
|----------------------------|--------------|-------------------|-------------------|-------------|--------------|-------------------------------|
| AFRICAN AMERICAN | 19% | 20% | 14% | 21% | 0-99% | 15.5% |
| AMERICAN INDIAN | 1% | <1% | 1% | <1% | 0-26% | 1% |
| ASIAN/PACIFIC ISLANDER | 5% | 12% | 8% | 3% | 0-63% | 5% |
| HISPANIC | 28% | 31% | 32% | 26% | 0-100% | 26% |
| WHITE | 43% | 30% | 41% | 47% | 0-100% | 49% |
| MULTI-RACIAL, OTHER | 4% | 7% | 4% | 3% | 0-34% | 3.5% |
| MALE | 51% | 50% | 51% | 52% | 0-89% | 51% |
| FEMALE | 49% | 50% | 49% | 48% | 11-100% | 49% |
| ENGLISH LANGUAGE LEARNERS* | 11% | 26% | 12% | 8% | 0-59% | 9% |
| SPECIAL EDUCATION* | 12% | 10% | 12% | 11% | 0-27% | 12% |
| FREE AND REDUCED LUNCH* | 58% | 61% | 55% | 58% | 0-100% | 50% |

*English Language Learners, Special Education, and Free & Reduced Lunch are calculated at the school rather than the student level. 160 schools reporting.

The challenges of educating students is just one of many obstacles schools and districts face. In evaluating the needs of a community, student demographics, socio-economic hardship, and parent engagement are all factors that are taken into account because they have a daily impact on educators. While one district may struggle with high poverty and low attendance rates, another may have little opportunity for engagement with partnerships or face technology and infrastructure issues.

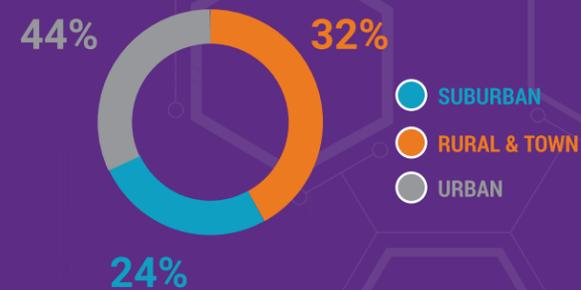
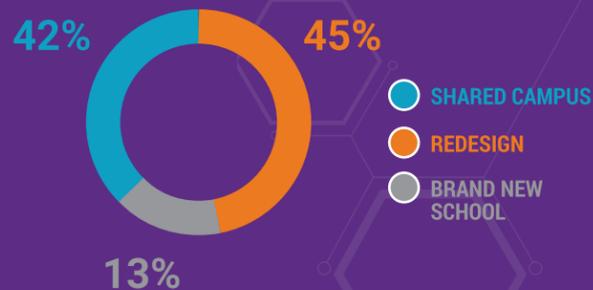
Through our work in schools we believe deeper learning outcomes through project-based learning is the model that gives all students, regardless of their background or circumstances, an opportunity to reach their potential. When students are engaged, discipline issues decrease and attendance and engagement soar.

No student can be guaranteed success, but every student should have the same opportunity to succeed.

As a large national network of schools, New Tech Network

strives to address educational inequity by supporting the creation and development of schools that intentionally seek to close the opportunity gap. In doing so, the support of New Tech Network focuses on three key activities. First, the creation of inclusive and affirming school communities that actively welcome and assert the full humanity of each and every student. Second, we help teachers and leaders design instructional experiences that invite, engage, and support every student in complex thinking and problem-solving. Lastly, NTN schools ensure that educators design and assess learning around a broad set of outcomes that foster the intellectual and social development of all students.

The New Tech Network model is designed to adapt to challenges facing districts across the nation. NTN supports communities and students through new schools, academies within schools, and school redesigns and adapt the model to the needs of rural, suburban, and urban schools by promoting a culture of equity for every student.



Creating a Virtual Village

Two hours northeast of Little Rock, 600 people call the city of Cherry Valley, Arkansas home. Of those 600, 283 of them are 7th – 12th graders who attend Cross County High School (CCHS), one of two schools in the city.

An education in rural Arkansas, no matter how good, can feel limiting, even unfair. For years, the staff at CCHS tried to combat this isolation by coordinating internships, but due to the transportation complications that come with rural living, it remained a pipe dream.

