

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

MDE-SSOS@michigan.gov

The application and all required attachments must be submitted before 5:00 p.m. on **May 21, 2010** to be considered for the first list to be posted on the website. Applications will be received after May 21 on an ongoing basis and will be reviewed in the order in which they are received.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt
Consultants
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity							
		New Technology Network LLC, a subsidiary of KnowledgeWorks Foundation							
3. Name of Entity as you would like it to appear on the Approved List									
New Tech Network									
4. Entity Type:	5. Check the category that best describes your entity:								
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> Business</td> <td style="width: 33%;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td><input type="checkbox"/> Community-Based Organization</td> <td><input type="checkbox"/> School District</td> </tr> <tr> <td><input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td><input type="checkbox"/> Other (specify): _____</td> </tr> </table>			<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education								
<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District								
<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____								
6. Applicant Contact Information									
Name of Contact KnowledgeWorks Foundation		Phone 513-929-4777	Fax 513-929-1122						
Street Address One West Fourth Street		City Cincinnati	State Zip OH 45202						
E-Mail hbrinkman@kwfdn.org		Website http://www.kwfdn.org							
7. Local Contact Information (if different than information listed above)									
Name of Contact New Tech Network-Krista Clark-Business Development		Phone 707-259-5972	Fax 707-253-6993						
Street Address 1040 Main Street Suite 302		City Napa	State Zip Ca 94559						
E-Mail kclark@newtechnetwork.org		Website www.newtechnetwork.org							
8. Service Area									
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.									
<input checked="" type="checkbox"/> Statewide									
Intermediate School District(s):		Name(s) of District(s):							

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

Yes

No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

New Tech Network (NTN) works nationwide with schools, districts and communities to develop innovative public high schools by fundamentally rethinking teaching and learning. Our approach enables students to gain the knowledge and 21st century skills they need to succeed in life, college and the careers of tomorrow.

Three key elements set our schools apart and fuel their success.

Rigorous and engaging project-based learning (PBL) is at the heart of our instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In New Tech classrooms, teachers design rigorous projects aligned to state and district standards and customize them for relevance and the interests of students. New Tech's approach to PBL fundamentally changes the role of teacher and student. Instead of traditional one-to-many instructors, teachers become facilitators who coach students to take charge of their own learning. Students become active learners and doers who take responsibility to complete projects, invent their own solutions and develop self-management techniques.

Trust, respect and responsibility are the hallmarks of our collaborative culture. At New Tech schools, students and teachers alike have exceptional ownership of school administration and the learning experience. Students acquire a level of responsibility similar to what they would experience in a professional work environment. Working on projects and in teams, students are accountable to their peers, while taking individual responsibility to get work done.

Smart use of technology supports our innovative approaches to instruction and culture. All classrooms have a one-to-one computing ratio. With access to Web-enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge and direction.

Results: Our students are ready for postsecondary education. In 2008-09, 85% of the reported NT seniors applied to one or more colleges. Among these students, 98% were accepted to at least one postsecondary institution. The acceptance rate for students who applied to a 2-year college was 100%, while the rate for those who applied to a 4-year college was 85%. These figures are based on a subset of NT schools. A comprehensive data collection process was established for 2009-10. However, 09-10 data is not yet available. Behavioral indicators show that NT schools support high rates of attendance and low drop out and suspension rates in 2008-09. Overall, 26 of 28 NT schools (or 93%) had attendance rates between 90-100% in 2008-09. Almost two-thirds of the NT schools had a 0% drop out rate across grades in 2008-09. Only five schools had a rate of 1-2% while 3 sites had a rate higher than 2%. Almost half of NT schools had a 2008-09 suspension rate between 0-5%. An additional 40% of the schools had suspension rates between 6-10%.

In addition, our professional development services guide schools through every phase of opening a New Tech school. We work hand-in-hand with principals, teachers and staff to provide the support, training and coaching they need to successfully implement the NT model. Extensive, individualized coaching allows school staff to gain the skills they need to confidently implement the New Tech

model. This includes:

- * Four years of on-site and remote professional development services
- * Support in cultivating a collaborative school culture focused on student achievement
- * Coaching to successfully implement school-wide, project-based learning
- * Individualized guidance for teachers and principals

New Tech Schools serve all students. 45% are urban, 34% suburban, and 21% rural. 51% receive Free or Reduced Lunch. 43% are White, 29% Latino, 20% African American, 4% Asian, 2% Multiethnic, and 1% American Indian.

50% of our schools are on a shared campus, 37% stand alone, and 13% whole school conversions. 58% of the students are male, and 42% female.

NTN Services Include Training, Coaching, and Implementation Support

I. Planning

- One Hosted tour for district/community planning teams to existing New Technology High Schools (maximum 10 participants)
- NTN visit to meet with school community
- Planning Process – development of Planning Application by district
- Review and accept Planning Application with feedback
- Initiate Master Plan for Implementation with district-provide resources and support for all planning
- Upon NTN acceptance of the Planning Application, NTN provides draft Agreement. Should NTN find the Planning Application to be incomplete or insufficient, it shall inform School District that until remedied, the actual implementation start date may be delayed.
- NTN meeting at district to assess commitment and capacity to implement

II. Start-Up Year

- NTN provides resources for the on-going district planning to open the school by guiding the development of the Master Plan for Implementation
- Leadership Institute for new Directors for the purpose of developing a School Launch Plan
- Conference calls with Directors to plan 2-day job shadowing
- Two-day shadowing for up to 10 core teachers at existing NT High Schools
- Follow up with Directors and School Launch Plan
- Summer training (prior to the start of school year one) for new school teaching staff (up to 20 people)
- Unlimited telephone and email support for Directors on planning, teacher development, and technology development and individually for each teacher on PBL practices and tool usage

III. Implementation Years 1, 2, and 3

- Participation in the NTN 5-day summer training program prior to the start of

school in Years 2 and 3 for which a facility fee per participant may be necessary, depending on venue as the NT Network grows. This facility fee can be deducted from the Special Expense Fund

- Participation in the NTN 2-day network administrator training for up to 2 people
- Up to 100 hours of continuous, personalized, individual support for each staff person, which includes up to 7 days on-site training in year 1, up to 5 days on-site in year 2, up to 3 days on-site in year 3
 - o Curriculum training and coaching, including facilitating acquisition of PBL principles and practices, communication among teaching staff around subject, course or other support topics, and support for a school-based Mentor teacher
 - o Technology training and support
 - o Director coaching including facilitating use of echo to better manage the instructional environment and assure the creation of a culture of respect and responsibility.
 - o Membership in the Network of New Technology High Schools. (Membership allows staff at each school to participate in professional development during the 3 years of implementation. This includes participation in NTHS Network meetings, training conferences, and regular updates to echo tools.)
 - o NTHS Network meetings include: Meetings of the Minds, day-long critical friends meetings of common subject teachers from clusters of NTH schools (up to 3 per year,)
 - o Leadership Seminars, 2-day-long critical friends meetings of directors/principals from clusters of NTH schools (up to 3 per year)
 - o NTN Advocate – NTN and Director jointly identify an early adopter who is paid an agreed upon stipend by NTN to act as an on-site resource for training, tools use and PBL strategies.

Support-

Access for up to 500 users to Echo™ – The Collaborative Learning Environment - a suite of web-based technology tools that enable schools to manage the complexities of the project and problem-based learning environment including classroom management, authentic assessment, document and communication management. echo is a fully integrated suite of tools optimized for 21st century skills with customizable templates. The tools are accessible 24/7 through a web-based portal that is standardized and Operating System independent. Use of the tools requires schools to be at 1:1 computing ratio.

a. School and Classroom Resource Templates include:

- School Calendar
- GradePortal™
- Project Briefcase
- Student Journal
- Bulletin Board/Discussion Forum
- Peer Feedback Tool
- Document Library

- Awards and Certificates Maker
 - Discipline Tracking Tool
 - Commendation Tracking Tool
- b. School and Classroom Starter-Set of Resources

- Staff Discussion
- Student/Parent Handbook
- Staff Handbook
- Peer Collaboration Evaluation Tool
- Teacher Feedback Tool
- Student Culture Feedback Tool
- Project Reflection Journals
- Certificates of Academic Proficiency
- Student Awards and Recognition
- Commendation Reports
- Discipline Reports

c. NTN School Development Resources

- Project Library
- Sharing Space
- Training Materials for Principals, Teachers and Support Staff
- Digital portfolio guidelines
- Teacher and Staff Directory

d. NTN Document Library

Allows searchable access to electronically published, continuously updated documentation to aid in planning, start-up and implementation including, but not limited to, staff recruitment and training, student recruitment and training, developing community partnerships, master schedule and calendar, counseling and college planning, creating a culture of trust and responsibility, technology infrastructure and support, sample rubrics, community relations, school policies and procedures and examples of forms used in the New Tech Model.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Rockman, et.al. conducted a six-month study of New Technology High School (NTHS) alumni for the New Technology Network (NTN). An excerpt from the Executive Summary follows.

(In addition, we are happy to supply articles, research and further documentaiton. On our website, www.newtechnetwork.org, we have case studies on specific schools, a speech citing New Tech given by Arne Duncan and many other research findings. In additiona, we are happy to provide STEM specific analysis and additional alumni studies for review.)

