

MINUTES
INDIANA NEW TECHNOLOGY HIGH SCHOOL NETWORK
MEETING

Friday, February 27, 2009

Junior Achievement

7435 Keystone Ave. Indianapolis, IN 46240

10:00 a.m. – 3:00 p.m.

PRESENT: James Aldridge, Marvin Bailey, Deb Bannon, Samantha Bartholomew, Robert Bell, Matt Bertasso, Janet Boyle, Greg Briles, Catherine Brown, Liz Bryan, Deb Carter, Monica Cougan, Todd Crosby, Kristin Cuilla, Scott DeFreese, Laura Dodds, David Dressler, Matt Fleck, Barbara Gillenwaters, Randy Gratz, Lauren Howard, Debra Howe, Judy Jenkins, Bill Jensen, Jed Jerrels, Jim Kapsa, Scott Kern, Deborah Leser, Adam Lowe, Lynn Lupold, Christine Marson, Mike McDowell, Nancy Miller, Karen Morris, Mark Morrison, Doug Meyer, Jen Oliver, Deborah Ortloff, Chad Phillips, Michael Reed, Dan Ronk, Theresa Shafer, Heather Smith, Josh Smith, Nancy Sutton, Bobby Thompson, Alan Veach, Tom Wachnicki, Ellen Welk, Todd Whitlock, Trisha Wlodarczyk

PURPOSE OF MEETING: To get 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 being associated with a network and individuals who are leading the state in transforming teaching and learning. Over the next 18 months the Network will experience tremendous expansion with possibly 22 schools coming on line by 2010. As a network, we can benefit by building relationships, sharing our challenges, and solutions.

Dresslar welcomed visiting guests: Mark Morrison, Director of Leadership Development, New Tech Foundation, Mike McDowell, Coach Extraordinaire, and Kristin Cuilla, Director, North Carolina Schools. After the introduction of CELL staff, individual introductions were made to acquaint the group with others present. Just as a reminder, members were encouraged to save the dates of November 15-16, 2009 for the CELL Fall Conference.

There has been much progress in the New Tech movement. One year ago, Bob Pearlman talked about scaling up the program. Lots of people are interested in scaling-up. The Network has engaged with states and nationally with foundations and is poised to make a mark due to the support of policymakers, the State Board, Department of Education, and changes in government policy. We currently have 6 New Technology High Schools on the ground; 4 planning to go and additional scaling-up in the pipeline. New Tech has a sterling reputation. Of the top 10 NT schools in the nation, 6 are in Indiana. Each implementation has been superb! This is a wonderful situation for Indiana and the New Technology High School Network.

NTF UPDATES AND ANNOUNCEMENTS: The network is at the starting line of growth in reinventing teaching and learning in Indiana. Knowledge Works and the Indiana Network are scaling-up and coaches are working to develop a sustainable school over 3 years. Knowledge Works is a key partner facilitating movement to the next phase. Currently 75% of schools in 2009 will have expended support from the Gates grant and 92% of the schools will be in a fee for service framework. Knowledge Works will be providing operational and financial support to develop a cost model that will sustain research to collect data to tell the NT story, stabilize investment in and transformation of PeBL, assist with branding and name change. NT has also brought a presence to "Capitol Hill" in order to incorporate innovative

teaching and learning practices that work into the Obama Educational framework. Current times are exciting as well as daunting.

NT is going to be big in Indiana with the development of training centers to help others learn and develop. Teacher training and coaching will be a key strategy to provide teacher advancement and training to other schools. Certification is growing Indiana's capacity to develop and certify 21st century teachers. Triton Central (2009) learned so much from visits with Rochester. Both Triton Central and North Daviess learned by working directly with other NT schools. That is the strategy of the future—working in a collaborative way.

NTF CERTIFICATES: The New Technology Foundation seeks to acknowledge those schools that have successfully re-invented teaching and learning for the 21st century by faithfully implementing the New Tech Model. In order to recognize their accomplishments, all Tier 1 schools, Zebra New Tech, Rochester, Indiana, New Tech High Academy at Arsenal, Indianapolis Public Schools and New Tech School of IDEAS, MSD Decatur Township, Indianapolis were awarded New Technology Foundation awards of Distinguished Implementation. Dan Ronk, Scott DeFreese, and Tom Wachnicki proudly accepted awards on behalf of their schools.

VALUE-ADDED COMPONENTS (See New Tech Program Requirement Plan; 4 Year Scope and Sequence): This document outlines a plan for schools to scaffold over 4 years the implementation of senior projects, portfolio, dual credit, and community service that reflect 21st century skills. The results are greater leadership skills and increased preparation for post-secondary education. Lead teachers and advocates talk about how to share responsibility for curriculum implementation. This document starts to put small pieces in place over time and continues the development of partners and collaboration. All of the activities of internships lead back to school learning outcomes. Ultimately, the internship is evidence for the portfolio.