To lessen the inequality that impacted each of his students, Matthew Swenson, Assistant Principal and Director of College and Career Readiness, founded a virtual internship program with mentors from across the country.

The mentors include physical therapists, mechanical engineers, attorneys, professors, college students, law enforcement officers, and more who volunteered their time to create an authentic, meaningful experience for CCHS students.

“I would wonder sometimes, ‘Why would someone from New York City be interested in doing a project with someone from Cherry Valley, Arkansas?’ The answer is that they do. [...] They want to help kids out, they want to help the community, even if it’s not the one they currently live in.” Swenson said.

Since 2012, the CCHS graduation rate climbed from 81 percent to 90 percent, surpassing the state and national averages.

“I think it would be a lot easier to be a traditional school, but it wouldn’t be any fun.” Swenson said.

Matthew Swenson has joined Blytheville High School: A New Tech School as Principal.

Empowering Global Citizens

Los Angeles School of Global Studies (LASGS) opened in 2006. The school joined the New Tech Network with what was then only 42 innovative schools scattered across the country. Twelve years later, LASGS is part of a network of almost 200 schools and has continued to pioneer education innovation.

The school is co-located on the Miguel Contreras Learning Campus and has Design, Media, and Social Change pathways for students in grades 9-12. Christian Quintero graduated from the London School of Economics and received his Masters degree from the school of Education at UCLA. He joined LASGS as a founding teacher and later became principal in 2012.

We reached out to Principal Quintero to find out more about how he defines teacher and student learning goals, keeps his staff connected to the mission of the school, and sustains their culture of innovation.

Our mission is to empower our students to spark change locally, nationally, and globally. Our students are advocates, they are making our world a better place.

I left a huge school of over 5,000 students. We had over 200 teachers with a culture of low expectations. I knew students deserved a chance at success. I felt invisible and knew the students I was teaching felt invisible and I knew I wanted more for the students and the teachers.

I was lucky to be one of the eight teachers chosen to open LASGS. We spent a week of intense training with New Tech Network on project-based learning (PBL), technology and above all, culture. As new teachers, we shared a mission and were excited about the creativity and the promise of student engagement with the New Tech design.

I believe the culture we established at the first New Tech training, one that values all voices and allows for teacher autonomy, has carried us through the years. It is the cornerstone that keeps us going.

Every day at Los Angeles School of Global Studies, I am inspired by the effort of our staff and students to create a rigorous and thoughtful environment for learning. We are a small school that encourages all members of our school community, from students, parents, and staff, to take on the daily challenges of life and academics and to continually strive to reach our vision of success for our school community.

When students come into our schools, they come in as global citizens, they learn PBL, how to work with teams, how to use Echo, and technology. In their sophomore year, students show us that they are ready to become global leaders. They begin to direct their own learning, they think about their future and they take on more leadership.

By 12th grade, students present evidence on how they have grown in the six LASGS Learning Outcomes: Knowledge and Thinking, Oral, Visual and Written Communication, Collaboration, and Agency. They become global ambassadors. They are change agents not only for themselves, but for the community, their families, and their district.