The study was designed to gather feedback from NTHS graduates regarding their postsecondary education and/or career, 21st Century skills, knowledge and use of technology, and what they valued most about their NTHS experience. Results of the study provided insights for other schools in the NTHS Network and for those interested in adopting its principles. Methodology Evaluators met with NTN representatives to design a survey specifically for NTHS graduates. Both quantitative and qualitative feedback was collected from the 244 responding alumni.

Questions focused on alumni's postsecondary education, job/career status, overall preparation from attending NTHS, technology skills and use, and on the impact of the NTHS program on their postsecondary education and career. Participants Requests were sent to 658 graduates of New Technology High School. A total of 244 alumni responded to the request to complete an online or paper survey, yielding a response rate of 37%. The initial response rate was lower, but a sample of non-respondents was surveyed again and increased our confidence in the reported data provided by more than one-third of the school's alumni. Findings NTHS believes that an effective education should include the key elements of a 21st Century education. These elements enhance the core academic subjects while motivating and engaging students through real-world examples and applications. Students learn problem solving and communication skills, interpersonal and information skills, and use 21st Century tools within the content and context of their high school program. Feedback from responding alumni strongly suggests that the NTHS program is based on the 21st Century principles. Alumni reported the use of appropriate technologies by their teachers for communication, and as tools for learning. A majority of graduates rated the use of technology as very valuable to their personal academic and career successes. Additionally, graduates believed that the overall environment of the school led to successful decision-making about postsecondary education and an ultimate profession. Of particular value was the project-based curriculum, which integrated real-world skills and experiences within the core subject areas. Respondents mentioned acquiring collaboration skills, problem solving skills, and communication skills, all of which resulted in graduates developing critical thinking skills. Alumni were asked to think about the various NTHS program components and to rate how valuable each component was in helping respondents achieve each of three personal stages – 1) successfully graduating high school, 2) being successful in college or other postsecondary schooling, and 3) in preparing for a career. On average, responding alumni rated each component of the program as valuable to very valuable for high school, postsecondary schools, and career success. Alumni were quite positive about the

impact of the high school program, specifically 90% or more of the respondents rated nearly all the components in the valuable to very valuable ranges. The very high ratings underscore the importance of the following characteristics embedded in the program and curriculum:

- Using technology as a tool for learning, communicating, and work.
- Experiencing an environment that required high levels of personal responsibility, respect for others and time management.
- Using real world projects to make classroom learning relevant and interesting. • Regularly presenting information in front of groups.
- Having a one to one computer ratio in the classrooms.
- Taking college courses while still in high school.
- Working with teams on large projects (collaboration).
- Attending a small school where you are well known by peers and teachers.

Responding alumni also indicated that integrating technology within the NTHS program significantly impacted their ability to succeed in college or in other postsecondary schooling, and was valuable in preparing them for finding success in the workplace. Respondents also believed that the overall NTHS environment was a significant asset in their postsecondary education and in their career. Alumni also credited the requirement of taking college level courses in high school as a key component of the program. They felt prepared to handle college knowing in advance what would be expected of them. Some alumni mentioned that the courses helped them decide on a major, others mentioned that "taking college classes in high school gets you further ahead and also prepares you to be more motivated throughout your whole life."

The project-based curriculum, which included learning to make presentations to groups of other students, teachers, and community members, was considered the second most valuable component of the program. Respondents appreciated that project-based learning allowed them to develop and use their personal learning styles, and that this methodology made learning meaningful "because it gives you the incentive to work hard on a project in order to complete it to the best of your ability as you know there is real-world relevance to the end product." Alumni also pointed out the impact of the curriculum and its components once they began working. One respondent commented, "The concept of personnel management, time management, research and development and presentation skills are infinitely valuable in my progress as a professional." Others noted that they learned to work within groups, with people of different skills, "regardless of if you like them or got along." An important component of a 21st Century education and goal of NTHS is to support the local business community and economy by "preparing students to successfully compete in an information-based, technologically advanced society."

Respondents listed postsecondary majors within the Social Sciences, Humanities, Science/Engineering, Business, Technology, and the Arts disciplines. The range of studies suggests that the high school program/curriculum is meeting that goal. Additionally, another national goal is to increase the number of college graduates who pursue careers in science, technology, engineering and mathematics (STEM). NTHS alumni feedback revealed that 43% of the male respondents and 37% of the female respondents were either preparing for, had prepared for, or were working in STEM related careers. Graduates of New Technology High School consider themselves capable of working in a 21st Century setting, of having the self-

management skills to make decisions and engage in challenging curricula and jobs. Alumni believe that the level of technology competency they attained from New Technology High School prepared them to move comfortably through a high technology, competitive environment with confidence. Data discussed in the report that follows suggest that New Technology High School is meeting the academic and skill needs of its 21st Century students. Overall feedback indicated that:

- 89% of the responding alumni attended a 2-year or 4-year college/university or professional or technical institute.
- 92% of respondents have applied some or a great deal of what they learned at NTHS to their postsecondary education or career.
- 96% of the respondents would choose to attend NTHS again.
- 40% of the alumni respondents were either majoring in STEM fields or were working in STEM professions.

Results:

Postsecondary Readiness-In 2008-09, 85% of the reported NT seniors applied to one or more colleges. Among these students, a total of 98% were accepted to at least one postsecondary institution. The acceptance rate for students who applied to a 2-year college was 100%, while the rate for those who applied to a 4-year college was 85%. It should be noted that these figures are based on a subset of NT schools and a comprehensive data collection process will be established for 2009-10.

In addition to the post-secondary readiness and behavioral indicators mentioned in the first section, which showed the New Tech model's success at preparing students for college acceptance, increasing attendance rates and significantly lowering both drop out and suspension rates, our subject area achievement rates are equally impressive.

Subject Area Achievement- Results were analyzed from each NT school's Reading, Math, and Science state tests. Proficiency or pass rates were compared to comparison schools for 2008-09 and 2007-08.

Reading Achievement

Overall, 89% of NT schools outperformed the 9th grade Reading rates of their comparison sites. In contrast, slightly lower rates were evident in 10th and 11th grade Reading – between 63-67% of NT sites surpassed comparison schools.

Math Achievement

In Algebra I, 50% of the NT schools surpassed comparison school rates. Also, 38% of NT sites outperformed comparison schools in Algebra II, while 43% did so in Geometry.

Science Achievement

The majority of NT schools performed well in Life Science and Biology with lower achievement in Chemistry. In Life Science and Biology, NT schools outperformed comparison sites at high rates (75% and 69%, respectively).

The majority of NT schools showed growth across multiple subject areas from 2007-08 to 2008-09. The highest growth rate was evidenced in Life Science with 83% of NT schools demonstrating a higher proficiency rate over the 2 year period. The next highest rate was in Geometry at 75%, followed by 10th grade Reading (67%) and Chemistry (67%).

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

As an external vendor, the New Tech Network provides customized, specific training, coaching and support to schools who have already identified one or more of the following needs: -- Low levels of student engagement resulting in low student performance -- Ineffective learning environment resulting in low student performance -- Current teaching practices ineffective in dealing with diverse types of learners or -- Failure to prepare students for successful post-secondary experiences in college or careers.

As part of the application for participation in NTN's school development process, LEAs are required to submit evidence of a significant engagement and commitment by all stakeholders to implementing the New Tech model with fidelity. Through proven research, New Tech will assess the needs of a potential site benchmarking against the commitment criteria. Moreover, established rubrics provide stakeholder perspectives. These rubrics will help identify gaps in implementation and provide opportunities for appropriate interventions. NTN provides resources for the on-going district planning to open the school by guiding the development of the Master Plan for Implementation. In addition, NTN provides:

- Leadership Institute for new Directors for the purpose of developing a School Launch Plan
 - Conference calls with Directors to plan 2-day job shadowing
 - 2-day job shadowing for up to 10 core teachers at existing New Technology High Schools
 - Follow up with Directors and School Launch Plan
 - Summer training (prior to the start of school year one) for new school teaching staff (up to 20 people)
 - Unlimited telephone and email support for directors on planning, teacher development, and technology development and individually for each teacher on PBL practices and tool usage
- All Network members have 24/7 access to echo, our online collaboration tool that contains planning resources and a peer-to-peer social network that is rich with experience
- Annual network-wide conference for staff and support staff for continued professional development

Additional resources include access to templates and models for: Staff Discussion Protocols, Student/Parent Handbook, Staff Handbook, Peer Collaboration Evaluation Tool, Teacher Feedback Tool, Student Culture Feedback Tool, Project Reflection Journals, and Certificates of Academic Proficiency.

All staff are invited to regional events for a deeper dive that is subject specific.

NTN School Development Resources include a Project Library, Sharing Space, Training Materials for Principals, Teachers and Support Staff, Digital Portfolio Guidelines, and a model Teacher and Staff Directory.

The NTN Document Library allows searchable access to electronically published, continuously updated documentation to aid in planning, start-up and implementation including, but not limited to, staff recruitment and training, student recruitment and training, developing community partnerships, master schedule & calendar, counseling and college planning, creating a culture of trust and responsibility, technology infrastructure and support, sample rubrics, community relations, school policies and procedures and examples of forms used in the New Tech Model.

