

New Tech Network Meeting – May 5, 2009
MINUTES
INDIANA NEW TECHNOLOGY HIGH SCHOOL NETWORK
MEETING
Junior Achievement
7435 Keystone Ave. Indianapolis, IN 46240
10:00 a.m. – 2:30 p.m.

PRESENT: Marvin Bailey, Deb Bannon, Robert Bell, Matt Bertasso, Jill Bradley-Levine, Greg Briles, Catherine Brown, Liz Bryan, Paul Buck, Deb Carter, Nancy Cruise, Scott DeFreese, Laura Dodds, David Dresslar, Leslie Gardner, Barbara Gillenwaters, Randy Gratz, Lauren Howard, Debra Howe, Jed Jerrels, Jim Kapsa, John Kennedy, Scott Kern, Deborah Leser, Adam Lowe, Lynn Lupold, Michael McDowell, Nancy Miller, Jen Oliver, Michael Reed, Dan Ronk, Susan Schilling, Drew Schrader, Theresa Shafer, Emily Shelman, Heather Smith, Josh Smith, Nancy Sutton, Bobby Thompson, Alan Veach, Tom Wachnicki, Todd Whitlock, Karen Wilkerson, Myrtle Wilson, Trisha Wlodarczyk, Debora Yost

PURPOSE OF MEETING: To obtain an understanding of the barriers, forward movement and partners' perspective in pursuing high school redesign and the implementation of New Technology High School in Indiana and to assist other school communities who have expressed an interest in moving forward with this initiative.

WELCOME & INTRODUCTIONS: David Dresslar, Executive Director, CELL, greeted all present and expressed joy at the opportunity to collaborate with such a collection of top-notch individuals. Jill Bradley-Levine, a Research Fellow, was welcomed as the newest addition to the CELL staff.

Within recent days, meetings have been held with people who have expressed an interest in the New Technology High School model as well as how education stimulus funds could be leveraged to support technology and educational innovations. Dresslar also welcomed a special guest: Susan Schilling, CEO New Technology Foundation. Individual introductions were made to acquaint the group with all present.

NEW TECHNOLOGY FOUNDATION (NTF) UPDATES AND ANNOUNCEMENTS (Susan Schilling): Through the partnership with the KnowledgeWorks Foundation, the New Technology Foundation continues to enhance technology tools and facilitate the scale-up initiative in Indiana. Through the partnership with KnowledgeWorks Foundation and the Bill and Melinda Gates Foundation, Ohio has been able to develop an effective small school model. The New Technology High School model has been found to change learning and interest in the New Tech model is on the rise.

Research nation-wide is on-going to determine what is missing in order to change schools. The Map of the Future Forces 2020 (See 2020 Learning Forecast www.kwfdn.org) reports on the impact of education to prepare our citizenry to work in this world.

As a network, we can benefit by building relationships, for example, with the former Secretary Riley or IBM executives, sharing our challenges, and solutions.

NT has been working around the country in urban, suburban, and rural areas to collect enough data so that we know what works. We have enough data to explain how to create a structure for innovative high schools. We continue to study how to change the mind-set of individuals and come together around a common agenda. Boiled down to its

essence, KnowledgeWorks is helping proceduralize those things that we know to be true about our work. The challenge in Indiana is how do we get an adequate number of coaches that are required to sustain a change strategy over the next 7 years?

This initiative started in Indiana with Bob Pearlman, Nancy Sutton, and David Dresslar serving as “Johnny Appleseed” planting seeds of innovation all over the state. At this time, Pearlman served the NTF Board on a part-time basis. The Foundation is pleased to welcome Bob as a full-time board member. Mark Morrison, former Director of Leadership Development, New Tech Foundation, has joined the Napa Valley Unified School Corporation as Director of Secondary of Education. In his new role, the amount of travel has been reduced; yet it ensures that Napa New Tech remains the flagship school for the New Technology High School model.

Efforts are underway to scale- down to both middle and elementary schools and to scale within districts.

KnowledgeWorks has engaged the services of Logicalus, an international provider of integrated technology systems to get oriented to code, make changes and conduct testing. We are also looking at features that already exist that can be integrated. By June 15th the system will look different in both function and features. KnowledgeWorks is also working with IBM to bring down costs so that schools can support the work.