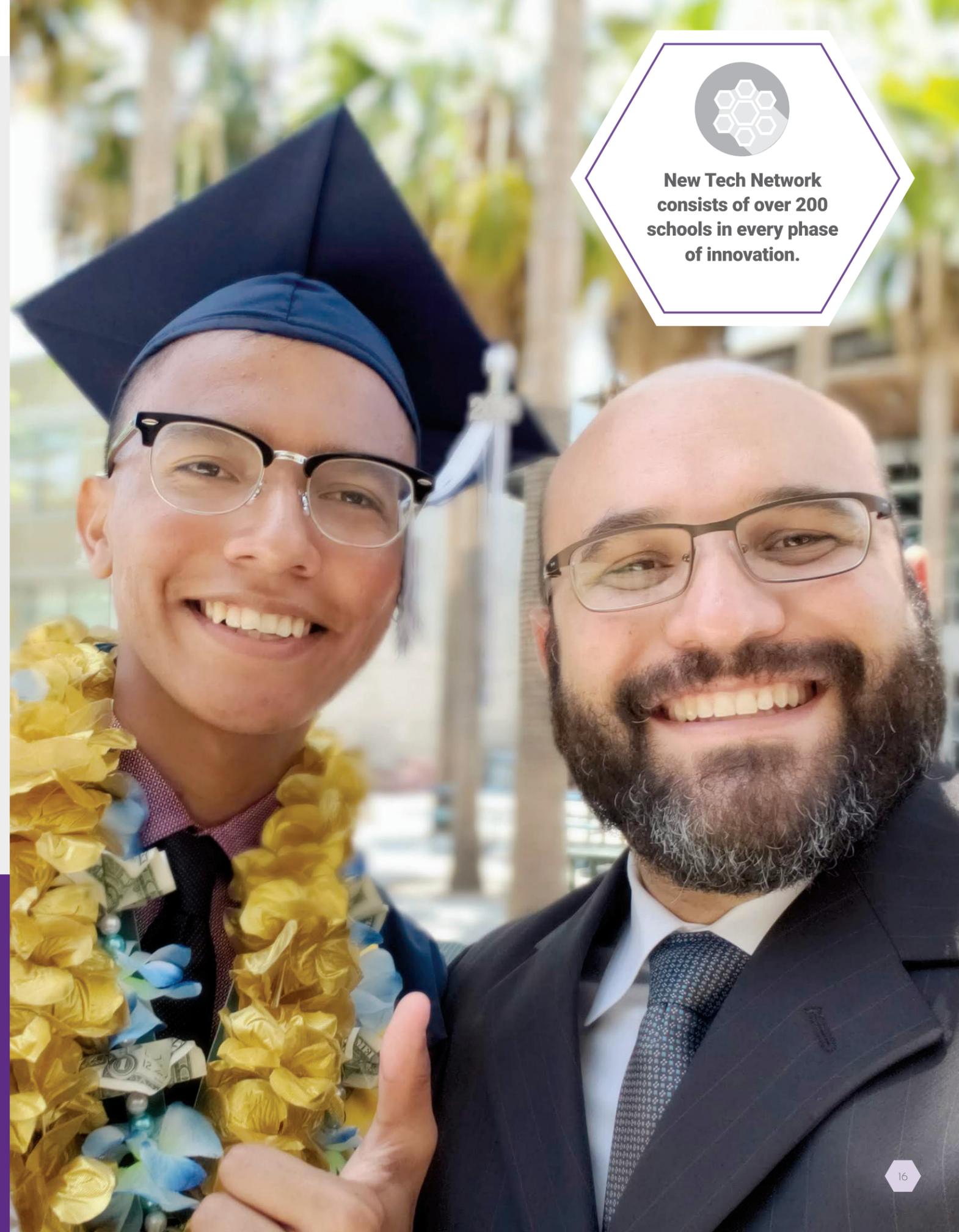
I am often asked what the secret is to sustainability. Keeping connected with New Tech is key. We have to connect with other educators who share the vision of possibility. Project-based learning and our work with New Tech Network has allowed us to break away from the standards and to realize an unlimited potential for every student.

“Our mission is to empower our students to spark change locally, nationally, and globally. Our students are advocates, they are making our world a better place.”

CHRISTIAN QUINTERO
Principal, Los Angeles School of Global Studies



New Tech Network consists of over 200 schools in every phase of innovation.



SCALING ACROSS SCHOOL AND COMMUNITY

NTN has helped schools and districts transform teaching and learning and embed employability skills for all students. Today we are engaged with more than 30 districts to re-imagine teaching and learning across entire systems. Increasingly, communities see New Tech Network as a solution to help close the opportunity gap for all students.

Through these district engagements, we have learned how to re-shape and innovate a broad ecosystem. We support educators by grade level, by school, and by district in every demographic. Some districts choose to implement multiple schools sites, others offer a K-12 path. We create more favorable conditions for our schools to support district-level capacity building for learning and improvement.

We see district-based engagements as increasingly common and believe this will lead to a dramatic increase in deeper learning opportunities for students.

We believe that there are certain conditions and experiences that can accelerate the launch of a school and the spread of deeper learning. Whether implementation is grade-by-grade or as a school, the journey to success for students begins with the leaders and teachers. Through shared practice, NTN partner districts can learn from one another.



Playing to Success

For years, the staff at Bells Elementary didn't feel like underdogs – they felt defeated. As one of the lowest performing elementary schools in the state, their reputation preceded them in their community and among their peers.

Principal Lauren Behie was looking for a path for deeper learning for all of her students. She toured multiple NTN schools including Cougar New Tech in South Carolina and Washington Discovery Academy in Indiana. Working with Colleton County School District, Lauren started the journey of school transformation.

