



Planning Timeline for 2016 New Tech Implementation

2015	
Jan - Oct	<ul style="list-style-type: none"> District/organization contacts NTN and indicates interest in implementing a New Tech school NTN completes review of needs and invites district/organization stakeholders to attend an Executive Tour or Showcase hosted by NTN
July 21-23	<ul style="list-style-type: none"> District/organization sends a team to the 2016 Planning Track at the 2015 New Tech Annual Conference (NTAC) in Chicago, IL
July - Dec	<ul style="list-style-type: none"> District/organization completes the NTN School Application Upon application acceptance, NTN conducts Readiness Visit NTN drafts customized products and services proposal for the NTN Agreement District/organization is granted Echo access for planning District/organization identifies a Project Manager who begins NTN Echo Planning Academy course work
Sept - Dec	<ul style="list-style-type: none"> District/organization identifies its New Tech Director and Thought Partner
Dec	<ul style="list-style-type: none"> Deadline for district/organization to approve and sign the NTN Agreement
2016	
Jan	<ul style="list-style-type: none"> Director continues Planning Academy course work prior to NTN Leadership Residency
Feb - Mar	<ul style="list-style-type: none"> Director and Thought Partner attend Leadership Residency and continue Planning Academy course work
Feb - Mar	<ul style="list-style-type: none"> All Year 1 staff identified, technology ordered, and facilities planning work started
Mar - April	<ul style="list-style-type: none"> Director and Year 1 staff attend Teacher Residency at a NTN Demonstration Site
Mar - June	<ul style="list-style-type: none"> Director and Year 1 staff continue Planning Academy course work
June - Aug	<ul style="list-style-type: none"> All Year 1 staff and student technology is installed and configured
July	<ul style="list-style-type: none"> Director, all Year 1 staff, and Echo Tech Manager attend NTN 101 at NTAC
Aug - Sept	<ul style="list-style-type: none"> New Tech school opens

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Commitment Criteria – High School

Exhibit B

Schools implementing the NT approach agree to meet the following requirements to ensure successful school implementation.

