

NTN Elementary School Commitment Criteria

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

		Desired Student Outcomes	Required	Recommended
Cultural Outcomes	Connected	<ul style="list-style-type: none"> <input type="checkbox"/> Students have positive relationships with adults and peers in the school community and feel a sense of belonging. <input type="checkbox"/> Students feel emotionally and physically safe, feel accepted “being themselves,” can take courageous risks, and will be supported if they fail. <input type="checkbox"/> Students feel empowered to contribute positively to the community and take on leadership roles. They feel trusted and trust others to be respectful and responsible. 	<ul style="list-style-type: none"> <input type="checkbox"/> Adult Learning Structures: School will create a personalized learning environment through grade level teams or other structures that allow for intentional adult collaboration. <input type="checkbox"/> Admission Policy: School will have a non-selective admission policy. District will work to ensure that the student population reflects the overall make-up and achievement level of existing feeder schools. <input type="checkbox"/> Dedicated Staff: Teachers and principals are full-time employees of the New Tech School and will not have their assignments shared with other schools. <input type="checkbox"/> Support Staff: Non-teaching classroom-based staff are included in professional development and play an active role in supporting project-based learning <input type="checkbox"/> Common Planning: Grade level teams will have built-in time for common planning weekly 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Environments: New Tech classrooms, furniture and collaborative spaces allow for collaboration and flexibility. <input type="checkbox"/> School Facilities: New Tech school will have appropriate signage, separate entrance/ exit, etc. for recognition as a unique site.
	Engaged	<ul style="list-style-type: none"> <input type="checkbox"/> Students value and are excited about the work they are doing and are interested in how it relates to the work of others. <input type="checkbox"/> Students are often innovative and creative, deriving unique solutions to problems, and defend their ideas and conclusions with enthusiasm. <input type="checkbox"/> Students regularly seek out interactions with adults and experts in a professional manner as part of the learning process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Start-Up Training: Principal/ Director is hired by January of the year prior to school start and able to attend Leadership Residency. <input type="checkbox"/> NTN Network Training: Teachers, Instructional Coaches and Paraprofessionals with instructional function will participate in all NTN training events. <input type="checkbox"/> Travel: District will provide funding for staff to travel to all regional and national training events. <input type="checkbox"/> Staffing: All staff is hired prior to and is able to attend NTN Teacher Residency (March- April) and NTN 101 (June/July). <input type="checkbox"/> IT Administrator Training: Designated IT Administrator will attend NTN101 - New Schools Training (June/July prior to the school opening) to provide staff technology support. <input type="checkbox"/> Community Involvement: PBL Units require students regularly seek out interactions with adults and community experts. <input type="checkbox"/> Cross-Curricular Integration: All projects are interdisciplinary and incorporate literacy and/or numeracy. 	<ul style="list-style-type: none"> <input type="checkbox"/> NTN Teacher/ Trainer Certification: School has 1-2 staff members participate in certification programs per year after Year 1, with a goal of 25% of staff certified as NTN Teachers by Year 4. <input type="checkbox"/> Network Collaboration: Staff participates in NTN initiatives, such as advisory or design groups, webinars, and other remote networking opportunities. <input type="checkbox"/> Teaching Schedule: <ul style="list-style-type: none"> <input type="checkbox"/> Grade level teams have daily time built into schedule for common planning <input type="checkbox"/> All staff meets together weekly <input type="checkbox"/> Grade level teams schedule regular virtual meetings with NTN coach <input type="checkbox"/> District PD: Differentiated to meet the needs of each district school and their staff. <input type="checkbox"/> NTN PD: Grade level teams are provided with release time to work with NTN or district-based school coaches
	Challenged	<ul style="list-style-type: none"> <input type="checkbox"/> Students have the capacity to successfully complete authentic, complex, and rigorous tasks that require active exploration, higher-order thinking, and application of what they have learned. <input type="checkbox"/> Students evaluate the quality of their work against authentic discipline or industry standards in formal publications, exhibitions, and presentations. 	<ul style="list-style-type: none"> <input type="checkbox"/> PBL: All classes will implement Project and/or Problem Based Learning as the primary instructional methodology. Students receive ongoing feedback and engage with community/ business partners. Majority of skill development and reinforcement is done in the context of projects or problem-based units <input type="checkbox"/> Teacher pull from a variety of resources to develop high quality projects. Teachers have flexibility for district managed curriculum as well as common assessments to insure alignment with projects. <input type="checkbox"/> Leadership: School will have a full-time Principal/ Director. <input type="checkbox"/> IT Administrator: At a minimum, District will provide part-time IT administrator position to provide technology support ensuring that network connectivity is maintained at 95%. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal Selection: NTN plays an advisory partner role and/or NTN materials are used in principal selection and approval. <input type="checkbox"/> Staffing Autonomy: School Principal/ Director will have significant hiring autonomy from involuntary transfers from other schools. <input type="checkbox"/> Evaluation: Hiring and assessment procedures will reflect the specific requirements of the model.