Around the same time, the Ruffin, South Carolina community passed a bond referendum with funds that were to be directed toward improving the school's facilities. The facilities were the oldest in the district and only had minor improvements made since opening in 1954.

Behie explained how excited the kids were on their first day back to have new furniture and a beautiful school. She said that the most shocking part was the reaction to their new playground because until then, Bells only had a few broken swings. Behie said that when the kids were let out for recess, they didn't fully understand what to do with the new equipment.

"We had to teach them how to play on the playground," Behie said. "After the first day on the playground, as they were coming back in, all we heard was, 'Thank you! Thank you! Thank you! Thank you!'"

The physical improvements to the school only took a few months, and the academic improvements haven't followed far behind. In just the short time they've worked with New Tech Network, Behie and her staff say they've already seen substantial improvement.

As the first elementary school in South Carolina to partner with New Tech Network, Bells thought they were going to face yet another challenge – the closest neighboring NTN elementary school was in Ohio. The distance could have easily felt isolating, but thanks to coaching and support from the New Tech staff, and smart utilization of the Network of schools, Bells saw student growth by the mid-year benchmarks.

"We aren't in last place anymore. We were outscoring other schools on mid-year benchmarks and our children were scoring the same even though we hadn't taught the material yet," Behie said.

Janet Rizer, an instructional coach at Bells said there is a huge difference in how the students interact with the adults. She said they feel more empowered and confident.

"You can't grasp the work until you actually see the students and talk to them. It's indescribable, you just have to experience it. This is just our first year, I can't wait to see, especially with our little ones, the conversations that we're going to have with them." Rizer said.



Watch the *Turning Point South Carolina* mini-documentary on the great work happening now: <https://www.turningpoint-southcarolina.com/>

Raising Their Voice: Preparing Young Women of Today for the STEM Careers of Tomorrow

How do you keep the “sister” in “sisterhood”? Dr. Cynthia Ontiveros and her staff believe it’s through Science, Technology, Engineering, Arts, and Mathematics. Together, they are working toward an answer at the Young Women’s STEAM Research and Preparatory Academy (YWA) in El Paso, Texas.

Ontiveros and her staff at the YWA were troubled by the sheer lack of women represented in STEAM-oriented careers.

“Just looking at local and national trends, including the number of women who are represented in STEAM careers, that number is dismal, especially minority representation,” Ontiveros said.

One reason Ontiveros thinks the numbers are so low is that many young girls don’t learn how to develop the emotional skills necessary to work in STEAM fields long-term.

Project-based learning presented just the sort of solution Ontiveros was looking for to this complex problem. Teaching with a curriculum that balances both team-building and problem-solving allows the YWA students to grow both academically and emotionally.

“We know that girls everywhere are smart and can make it into programs, but the issue is their resilience to stay, to pursue higher level positions. We have made those challenges very clear here and what it means to stick it through,” Ontiveros said.

From the culture of the school to the projects completed by students, being “real” rings true at YWA. Ontiveros and her staff want their students to see themselves as future

“We know that girls everywhere are smart and can make it into programs, but the issue is their resilience to stay, to pursue higher level positions. We have made those challenges very clear here and what it means to stick it through.”

DR. CYNTHIA ONTIVEROS
Principal, Young Women’s STEAM Research and Preparatory Academy

scientists, artists, or engineers. When selecting guests to invite to the school, they select people who the students can relate to and who have a similar story to the young women listening in the classroom.

“We wanted our campus to have a culture where our students were a sisterhood,” Ontiveros said. “We want every student to feel safe. We want every student to feel as though we honor their culture, their background, their experiences.”

With NTN as a partner, Dr. Ontiveros has access to resources and relationships within the NTN network that are constantly giving her new ideas for how to keep improving her school’s curriculum.

“A STEAM career is about tinkering. [...] It’s about creating their own solutions and trying to figure things out. I knew that PBL was an excellent support for what we wanted to do for our young women to meet their needs,” Ontiveros said.

Through high quality practices, a unified mission, and a successful partnership with NTN, Ontiveros and her staff are in the midst of building a powerful sisterhood.



Learn more about our work in El Paso at:
<https://newtechnetwork.org/resources/el-paso/>

A LEARNING ADVENTURE



Convenings

Face-to-face events focused on a topic or audience. NTN coaches dive into principles and practices of the New Tech design.



