Indiana New Tech Network Meeting
March 9, 2010

Welcome and Introductions – David Dresslar & Trish Wlodarczyk

- Number of New Tech schools will increase from eight to 16 next fall.
- Indiana schools are facing some troubling financial issues. The key is to focus on students and innovation.
- CELL has a plan to support New Tech schools.

Updates
New Tech Network — Sharon Oldham

- Recently completed the first half of the Principal Residency for 2010 with Michigan and Indiana school leaders.
- Veteran New Tech principals, teachers and students provided feedback.
- Next Principal Residency will be from March 23-26 for out-of-state New Techs at Decatur.
- Opening 25-26 new schools across the country.
- Recently hired a new director for the Midwest Region—Jon Reinhold. He will be at the PR in March.
- Also have hired three new coaches, two of which are from the Midwest (one is from Bloomington—Drew Schrader).
- The New Schools Conference in June will be in Carmel, IN.
- The All Schools Conference will be at the end of July in Chicago, IL.
- Rapidly working to improve PeBL—will do some pilot work soon.
- CELL is a strong partner—convenes network of schools quickly.
- So many events will be held in Indiana because it has the largest concentration of New Tech schools (both current and upcoming).

Tier 4 Introductions and Need to Knows
Adams Central High School—Mike Pettibone and Sean McConnell

- Located in a small town.
- Recently finalized curriculum—integrated biology, English and P.E. courses.
- Will start with freshmen and sophomore students.
- Currently undergoing renovations—whole school transformation site.
- Good school culture—teachers, community and board excited
- Apple conference convinced them of need for 21st century skills—although their students’ AP and SAT scores were high it challenged them consider the importance of preparing students to compete globally.
- Trying to engage entire county government in that discussion—New Tech is a tool that will give all of Adams County a chance.
- Seeking qualified school construction bonds.
- Will have a STEAM focus—science, technology, engineering, art, and math.

Lakeland High School (Leading Edge Program)—Eva Merkel

- LaGrange County has a high unemployment rate.
- Whole school transformation site.
- Will start with freshmen and sophomore students.
• Integrated courses: biology and computer applications, English nine and geometry, geometry and Project Lead the Way, P.E. with nutrition and wellness, art and music history, etc.
• Currently undergoing renovations.
• Training coming up this summer.
• New Tech has given her new hope for education.

Scottsburg High School—Deb Yost
• In Indiana’s second poorest county.
• Will be in a stand-alone building on a shared campus with a traditional high school.
• STEM-focus
• Will operate on trimester schedule.
• Recently hired eight teachers, one guidance counselor and one secretary.
• Plan to have 100 students—82 signed up so far.
• Will offer 15 courses: BioLit, aeronautical engineering, business technology, ceramics, creative writing, engineering design, journalism/photojournalism, foreign language, etc.
• Already own rights to Rosetta Stone because of ESL program.
• New Tech students will share some classes with other high school students at the campus.
• Common planning time and lunch for New Tech teachers.

Oregon-Davis Junior-Senior High School—Dr. Steven Disney, Greg Briles, and Matt Bertasso
• Located in Indiana’s third poorest county.
• Considered New Tech model for a year and a half.
• Intended to implement last year.
• Full conversion site.
• Starting with grades nine and 10.
• Integrated freshmen courses: biology and fundamentals of agriculture and English 9 and world history.
• Integrated courses for sophomores: chemistry and advanced agriculture and English 10 and U.S. history.
• Considering Project Lead the Way for engineering and biology course.
• All teachers will have common planning and resource periods.
• Renovations starting soon.
• Considering full conversion into junior high school next year—integrate math and science for eighth-graders and English and geometry for seventh-graders.
• New Tech has changed the culture within the school, families and the community—instead of looking uphill and pointing fingers it gave them the opportunity to look ahead into the future (rejuvenating).
• Every high school student will have a laptop and each elementary class will have its own mobile lab. Also have rebuilt network.
• Teachers are excited—two English teachers put off their retirement to teach in New Tech. They already are implementing PBL in their classrooms.
• Will implement Rosetta stone.
Huntington North High School (Viking New Tech)—Jeremy Gulley and Kelly Renier
- In Northeast corner of state.
- Supported by ToPS2015 initiative.
- Large comprehensive high school—only one in county.
- Will be small learning community (school within a school) on a larger campus.
- Starting with up to 125 freshmen students—already have 103 signed up.
- STEM-focus
- Integrated courses: Biotech (computer applications and digital media with biology), English nine with world history, career planning and success skills (district-wide requirement), etc.
- Currently developing master schedule—want to keep offering electives.
- Also developing a welcome packet for freshmen students—engage them prior to start.
- Five teachers with experience ranging from one year to 19 years.
- Currently undergoing renovations.
- Received an implementation grant from CELL.
- Already hosting events with local community organizations.
- Hard to convince parents that New Tech is “college friendly.” CELL helped with that (affiliation with University of Indianapolis).
- Must focus on problem solving and storytelling (lessons learned)—helps keep focus on long-range vision.