UPDATE ON PROFESSIONAL DEVELOPMENT FOR INDIANA NEW TECH SCHOOLS (Michael McDowell): The New Schools Conference will take place June 15-19, 2009; the All Schools Conference will be held July 27-31. During the Meeting of the Minds, train-the-trainers will run the professional development. This is key for Indiana as we grow exponentially. Teachers from NT in Indiana will visit schools. We will also host a Leadership Meeting of the Minds to collaborate, discuss challenges and solutions.

SUPPLY CHAIN MANAGEMENT (Leslie Gardner): SCM is the management of a network of interconnected businesses involved in the ultimate provision of product and service packages required by end customers. It encompasses the planning and management of all activities involved in sourcing, procurement, conversion, and logistics management activities. In essence, Supply Chain Management integrates supply and demand management within and across companies.

Indiana is truly the crossroads of the country as 75% of the population lives within a one day drive. Indiana has more interstate highways than any state in the country and one-ninth of the nation’s rail mileage. Transportation distribution logistics is a one trillion dollar industry that is expected to grow by 65% by 2020. Companies are now competing as a coalition group.

Two week summer workshops will be offered for teachers June 8-19, from 9:00 a.m. - 4:00 p.m. at the University of Indianapolis. CRU/PGP’s will be offered. Teachers may choose graduate credit or a \$75 daily stipend. Teachers can earn as much as \$750. Please encourage them to attend; for more details, contact Leslie Gardner at University of Indianapolis.

DUAL CREDIT PROVIDER UPDATE (Adam Lowe): The list of programs for high school students to earn college credit in Indiana will be posted on the CELL website. (A copy was provided to all in attendance.) This directory is also posted as a resource on the CELL New Tech website.

IDOE UPDATES AND WAIVERS FOR NEW TECHS: This information was unavailable as the speaker was not present.

EVALUATION DATA COLLECTION UPDATE (Trish Wlodarczyk): Jill Bradley-Levine, the new research fellow will help Trish Wlodarczyk with the evaluation for New Tech Schools. An updated Data Collection layout was provided and will also be sent out to schools for final review. Edits and questions can be addressed to Trish Wlodarczyk.

STEM SCHOOL COLLABORATION (Nancy Sutton): STEM Schools, better known as MC2 (squared), are innovative ways to achieve high level corporate involvement and bring-in corporate partners. If schools are interested, a visit will be arranged in the fall. Contact Nancy Sutton for more information.

MIDDLE SCHOOL PBL NETWORK UPDATE (Randy Gratz): How will we share information and sustain energy? The Indiana Middle School PBL Network is made up of representatives from several middle school and non-profit organizations. Its goal is to transform middle level education through the use of project based learning. This effort will enable students to be an engaged part of each project; establish a support system for MS teachers to collectively use each other's brain; facilitate the exchange of projects and will only grow and get better.

Meeting Dates:

September 22, 2009 (Location to be determined)

November 16 or 17, 2009 as part of the CELL Conference

February 11, 2010 (Location to be determined)

April 7, 2010 (Location to be determined)

Request a login and password by emailing Nancy Miller at millern@intel.net with your name, school/institution, role and email address.

Round Table: Morning Discussion Questions

Independent Sites – Bloomington, Columbus, South Bend

1. What strategies have been employed or could be created to recruit more students to NT?
2. What strategies have been employed or could be created to keep students in NT after a semester or a year?

NOTES:

Alan Veach and Mike Reid shared their thoughts as first year NT site principals with others in the group who were from sites such as South Bend opening in 2009 and 2010.

“Educate! Educate! Educate!” was their primary strategy. Both viewed an essential part of their role as being “a traveling road show,” working externally with local news media, community “call outs,” rotary and chambers of commerce as well as internally with their school boards, middle schools and elementary schools.

Over enroll number of students accepted. Both Bloomington and Columbus experienced a lesser number of students than they had anticipated due to routine mobility, change of heart, and other issues. As new principals, neither had anticipated this.

Recruitment for both sites is a year-long, ongoing process. Recruitment for stand-alone schools is a major responsibility for principals.

Student applications should not be barriers. Such things as teacher and counselor recommendations are not really relevant to open-enrollment sites.