National Events

New Tech Network holds Leadership Summits, the New Tech Annual Conference and other events across the country.



Virtual Workshops

Virtual events focused on a topic or audience. Facilitated by an NTN coach.



Badging

NTN badges are a set of key practices for teachers to develop as they grow their PBL practice.

Continuous learning and improvement are key to attaining the outcomes we all want for students, yet professional development continues to be done in a silo – class by class, level by level and initiative by initiative. At New Tech Network, we believe that change begins with leaders and teachers across the whole school. We create a journey that will address the needs of every adult learner and provide a path that is attainable and sustainable.

Teacher Pathways

Through the New Tech Network model, teachers rediscover their passion and creativity. Professional Learning at PL@NTN offers a personalized system of learning opportunities which allows educators to learn at their own pace, focus on their needs and interests, and connect with others – all with convenience of a virtual model.

Through convenings, national events, virtual workshops and badging, PL@NTN provides a path for lifelong learning.

About Badging

The New Tech Network (NTN) badging process is at the core of our professional development. In the same way that we encourage and teach our students to have power over their own learning, the badging process allows teachers to do the same.

This professional development best-practice was developed to be manageable for teachers and help them to

refine and perfect their PBL skills with the goal of providing each student with deeper learning outcomes. Each badge accomplishment represents an element of high quality PBL and includes a description of the practice, tools, and resources developed by NTN, and Network teachers.

Leadership Development

NTN believes quality leadership is a function, not a position, and is essential to the success of any school. Formal leadership development work allows school leaders to build the capacity to implement NTN design principles with fidelity, increase personal agency and efficacy in leading change, and build a district's ability to affect lasting change in their communities. The leadership program is grounded in theories of adaptive leadership and learning organizations.

District Supports

In NTN schools, success is built on the capacity of the system. Schools are most effective when the organizational environment is designed to promote individual and collective learning and improvement. The nature of NTN's support helps build the capacity of district leadership to initiate and sustain school improvement. NTN provides district-level services that focus on developing school leaders, aligning and coordinating systems and structures, and developing and sustaining a professional adult learning culture.

Eagle Tech Academy PBL Chopped Champions

Eagle Tech Academy (ETA) Principal Brady Mullett is not one to shy away from a challenge. In fact, when asked about competing in the PBL Chopped competition at the 2018 New Tech Annual Conference (NTAC), Mullett proudly declared, "I'll put my teachers up against anybody."

A few months later, (and after spirited debate with the other NTN schools set to compete) the ETA staff made their way to St. Louis for NTAC to sharpen their PBL skills through sessions and coaching, and to show off their skills in PBL Chopped, a multi-round competition at NTAC where teams have 20 minutes to design a unique, rigorous project based on a few standards from different subjects.

After the first round of Chopped, the Eagle Tech team didn't feel completely confident in the product they submitted to the judges for review. When they received their project back, with what seemed like mountains of feedback from the judges on how to improve, the ETA team knew there was only one plan for success – get rid of the bad ideas, incorporate feedback to the best of their abilities, and get better fast.

Spoiler alert – Eagle Tech took home first place and were crowned PBL Chopped Champions. Mullett and his staff's competitive streak aside, when the chips are down, they don't just power through and hope for the best – they slow down to speed up. Their accomplishment reflects a culture of agility and collaboration where every voice is heard and respected.

"I have the privilege of working with a team that is all in. They understand instruction and culture fit hand-in-hand when you are talking about raising the bar for students," Mullett said.

Mullett's culture of raising the bar by putting an emphasis on thoughtful, meaningful feedback started years ago at a Leadership Summit, an annual NTN event. Mullett attended a

session about feedback and learned about the book "Tell Me So I Can Hear You." He said that he didn't realize how ineffective the feedback system was until he started fixing it.

"Feedback is about knowing the receiver and knowing how they need to receive information. It really changed how I have worked out with staff," Mullett said.

He started repairing the system by distributing a questionnaire to teachers to self-identify on a communication scale. The scale measured the way in which a particular teacher preferred to receive feedback. Once he started using the teacher scales to inform how he delivered feedback he said it completely changed his outlook.

"That impacted me because so often we assume that people aren't good at receiving feedback. For feedback, it's not just about the words we use, but how we say it as well," Mullett said.

He said that feedback hadn't been an effective two way communication system, but Mullett learned that it should be structured like any other conversation. Through the feedback session at the Leadership Summit, Mullett learned how to more effectively use feedback as a tool rather than a requirement.