In addition, New Tech uses school-wide, teacher and principal rubrics to provide consistent evaluation. Samples of school success rubrics, and snapshots of year two success have been included as attachments for further reference.

**Exemplar 4: Experience with State and Federal Requirements
(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Michigan Alignment:

Having worked with 60 schools in 19 states, the New Tech Network is very experienced in meeting and exceeding state and federal requirements. In the Fall of 2010, NTN will support 6 schools in Michigan in the following districts: NICE Community Schools, Holland Public Schools, Pinckney Community Schools, Ypsilanti Public Schools, Westwood Community Schools, and River Rouge School District. With our largest growth of schools occurring in the Midwest, NTN has begun to regionalize our support so that we have a Regional Director and coaches on the ground in Michigan to provide individualized support. We have also partnered with IgnitED, a joint collaboration between Wayne RESA, Washtenaw ISD, and these six participating LEAs.

In addition, New Tech Network hosted a regional summit welcoming schools from around the state to create an opportunity for a deeper dive into state alignment. State Superintendent Mike Flanagan spoke at this meeting sharing his vision of potential alignment of MDE's processes and standards with the New Tech Network model. This established deep collaboration with ISD/RESAs and MDE leaders and staff will allow NTN to insure a successful, high fidelity implementation of the NT model in all sites and to appropriately align the proven New Tech model with Michigan's rigorous Michigan Merit Curriculum, High School Content Expectations and state assessments such as MME. Further, collaboration with ISD/RESA partners assures that New Tech implementation will be consistent with the School Improvement Framework, Michigan Comprehensive Needs Assessment and Individual School Improvement Plans (NCA), assuring that districts are working with one common voice - one plan to achieve their student achievement goals.

In addition to direct coaching support, NTN will present a number of training opportunities focused on building a community of practice within the state. Twice per year NTN gathers teachers by subject area for "Meeting of the Minds." These professional development events allow teachers to share best practices and strategies for standards based, Project Based Learning experiences. Teachers are able to further connect and receive support through our online learning management platform, Echo. This technological tool provides a true professional learning community platform to share best practices and communicate in a 24/7 learning environment.

At New Tech, we begin with the end in mind. Teachers are trained to develop curriculum with state standards in mind. This highly student-centered approach takes into consideration special needs students and lends itself to differentiated needs. In addition, we take steps to map to state standards through assessment tools and rubrics. Unlike other programs that are designed to meet specific curriculum, this pedagogy changes the way teachers teach in alignment with state specificity. The model does not dictate curriculum, only the delivery method for how the content and curriculum state standards are taught. We work to provide

students with real-world relevant learning opportunities. We have academies that focus on STEM, global awareness, green tech and even arts and humanities. Our model is both flexible and resilient. A New Tech High School provides all students with a rigorous core curriculum, integrated courses, college level courses, senior projects, professional digital portfolios, internships and community service and digital media.

Our Students-Our Schools

- 45% urban, 34% suburban, 21% rural
- 51% Free or Reduced Lunch
- 43% White, 29% Latino, 20% African American, 4% Asian, 2% Multiethnic, 1% American Indian
- 50% shared campus, 37% stand alone, 13% whole school conversion

Exemplar 5: Sustainability Plan

(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Throughout the school development process, NTN uses a variety of methods to measure the progress and success of the school including on site observations by NTN coaching staff, remote observations through our digital environment, surveys of staff, student and others, focus groups, and reflection activities. The data collected is shared with school staff and leadership at various points throughout the school year and with district leadership teams as needed. NTN measures are targeted on specific criteria of success including student culture, professional culture, instructional practices, use of technology, sustainability, student achievement, and post-secondary success and are tracked with a series of benchmarks for success. While ongoing customer satisfaction surveys are conducted with nearly every training event throughout the school development process, a formal evaluation of our products and services is conducted at the end of each school year. External validation of the "value" of NTN's products and services and efficacy of the model are ongoing. Each benchmark listed below was specifically built to create the sustainable New Tech School.

The NTN School Development process has five distinct phases each with it's own benchmarks for progress. At each phase, NTN provides feedback to the school and district (if needed) about the relative success and progress being made.

SELECTION: Although NTN is a not-for-profit fee-for-service organization, we screen our clients for capacity and commitment before entering into a contract with any LEA. Considerations for acceptance include level of community engagement, commitment to team teaching and project based learning, agreement to share student achievement data with NTN, and commitment to participate in all NTN training events.

PLANNING: Each school is required to develop a master plan for implementing a New Tech High School that is monitored and reviewed by NTN staff and made available on a public web site. Important benchmarks for this phase include identifying requirements and developing budgets for staffing, facilities, community engagement and technology.

VISIONING: Two critical visioning events (NTN Principals Residency and NTN School Shadowing) provide NTN with feedback on school capacity to implement the model and give NTN an opportunity to prescribe course correction feedback to the LEA. Important benchmarks for this phase include assessing whether or not the LEA has successfully identified school leadership and staff with the personal attributes required to implement the model and assessing the impact of any specific challenges to successful implementation.

TRAINING: NTN provides an intensive and immersed training experience for the staff of our schools where staff learn to create and implement rigorous and relevant project-based learning units. They also create a set of school-wide learning outcomes based in content standards and 21st Century skills with rubrics describing each outcome. Important benchmarks for this phase include establishing working norms for shared decision making, well developed launch plan, and several strong PBL units under development.

LAUNCH: NTN conducts a pre-launch visit in the days before the school first opens officially as a New Tech High. Important benchmarks for this phase include a strong student orientation program, a one-to-one computer environment with appropriate network and internet access, set of norms and policies that foster a professional culture of trust, respect and responsibility and several completed PBL units ready for the start of school.

IMPLEMENTATION/COACHING: NTN provides three years of ongoing coaching and training once the school has opened. During site visits, NTN coaches track school development progress and create reports to the school and district (if needed). Important benchmarks for this phase include level of autonomy, student culture, staff reflection processes, student achievement, ubiquitous use of high quality PBL units, and levels of technology.

All of these benchmarks are built to ensure that the established New Tech High School is prepared to be a self-sufficient, sustainable innovation. We are preparing to launch our second alumni study from students at schools that have been off contract for years. The overwhelming majority of New Tech high schools survive and thrive after leaving the network, case in point, Napa New Technology High School, the founding school, has been open since 1996.

Exemplar 6: Staff Qualifications

(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Recruiting Narrative-All recruiting processes go through our parent company KnowledgeWorks Foundation. Recruiting is a straight forward process of online job posting, followed by a pre-screen with an HR Generalist. Upon completion of the pre-screen, applicants are then passed through an interview with the hiring supervisor. Upon a satisfactory interview, applicants must then interview with key executive staff. Most applicants will go through no less than three interviews before an offer is made and most will have five plus interviews before hire.

Prior to an offer, applicants must pass a rigorous background check processed through AAIM. This check includes the National Sex Offender Registry as mandatory. Most NTN staff work with children regularly so it is important to note the New Tech Network and KnowledgeWorks take background checks seriously.

Example narrative of the New Tech Experts in Innovation, additional resumes attached.

Monica brings to New Tech more than 20 years of experience leading national education innovation and reform. As President, she directs the organization's strategic direction, development and future growth. Among the chief initiatives for New Tech is strategically expanding its network of schools.

Prior to becoming President, Monica was New Tech's Chief Operating Officer, helping to architect its growth strategy and strategic partnerships. Monica joined New Tech from KnowledgeWorks, a leading developer of innovative approaches to high schools in the United States and New Tech's parent company. As Vice President of Education Strategy, Monica led KnowledgeWorks' efforts to advance the national education landscape. Her accomplishments include designing the foundation's long-range strategic plan and steering development of the "2020 Forecast" on the future of learning.

As a Senior Associate at the Institute for Educational Leadership, Monica founded the Washington, D.C.-based National High School Alliance, a partnership of more than 40 organizations sharing a common commitment to promoting the excellence, equity and development of high school-age youth.

Monica began her career working at higher education institutions including the University of Maryland, New York University and Williams College.

Monica is a columnist for Phi Delta Kappan and a contributing author to Double the Numbers-Increasing Postsecondary Credentials for Underrepresented Youth (Harvard Press), Saving America's High School (Urban Institute) and numerous independent reports. She is a national public speaker on the topics of education reform, high school innovation and the future of learning. She serves on the boards of Grantmakers for Education, AdvancED and the High School Advisory Board for Evans Newton Incorporated.

A Colorado native, Monica earned her Ph.D. and M.A. in Higher Education Administration from the School of Education at New York University. She graduated with a B.A. in Sociology and Social Work from Baylor University.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

MONICA R. MARTINEZ

75 Red Hill Circle, Apt E
Tiburon, CA 94920
(513) 265-7121 (Cell)
martinezm@kwfdn.org

EDUCATION

NEW YORK UNIVERSITY

Steinhardt School of Education

Ph.D. in Sociology of Education and Higher Education Administration

Dissertation: Communally Restructured High Schools and the Education Attainment Gap

New York, New York

NEW YORK UNIVERSITY

Steinhardt School of Education

M.A. in Higher Education Administration

New York, New York

BAYLOR UNIVERSITY

Waco, Texas

College of Arts and Sciences

B.A. in Sociology and Social Work

May 1984

PROFESSIONAL EXPERIENCE

New Tech Network

President

As the President, I oversee the strategic direction and development of the organization and the growth of the schools in the network.