		Desired Student Outcomes	Required	Recommended
Cultural Outcomes	Connected	<ul style="list-style-type: none"> <input type="checkbox"/> Students have positive relationships with adults and peers in the school community and feel a sense of belonging. <input type="checkbox"/> Students feel emotionally and physically safe, feel accepted "being themselves," can take courageous risks, and will be supported if they fail. <input type="checkbox"/> Students feel empowered to contribute positively to the community and take on leadership roles. They feel trusted and trust others to be respectful and responsible. 	<ul style="list-style-type: none"> <input type="checkbox"/> Personalized Learning Environment: School will create a personalized learning environment through limiting size, developing academies or designing intentional advisory structures. <input type="checkbox"/> Admission Policy: School will have a non-selective admission policy. District will work to ensure that the student population reflects the overall make-up and achievement level of existing feeder schools. <input type="checkbox"/> Dedicated Staff: Teachers and principals are full-time employees of the New Tech School and will not have their assignments shared with other schools. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implementation Process: School will start year one with no more than 2 grade levels. One grade level will be added during each successive year of implementation. <input type="checkbox"/> Learning Environments: New Tech classrooms, furniture and collaborative spaces allow for collaboration and flexibility. <input type="checkbox"/> School Facilities: New Tech school will have appropriate signage, separate entrance/ exit, etc. for recognition as a unique site.
	Engaged	<ul style="list-style-type: none"> <input type="checkbox"/> Students value and are excited about the work they are doing and are interested in how it relates to the work of others. <input type="checkbox"/> Students are often innovative and creative, deriving unique solutions to problems, and defend their ideas and conclusions with enthusiasm. <input type="checkbox"/> Students regularly seek out interactions with adults and experts in a professional manner as part of the learning process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Start-Up Training: Principal/ Director is hired by January of the year prior to school start and able to attend Leadership Residency. <input type="checkbox"/> NTN Network Training: Staff will participate in all NTN training events. <input type="checkbox"/> Travel: District will provide funding for staff to travel to all regional and national training events. <input type="checkbox"/> Staffing: All staff is hired prior to and is able to attend NTN Teacher Residency (March- April) and NTN101 - New Schools Training (June/July). <input type="checkbox"/> IT Administrator Training: Designated IT Administrator will attend New Schools Training (June/July prior to the school opening) to provide staff technology support. <input type="checkbox"/> Community Involvement: PBL Units require students regularly seek out interactions with adults and community experts. <input type="checkbox"/> Team Taught and Cross-Curricular Integration: School has at least one integrated, team taught course in each grade level. Team-taught, integrated courses will not have more than 55 students. 	<ul style="list-style-type: none"> <input type="checkbox"/> NTN Teacher/ Trainer Certification: School has 1-2 staff members participate in certification programs per year after Year 1, with a goal of 25% of staff certified as NTN Teachers by Year 4. <input type="checkbox"/> Network Collaboration: Staff participates in NTN initiatives, such as advisory, improvement networks, design groups, webinars, and other remote networking opportunities. <input type="checkbox"/> Teaching Schedule: NT staff will teach no more than three courses that require a unique prep in any one semester. <input type="checkbox"/> Team Taught and Cross-Curricular Integration: If course offerings and staffing allow for a successful pairing of courses, school offers 2 or more integrated, team taught courses in each grade level. <input type="checkbox"/> Additional Graduation Experiences: All students complete an internship, portfolio, service learning, and job shadowing or career exposure by the end of middle school.
	Challenged	<ul style="list-style-type: none"> <input type="checkbox"/> Students have the capacity to successfully complete authentic, complex, and rigorous tasks that require active exploration, higher-order thinking, and application of what they have learned. <input type="checkbox"/> Students evaluate the quality of their work against authentic discipline or industry standards in formal publications, exhibitions, and presentations. 	<ul style="list-style-type: none"> <input type="checkbox"/> PBL: All courses will implement Project and/or Problem Based Learning as the primary instructional methodology. Students receive ongoing feedback and engage with community/business partners. <input type="checkbox"/> College Readiness: Each student will graduate having taken the courses necessary to be admitted to a 4-year state college <input type="checkbox"/> Leadership: School has a defined instructional leader (principal, director, assistant principal) that leads, with staff, the development of the school as a learning organization. <input type="checkbox"/> Full-day Program: All students take all core courses, and a majority of electives, through the New Tech School. <input type="checkbox"/> IT Administrator: At a minimum, District will provide part-time IT administrator position to provide technology support ensuring that network connectivity is maintained at 95%. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal Selection: NTN plays an advisory partner role and/or NTN materials are used in principal selection and approval. <input type="checkbox"/> Staffing Autonomy: School Principal/ Director will have significant hiring autonomy from involuntary transfers from other schools. <input type="checkbox"/> Evaluation: Hiring and assessment procedures will reflect the specific requirements of the model.