In the seven years since Eagle Tech's founding, only one teacher has resigned (for a career change) and another retired. That's it. The rest of the staff has either been brought on as the school has grown or started at the launch.

"We spend so much time dealing with matters of the heart, instead of matters of the head," Mullett said.



| | |
|------------------------|-------|
| 1 - World History | 82.8% |
| 2 - Language Arts | 82.4% |
| 3 - Algebra I | 81.4% |
| 4 - Spanish I | 86.2% |
| 5 - Earth Science | 86.4% |
| 6 - Physical Education | 86.8% |

Echo Overview

Echo is New Tech Network’s Learning Management System, designed to support deeper, more personalized instructional strategies like project-based learning. Echo connects educators to New Tech Network’s content and community.

Tools

Architecture and feature sets are aligned to project-based learning and other personalized deeper learning practices with a multi-dimensional gradebook which is organized around the assessment and reporting of student outcomes (skills) rather than assignments.

Content

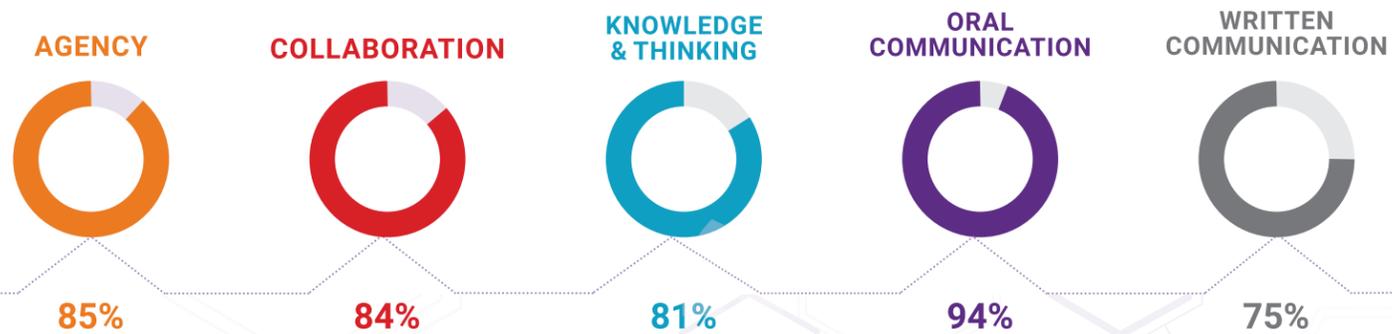
Teachers, students, and parents at New Tech Network schools use Echo on a daily basis to access course resources, exemplar projects, project plans, and assignments. Educators benefit from an extensive library of instructional resources and the opportunity to create projects and access project libraries.

Community

Echo allows schools to more easily exchange best practices, collaborate efficiently, share projects, and develop cross-school projects for students. In short, the Echo community is vibrant and growing.

ECHO GRADEBOOK

Our unique gradebook allows teachers, students, and parents to monitor and measure progress toward real-world skills.



“Grading my students with the learning outcomes allows me to see the strengths and weaknesses of my students at a glance. I can provide meaningful feedback and guidance targeted to the skills they will need in the future.”

ANDREW BIGGS
Teacher, New Technology High

It’s the journey, not the destination

BY JENNIFER STILLITANO
Social Studies Department Chair/Teacher
Central Coast New Tech High

I’ve been in education for 14 years now. I was never asked why I do what I do until I helped open a New Tech school. The emphasis that New Tech places on the *why* and culture at a school was completely transformative.

At Central Coast New Tech, I found my *why*. I approach the classroom every day as an opportunity to encourage people to be their best and to find their passion. I look at my role as somebody who is supporting kids to grow.

I recently completed my Master’s degree project on digital badges. When New Tech Network started working on the idea of badging and micro-credentialing, I was really happy that I got to share a lot of the literature that I had spent a year digging through and researching. The biggest finding with digital badges is they’re only as valuable as the system that they are in. The digital badge in and of itself is meaningless and not very motivating, but when it is in a system that’s going to then show a proficiency toward something and it means something, that it’s backed by an organization like New Tech Network or a school district that has some credibility, they’re very motivating and very valuable way to show skills.