Working with parents before students arrive as well as during the early part of the first semester is critical. Both Bloomington and Columbus engaged with parents in multiple venues including:

- Summer roundtable discussions
- Student-lead parent tours of school, PeBL and PeBI tools such as
 - Email and report cards
- First district PD day as parent information days

Recognizing the students find this model awkward particularly during first 4-5 weeks. Parents need to be aware up front of anticipated student concerns and learning curves around the model.

Working with gifted students and/or with parents who have been highly successful in a traditional school requires attention. Again educating parents around 21st century requirements as well as providing opportunities for individual student success (often traditional) helps.

Retaining students beyond the first semester can present problems. Anticipating problems in advance and having multiple strategies to address them is important. Districts can help by requiring students to remain in their current site until end of year. When possible, changes need to be made during “natural breaks” such as between semesters or at the end of year.

Although allowing students to enter NT after a freshman year is not ideal, principals will need to balance this with the need to retain teachers and offer PBL integrated teaching and learning.

Group request: *Engage universities in discussions that will assist New Tech students in getting through the university admissions process rather than hindering it. Such things as course titles, GPA, student portfolios as well as dual credit and AP are barriers to students choosing New Tech as well as to New Tech grads.*

Full Conversions – Rochester , North Daviess, Triton Central, Oregon Davis

1. What strategies can we brainstorm to support 11th/12th grade teachers transitioning into PBL next year?
2. How can our current NT staff assist our work in transitioning struggling or resistant teachers?

NOTES:

The group started out by discussing strategies for assisting **parents** who are resistant or struggling with the New Tech model. Practices discussed included:

- Clearly specifying the percentage of students’ grades that are based on group grades. Rochester limits it to 15%, to assuage parents with upper level students who are concerned about their students doing all the work for their peers.
- Surveying students at end of year as well as after each project, so that students can reflect on their work. Rochester has found that sophomores are taking care of the monitoring and encouraging each other so that the group workload is balanced.
- Rochester has encouraged concerned parents to provide regular feedback to the principal as part of an informal advisory group – giving them an avenue to be heard and to further dialog in a productive manner.
- Ultimately the group felt that school leaders need to have conversations with concerned parents about “What the real problem is, if the student still receives passing grades, ISTEP scores, etc.”

Supporting Additional Rounds of Teachers in Transitioning

- Sell NT to the community by incorporating courses reflecting community priorities (e.g. Agriculture for these four rural schools) early on in the transformation.
- Break down historical patterns of room “ownership” by teachers, start by referring to rooms by their numbers rather than the primary occupant’s name. Hold meetings in classrooms rather than the principal’s office. Construction is a good excuse to move people around to break squatter problems, but also can be a lightning rod and source of tension.
- Incorporate veteran teachers into the early adopters to help others transition.
- Identify valuable veteran teachers nearing retirement who might be re-invigorated by NT and thus postpone retirement by a few years.
- Emphasize learning new teaching methodologies over technology, particularly for those veteran teachers who fear technology.
- Have tours/shadowing for non-New Tech teachers so they see what is done and what it is about.
- Allow non-adopters (or slow adopters) to teach dual credit/concurrent enrollment classes. The prestige of adjunct professor status is an incentive for these teachers to participate, or allow them to teach dual credit classes in a college-like format.
- As teachers typically have multiple preps in these smaller schools, carefully schedule so that teachers don’t burn out by taking on more than 1 or 2 new PBL preps each year, creating new projects for each prep.
- Pass along positive tour feedback and compliments to teachers.
- Show appreciation to the teachers that are doing additional work in the transition into NT.
- Even if not stipulated in the union contract, provide stipends for summer training through professional development grants or other funds. E.g. \$100/day
- Over the summer, review school norms with all New Tech teachers, existing and new, to set the stage for the upcoming year.
- Use the new state guidance regarding 180 days of classroom instruction to rearrange the schedule in beneficial ways (“blame it on the state”). For example, Rochester will utilize a 30-minute late school start on Wednesdays for professional development/critical friends groups. They will extend this time to one hour by having the teachers arrive 30-minutes early. This is especially important because finding common prep time becomes a problem in the 2nd and 3rd year when more teachers are doing NT, thus reducing the percentage of projects that are vetted in formal Critical Friends sessions.
- The two Tier 1 schools have found that whole school staff meetings have become less relevant, because so much productive work is happening among the NT teachers in common prep time.
- Loop a few successful NT teachers to upper grades as the first cohorts of students age, to dilute the concentration in any single grade of the least enthusiastic teachers who join in year 3 and 4 of implementation. This creates stability for the “guinea pig” first class.