One recommendation for consideration might be to evaluate the portfolio by the end of the junior year. This would allow the senior portfolio to be used both to assess learning outcomes and as a college application tool.

DUAL CREDIT OPTIONS VALUE:

Why create programs to earn college credit in high school?

- *The General Assembly says "Each high school must offer at least 2 dual credits."*
- *The student benefits through college preparation, readiness and exposure*
- *Completion of college credit reduces cost and the time required for completion.*

Benefits to School of Dual Credit Programming:

- *Create college-going culture*
- *Establish career and college pathways*
- *Expand elective offerings*
- *Access to rigorous college level curriculum*
- *Professional development*

Types of Dual Credit Programs and Delivery Strategies

- *Concurrent enrollment: A high school teacher credentialed by a university offers a college course in the high school during the regular school day.*

- **College instructor at high school:** A university instructor teaches a college course to high school students in the high school during the regular school day.
- **On campus enrollment:** A high school student attends a college course taught by a university instructor with other college students on a college campus
- **On campus enrollment exclusively for high school students:** A college offers a course on the college campus exclusively for high school students taught by a college professor.
- **Distance education:** A high school student participates in a distance education college course, on-line, videoconference, etc.

Considerations When Selecting the Type of Dual Credit Program:

- *Concurrent Enrollment-Challenge getting teachers credentialed*
- *College Instructor-Pedagogical, availability, scheduling*
- *On Campus Enrollment-Transportation, costs and scheduling. Universities are usually unwilling to budge on costs*
- *Distance Education-Classroom supervision and scheduling*

Other Considerations for Dual Credit Programming:

- *Can students meet admission requirements?*
- *Compatibility with PBL*
- *Cost to students/ Fee waivers for students eligible for free and reduced price lunch/Textbook rental programs*
- *Core 40/ Academic Honors*
- *Transferability of Credit www.transferind.net*
- *Staff time and cost to students/determine local requirements*
- *Program Accreditation*

Dual Credit Opportunities at Tier 1 Schools

Zebra New Tech-Rochester: Partner: IU, Bloomington. IU is offering 6 courses; Zebra New Tech collaborated with the university to use the high school text and credit is based on university standards. IvyTech also teaches courses on campus.

New Tech High Academy at Arsenal-IPS: Currently have 10 students who attend IUPUI and take courses on campus at the IU School of Informatics. Benefit is exposure to university environment and successful completion of college level work. Funding has been obtained for the 08-09 school year. Administration is negotiating funding for 2009-10 school year. IUPUI SPAN-IPS has negotiated with IUPUI that students can take first six hours on campus at no charge.

New Tech School of IDEAS-Decatur: The Superintendent has obtained funding to pay for 1 on-campus class for all students. Multiple opportunities exist for distance learning. All students work through 3 concurrent courses: Geometry, Principles of Engineering and Tech Ed-Transportation/Communication system.

Purdue, IU and Ball State are all raising entrance requirements. Students need to know this in middle school. Community foundations are offering scholarships and can assist in helping to defer some college costs.

SCHOOL SHARING:

New Tech High Academy at Arsenal: Standardized tests results were nearly twice as good as any other open enrollment school on campus. There is a huge construction project (2 million) underway. Renovations are being made to the welding room to expand classroom and office space. Through the work of staff and Laura Dodds, community partners are exploding. Currently have 26 partners and have completed 17 projects thus far. Through a new website, students can bank 21st century leadership and service. The Indianapolis Chamber runs a website on which businesses offer internships. Additionally over 50 mentors come in weekly providing contacts and support to students. Next year the school will run 18 integrated blocks. Proud to report New Tech High Academy on Arsenal campus has the highest attendance and produced the highest GQE scores on the campus. The school has four 21st century certified staff and four train-the-trainers. NT at Arsenal is doing well. Thanks for the support.

New Tech School of IDEAS-Decatur: Teachers are transitioning (reflecting and learning) from doing PBL to understandings PBL-not just doing groups but exploring how we effectively use groups. Teachers are visiting each others classrooms-transitioning from *what I do in my classroom* to *what we do in our schools*. We are excited about growth in our backyard. Decatur is conducting study tours with middle schools and intermediate teachers investigating 21st century teaching and learning. We thought we were focusing in on work ethic. It is hard to get students to work hard when they don't see a reason for doing so. Now, the driving question for digital media class: How do we build dreams? Students don't have dreams; therefore they're not working hard. Therefore, school becomes a "need to know." Stop focusing in on instructional practices and start focusing on building dreams.