Another benefit is that digital badges are performance assessments and performance tasks. I can study for a test, and learn that material because I know that I’m going to be tested on it and then take the test, pass it and then forget the information. That does not mean I have to do it in the classroom. That just means that I studied and passed the test and I can still go back to traditional ways of teaching. This badge system makes you actually do what it’s asking. There’s a performance assessment of what the actual skills look like in a PBL classroom – setting norms or facilitating collaboration. You have to do it in order to get the badge instead of just learn about it or study it and then pass a test on it. This piece is just systematizing good PBL practices in all of the New Tech schools.

Doing what they teach others to do has always been a part of the NTN culture. Even in their new schools training at NTAC, they’re teaching through PBL. Why would we be training teachers to do PBL if we aren’t going to do it ourselves?



THE POWER OF A NETWORK

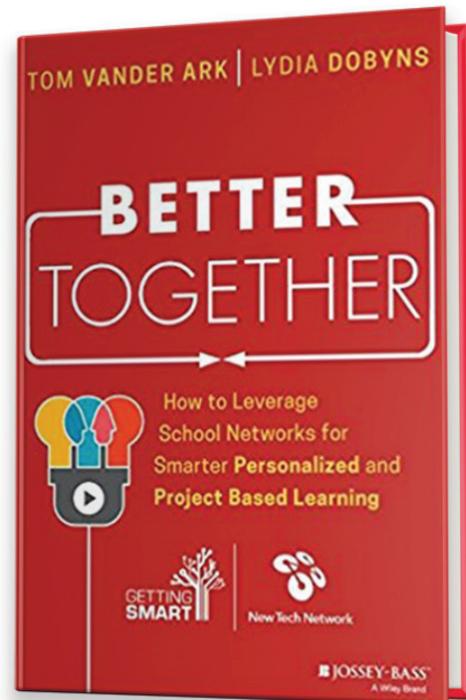
At New Tech Network, we know that the power of our community doesn't stem from being geographically close to each other, it doesn't come from being similar in our backgrounds, and it isn't related to what position we hold in our organization. The power in our network comes from the connections that we make with each other. It comes from a shared vision of changing how we educate students so they can be prepared for an ever-changing world.

Whether teachers are sharing project ideas or district leaders are convening to learn best practices, they are capitalizing on the ability to address common problems collaboratively. We look at our network of educators the same way that we look at our classrooms – when an active network of people work together, they produce more ideas and resources.

As the world of education continues to mirror real-world workplace settings, many schools and districts will try and transform their school alone. But implementing comprehensive change brings both predictable and unexpected challenges.

Not only is facing these challenges in isolation ineffective and unsustainable, it's the opposite of how we teach our students and staff – to build better schools, we must work together, not in silos.

BETTER TOGETHER: HOW TO LEVERAGE SCHOOL NETWORKS FOR SMARTER PERSONALIZED AND PROJECT BASED LEARNING



Innovating schools as a “do it yourself” effort poses significant challenges.

“Better Together” introduces teachers, principals, and district leaders who have re-imagined schools with the support of networks.

Since the first New Tech high school opened in 1996, hundreds of schools around the country have turned to New Tech Network (NTN) for inspiration, guidance, and direct support in their local K-12 school innovation efforts.

Better Together: How to Leverage School Networks For Smarter Personalized and Project Based Learning profiles more than a dozen school networks and features many New Tech teachers, directors, and district leaders.



LEARN MORE LEARN MORE ABOUT *BETTER TOGETHER*:
[HTTPS://BIT.LY/2LGXS5J](https://bit.ly/2LGXS5J)



Networks offer the best path to avoid every school attempting to reinvent the wheel. Many offer proven solutions. Some offer the opportunity to innovate up from proven capabilities. Networks offering meaningful ways for educators to “give and get” expertise and create vibrant communities of adult learners.

– *Better Together: How to Leverage Networks for Personalized and Project Based Learning*