Taylor High School (Titan New Tech)—Dr. John Magers and Eric Hartman
- Explored New Tech for two years.
- Unemployment (Chrysler and Delphi) fueled this implementation.
- Faced some financial difficulties.
- Located in a seven-county area with 26 high schools—in the top 10 for SAT and other student achievement scores; ranked number four out of the five high schools in Howard County.
- Although at/above state average in student achievement, reached a plateau—wanted to move forward.
- Also dealing with relevancy/apathy issues with students.
- Already have a teacher versed in PBL because of Project Lead the Way experience.
- Will be a whole school conversion site over four years.
- Want 120 freshmen for next year.
- Integrated courses: Digicom and GeoCAD.
- Hoping to shadow Columbus Signature Academies soon.
- Eight or nine teachers on board—some will start in year two.
- Already working with eighth-graders on Need to Knows and PBL.
- Working on putting together a handbook and keeping the community informed.
- Very supportive school board.
- Biggest task is fundraising—currently putting together an advisory group of business leaders (working with local Chamber of Commerce).

Calumet High School—Tim Pivarnick and Cynthia Trevino
- One of Indiana’s 23 failing schools—hasn’t made AYP in four years.
- Under intense scrutiny from the state.
- Is a township school (most people think it’s part of the Gary Community School Corporation).
- Has 600 students.
- Plan to use New Tech as a school improvement/turnaround model—not just to make AYP, but to make the school an academic academy.
- It’s not good enough to provide students with a diploma—we must prepare them for postsecondary success and attainment.
- Northwest Indiana is home of the depressed steel industry—want to create better-prepared, 21st-century learners who can compete in a depressed economy.
- New Tech will improve the entire community—hope to serve as a leader in turning the area around.
- Will be a whole school conversion site.
- Beginning with freshmen and sophomores next year (around 320 total).
- School board approved computer purchases last night.
- Currently undergoing renovations.
- Scheduling for next year already are set.
- Scheduling for next year already set—will have three integrated classes per grade: English and careers, chemistry and physics with industrial technology, algebra one with art, world history and English 10, biology and health, etc.
- Many classes will be paired with math because students need remediation—33 percent of their students had math skills at or below the fifth grade-level.
- Will have 14 teachers.
- Recently hosted a community forum—155 parents attended.
- Seeking ideas about creative ways to secure funding and get parents involved (especially in urban school settings).

Evansville Vanderburgh School Corporation—Dan Ulrich and Cory Herrin
- Previously considered Early College; started with New Tech last April.
- Facing budget cuts.
- Evansville has five public high schools, a charter school, a private day school and two parochial schools.
- The New Tech will cater to a certain niche—students focused on innovation and becoming leaders in the community. Freshmen New Tech students will take courses that other students may not take until their junior or senior years.
- Working to connect with local Chamber of Commerce.
- Already hired five teachers and a secretary; looking for one more teacher and a counselor.
- Will offer a completely integrated curriculum—GeoCAD, Biobusiness, Innovative Perspectives (U.S. history and English 9).

Tier 1, 2, and 3 Sharing
New Tech School of IDEAS—Tom Wachnicki
- Reviewing school culture.
- Also reviewing school-wide learning outcomes—must redefine them, list skills by grade level, design rubrics, and clearly articulate changes to teachers.
- Teachers also reviewing process of PBL—they know how to use the tools, but they are not using them effectively.
- School board recently approved a 1st-12th grade New Tech curriculum.
Columbus Signature Academies—Mike Reed
- Has been hosting a lot of visitors.
- Recently participated in Science Olympiad for the first time.
- Signed a Memorandum of Understanding with Ivy Tech—now CSA students can get 12 hours of college credit for free.
- CSA’s chemistry teacher recently received dual credit accreditation to teach Chemistry 101 with IU Bloomington.
- Struggled last year with keeping the K-12 school design—now doing monthly one-on-one professional development in PBL.
- Still growing—will add the second elementary school to CSA soon.
- Had 650 applications for 350 spots.
- Phase two construction will begin April 1, 2010 and be completed next fall.