August, 2009-Present

Napa, CA

KnowledgeWorks Foundation

Vice President

As the foundation's Vice President for Education Strategy, I lead the development of new initiatives and coordinated strategic planning that result from KnowledgeWorks Foundation's *2006-2016 Map of Future Forces Affecting Education*. Prior to being named Vice President, Prior to this, I served as an adviser to the foundation as Senior Fellow where I provided advise and strategic assistance in areas around high school reform and college access, and supported their continuous research into the redesign of Ohio's high schools through the Ohio High School Transformation Initiative.

October, 2004-Present

Cincinnati, OH

Institute for Educational Leadership

Senior Associate

I served as the Project Director for the National Clearinghouse for Comprehensive School Reform (NCCSR), a joint venture with George Washington University, during which time I founded the National High School Alliance; and developed two projects, the Theme High School Network (THisNET); and the Catalog of Core Research on Secondary School Reform (CoRSSR), for the Bill and Melinda Gates Foundation.

January, 2000 – 2004

Washington, DC

- Managed a \$1.5 million five year contract from the U.S. Department of Education, Institute for Education Science (The National Clearinghouse for Comprehensive School Reform) and \$800,000 from philanthropy to support work around secondary education and college access.
- Oversaw and managed all dissemination and partnership activities, including developing collaborative relationships, organizational and research partnerships, conference participation, and development of the organizations' annual conference for the Clearinghouse.
- Served as the liaison with the educational associations, and federal technical assistance centers such as the Regional Education Laboratories, Comprehensive Centers for the Clearinghouse.
- Identified the need for and developed publication and web resources for the Clearinghouse, including research briefs, policy briefs, e-newsletters, quarterly print newsletter and a workshop for practitioners on understanding scientifically based research.
- As a partner to the Pathways to College Network, developed the Framework for College Readiness based

on research synthesis and supported the development of a subsequent College Readiness toolkit.

- Raised and managed over \$200,000 to develop a website and network system for schools engaged in developing small schools that coalesce around a curricular, instructional or philosophical theme to improve high school outcomes (Theme High School Network)
- Raised and managed over \$200,000 to identify and disseminate forthcoming research on secondary school reform. The research focused on questions of implementation, effectiveness, and/or policy, that specifically addressed one or more of the key attributes of effective schools, as identified by the Bill & Melinda Gates Foundation.
- Raised and managed \$400,000 and developed the structure, meetings, and protocols to create the High School Alliance, a collaborative entity of diverse organizations focused on improving the educational outcomes of high school aged youth.

**National Partnership for Excellence and Accountability in Teaching
Associate Director**

**June 1999-December, 1999
University of Maryland**

I was responsible for managing the daily operation of the NPEAT Central Office and facilitated project development for the NPEAT partnership.

- Worked with the Executive and Policy Board to oversee research activities.
- Assisted in formulating and maintaining a \$5 million annual budget.
- Conferred with researchers and partners to ensure maximum collaboration and cooperation on research projects.

**Institute for Education and Social Policy
Research Assistant**

**August 1998 – June 2000
New York University**

I assisted in the implementation evaluation of the New York Networks for School Renewal (NYNSR) - an education collaboration in New York City, originally funded through the Annenberg Challenge Grant.

- Developed the quantitative and qualitative survey instrument design.
- Conducted and oversaw all 112 site visits.
- Conducted quantitative data analyses and report writing.

**National Center for Urban Partnerships (NCUP)
Program Associate**

**August 1996 – 1998
Bronx Community College; Bronx, NY**

I served as the Project Associate at NCUP, the managing agency for the Urban Partnership Program, a Ford Foundation-funded educational reform initiative implemented in 16 cities across the mainland United States and in Puerto Rico.

- Served as the liaison between NCUP and several of the funded program sites.
- Assisted in the design and implementation of technical assistance curricula.
- Participated in site visits and supported the evaluation research for NCUP sponsored programs.

**Williams College
Assistant Dean of the College**

**August 1991-1996
Williamstown, MA**

As a member of the Office of the Dean of the College, I developed and implemented college-wide academic and student life policies and procedures.

- Advised and referred students facing academic and/or personal difficulties.
- Processed sexual harassment grievances by students and college personnel.
- Served on college-wide committees.
- Oversaw program budgets

**School of Education
Assistant to the Associate Dean for Student Services and Public Affairs**

**June 1989-August 1991
New York University**

Assisted the Associate Dean with special projects, advised and oversaw the Scholar's Program. In addition, I developed and implemented a Residential Summer Orientation program for over 500 incoming students.

- Provided advising and referral to students facing academic and/or personal difficulties.
- Oversaw Orientation staff selection, training and supervision.
- Developed and implemented social and educational activities for Summer Orientation.

PRESENTATIONS AND RESEARCH

- 2004-Present **Presenter for future forces affecting education**
National, regional, and local presenters for representatives from the teachers union, school networks, publishers, school boards, foundations, the National Commission on Teaching and America's Future (NCTAF), California's Commonwealth Club, New Teacher Center, Association of Supervision and Curriculum Development, membership organizations and higher education institutions.
- 2002-Current **Presenter on research and policy on high school reform and college access**
National and regional conferences and meetings including plenary and panel sessions for the National High School Center, American Youth Policy Forum, Alliance for Excellent Education, College Board, Council for Opportunity in Education, American Research Education Association, Wisconsin High School Task Force; 2003 U.S. Department of Education Regional High School Symposia, Education Commission of the States, The Council for Great City Schools' High School Institute, 2003 American Federation of Teachers Quest Conference.
- May 2002-2004 **Presenter on Evidence-Based Decision Making**
National and regional conferences and meetings including plenary sessions for State departments of education, and The American Federation of Teachers, the Association for Curriculum and Supervision.
- January 2000-2004 **Presenter on Comprehensive/Whole School Reform**
National and regional conferences and meetings including the annual National Association of Secondary School Principals, AFT, and annual meetings organized by Various state departments, regional education laboratories and comprehensive centers.

PUBLICATIONS

- Martinez, M. (Forthcoming, September, 2009). Students as Smart Mobs. Phi Delta Kappan. Regular Columnist, 2009.
- Martinez, M. (May, 2009). How Chronic Illness Threatens the Future of Learning. San Francisco Chronicle, *Editorial Magazine*.
- Martinez, M. (April, 2006). What Municipal Officers Can Do: The Link between High School Reform and College Access (article) in *Nation's Cities Weekly*. Washington, DC: National League of Cities.
- Martinez, M. (December, 2005). The Link between High School Reform and College Access. Washington, DC: American Youth Policy Forum and the Pathways to College Network.
- Martinez, M. (September, 2005) State Policies to Support High School Reform. Reston, VA: National Association of Secondary School Principals.
- Martinez, M. and Harvey, J. (2004). From Whole School to Whole Systems. Washington, DC: National Clearinghouse for Comprehensive School Reform
- Martinez, M. & Klopott, S. (2002/2004). How is School Reform Tied to Increasing College Access and Success for Low-Income and Minority Youth. Paper developed for the Pathways to College Network. Boston, MA: The Education Resource Institute.
- Martinez, M. (2004). Primer for Practitioners: Identifying Research-Based Solutions for School Improvement. Washington, DC: The National Clearinghouse on Comprehensive School Reform.
- Martinez, M. & Donis-Keller, C. (2004). Theme Schools: One Model for Restructuring High Schools. In Double

the Numbers: Postsecondary Attainment and Underrepresented Youth. Cambridge, MA: Harvard University Press.

- Martinez, M. et al. (2003). Identifying Research-Based Solutions for School Improvement: A Professional Development Workshop. Washington, DC: The National Clearinghouse on Comprehensive School Reform.
- Martinez, M. & Klopott, S. (2003). College readiness for All: A Framework. Paper developed for the Pathways to College Network. Boston, MA: The Education Resource Institute.
- Housman, N. & Martinez, M. (April 2002). Preventing School Dropout and Ensuring Success for ELL and Native American Students. Issues Brief of the National Clearinghouse on Comprehensive School Reform. Washington, DC: The National Clearinghouse on Comprehensive School Reform.
- Martinez, M. & Bray, J. (2001). All Over the Map: State Policies to Improve the High School. Washington, DC: National Alliance on the American High School.
- Martinez, M. & Arroyo, C. (2001). Building a Communication/Dissemination Network to Support Class Size Reduction. In Proceedings from the National Invitational Conference on Class Size Reduction. Philadelphia, PA: The Laboratory for Student Success at Temple University Center for Research on Human Development and Education.
- Housman, N. & Martinez, M. (April 2001). Turning Around Low-Performing Schools: Implications at the School, District, and State Levels. Issues Brief of the National Clearinghouse on Comprehensive School Reform. Washington, DC: The National Clearinghouse on Comprehensive School Reform.
- Pradl, G., Martinez, M., Donis-Keller, C., & Arroyo, C. (2000). Implementation Study of the New York Networks for School Renewal: New York City's Progress on the Annenberg Challenge. New York, NY: The New York University Institute for Education Research and Social Policy.