Shared Campus

1. What strategies have been employed or could be created to support students in receiving honors, dual, or AP credit in NT courses?
2. What strategies have been employed or could be created to maintain NT school autonomy and continue to be involved in shared campus business?

NOTES:

Honors Credit

What does the research say about weighted and non-weighted grades?

NTIDEAS- offers honors credits, staff look at other SLC and check out honors curriculum maps, write proposal on how to integrate in projects, present to department chairs→ students get weighting

Options

1. Independent projects (2 more projects)
2. Integrate more rigor e.g. Algebra II students create lesson plans for additional projects or activities

Basically, if a course is considered *honors* on entire campus, students may opt in.

IPS- creates a 4th column for projects that students may complete to receive honors credit

Politically there is huge support in honors credit

Critical Strategy- extensive curriculum mapping is key.

Dual Credit

Staffing issue- teachers must have a masters in specific subject area

NTHA- sends students to IUPUI- issues are 1) Too expensive, 2) Transportation, 3) Student Maturity

Strategy- Have conversations with Ivy Tech and universities to: 1. Get students on a college campus: provide "college experience", reduce costs, possible get some courses on campus --a 2:30-4:00 course.

NTIDEAS- embed project lead the way into traditional course- GEO/IED, physics and transportation...this provides students with 9 dual credits during their high school career.

Fort Wayne- On-line language lab (Arabic and Chinese)

NTIDEAS- college readiness- Ivy Tech, Juniors take COMPASS test

University professor receives stipend to teach Spanish on campus.

Looking at after school hours for faculty to come to campus, look for creative financial pathways to bring faculty over, Center Grove has created an agreement with universities.

21st Century Scholars- legislation is unclear. There is a need to build relationships with university partners

AP

Students use curriculum and go through PBL class- sit for test if they feel ready

Double block to work on AP content and focused on literacy skills

NTHA- sending 3 teachers to AP training (math, physics, chemistry/stats) Run block and include elective block for students interested on AP.

Next steps

Looking at on-line universities, taking classes @ other NT schools (pilot at NTIDEAS)

Round Table: Afternoon Discussion Questions

1. *Course Offerings*: What 11th/12th grade courses have been or could be created to support students in preparing for 21st Century Jobs?

NOTES:

Participants in all three groups focused their discussions around 11th and 12th grade integrated courses, internships, post-secondary partnerships, on-line learning and other strategies that would allow them to connect students to a 21st century landscape more effectively. Because no one in the group had yet experienced an entire class of 11th or 12 graders, much had to be drawn from earlier work outside of New Tech.

Decatur, IPS and Rochester all touted the importance of thinking out four-years of coursework, internships and other partnerships beginning with 9th grade. Waiting until grades 11 and 12 is often too late.

Senior overload of portfolios, senior projects, internships will result without in-depth 4 year planning.

Shared campus schools in the area of upper level course offerings, believe they have a distinct advantage over other sites.

Pilot PBL course suggestions included mention of the following:

- American Studies
- Physics and Algebra 2
- Global Economics and Government
- Project Lead the Way enrichment for 11th and 12 grade (some principals perceived PLW curriculum as needing to be beefed up during upper grades.)
- Student-led development of topics for upper level courses

PBL Internships need development. Partners are crucial here. Others suggested the following:

- Ivy Tech, Purdue and Ball State could help school sites develop distance learning internships and mentorships
- Every school needs a community liaison. Having a partner who is willing to provide this essential assistance is ideal. Techpoint Foundation work at Arsenal was identified as "ideal."
- Schools and businesses need help in forming NT partnerships.
- Business partners participation on project debriefs essential to development of mentorships and internships.
- Decatur has great success with development of partnership *continuum*:
 - Mentors
 - Project evaluators
 - Internships
 - University connections
- The Chamber of Commerce's Pam Norman is identified as being an effective conduit to develop partnership.