Learning Outcomes	Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate a mastery of core knowledge across all discipline areas (as defined by state and national standards). <input type="checkbox"/> Students easily make sophisticated connections and find patterns between and among discipline areas. <input type="checkbox"/> Students demonstrate the ability to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Technology: 1:1 student to networked computer ratio in all classrooms. <input type="checkbox"/> Computers: Meet or exceed the minimum technical specifications set forth in Echo™ Technology Requirements and Recommendations document. <input type="checkbox"/> School Network Capacity: School will have a fully functioning network enabling student access to the Internet with 99% uptime. <input type="checkbox"/> Echo Use: Staff fully implements the New Tech Learning Management System (Echo™) for project planning and staff learning structures. <input type="checkbox"/> Email Accounts: Staff and students must have email accounts. Accounts for staff and students must be in the same domain, and that domain must be unique to the school. <input type="checkbox"/> Access: District will provide sufficient Internet bandwidth as well as an Internet browser supported by NTN (defined in Echo™ Technology Requirements and Recommendations). 	
	Skills	<ul style="list-style-type: none"> <input type="checkbox"/> Student writing is clearly and consistently organized, fully developed, fluent, and generally free from errors, as appropriate to the discipline. <input type="checkbox"/> Students can effectively communicate complex ideas in well organized and engaging oral presentations to a variety of audiences and for many purposes. <input type="checkbox"/> Students can effectively collaborate with others on complex tasks and can adopt different roles including leadership based on group needs. <input type="checkbox"/> Students demonstrate mastery of other college and career readiness skills such as creativity, innovation, technology literacy, researching, social interaction, time management, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> School-Wide Learning Outcomes: Assessment strategies will reflect both content mastery and school-wide learning outcomes. 	
	Attributes	<ul style="list-style-type: none"> <input type="checkbox"/> Students are very confident in many settings and demonstrate the attributes of highly effective people including resilience, patience, adaptability, and persistence. <input type="checkbox"/> Students see challenges as learning opportunities and believe that if they work at something, their performance will improve. They believe that they are capable of achieving at high levels across a broad spectrum of disciplines. Students regularly refine their work and reflect on their performance. <input type="checkbox"/> Students demonstrate the capacity to be self-directed in making choices that will affect their current and future success while seeking the advice and guidance of trusted allies. <input type="checkbox"/> Students accept the responsibility of their actions, and although they recognize external circumstances, focus on their own choices and behaviors instead. 	<ul style="list-style-type: none"> <input type="checkbox"/> Schools Facilities: School has dedicated autonomous space that allows for a unique identity and culture. <input type="checkbox"/> Learning Environments: school provides ample collaborative space for students to work together in an outside of the classroom <input type="checkbox"/> Data Sharing: District and/or school will provide access to school level data so that NTN can measure ongoing achievement, performance and implementation benchmarks. <input type="checkbox"/> NTN Reporting: School participates in NTN Culture Survey once yearly to gauge school and student culture. School takes active measures to respond to the findings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Technology plan: School/ district will maintain a technology plan that details disaster recovery contingencies for continued student access in addition to a periodical technology refresh cycle. <input type="checkbox"/> Security: District will make firewall/proxy accommodations to allow staff access to a desktop videoconferencing tool (such as Skype) for remote coaching purposes. <input type="checkbox"/> Unique School Name and School Code: Co-located and stand-alone school will have its own identity, with a unique school name and state school code. If the district is unable to assign a separate school code, the district will develop reporting processes for NTN that flag NT students and enable NTN and the NT school to track student performance. <input type="checkbox"/> NTN Reporting: School participates in CWRA, ACT/SAT, National Student Clearinghouse, Youth Truth survey, Student Exit Survey, Alumni Survey, or other assessment tools as available. The school also tracks all necessary data elements, including student demographics, student academic achievement, and student participation in internships, dual enrollment, college applications and acceptances. NTN will provide a data template and calendar of data collection windows in advance so that schools know what to prepare for.

NTN SCHOOL SUCCESS RUBRIC



LEARNING OUTCOMES (What knowledge, skills, and attributes every graduate should demonstrate)