BY LYDIA DOBYNS AND TOM VANDER ARK

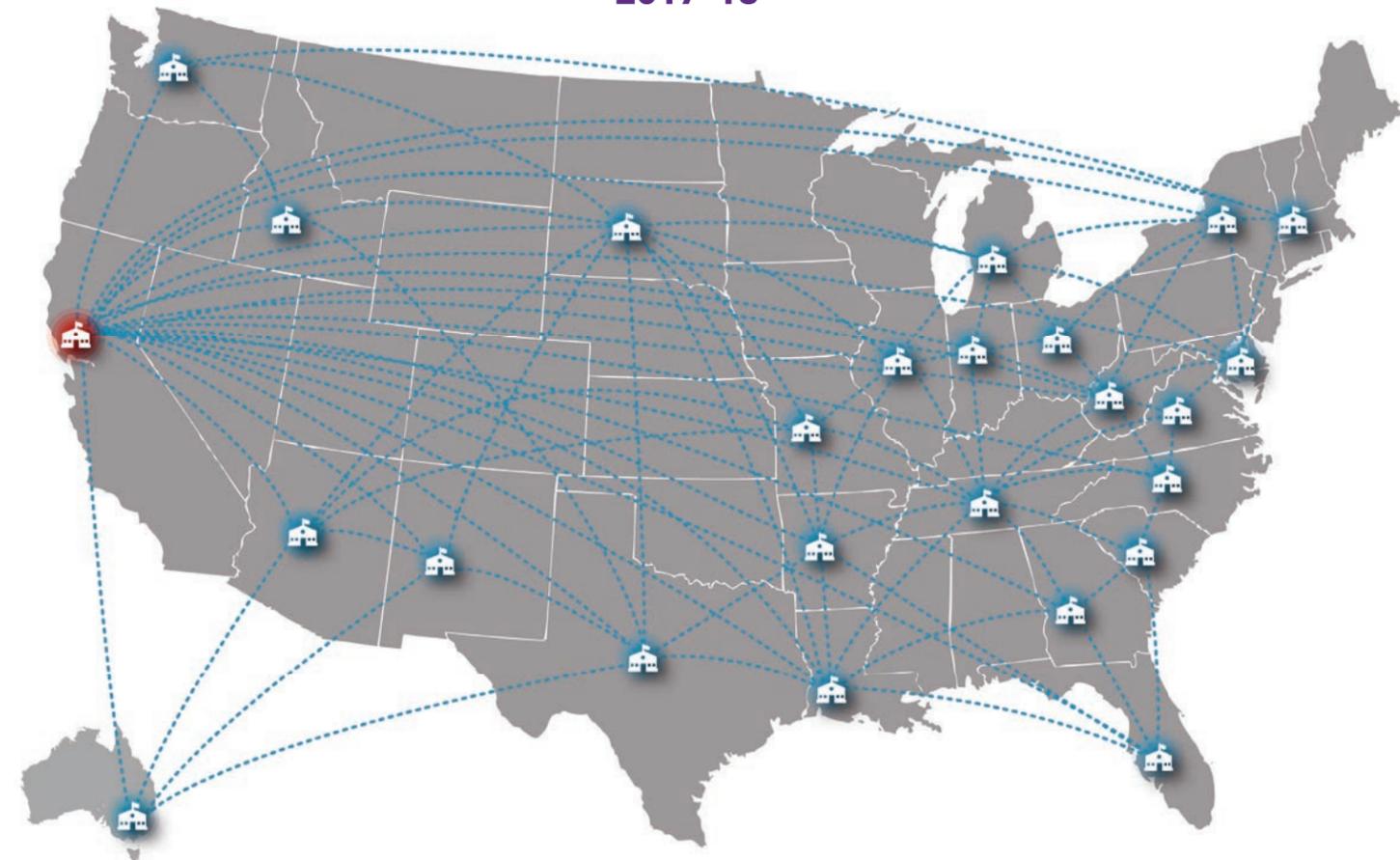
THE FUTURE OF LEARNING

As we look ahead to the future, New Tech Network is more convinced than ever that a vibrant, connected network is essential to addressing the most complex challenges facing teachers, district leaders, students, and the communities they call home.

We invite you to visit one of over 200 schools across the country to learn more.

View our complete list of schools at newtechnetwork.org.

NEW TECH NETWORK 2017-18



123
HIGH SCHOOLS

48
MIDDLE SCHOOLS

36
ELEMENTARY SCHOOLS

4,800
TEACHERS

82,500
STUDENTS

104
DISTRICTS

35
DISTRICTS WITH MULTIPLE SCHOOLS

At New Tech Network, we believe that education can empower and engage students and educators alike. Discover the path to powerful education.

www.newtechnetwork.org



New Tech Network

1250 MAIN STREET, SUITE 100, NAPA, CA 94559 | P: 707-253-6951 | © 2018 NEW TECH NETWORK

FOLLOW US ON: [f](#) [t](#) [in](#) [v](#) [@](#)