SERVICE ON ADVISORY AND BOARD OF DIRECTORS

2009-2010	Columnist, <u>Phi Delta Kappan</u>
2009-Present	Evans Newton Incorporated, High School Advisory Board
2009-Present	Featured expert to on the Doing What Works website (dww.ed.gov) for Dropout Prevention and Academic Support
2009 Present	AdvancED Board of Directors (an international accrediting agency)
2007- Present organization)	Grantmakers for Education Board of Directors (Education Philanthropic membership)
2004-Present	Advisory Board, Pathways to College
2002-2004	Advisory Board, E.L Haynes Charter School, Washington, DC
2001-2004	Accountability Review Committee, Washington, DC, Charter School Board
1991-1996	Board of Directors, Williamstown, A Better Chance (ABC) Program

Sharon A. Oldham
2401 St. Helena Drive #5
Hayward, California 94542
Ph: (510) 538-7732 Fax: (510) 315-3120
ciao_94542@yahoo.com

PROFESSIONAL PROFILE

Experienced K-12 educator. Career focus on school improvement and student academic success. Expertise working with diverse teams with primary goal to increase opportunities for all students to succeed after high school.

KEY STRENGTHS

- Dedication to, experience with, and knowledge of K-12 education system, curriculum and reform issues
- Outstanding organizational leadership
- Extensive training and high impact presentation skills
- Proven ability to manage staff, projects, and budgets
- Successful record of consensus building with policy makers, community leaders, parents and other groups
- Excellent communication skills-oral, written, and electronic
- Reputation as hard working, enthusiastic, energetic, with sense of humor
- Proficient with computer hardware and software including website design and maintenance
- Thrive in atmosphere of challenge and variety

PROFESSIONAL EXPERIENCE

- 2005- **Director** of School Development, New Tech Network, Napa, California. Lead the implementation of new high schools within school communities dedicated to preparing students to be successful in the 21st century world of learning and work. Supervise coaches and coordinate the development of training processes and resources.
- 2002-2004 **Coach** for new high school principals, San Francisco and Oakland Unified School District. Personal coach to first-year principals working to build small learning communities in innovative school settings.
- 1997-2002 **Executive Director** of the *Bay Area School to Career Action Network*, Fremont, California. Served as “educator on loan” from the Alameda County Office of Education. Directed all aspects of non-profit education/industry organization (regional and statewide), including staff supervision, securing funding, and managing budgets. Connected school improvement initiatives to community partnerships (small learning communities, project-based learning, standards-based instruction and assessment). Built strategic alliances with universities, community colleges, and education/employer organizations (local, regional, state, and national) to increase academic rigor and provide opportunities for postsecondary success for all students, especially those at-risk.
- 1993-2002 **Curriculum Coordinator**, Alameda County Office of Education, Hayward, California. Planned and delivered curriculum and instruction leadership and training for administrators, counselors, and teachers. Coordinated mathematics and assessment curriculum development, textbook adoption etc. Coordinated linkages with employers, postsecondary education, and community partners. Created articulation with community colleges and universities.
- 1987-1993 **High School Assistant Principal**, Tennyson High School, Hayward, California. Managed curriculum, instruction, staff development, technology, enrollment, attendance. Coordinated and managed student discipline initiatives. Supervised certificated and classified staff.
- 1970-1987 **Mathematics and Computer Science Teacher (7-12)**, Tennyson High School and La Vista Middle School, Hayward, California. Department chairperson. Designed curriculum. Mentor teacher.

EDUCATION AND CREDENTIALS

- California State University, Hayward, Professional Administrative Services Credential
- San Jose State University, San Jose, Masters of Arts Degree, School of Education, Counseling
- California Secondary Education Life Credential-Mathematics
- University of Northern Colorado, Greeley, Bachelor of Arts, Mathematics/Education/Psychology

References

Karen Morelli, Retired
Assistant Superintendent, Alameda County Office of Education
8430 Quail Oaks Drive
Granite Bay, CA 95746-6066
916-797-6231
bobandkaren@surewest.net

Karl Klausner, Retired
Associate Superintendent, Alameda County Office of Education
5585 Trailside Ct.
Castro Valley, CA 94552
510-763-3924
kklausner1@attib.com

Margaret McCreary, McCreary & Associates
Executive Director, Bay Area School Leadership Academy, Retired
2340 Riverside Ct.
San Leandro, CA 94579
510-895-2284
margmcc@sbcglobal.net

Bob Pearlman, Consultant
Founding Chairman, BaySCAN
President, Autodesk Foundation, Retired
Executive Director, Education Initiatives, Joint Venture Silicon Valley Network, Retired
2421 E. Hawthorne
Tucson, AZ 85719
408-887-1642
bobpearlman@mindspring.com

CHRIS FITZGERALD WALSH

702 BUCKINGHAM COURT, WALNUT CREEK, CA 94598
(925) 366-7474 • CHRIS@EPOCHLEARNING.COM

EDUCATION

- 2000 **Stanford University**
Master of Arts – Learning, Design, and Technology (M.A.)
- 1992 **University of California at Los Angeles**
Master of Education (M.Ed.)
California Single Subject Teaching Credentials in Social Studies & English
- 1991 **University of California at Los Angeles**
Bachelor of Arts – History (B.A.)

EXPERIENCE

- 2009 - Present **New Tech Network** **Napa, CA**
Director of Innovation & Design
Responsible for the design of products and services to strengthen the quality of teaching and learning in New Tech Schools across the country.
- 2008 - 2009 **Brightstorm** **San Francisco, CA**
Co-Founder & Chief Learning Officer
Brightstorm is an online education company helping high school students do better in school and prepare for college through interactive, multimedia courses. Responsible for launching venture-backed company and designing & producing over 20 online video courses taught by “rock star teachers.”
- 2005 - 2008 **WestEd** **Oakland, CA**
Sr. Project Manager
WestEd is one of the nation’s largest and most respected K-12 education service providers. Responsible for a wide range of eLearning, multimedia, and training initiatives for clients such as diverse as the U.S. Dept of Education, county offices of education, and Google.
- 2004 - Present **Epoch Learning** **Walnut Creek, CA**
President
Epoch Learning is my private consulting firm that specializes in the use of technology to improve learning for all ages. Through training, eLearning, media production, strategic consulting, and product development, we help education organizations get the most out of technology. Clients include K-12 schools and districts, county offices of education, education companies, and education non-profit organizations.
- 2001-2004 **KIPP Foundation** **San Francisco, CA**
Director of Information, Communication, and Education Technology (ICE-T)
KIPP trains and supports school leaders to open and run high-performing public schools for educationally underserved students. My wide-range of responsibilities included: management and deployment of all technical infrastructure to support productivity, communication, and learning; software, web, and video production; technology & communications training; marketing; technology planning for schools; partnership development; vendor management; and much more.
- 2001 **Design4X** **Walnut Creek, CA**
Founder & Chief Learning Officer
Design4X offers e-learning resources to engineers working in the design and manufacturing industries. As co-founder and Chief Learning Officer, I was directly involved in every aspect of the company’s launch: business model, marketing, product development, fundraising, client acquisition, corporate development, and strategy.

2000	Angel Engineers <i>V.P. of Business Development</i> Responsible for all business development operations for Web applications developer, including corporate strategy, sales, marketing, and partnerships. Strategically assessed market opportunities and successfully built partnerships with software developers, service providers, and the investment community. Helped company secure \$6.1 million initial funding and expand operations in Silicon Valley and Beijing, China.	Sunnyvale, CA
1994 – 1999	Hillsborough City School District <i>K-12 District Technology Coordinator</i> Developed and managed all technology initiatives for the school district. Responsibilities included implementation of a district-wide student information system, staff development, technology planning, community relations, network administration, webmaster, and procurement. <i>San Mateo Goals 2000 Coordinator, San Mateo County</i> Co-director of 32 school consortium created to improve literacy through technology. Designed and led a series of extremely successful summer staff development programs; created a professional support network for teachers and administrators; created an online curriculum portal to share project resources; conducted program assessment and grant management. <i>English, Social Studies & Electives Teacher, Crocker Middle School</i> Taught 8 th grade English focusing on process-writing and literature analysis. Taught both 7 th grade World History and 8 th grade American History using a self-created, project-based curriculum. Also taught Newspaper and Digital Publishing.	Hillsborough, CA
1996-1998	TABNet <i>V.P. of Product Development</i> Product manager responsible for the development of web-based products and services hosted on both UNIX and NT platforms including a website submission service, an NT hosting service, a web design group, and the online technical support system. Verio Inc. acquired TABNet in 1998.	Napa, CA
1992-1994	“Us In The Son” Summer Camps <i>Camp Director</i> Directed all aspects of a very successful summer camp for children, teens, and families. Duties included program development, staff management, training, finance, and outreach.	Yorba Linda, CA
1992-1994	McAuliffe Middle School <i>English & World History Teacher</i> Taught 7 th grade Core classes that integrated language arts and social studies curriculum. Developed a number of integrated units concentrating on authentic assessment, culminating projects, and integration of technology in the classroom.	Los Alamitos, CA

ADDITIONAL INFORMATION

- Popular keynote presenter at education events nationwide
- Over 2,000 hours as lead instructor for education technology workshops
- 2008 CUE Gold Disk Award for Contribution to the Field of Education Technology
- Product Manager for Edutopia’s Digital Generation Project
- eLearning Producer for U.S. Dept of Ed’s Doing What Works website
- Co-Founder of the Google Teacher Academy
- Producer and Host of the Infinite Thinking Machine, Internet TV Show
- Producer and Host of CUE Live and NECC Live, Internet TV Shows
- 2005 National Education Technology Plan Advisor
- Active member of Computer Using Educators (CUE) and ISTE
- Founder and Director of Cyber Camp – a technology summer camp for kids 11-14
- 1998 San Mateo County Kent Award for S.H.A.R.E. program at Crocker Middle School
- 1992 Madeline Hunter Award for Teaching
- Expertise in eLearning and professional development for K-12 teachers and leaders
- Personal interests include travel, basketball, coaching, hiking, films, photography, and family.