New Tech Networks

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
KNOWLEDGE	<p>Students demonstrate significant gaps in their knowledge in multiple discipline areas.</p> <p>Students understand facts in isolation and rarely make connections between disciplines.</p> <p>Students are unable to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>Students demonstrate proficient knowledge in most disciplines (as defined by state and national standards).</p> <p>Students make simple connections and find rudimentary patterns within and among discipline areas.</p> <p>Students have a rudimentary ability to apply the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>Students demonstrate a mastery of core knowledge across all discipline areas (as defined by state and national standards).</p> <p>Students easily make sophisticated connections and find patterns between and among discipline areas.</p> <p>Students demonstrate the ability to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>In addition, students demonstrate a specialized knowledge in one or more disciplines that are of interest.</p> <p>In addition, students can identify the limits of their knowledge, understand how that might affect their thinking, and plan further learning.</p>
SKILLS	<p>Student writing is disorganized and shows limited control of conventions.</p> <p>Students cannot effectively communicate ideas orally.</p> <p>Students cannot effectively collaborate with others on complex tasks.</p> <p>Students demonstrate significant gaps in their ability with other college and career readiness skills.</p>	<p>Student writing is somewhat organized but insufficiently developed and shows fairly consistent control of conventions.</p> <p>Students can effectively communicate simple information in rudimentary oral presentations.</p> <p>Students can effectively collaborate with others on simple, short-term tasks.</p> <p>Students demonstrate rudimentary development of other college and career readiness skills such as creativity, technology literacy, researching, social interaction, time management, etc.</p>	<p>Student writing is clearly and consistently organized, fully developed, fluent, and generally free from errors, as appropriate to the discipline.</p> <p>Students can effectively communicate complex ideas in well organized and engaging oral presentations to a variety of audiences and for many purposes.</p> <p>Students can effectively collaborate with others on complex tasks and can adopt different roles including leadership based on group needs.</p> <p>Students demonstrate mastery of other college and career readiness skills such as creativity, innovation, technology literacy, researching, social interaction, time management, etc.</p>	<p>In addition, student writing is engaging, colorful, stimulating, entertaining, or thought provoking.</p> <p>In addition, students can thoughtfully use humor, propaganda techniques, and drama to enhance their message.</p> <p>In addition, students effectively manage and motivate others to maximize team success.</p> <p>In addition, students demonstrate a developing mastery of career-specific skills in a field that interests them.</p>
ATTRIBUTES	<p>Students lack confidence and demonstrate few attributes of highly effective people including a persistence, flexibility, and patience.</p> <p>Students avoid challenges, believing that they are good in some disciplines, not good in others, and that working harder will have little effect on that.</p> <p>Students are passive when faced with choices that will affect their current and future success and rely on direction from others to chart their path.</p> <p>Students view themselves as victims of circumstance and take little responsibility for what happens to them, attributing their success and failure to the actions of others.</p>	<p>Students are confident in some settings and demonstrate some attributes of highly effective people including resilience, patience, adaptability, and persistence.</p> <p>Students believe that if they work at something, their performance will improve, but avoid significant challenges and do not regularly revise their work once completed or reflect on how to improve.</p> <p>Students show some capacity to actively make choices that will affect their current and future success but still rely heavily on external direction.</p> <p>Students are able to describe how their choices lead to their success or failure but often deflect consequences (especially negative ones) to the actions of others.</p>	<p>Students are very confident in many settings and demonstrate the attributes of highly effective people including resilience, patience, adaptability, and persistence.</p> <p>Students see challenges as learning opportunities and believe that if they work at something, their performance will improve. They believe that they are capable of achieving at high levels across a broad spectrum of disciplines. Students regularly refine their work and reflect on their performance.</p> <p>Students demonstrate the capacity to be self-directed in making choices that will affect their current and future success while seeking the advice and guidance of trusted allies.</p> <p>Students accept the responsibility of their actions, and although they recognize external circumstances, focus on their own choices and behaviors instead.</p>	<p>In addition, students build the confidence and capacity of others to be highly effective.</p> <p>In addition, students engage with peers and mentors in formal and informal settings outside of the classroom and school settings to give and receive feedback, exchange ideas, and push their personal development in areas of interests to them.</p> <p>In addition, students "lean in" to their futures by taking leadership roles and seeking opportunities for growth. They understand and act on the value of standing up rather than standing by.</p> <p>In addition, when in a leadership role, students demonstrate responsibility for the actions of their peers and team members.</p>

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CULTURAL OUTCOMES (What students should experience in the learning environment)