Zebra New Tech High—Dan Ronk
- In a very isolated area.
- Facing serious budget cuts.
- Still focusing on the big picture—developing a plan for teacher leadership, have 25 percent of students enrolled in dual credit (50% of which are free and reduced lunch), creating scholarship for students going to college, etc.
- Chinese language program has the same number of students as the Spanish program (hired a Chinese teacher from Taiwan two years ago who will be going back soon; already have eight applicants).
- New Tech is good for students—they often share that they perceive their classmates much differently because of all the group work and integration.

North Daviess 21st Century High School—Jed Jerrels
- Implementing a senior project—students will develop digital portfolios over the next two years.
- Having many talks about collaboration and work ethic—students’ ideas about those concepts are very different from those of school leaders. Must align them.
- Recently signed an agreement with the IU Transition to Teaching Project.
- Have a “living curriculum”—each student has a minicomputer that they will take with them when they graduate. Updates over the Internet also prevent the school from having to adopt new textbooks.

Tiger New Tech—Scott Kern
- The first year is difficult, but the new Tier 4 schools seem very organized already.
- Students are the primary focus—currently trying to help teachers understand the characteristics of freshmen. Older teachers need to recognize that 14-year-olds act and see the world differently than they do (especially with regard to work ethic).
- Focusing on the driving question (i.e., Need to Know) in the entry document. Must use it as a tool, not just an exercise.
- The staff culture is very good—we can challenge each other and have difficult conversations; there is a sense of trust, respect and accountability.
- Considering a Rosetta Stone language lab that would eliminate the teaching of world languages as an individual course.
New Tech classes have done some great things—the agri-science class’s water testing project resulted in IDM discovering that the county has been dumping raw sewage into Brandywine Creek. Helps students see the relevance/real life aspect of schoolwork and the Spanish class is translating all of the information at the Chamber of Commerce into Spanish to better serve the large Hispanic population in the area.

Adopting laptops for each student next year (fees will be included as textbook rental).

Wayne New Tech—Liz Bryan

- Spent first year focusing on school culture.
- Developing a community service project.
- Considering creative scheduling to address budget cuts.
- Working with the teachers union to hire new teachers.
- Wayne New Tech is a school within a school, so New Tech students go to the main high school for elective classes. Many of them say they no longer want to do that. Currently developing an electronic media design class with Sweetwater.
- In the second phase of renovations.
- Still recruiting students for next year.

CUME & CELL—Josh Smith and Jill Bradley-Levine

Indiana New Tech: A Case Study of Implementation

Emerging Themes

- Schools are experiencing fewer problems with technology and technology management (improvements to PeBL).
- Schools are establishing and sustaining New Tech culture—students are showing more ownership and use of New Tech language and tools.
- Projects designed by facilitators are the most successful because they are relevant to students’ lives.
- Students show creativity with PBL projects.
- Giving project updates demonstrates the importance of planning and time management and promotes group cohesion.
- Interdisciplinary courses reinforce how multiple perspectives inform state standards within and across subject areas.
- Common planning time enables facilitators to collaborate, thus resulting in improved project quality and efficacy with PBL.
- Rigor and relevance varies across projects and disciplines.
- Community partners often serve as project evaluators. However, use of partners is uneven across schools and classrooms.
- Consistent use of New Tech tools creates conditions for engaged learning.
- Facilitators need to ask purposeful, timely and critical thinking questions of student groups.
- Facilitators’ use of direct instruction often appears directly before traditional assessments.

Global Indiana—Philip Boley

- World peace is the focus—interacting with people from other countries helps combat ignorance and prejudice.
- Have connections all over the world.
- Exchange students can be a real asset—avoid the mindset that you already have enough non-English speaking students.
- The purpose of students who are immigrating and exchange students are different—exchange students want to learn about our culture and celebrate/teach theirs.
- The Chinese guest teacher program is an inexpensive way to get a foreign language teacher in your school. Applications were due in February, but the deadline often is extended.
- Also consider online and interactive programs.
- Global Indiana also offers a principal exchange program

**Rosetta Stone Overview—Scott Kern (for Alan Veach)**
- Focusing on conversational language (not just writing and grammar)—the goal is to have students graduate with the ability to converse in another language.
- Starting with Romance languages because they share some commonalities.
- In the language lab one teacher will facilitate projects with 50-60 students who are learning a language of their choosing.
- Rosetta Stone hits all the state standards (even with culture).
- Program will help with budget cuts and recruitment.
- Consider a language camp to introduce students to and get them excited about Rosetta stone.

**Teacher Review Panel—Trish Wlodarczyk**
- Packets for today’s meeting included applications for teachers to be part of items review, cut score setting, passage review, etc.