TRANSCRIPTS AND REFERENCES AVAILABLE UPON REQUEST

Error! Reference source not found.

1103 Del Rey Ave. Pasadena, CA

Phone: (626)6077179 E-Mail: tpresiado@newtechnetwork.org

Objective

Retain my current position as the Assistant Director of Strategic Partnerships

Experience

Assistant Director of Strategic Partnerships

7-1-09 - Present

Work with schools, districts, and states to plan for the implementation of the New Tech Network model

School Development Coach

7-1-05- 6-30-09

Work with schools, districts, and states to implement the New Tech Network model

Social Studies Teacher

7-1-03 – 6-30-05

Social Studies Teach, NTF advocate, and lead teacher at Sacramento New Tech High School.

Education

Master of Education

7-03-09

University of California, Santa Barbara

4.0 GPA

Ann Scales Scholarship for Innovation

Bachelor of Arts

5-1-09

University of California, Berkeley

3.67 GPA, Major in History

High Honors and Distinction in Scholarship (top 10%)

Skills

Matthew Barcus

Summary

Highly skilled technology management executive with a wide array of experience including strategic technology planning, information systems management and business planning in both corporate and non-profit arenas.

Specialties

Technology planning, business planning, organizational development, Foundation and non-profit strategy.

Work History

KnowledgeWorks Foundation: December 2001 - present

As the Chief Technology Officer for KnowledgeWorks Foundation, Matthew Barcus has primary responsibility for creating and aligning the Technology vision with the Program Initiatives and Foundation strategies. He also oversees the coordinating development of the Foundation-wide technology plan; coordinating technology and information systems matters that affect the Foundation; identifying associated priorities, opportunities and risks; coordinating development of technology-related policies and operational procedures; and implementing the appropriate solutions according to assessed needs.

Matt has spent more than 13 years managing people, systems and networks in both the corporate and nonprofit arenas. Prior to KnowledgeWorks, Matt most recently served as a Tier 3 Operations Manager at Broadwing Managed Hosting where he oversaw a team of engineers that managed the design, support and maintenance of network infrastructure for state-of-the-art 24x7 data center providing innovative managed hosting solutions for complex e-business customers.

New Tech Network: December 2008 - present

As Chief Technology Officer, Matthew Barcus will direct and oversee all aspects of information technology management for the New Tech Network, including coordinating the development, support, and growth of the PeBL™ Collaborative Learning Environment. Matt has extensive experience in information systems management. He has been the Chief Technology Officer at KWF for nearly 8 years and he has spent more

than 13 years managing teams, systems, and networks in both the corporate and nonprofit arenas, including oversight of a team of engineers that managed the design, support and maintenance of network infrastructure and applications for a state-of-the-art 24/7 data center that provided innovative managed hosting solutions for complex e-business customers. Identifying PeBL™ associated priorities, opportunities and risks; and implementing the appropriate solutions according to assessed needs will be paramount.

Broadwing Technology Solutions

Manager, Tier 3 Operations

Public Company ; 1001-5000 employees ; Information Technology and Services industry

2000 – 2001 (1 year)

- * Serve as Tier 3 Operations Manager and supervise 10-member team of our highest level engineers.
- * Played key role in the merger of Broadwing Managed Hosting with Broadwing IT Consulting's managed services.
- * Manage the design, support and maintenance of network infrastructure for state-of-the-art 24x7 data center providing innovative managed hosting solutions for complex e-business customers.
- * Responsibilities also include, but aren't limited to, budget and resource planning, testing and planning of new projects and technologies, managing new engagements, and daily technical staff management.
- * Weekly consultations with project management, sales, and administrative staff to assess status of current objectives.

Ociter (Formerly O/E Enterprise Solutions)

Manager. Messaging & Infrastructure

Privately Held ; Information Technology and Services industry

1997 – 2000 (3 years)

- Managed and developed a new line of business within the company, which included supervising a team of 20+ engineers.
- Provided consulting for several large MS Exchange implementations and migrations.
- Also provided systems support which included installation, maintenance, and troubleshooting of hardware/software and network administration.

- Lead deployment and migration projects. Developed technical documentation.

Education

University of Cincinnati: 1991 – 1995

MIT Sloan Executive Certificate in Management and Leadership: 2007

Past Certifications: Cisco CCNA, Microsoft MCSE, HP/Compaq Master ASE in Messaging.,

JON E. REINHARD
(513) 608-4747-Cell
jon@viallc.com – email address

EXECUTIVE SUMMARY

20 years experience in critical operations leadership positions in both the education and corporate sectors. Has built a reputation for working successfully with a diverse work force, empowering individuals\teams to achieve their potential, and instilling a sense of ownership among all staff – from non-exempt employees to key stakeholders. Leads, drives, and manages change. Excels at merging often-conflicting elements into a unified whole: people\processes, change\the bottom line, innovation\resistance, and operational\strategic thinking. Passionate about creating positive results.

AREAS OF EXPERTISE

- *Change Management
- *Needs Assessments
- *Employee Development
- *Training
- *Communications Management
- *Assessment and Hiring of Staff
- *Facility Planning
- *Fast-Cycle Design for Innovation
- *Data Analysis
- *Small Learning Communities
- *Professional Learning Communities
- * Project Based Learning
- *Corporate/Business Partnerships
- *Contract Negotiations
- *Teamwork Facilitation
- *Operations Management
- *TQM
- *Customer Relations
- *Problem Solving
- *Coaching/Mentoring
- *Strength Analysis
- *Leadership Development
- *Career Academies
- *Advisory Board Development
- *Internship Development

ACHIEVEMENTS

Created and designed the first work teams for a \$5B financial services company.

Managed human resource activities during the process of moving a 5 billion-dollar company from CA to OH.

- Evaluated and hired over 250 employees
- Delivered in 5 months, one month ahead of schedule

Helped negotiate three union contracts as a member of the management team.

Implemented a new program for developing school/business partnerships.

Developed and implemented a new staff-training program called “Prime Time”, which resulted in significantly increased (over 300%) focused time being spent with staff to improve their professional skills. This was done with no additional operating costs.

Facilitated and managed the process of designing a prototype school blue print for change, in conjunction with the district strategic plan. Ultimately, improved the delivery of instructional services to students, and adopted as a model for schools throughout the region.

EDUCATIONAL EXPERIENCE

National Director-Academy of Engineering-National Academy Foundation, 2007-2009. Developed, designed and implemented a national STEM Academy of Engineering with three (3) national organizations. Project Lead The Way, Inc. (PLTW), National Action Council for Minorities in Engineering (NACME) and the National Academy Foundation (NAF). Had overall daily project oversight in selecting and developing 32 Academies of Engineering in major urban school districts around the United States, with a special emphasis on women and underrepresented minorities in engineering. Oversaw a \$6M project budget. Planned and facilitated professional development events, as well as created Engineering Advisory Boards in each academy. Developed strategic corporate/business partnerships and partnerships with strategic Engineering universities.

Educational Coach/Consultant, US, Canada and the Middle East, 2004-2007

Worked with a group of educational consultants in collaboration with Dr. Rick Stiggins around the critical issues of Assessment for Learning. Developed and presented assessment for learning professional development in conjunction with Solution-Tree, a national provider of educational materials and professional development. Recently completed a year-long Advanced Professional Learning Communities Leadership Seminar with Dr. Rick DuFour, Dr. Bob Eaker and Mrs. Becky DuFour. Worked as a coach with Teachscape, Inc. providing coaching services as part of NCLB in Bakersfield, CA working with schools that are Program Improvement 4 and 5, which also involves facilitating and writing Alternative Governance Plans. Also completed a project in Qatar for the Supreme Education Council, supporting the development of new innovative charter schools.

School Founder, VIA Academy, Columbus, OH. 2004

Developed and implemented a highly flexible, individualized charter high school model that offers a high school diploma education to students ages 16-22, who have not been successful in the traditional high school setting. The model is based upon the smaller learning communities’ philosophy, along with an emphasis on the model of professional learning communities (PLC) for professional development and the FISH Philosophy. The Academy stresses learning through technology, work-based learning and mentoring.