	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
CONNECTED	<p>Students feel anonymous or disconnect from the school community.</p> <p>-----</p> <p>Students feel physically or emotionally unsafe on campus.</p> <p>-----</p> <p>Students engage in disruptive and antisocial behaviors.</p>	<p>Students feel connected with a small group of friends.</p> <p>-----</p> <p>Students feel mostly safe while on campus but may not feel trusted or respected.</p> <p>-----</p> <p>Students comply with rules and do not engage in disruptive or antisocial behavior.</p>	<p>Students have positive relationships with adults and peers in the school community and feel a sense of belonging.</p> <p>-----</p> <p>Students feel emotionally and physically safe, feel accepted "being themselves," can take courageous risks, and will be supported if they fail.</p> <p>-----</p> <p>Students feel empowered to contribute positively to the community and take on leadership roles. They feel trusted and trust others to be respectful and responsible.</p>	<p>In addition, students contribute proactively and positively in the local community, taking leadership roles and working to make a difference.</p> <p>-----</p> <p>In addition, students have a sense of responsibility to ensure that everyone on campus feels the same way.</p> <p>-----</p> <p>In addition, students work to empower others by recognizing individuals' strengths and encouraging others to succeed.</p>
ENGAGED	<p>Students do not see the value in the work they are doing.</p> <p>-----</p> <p>Students are not innovative or creative and tend to do the minimum to get by.</p> <p>-----</p> <p>Students rarely interact with adults or experts as part of the learning process.</p>	<p>Students see the value of the work they are doing.</p> <p>-----</p> <p>Students are innovative or creative in certain disciplines of personal interest.</p> <p>-----</p> <p>Students interact with few adults or experts as part of the learning process.</p>	<p>Students value and are excited about the work they are doing and are interested in how it relates to the work of others.</p> <p>-----</p> <p>Students are often innovative and creative, deriving unique solutions to problems, and defend their ideas and conclusions with enthusiasm.</p> <p>-----</p> <p>Students regularly seek out interactions with adults and experts in a professional manner as part of the learning process.</p>	<p>In addition, students return to earlier work and continue to improve it.</p> <p>-----</p> <p>In addition, students share or present their innovations and creations to audiences unrelated to school.</p> <p>-----</p> <p>In addition, students form working relationships with adults and experts in the course of learning.</p>
CHALLENGED	<p>Students are capable of completing short, simple, inauthentic tasks that require little higher-order thinking.</p> <p>-----</p> <p>Students do not use any measures to evaluate the quality of their work.</p>	<p>Students show some capacity to complete longer, more authentic tasks requiring higher-order thinking and application of what they have learned.</p> <p>-----</p> <p>Students evaluate the quality of their work against a set of standards and present their work to teachers and peers.</p>	<p>Students have the capacity to successfully complete authentic, complex, and rigorous tasks that require active exploration, higher-order thinking, and application of what they have learned.</p> <p>-----</p> <p>Students evaluate the quality of their work against authentic discipline or industry standards in formal publications, exhibitions, and presentations.</p>	<p>In addition, students can design and manage complex tasks that reflect an authentic need or area of interest.</p> <p>-----</p> <p>In addition, students submit their work to academic or professional organizations for review.</p>

COLLEGE* AND CAREER OUTCOMES (What students need to enter and be successful in postsecondary learning opportunities)

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
AWARE	<p>Students do not expect to attend college, have done little formal planning for postsecondary education or financial aid, and cannot articulate a thoughtful career path.</p>	<p>Students are aware of some postsecondary options but are unsure about attending college. They have done some preliminary research into postsecondary and financial aid options and have only a rudimentary career path.</p>	<p>Students expect to attend college; have thoroughly researched postsecondary options, financial aid, and career paths; and have applied to several organizations that meet their learning and career objectives.</p>	<p>In addition, students have planned for and prepared options in case they do not get into their chosen school or program.</p>
ELIGIBLE	<p>Students are not enrolled in courses that meet the minimal requirements for 4-year college eligibility which severely limits their post-secondary options.</p>	<p>Students are enrolled in courses that meet the minimal requirements for 4-year college eligibility, but are not successful which limits their post-secondary options.</p>	<p>Students meet course requirements needed for 4-year college eligibility and therefore have a variety of options for post-secondary learning.</p>	<p>In addition, students have been accepted into a formal post-secondary program of learning or have made a clear case for pursuing a different path to meet their learning and career objectives.</p>
PRE-PARED	<p>Students presently lack significant amounts of the knowledge, skills, or attributes needed to be successful in college.</p>	<p>Students have the knowledge, skills, and attributes needed to be successful in college in most areas but may need to take some remedial course work.</p>	<p>Students have the knowledge, skills, and attributes needed to be successful in college without having to take remedial courses.</p>	<p>In addition, students are successful in college level coursework while still enrolled in high school.</p>

* For the purposes of this document, the term "college" refers to a broad range of formal postsecondary experiences that further a person's learning in preparation for a career and lead to a certificate or a degree. In addition to traditional 2- and 4-year college experiences, many technical or trade school experiences and the military could serve as a "college" experience.