Zebra New Tech-Rochester: This year, Rochester has had over 300 visitors who were amazed by the self assurance and confidence of students. Everyone learns a lot. The first ISTEP class received the biggest gains in writing, up 8 points. For a school like Rochester, systematic change is critical. We created Curriculum, Instruction and Assessment (CIA) coaches - grades K thru 11 and increasing mentoring other teachers. The biggest challenge has been teacher collaboration. Zebra is now exploring one hour a week for collaboration. We strongly recommend all systems find collaboration time. Looking across the network, not seeing any great work in math. We are focusing on math project ideas and the development of driving questions for all mathematics standards. First and 2nd years' staffing was relatively easy. The third year is a real challenge. We appreciate everything Michael and CELL has done.

Columbus Signature Academy: The most exciting thing to see is student panels. Students love this. The love the school and are anxious to give school tours. We are currently wrapping up the 2nd year of student lottery and working through phase II planning. Mike Pence and Tony Bennett were impressed with their recent visit. Technology is going well. Only 1 laptop has been lost! We are excited to have everyone in the state coming down for the Meeting of Minds.

Middle School Principal: Our team, middle and elementary teachers, are working together. We really learned a lot during the summer school professional development. The students are experiencing major transformation. They have the vocabulary down! The staff are working together on projects and looking forward to discussions about a Middle School network

Bloomington New Tech High: We very interested in how to use community resources. We recently had mice that didn't work on the tables; our partner, State Farm, sent mouse pads. The 9th grade needed organizational skills; State Farm sent student agendas. During the 1st year (planning year), before school opened, many hours were spent speaking to Kiwanis, Rotary, etc. College students are coming in to mentor. Our community advisory board has suggested ideas for projects. Cook Industry brought a balloon in for angioplasty. Students solved problem. At some point, we would like to see the development of a “Rosetta Stone” type format in order to have multiple languages. The guest from North Carolina, Kristin Cuilla, knows how and Dave Dressler will help.

North Daviess: Students in grades 9 and 10 will use a “living textbook,” i.e., a laptop with a 10 inch screen at a district cost of \$400. Work will not consist primarily of the social studies textbook but locally created projects. Few within the rural setting have computer access at home. NT will stimulate technology exposure in the community. We now have a partnership with Oakland University for dual credit and hope to go beyond 12 credit hours. We are frontloading teacher training for those who are not yet in PBL. Weekly meetings are held with 21st century staff. Seven teachers will come on board next year and plan to attend the All Schools Conference. We also plan to introduce the agri-science program to PBL.

UPDATE ON PROFESSIONAL DEVELOPMENT FOR INDIANA NEW TECH SCHOOLS: The school success rubric looks through the lens of...learning how to develop a project around standards, with formative and summative assessment. Shadowing, for first time, is not in Napa but in Indiana – Rochester and Decatur, looking at culture and design. The training model is based around train-the-trainer. This model and staff from Tier 1 and Tier 2 schools will facilitate the Meeting of Minds in two week to be held in Columbus, Indiana. Teachers, not the coach will lead. Webinars – 1st, work with advocates - project preface and other tools; 2nd, teacher webinars – teachers helping each others. Third track - new teachers in existing schools. The All Schools Conference – 5 days – new teachers in existing schools. Other teachers attend specific curricular areas. Groups will be small enough to encourage conversation.

POLICY UPDATES: This committee exists to remove barriers for schools. The State Board of Education has signaled its intent to support student-centered learning and innovation with flexibility regarding New Tech High Schools. Flexibility exists with regard to instructional time, curriculum, licensing, etc. Current state regulations defining “textbook” do not mention the word “book.” This opens the way for individual districts to adopt learning materials beyond state-approved, paper-bound books. Interpretive powers regarding textbooks should be used. This represents a huge shift! See www.thejournal.com for more information.

SURVEY – PLC AND HIGHER EDUCATION COMMITTEES ON LINE MEETINGS

In a survey of teachers and administrators, a majority expressed a willingness to share topics across the board, network, and post resources. Format preference was web based. Dual credit was important. Administrators had a low interest in Critical Friends and other protocols. However, teachers expressed a high interest. Current areas of interest include: student internships, community service, senior projects and PBL seminars. A meeting will be convened

online March 26, 2009 organized by CELL, and invitations to join the meeting will be sent to PLC committee members.

RESEARCH AND EVALUATION

Purpose

- Examine the implementation fidelity of the New Tech school reform at six schools in Indiana
- Tell the story of each school's unique adoption of the New Tech model
- Facilitate learning between all of the Indiana New Tech schools in terms of best practices and overcoming challenges.