2. *Value Added:* What contacts, resources, and strategies can we share with others to support student completion of value added requirements?

NOTES:

Decatur, Arsenal Tech, Fort Wayne

<p><u>Community Service</u> Consider starting CS in first year, as a means to building positive school culture. Current issue of Educational Leadership is on Teaching Social Responsibility Provide students with the opportunity to design the CS projects, thus creating student ownership. The term “community service” in many parts of the state refers to the punishments imposed by juvenile courts. Service Learning is a more appropriate term in Indiana schools, and also emphasizes the educational benefits of the experience. The national United Way and local chapters sponsor Youth Day of Caring.</p>	<p><u>Senior Project</u> At Decatur, students designed the senior project framework and specifically desired a group component to the projects. Each project also must have a community benefit. Columbus East has done senior projects for years and is part of the National Senior Project Network (www.seniorproject.net) To ensure that students complete something significant, it should be designed as a continuous year-long project.</p>
<p><u>Internships</u> indianaintern.net In Indianapolis, the Chamber’s Common Goal assists with mentors, which often lead to internships. Finding staff to assist in placements can be tricky, Arsenal Tech has benefited from the TechPoint Foundation. When possible, look for shared resources among schools. Parent volunteers might be good at finding placements, as well as tracking student participation Career Tech Centers often have experience in this, and relationships with diverse employers. Teachers often find it difficult to talk to these external stakeholders (for both Internships and CS) and need support as they begin to learn and speak “different languages.”</p>	<p><u>Portfolio</u> Arsenal Tech has started student portfolios in the freshman year, so it can be built piece by piece throughout HS. AT embeds portfolio development within its Digital Media course.</p>

Bloomington, Columbus, South Bend

<p><u>Community Service</u> Tap university students, retired teachers, and Greeks from local colleges to support CS projects. There is a lot of interest in service at the university level, many include service requirement. NT schools can tap into these students for study tables, mentoring. Many have chapters of Campus Compact. Obtain Americorps volunteers to support NT service projects.</p>	<p>Consider offering service learning as course credit for some students who volunteer for jobs on campus, such as IT support; project mentor leaders for younger grades; student ambassadors. The City of Bloomington has a weekly listing of citywide volunteer opportunities. Local chapters of United Way, Kiwanis, Rotary, etc. are good sources of service opportunities. Consider a week long service project at the end of</p>
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Indiana DOE's Learn and Serve grants and resources: www.doe.in.gov/servicelearning
Juniors at Bloomington NT will have community service internships at local nonprofits.
Columbus has 30 minutes of personal responsibility time each day for sophomores, which can be used to work on service projects.

the school year, with kids planning the program. Convince students to service projects over the summer break.

Internships

Notre Dame is working with professors to accept high school students as research interns. Other universities might have similar opportunities. Seek out existing community networks of professionals, including Chambers of Commerce, Economic Development Corporation, Technology Parks.

Senior Project

Approaching business leaders about serving on project panels is a great first ask, rather than initially requesting money or internships. Similarly, invite them to participate in an advisory council to build local support for the school. Utilize the NTF Value-Added Four Year Scope and Sequence as a starting point for planning value added components.

Portfolio

[Not discussed]

Rochester, North Daviess, Triton Central, Oregon-Davis

<p><u>Community Service</u> Identify companies that provide staff with volunteer hours, to utilize for school projects and to help with community service projects. Getting students out into the community is essential for building community support and exposing students to real-world situations, however, some less mature students may need to start on service within the building (peer tutors, technology support, etc.) or in ES/MS classes. Utilize the term service learning rather than community service, which is seen as mandatory court ordered time in “orange jumpsuits.”</p>	<p>Starting in MS and spreading service hours over many years can help students build the volunteerism habit. Local parks departments are often sources of youth jobs over the summer, but also seek volunteers – particularly during times of budget cuts. Religious students who spend the summer on mission-work can count that towards credit if they connect it back with topics in class and PBL projects. Look for connections with AmeriCorps, Senior Corps, and programs for returning Vets.</p>
<p><u>Internships</u> Offer internships as a mandatory, credit-bearing course for all students, thus earning additional vocational funding. Wrap other value components into the course as a capstone senior year. Establish a database of contacts in the community, ranging from heads of companies on down to lower levels, who can be called on to serve on presentation panels, for internships, service opportunities, senior project advising, etc.</p> <p><u>Senior Project</u> Not discussed.</p>	<p><u>Portfolio</u> Pinning down dates for presentations can be tricky for teachers, who typically want to wait until a project is nearing completion before scheduling. This makes it difficult to get community members to attend. Establishing a school project calendar can help, especially if presentations are placed a after the scheduled end of the project, thus giving extra time for students to prepare the presentation even if they have begun working on the next project. Be careful not to burn students out on community panels judging projects early on, by slowly inviting community in for project presentations.</p>