**ECAs and Assessment Update—Cheryl Hustedt**
- New things:
  - ECAs fall under the ISTEP (not GQE).
  - No longer called the Core 40—now the ISTEP+ Algebra, ISTEP+ English 10, ISTEP+ Biology.
  - Test sessions are 55 minutes.
  - The practice test is scripted and part of session one (allow additional time).
  - Pilot tests
- All make ups must be given during the school’s four-day window.
- Test coordinators must log in to the iTester Admin site for Paper/Pencil.
- English 10, algebra and biology students should take the ECAs.
- English 10 is the new ECA. It is a reading and writing test (make sure teachers review nonfiction and informational texts).
- All tests are hand-scored twice (except multiple choice questions).
- This year’s tests are scored differently—now using pattern scoring like ISTEP.
- Initial reports will be made available May 21, 2010. Before that schools will get interim reports for Algebra 1 and English 10 to give an idea of how each student compared to students from last year (the information will be good for remediation purposes, but will not give you any indication of pass/fail).
- Schools will receive an immediate final report for biology.
- After standards setting in August, schools will receive final reports for algebra and English 10.
- Algebra 1 and English 10 scores are banked until the cohort reaches the end of their 10th grade year. Students’ highest scores will count for graduation and AYP.
• For biology, 95% of students must take before graduating.
• There are many opportunities for teachers to participate—blueprint development, passage review (English), content review, range finding (scoring for new tests), and standards setting.
• Cut score setting will be in July—teachers need to be nominated by a superintendent to participate.
• Beginning in 2010-2011 re-testers may test twice per year, but only once per semester.
• The Web site has blueprints, item samplers, newsletters and guidance documents.

**Ball State University Online Courses—Chad Dorshorst and Joel Whitesel**

• This is a way to enroll students in college courses fairly inexpensively.
• School requirements—a site coordinator to proctor exams and troubleshoot and ways for students to access computers and the Internet. Also, the school must award credit on the students’ transcript.
• Also offer some dual credit options
• Training opportunities—AP teacher training and youth programs.
• Will receive monthly reports on students’ progress.
• Give students weekly guidelines of where they should be each week.
• No qualifying exam—rely on permission from principals and guidance counselors. Encourage schools to use individual assessments to determine if students should participate.
• Allow students to withdraw up to the last day of class (as long as they have not completed all of the coursework).
• Students will have access to the campus library and any other privileges given to distance education students.
• Dual credit courses also can be taken as an AP course—must pay extra ($350).

**CELL & Partner Announcements**

**Communications—Lauren Howard**

• Sign up for CELL’s newsletters.
• Check for daily updates on CELL’s Facebook and Twitter pages.

**High School-to-College Transition Project—Jen Oliver**

• Commission for Higher Education policy on dual credit—Indiana Dual Credit Advisory Council worked to tighten dual credit language; now dual credit courses must be identical (not comparable) to ensure they are at the same level of rigor.
• Teacher credentials—high school teachers can be certified to teach dual credit if they meet the content requirements or if they develop a plan that is approved by the postsecondary education institution.
• Accreditation—now institutions can be accredited by the Commission for Higher Education. It is recommended that programs still follow the NACEP standards.
• Resources on CELL Web site—provider directory and one-page guide to dual credit in Indiana.

**Updates—Todd Hurst**

• Tech Directors’ field trip at CSA on March 9th.
• CELL has published and shared the Indiana New Tech Network calendar on Google. Documents will be shared there as well.
• Also compiled a list of grants that pertain to New Tech schools.
Indiana Middle School Project-based Learning Network—Randy Gratz
- Redefining the network—supported by CELL and IMLEA), collaborating, training, sharing, expanding, developing community partnerships, and designing effective work sessions (April 14th is the next middle school training workshop).

Math Matters—Cathy Brown
- Provides PBL instruction for grades four through 12 math teachers.
- Available to New Tech schools—consider sending New Tech teachers who will teach in the second year (first-year teachers will be at All Schools).
- EcO15 underwriting the cost ($800) for certain counties.
- First session the week of June 21st; follow-up session in July.
- Superintendent’s check SAMs and PAMs tomorrow for information about funding.

Updates and Closing Remarks—Trish Wlodarczyk
- Please see the data collection template (changes are in red)—get that sheet to the person who pulls data for the DOE as soon as possible. Remember the files should be sent via CDs (do not email them because the data contains confidential student information).
- Contemplating collecting ACT and SAT scores—give us feedback on that and the new data collection sheet.
- Tier 4 schools participate after the first year of implementation (still provide the appropriate person with the data sheet immediately).
- One more network meeting in May.