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Learning Outcomes	Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate a mastery of core knowledge across all discipline areas (as defined by state and national standards). <input type="checkbox"/> Students easily make sophisticated connections and find patterns between and among discipline areas. <input type="checkbox"/> Students demonstrate the ability to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Technology: <ul style="list-style-type: none"> <input type="checkbox"/> K-2 1:1 ratio student to networked computer optional <input type="checkbox"/> 3-6 1:1 ratio student to networked computer recommended <input type="checkbox"/> Computers: Meet or exceed the minimum technical specifications set forth in Echo™ Technology Requirements and Recommendations document. <input type="checkbox"/> School Network Capacity: School will have a fully functioning network enabling student access to the Internet with 95% uptime. <input type="checkbox"/> Echo Use: Staff fully implements the New Tech Learning Management System (Echo™) for project planning and staff learning structures. <input type="checkbox"/> Email Accounts: Staff and students (3 – 6) must have email accounts. Accounts for staff and students must be in the same domain, and that domain must be unique to the school. <input type="checkbox"/> Access: District will provide sufficient Internet bandwidth as well as an Internet browser supported by NTN (defined in Echo™ Technology Requirements and Recommendations). 	<ul style="list-style-type: none"> <input type="checkbox"/> Team Taught and Cross-Curricular Integration: Teachers have the opportunity to team teach or integrate with multiple grade levels or with other subject areas. <input type="checkbox"/> Additional Graduation Experiences: All students complete a portfolio and/or service learning. <input type="checkbox"/> Career Awareness: Student-led conferences and/or career exposure through authentic PBL units by the end of elementary school. <input type="checkbox"/> Common Assessments: Teachers use school-created common assessments in place of district-wide common assessments. <input type="checkbox"/> Implementation Process: Staggered start with teaming structures to support adult learning.
	Skills	<ul style="list-style-type: none"> <input type="checkbox"/> Student writing is clearly and consistently organized, fully developed, fluent, and generally free from errors, as appropriate to the discipline. <input type="checkbox"/> Students can effectively communicate complex ideas in well organized and engaging oral presentations to a variety of audiences and for many purposes. <input type="checkbox"/> Students can effectively collaborate with others on complex tasks and can adopt different roles including leadership based on group needs. <input type="checkbox"/> Students demonstrate mastery of other college and career readiness skills such as creativity, innovation, technology literacy, researching, social interaction, time management, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> School-Wide Learning Outcomes: Assessment strategies will reflect both content mastery and school-wide learning outcomes. 	
	Attributes	<ul style="list-style-type: none"> <input type="checkbox"/> Students are very confident in many settings and demonstrate the attributes of highly effective people including resilience, patience, adaptability, and persistence. <input type="checkbox"/> Students see challenges as learning opportunities and believe that if they work at something, their performance will improve. They believe that they are capable of achieving at high levels across a broad spectrum of disciplines. Students regularly refine their work and reflect on their performance. <input type="checkbox"/> Students demonstrate the capacity to be self-directed in making choices that will affect their current and future success while seeking the advice and guidance of trusted allies. <input type="checkbox"/> Students accept the responsibility of their actions, and although they recognize external circumstances, focus on their own choices and behaviors instead. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Environments: school provides ample collaborative space for students to work together in an outside of the classroom <input type="checkbox"/> Data Sharing: District and/or school will provide access to school level data so that NTN can measure ongoing achievement, performance and implementation benchmarks. <input type="checkbox"/> NTN Reporting: School participates in NTN Culture Survey once yearly to gauge school and student culture. School takes active measures to respond to the findings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Schools Facilities: School has dedicated autonomous space that allows for a unique identity and culture. <input type="checkbox"/> Technology plan: School/ district will maintain a technology plan that details disaster recovery contingencies for continued student access in addition to a periodical technology refresh cycle. <input type="checkbox"/> Security: District will make firewall/proxy accommodations to allow staff access to a desktop videoconferencing tool (such as Skype) for remote coaching purposes. <input type="checkbox"/> Unique School Name and School Code: Co-located and stand-alone school will have its own identity, with a unique school name and state school code. If the district is unable to assign a separate school code, the district will develop reporting processes for NTN that flag NT students and enable NTN and the NT school to track student performance. <input type="checkbox"/> NTN Reporting: School participates in college and career readiness assessments, critical thinking assessments, or similar, ACT/SAT, National Student Clearinghouse, Student Exit Survey, Alumni Survey, or other assessment tools as available. The school also tracks all necessary data elements, including student demographics, student academic achievement, and student participation in internships, dual enrollment, college applications and acceptances. NTN will provide a data template and calendar of data collection windows in advance so that schools know how to prepare.