3. *Culture*: What strategies have we developed to support the continual development and maintenance of student, staff, and overall community (including partners) culture?

NOTES:

- Parents- Keep your enemies close-bringing parents in that are concerned is critical, let them express their concerns and allow them opportunities to support the program
- Develop a database with community members (create contact lists-email addresses, phone, etc). Don't send out bulk emails, contact individually
- Develop community advisory board→ community members speak to students about cultural components of trust, respect, and responsibility-> assembly
- Emphasize best practices- capture and share practices with other teachers.
- Push message board (discussion database) to communicate with other teachers. Make this a daily habit.
- District is critical in setting the stage, teachers must execute. How do we sustain that cultural piece?
 - Train the Trainer- Capacity building
 - Freshman Orientation→ expertise of community members
 - Creating System with information and call about interest
- Develop job descriptions for partners—main question from teachers is: What info. do we provide... & how do we provide partners with info. on what to do when on site? And, how do partners act as a lever to support classroom practices?
- PeBL Discussion Database is critical

- Applying the project to relevant issues
- Up the level of accountability as you move up the grade level....safety net through individual accountability and class...save themselves
- Freshman teachers need to focus systematically on learning outcomes, project topics, and digital requirements
- D.Q. How do we bring in this group of freshman? 1) veteran students working on these issues, transparency- bring students into the “War Room” (planning room) to discuss staff processes....they feel a part of the process, “see” critical friends, “no secrets”
- Integrated course- 2x more time to work with students on relationship development
- Integrated courses- Focus on collaboration
- **Staff-** Conflict resolution- consultation work in these areas
 - ***“Don’t ignore gaps in your own training. There is nothing status quo”***

- Carving out specific time for culture- Intentionality of culture- this can be a topic that slides off the map.
- PLC time that is specific for culture- Isn’t innate at first
- Concentrate on little things- e.g. ND taking down names on classrooms
- Culture- “not just people but environment and rituals”
- Hire teachers early and divvy up tasks
- Develop new strategy for how staff works together- create roles, agree on decision-making process
- Planning day every nine weeks—a “time out” to reflect on process, take them off site, a gut check or litmus test
- Critical Friends group training- processes, agreements, do this before moving to curriculum
- Laughter
- Closure, beginning new journeys

ANNOUNCEMENTS AND CLOSING (Trisha Wlodarczyk):

The 13th annual NCSM Leadership Academy, featuring “Stomp on the Gap, will take place June 15-18, 2009 in Indianapolis. Come and intensively study and integrate leadership actions into your plan to address the major issues of equity and assessment that face leaders in education today. Register online by visiting www.ncsmonline.org

Upcoming Requests for Schools:

Executive Tours 2009-10: Tier 1 Tier 2 Schools will be asked to look at their school calendars and forward 4-5 dates to Trish Wlodarczyk at Wlodarczykt@uindy.edu

Integrated Course Offerings 2009: Please forward a list of any revisions for integrated courses to Trish Wlodarczyk.

The PBL Institute “Learning by Doing: A Project-based Learning Institute for Middle & High School Educators” will take place at Ben Davis High School, June 29-July 1, 2009. Fully paid scholarships are available to New Tech Schools, please send names to Trish Wlodarczyk.

Just as a reminder, members are encouraged to save the dates of November 16-17, 2009 for the CELL Fall Conference which will take place at the Indianapolis Marriott Hotel.

IBM would like to contribute 80 stations with lab for student use and adult professional development. There will be a meeting at CELL May 12, 2009 from 10:00 a.m. – 2:00 p.m.

We’ll see you in Grand Rapids at NTF All Schools Conference!

Meeting adjourned.