Intentions of this Presentation

- Revisit the evaluation's methodology
- Provide general trends across all six school sites
- Begin to identify some emerging best practices

Methodology-Comparative Case Study

- Primary Data: classroom observations throughout the year
 - Interviews with teachers
- Additional Data, as possible:
 - Student focus groups
 - Parent focus groups

Success will be measured according to: autonomy, financial support, PBL curriculum, technology culture and partnerships.

Common Trends:

- Extremely similar sentiments expressed by teachers at Tier II schools as their Tier I schools one years ago
- Excitement about reform and new opportunities
- Sense of concern about balancing content and pedagogy
- Feelings of being overwhelmed with planning - "first year" teachers feelings reinforces development aspect of reform; Confirms importance of idea sharing between network members
- Increased emphasis on using Community Partners to external evaluation remains an area of growth for all schools
- Increased opportunities for New Tech faculty to collaborate with each other. New level of reflection – reaching out and understanding. Creative ways of sharing ideas, working together and having shared planning
- Several interesting examples of cross curricular
- Critical Friends used unevenly

Common Challenges

- Math and foreign language remain challenging
- Many math teachers express frustration and difficulty in adapting to model

- Team taught courses seem to have more success with PBL
- Teacher buy-in makes significant difference
- Discussion of problem-based instead of project-based; some good projects emerging with Network
- Foreign language teachers at all schools discussed project being highly cumbersome for beginning language classes
- Foreign language teachers express desire for increased resources.
- Plans for team foreign language - positive; sparking more excitement in teacher
- Teachers discussing middle school outreach to ease transition issues.
- Coordination of group work remains uneven
- Some teachers really struggling with classroom management
- Student engagement varies greatly across schools and disciplines
 - Several teachers have made significant improvement since last year
- Similar patterns in term of engagement comparing Tier II to Tier I last year
- Although increasing, use of community partners still uneven; dependent on personal contacts. Strong correlation between teacher buy-in and use of community partners

An “End of Year” school specific report will be provided.

MENTOR PROGRAM: The goal is to establish professional relationships, give students insight into career possibilities and increase partnerships. The initiative works in collaboration with the Indianapolis Chamber/Common Goal Initiative. Junior Achievement handles the curriculum and recruits partners. Teachers divide students into two groups; 2 mentors per group; meet twice a month at 9:00 a.m. Need to spend more time on mentor matching. Finding volunteers is a constant process. Be clear on the time commitment.

New Tech School of IDEAS-Decatur: Worked with the Pacers Foundation. Some students do not need a mentor. Be strategic in selecting students. Focus on those needing help determining the future.

South Bend: Athletic teams adopt a school. Community involvement comes out of building relationships with mentors.

DISTANCE LEARNING CLASSES: Consider arranging for students to take classes at another school within the network that offers a course that is not available. Ideas came about watching brother-in-law meet at home with colleagues around the world during a 90 minute conference call. Such a process would resolve some problems for small schools. Tier 1 schools expressed interest in trying. CSA offered to host a pull-out meeting during Meeting of the Minds for those that are interested in pursuing this idea.

MIDDLE SCHOOL PBL NETWORK:

Central Middle School in Columbus. 21ST century design with Universal Design for Learning (UDL). K-12, PBL with a technology instructional focus. Working on expanding community resources.

Overview of Need for Middle School Network.

- Support for middle school similar to that for high school
- Develop a New Tech model that "fits" middle level students/instructors
- Provide best practice sharing

Specific Needs - some examples:

- Address standards and developmental needs of middle school students
- Tailor professional development for middle school educators
- Collaborate on textbook adoptions
- Share student project costs
- Exemplary teachers

Next steps:

- Intentional aggressive contact through high schools and New Tech.
- CELL, Buddy Teaching and Learning, New Tech

Why:

- Emerging needs for middle school students to learn 21st century skills
- Establish global economic connection

IN TOUR POLICY DRAFT

Feedback form was offered to schools to use to obtain feedback from study tours (see handout in packet) A draft version of the IN network Study Tour policy was disseminated with guidelines for cost, structure, and time. (See IN Tour Policy handout)

ANNOUNCEMENTS AND CLOSING

Lauren Howard/ CELL Communications: The PBL Institute will be:

June 29-July 1, 2009

“Learning by Doing: A Project-based Learning Institute for Middle & High School Educators”

Ben Davis High School

Registration is open.

Early Registration until April 1

The PBL Institute link:

<http://education.iupui.edu/soe/institute>

The NEW and updated New Tech website hosted by CELL is available:

<http://cell.uindy.edu/NTHS/index.php>

The next network meeting will be the first week of May, 2009

Meeting adjourned.