President/CEO Vision Into Action, LLC Delaware, OH. 1999-Present

Provide customized presentations and training and staff development programs for educational and business clients. Educational consulting has centered on whole school reform and restructuring issues with reform models like HSTW (High Schools That Work), Talent Development High Schools, Smaller Learning Communities, Professional Learning Communities (PLC's), Assessment for Learning. We have also just recently completed a special project in Doha, Qatar with the Supreme Education Council to help support the transition of traditional public schools to independent charter schools. We specialize in fast-cycle design for clients to accelerate the change process. We are a national and international level consulting firm that provides focused hands on technical assistance for clients throughout the entire change process. Business consulting has centered on focused employee training programs and leadership development.

Clermont Northeastern High School, Clermont Northeastern Local School District
Principal, Batavia, OH. 1997-1999

- *Led a major reform effort through HSTW (High Schools That Work) as part of a consortium of high schools in Southwest Ohio.
- *Managed a \$100K annual budget; directed a staff of 50.
- *Evaluated staff members using Madeline Hunter techniques.
- *Redesigned and implemented a new daily schedule.
- *Facilitated and implemented a new landscaping plan for the facility.
- *Developed and initiated a new communication system with parents.
- *Facilitated the development of a new integrated science course that met all 9th grade proficiency objectives for the state of Ohio.
- *Supervised and scheduled building-wide activities for 700 students.
- *Facilitated the development and implementation of PLC Teams by content area and within a newly implemented 9th grade academy.

Reading City Community School District

Assistant Principal, Reading Jr. Sr. High School, Reading, OH. 1995-1997

- *Evaluated staff members using the Madeline Hunter techniques.
- *Supervised and scheduled building-wide activities for 700 students; directed 55 staff.
- *Directed and managed grants for K-12 programs.
- *Designed and implemented staff development programs on sexual harassment, inclusion, special education laws, violence prevention, non-confrontational discipline, etc.
- *Redesigned communication system, resulting in improved daily attendance rate from 90% to 94%, which resulted in an increase in state funding of over \$100K during a 2 year period.
- *Co-chaired the accreditation evaluations process using the school improvement model.
- *Facilitated the development and implementation of PLC teams by content areas.

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Cincinnati Hills Christian Academy

Principal, CHCA Middle School, Cincinnati, Ohio. 1991-1992

- *Supervised and scheduled building-wide activities for 100 students and 25 staff.
- *Implemented staff development activities.

Franklin City School District

Assistant Principal, Franklin High School, Franklin, Ohio. 1989-1991

Mason High School, Mason City School District

Teacher, Health Education, Mason, Ohio. 1986-1989

Memorial Parkway Jr. High, Katy Independent School District

Teacher, Science and Physical Education, Katy, Texas. 1982-1985

CORPORATE EXPERIENCE

AMERICAN FINANCIAL CORPORATION

American Annuity Group, Lifestyle Financial Investments. 1992-1995

Director of Marketing, Cincinnati, OH. 1994-1995

- *Identified, qualified, and contacted potential banking clients.
- *Developed and educated bank clients on the merits of Alternative Investment Programs.
- *Facilitated and developed a new direct marketing organization from the ground floor up.
- *Coordinated banking activities with the rest of the Corporate Divisions.

Great American Life Insurance Company

Regional Manager, Cincinnati, OH. 1993-1994

- *Supervised 3 self-directed work teams (approximately 50 staff) in the areas of hospital and banking customer service.
- *Communicated directly to agent, client, and internal employee issues and problems and worked to facilitate solutions for the concerns of the constituents.

Great American Life Insurance Company

Corporate Recruiting Coordinator, Cincinnati, OH. 1993

- *Supervised and managed the relocation process of moving a \$5 billion dollar company.
- *Facilitated the interviewing, screening, and hiring process of over 250 employees.

Great American Insurance Company

Corporate Management Training Program, Cincinnati, OH. 1992-1993

- *Participated in various training assignments within the Corporate Finance and Accounting Divisions.
- *Facilitated special auditing processes.
- *Participated in leadership and management training programs that dealt with customer service, evaluation, marketing, sales, and interviewing.

EDUCATION

UNIVERSITY OF CINCINNATI, CINCINNATI, OH

Doctoral Student in College of Education: Educational Administration
Achieved Doctoral Candidacy
Full-time Student, 1995-1997

Master of Science in Education: Curriculum and Instruction, 1986
Full-time Student, 1985-1986

Bachelor of Science in Education, 1982

References

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SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

**LICENSURE AND INSURANCE
DOCUMENTS ARE ON FILE WITH
MDE**



**NEW TECH NETWORK
2009-2010 SCHOOL SUCCESS RUBRIC**

SCHOOL BEING EVALUATED

EVALUATOR

		AT RISK	EMERGING	ADVANCED
FIDELITY OF IMPLEMENTATION	CURRICULUM & INSTRUCTION	<ul style="list-style-type: none"> • School has not developed a clear set of school wide learning outcomes or has not incorporated them into the curriculum or assessment. • Most courses are not using PBL as primary mode of instruction, or lack important project documents such as entry documents or rubrics. • Few teachers are creating engaging and rigorous projects • Projects lack scaffolding and support strategies to support students or some scaffolding is not woven into the context of projects. • Teachers provide little or no scaffolding of the learning outcomes • Little or no meaningful cross-curricular cooperation is occurring. • Projects lack connections to community members, groups, or resources to help contribute to the project or evaluate students' products <p>0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has developed a clear set of school-wide learning outcomes based on 21st Century skills and has incorporated them into many areas of the curriculum and assessment • Most courses use PBL as primary mode of instruction, using entry events and rubrics to introduce and assess projects • Teachers are creating or modifying projects that are authentic, encourage active exploration and require students to apply what they have learned (6 A's) • Teachers use a variety of techniques to scaffold student skills defined in the learning outcomes • Scaffolding and remediation strategies are woven into the projects and do not occur out of the context of the project. • Course curriculum is integrated and cross-curricular projects are common among all subjects. • Some projects are community based, require connections with community resources and organizations, or have community members help evaluate students' projects <p>40 ----- 50 ----- 60</p>	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School has developed a clear set of school wide learning outcomes based on 21st Century skills and has incorporated them into all areas of the curriculum and assessment. • All courses use PBL as primary mode of instruction and teacher evaluation is tied to successful development and implementation of standards-based projects • Teachers are creating projects that are rigorous, require adult connections, and are authentically assessed (6 A's) • Projects are diverse in format, entry event, and products • School has a thoughtful and systemic approach to scaffolding the learning outcomes • Many courses are integrated in team teaching environments and cross-curricular projects are common among all subjects. • Many projects are community-based, require connections with community resources and organizations, or have community members help evaluate students' projects • Students contribute to project development or create their own projects (i.e. Senior Projects) <p>80 ----- 90 ----- 100</p>
	TECHNOLOGY	<ul style="list-style-type: none"> • School has not attained a 1:1 networked computer to student ratio in any classrooms with current performance standards and applications • School network is inadequate, unstable or unreliable. IT staffing is insufficient to support computer and network infrastructure • Staff and/or students do not use email as part of regular classroom practice • PeBL Online Learning System is not used by staff or students • School is unable to secure district or outside funding for technology replacement and upgrades. <p>0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has attained a 1:1 networked computer to student ratio in all classrooms that is connected to the internet. • School network provides individual and shared storage space for staff and students. • IT support is sufficient to support computer and network infrastructure. • Staff and students regularly use e-mail for classroom and school communication • PeBL Collaborative Learning Environment is used in most classes to support the teaching methodology. • School has secured funding for additional technology replacement and upgrades through district or outside funding sources. <p>40 ----- 50 ----- 60</p>	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School network is fast, stable, reliable, and provides individual and shared storage space for staff and students • IT support provides robust support with little or now down time and is very responsive to issues as they arise • PeBL is heavily used by staff and students as communication and collaboration tool (within and between schools). NTN Learning System tools are widely used to support the teaching methodology and inter-school sharing • Teachers regularly incorporate other digital and online tools to support student engagement and instruction • School has secured funding through outside sources, or so that does not have to rely on district money to refresh and update computers and other site technology <p>80 ----- 90 ----- 100</p>
	SCHOOL CULTURE & AUTONOMY	<ul style="list-style-type: none"> • School has failed to develop an identity separate from other institutions. • Many staff or students feel anonymous or disconnected with the school community. • School has failed to create a professional environment of trust and responsibility for both staff and students. • School suffers from discipline, violence, vandalism and theft. <p>0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has a unique identity. • Staff and students have a positive association with the school and a commitment to its goals and vision • School culture promotes respect and responsibility • Students report feeling respected, cared about, and well known by staff and other students • School encourages professional behavior while avoiding traditional student management techniques such as tardy bells, hall passes, or detentions • Fights, graffiti, vandalism and theft are decreasing in frequency <p>40 ----- 50 ----- 60</p>	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School culture closely mimics the professional environment of the workplace where all are treated with respect, trusted to do the right thing, and given the responsibility to make the school as good as it can be • Students and staff are empowered to help set school rules, policies and activities. • Students and staff take great pride in the schools culture and actively work to reinforce and defend it. • Fights, graffiti, vandalism and theft are virtually non-existent <p>80 ----- 90 ----- 100</p>
TOTAL IMPLEMENTATION SCORE:				/300

ENSURING SUSTAINABILITY	PROFESSIONAL CULTURE	<ul style="list-style-type: none"> • Effective processes are not in place for staff members to collaborate, share in the decision-making process and have a voice in the direction of the school. • Staff does not regularly discuss curriculum and teaching strategies through Critical Friends or other protocols • Effective strategies are not in place for all staff to receive feedback to reflect on their own progress and the progress of the school • Staff is not developing a capacity to support its own staff in PBL and 21st Century classroom practices • Staff is not using formative assessments in the classroom to guide classroom activities • Staff does not use their NTN coach as a resource for continued improvement <p style="text-align: center;">0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • Transparent and effective processes are in place in which staff members collaborate, share in the decision-making, and have a voice in the direction of the school • Staff has dedicated time (weekly or bi weekly) to meet, collaborate and discusses curriculum and teaching strategies through Critical Friends or other protocols • Staff is developing the ability to provide staff development to it's own staff • Staff regularly use formative assessment data to determine the effectiveness of the classroom and adjust when needed • Effective strategies are in place to provide feedback that allows all staff to reflect on their own performance and the progress of the school • Teachers actively use their NTN Coach as a resource for continued improvement • Accomplishments of the school and staff members are celebrated <p style="text-align: center;">40 ----- 50 ----- 60</p>	<ul style="list-style-type: none"> • Along with staff members, parents, district representatives, community members, etc. are actively involved providing feedback and have a voice in the setting the direction of the school • In addition to Critical Friends, the staff conduct classroom observations and other techniques to provide increased feedback and support to teachers • Staff use formative and summative data to help improve student learning and the school experience • Staff review projects and examine student products to reflect on rigor and relevance • Staff is involved in helping to sustain the school by providing effective training and professional development in PBL Curriculum Development and 21st century classroom practices • At least one staff member has time dedicated to training and supporting the staff in PBL and 21st century classroom practices • All staff plans for sustainability including active participation from local community, business, and/or university partners <p style="text-align: center;">80 ----- 90 ----- 100</p>
	PARTNERSHIP DEVELOPMENT	<p>NTN Partnership</p> <ul style="list-style-type: none"> • Teachers do not collaborate with other teachers in the NTN network, or don't attending Meeting of the Minds • School staff does not attend the national conference. <p>College/ Higher Education Partnerships</p> <ul style="list-style-type: none"> • Students do not have access to college courses • School has not established a partnership with a local higher education institution and has student teachers and regular visits from this partner <p>Parent / Community/ Business Partnerships</p> <ul style="list-style-type: none"> • Parent group does not exist, or lacks structure • Partnerships with local business do not exist • Students are not participating in community service activities • Site is not well known within the community. • Site does not host events that raise the awareness of the school in the community <p style="text-align: center;">0 ----- 10 ----- 20</p>	<p>NTN Partnership</p> <ul style="list-style-type: none"> • Teachers play an active role in collaborating with other teachers within the NTN network by attending Meeting of the Minds and communicating with teachers throughout the Network. • School regularly sends a team to the NTN national conference. <p>College/ Higher Education Partnerships</p> <ul style="list-style-type: none"> • Students have access to college courses • School has established a partnership with a local college and has student teachers and regular visits from this partner <p>Parent / Community/ Business Partnerships</p> <ul style="list-style-type: none"> • Parents contribute to the school by volunteering to serve on panels, participating in shared decisions, and • Partnerships with local business provide internship opportunities to students and have been integrated into several projects • School supports a community service component and all students participate in at least one community service activity • Site known and respected in the community • Site hosts tours and events that raise the awareness of the school in the community <p style="text-align: center;">40 ----- 50 ----- 60</p>	<p>NTN Partnership</p> <ul style="list-style-type: none"> • Teachers play a role in training their own staff in the Learning System, present projects at Meeting of the Minds or other NTN functions, or submit projects to the NTN project library. • School regularly sends most of their staff to the NTN national conference. • School regularly hosts tour groups sponsored by NTN <p>College/ Higher Education Partnerships</p> <ul style="list-style-type: none"> • All students take courses from a broad range of rigorous college offerings both on campus, online and at the college. • School influences practices at the local higher education institution • Research is done on campus to capture the success of the 21st century classrooms. <p>Parent / Community/ Business Partnerships</p> <ul style="list-style-type: none"> • Parent group contributes in the financial sustainability of the school by facilitating large scale events or activities within the community • Business partnerships play an advisory role, provide significant resources and financial support for the school • School has developed community partnerships and process that allow all students to meet a service learning requirement by working with others to solve a problem important to them and their communities • School is well known within the region as a model 21st century high school • Site hosts high-profile tours which may generate revenue <p style="text-align: center;">80 ----- 90 ----- 100</p>
	FINANCIAL	<ul style="list-style-type: none"> • School has no clear long term budget • School or district has been unable to secure or reallocate adequate and reliable district funding to support the various elements of the program • School or district has been unable to secure grant or other soft money to support the various elements of the program <p style="text-align: center;">0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • School has a clear long term budget that supports the various elements of the program • School has been able to secure grant or other soft money to allow the school to implement with high fidelity <p style="text-align: center;">40 ----- 50 ----- 60</p>	<ul style="list-style-type: none"> • School or district has been able to secure or reallocate adequate and reliable district funding to support various elements of the program. • Businesses and community groups view the school as a valuable asset and have supported the school with financial and other resources <p style="text-align: center;">80 ----- 90 ----- 100</p>
TOTAL SUSTAINABILITY SCORE: /300				

STUDENT ACHIEVEMENT	ACADEMIC SUCCESS	<ul style="list-style-type: none"> • Many students are not proficient in the knowledge and skills as defined by the state or district content standards • School is experiencing significant achievement gaps between various groups on campus • Many students are receiving Ds and Fs • Graduation and retention rates are lower than similar schools. • Student scores on state or district assessments are lower than those of similar schools <p style="text-align: center;">0 ----- 15 ----- 30</p>	<ul style="list-style-type: none"> • Students demonstrate proficient knowledge and skills as defined by the state or district content standards (met targets) • Students are successfully completing rigorous college-prep courses • Achievement gap between various groups on campus is shrinking • Graduation and retention rates meet or exceed rates of similar and/or local schools • Student scores on state or district assessments meet or exceed those of similar and/or local schools • Student scores on other standardized assessments (SAT, ACT, etc) met or exceed those of similar and/or local schools <p style="text-align: center;">60 ----- 75 ----- 90</p>	<ul style="list-style-type: none"> • All student graduate completing the courses necessary for college entrance • All students graduate successfully completing several college courses • Achievement gaps between various groups are virtually non-existent <p style="text-align: center;">120 ----- 135 ----- 150</p>
	LEARNING OUTCOMES	<ul style="list-style-type: none"> • Many students fail to demonstrate a strong, professional work ethic • Students demonstrate a passive learning attitude waiting for instructor direction • Students are unaware of strengths and weakness regarding the school-wide learning outcomes • Students don't use technology effectively to do productive work • Students lack critical thinking, problem solving and creativity in the process of complete complex tasks • Students are unable to thoughtfully reflect on their skills and abilities <p style="text-align: center;">0 ----- 15 ----- 30</p>	<ul style="list-style-type: none"> • Students demonstrate a strong, professional work ethic and takes personal responsibility for their success • Students demonstrate self-directed learning and seek appropriate help when they need it • Students are aware of strengths and weakness regarding the school-wide learning outcomes and work to improve their performance • Students effectively use technology to conduct research, communicate, and create documents • Some students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship) • Students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios) <p style="text-align: center;">60 ----- 75 ----- 90</p>	<ul style="list-style-type: none"> • Students consistently score well on each of the learning outcomes defined by the school • Students effectively use technology as a means to do productive work, collaborate with others, and access a broad range of resource and media • Students demonstrate critical thinking, problem solving and creativity in the process of complete complex tasks • All students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship, senior projects) • Students demonstrate the ability highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume) <p style="text-align: center;">120 ----- 135 ----- 150</p>
	POST SECONDARY	<ul style="list-style-type: none"> • Alumni report feeling poorly prepared for life after high school • Few students applied or were accepted to a post-secondary education experience • Few alumni report much community involvement <p style="text-align: center;">0 ----- 10 ----- 20</p>	<ul style="list-style-type: none"> • Nearly all alumni feel that their high school experience prepared them well for their next steps • Nearly all alumni have enrolled in some sort of post-secondary education or have embarked on a career in the field of their choosing • Many alumni report participating in activities that support the community <p style="text-align: center;">40 ----- 50 ----- 60</p>	<ul style="list-style-type: none"> • Alumni report a high college completion rate • Older alumni report working in a field that is rewarding and at a sufficient salary • Alumni have a reputation for giving back to the community through volunteer work and other community building activities • Alumni have a reputation for a spirit of entrepreneurship <p style="text-align: center;">80 ----- 90 ----- 100</p>
TOTAL STUDENT ACHIEVEMENT SCORE:				/400

COMMENTS:



NEW TECHNOLOGY NETWORK
SCHOOL SUCCESS RUBRIC REFLECTION SHEET

SCHOOL BEING EVALUATED

EVALUATOR

	STRENGTHS	CHALLENGES	NEXT STEPS / RECOMMENDATIONS
FIDELITY OF IMPLEMENTATION			
ENSURING SUSTAINABILITY			
STUDENT ACHIEVEMENT			



Example School Success Rubric Process - Year 2 and Beyond

