



# MODEL COMMITMENTS

Commitment to each of the required components will position and enable schools to be able to begin the journey outlined in the New Tech Network (NTN) School Success Rubric. These commitments are the essential components for building towards full implementation of the NTN Model and align with the NTN Focus Areas.

FOCUS AREA	REQUIRED COMMITMENT	MODEL IMPLEMENTATION OPTIONS
 <p><b>COLLEGE AND CAREER READY OUTCOMES</b></p>	<ul style="list-style-type: none"> <li>College and career readiness for all: A system is created for ensuring each student will graduate eligible for college and equipped with NTN’s high-demand workforce-aligned skills: knowledge and thinking, oral communication, written communication, collaboration, and agency                             <ul style="list-style-type: none"> <li>Elementary: Literacy and numeracy builds to CCR</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Adopted district vision aligned to student success</b> centered on college and career readiness for each and all students and awareness for elementary students (the ability to see a college path)</li> <li><b>Early college access opportunities</b> such as dual enrollment, college credit courses, early college programs, or other options for enabling college credit while in high school</li> <li><b>Opportunities for work-based learning</b>, including apprenticeships, internships, or other career mentoring opportunities</li> <li><b>Analysis of National Student Clearinghouse data</b> on enrollment and persistence or locally collected data on graduation and enrollment</li> </ul>
 <p><b>SUPPORTIVE AND INCLUSIVE CULTURE</b></p>	<ul style="list-style-type: none"> <li>Refine cultural practices using data: The school collects data to refine practices that support                             <ul style="list-style-type: none"> <li>Student culture: a relationship-rich environment focused on connection, belonging, collaboration, student voice, and social emotional well-being that affirms cultural identities</li> <li>Adult culture: support shared asset-based mindsets, relational trust, professional growth, and shared leadership</li> </ul> </li> <li>Structures to support adult learning                             <ul style="list-style-type: none"> <li>Structures and roles for individuals to lead adult learning, assess structures to support adult learning, space and structures to create learning opportunities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Adoption of a non-selective admission policy</b> that enables student population to reflect the overall makeup and achievement level of existing feeder schools</li> <li><b>Participation in NTN Culture Surveys</b> at least once yearly to gauge school, student, and educator culture or school participates in a culture or climate survey through another source</li> <li><b>Regularly recurring staff PD time</b> (weekly common planning time, 3 or more days of full-day site-based PD per year) that can be used for NTN workshops for all instructional staff and leadership</li> <li><b>A site-based instructional coach and/or instructional leader</b> to support connecting workshop activities to implementation practices</li> </ul>
 <p><b>MEANINGFUL AND EQUITABLE INSTRUCTION</b></p>	<ul style="list-style-type: none"> <li>PBL (Secondary): Structures are developed to support authentic and interdisciplinary project-and/or problem-based learning with learner-centered and culturally sustaining practices in all implementing core content areas</li> <li>PBL (Elementary): Structures are developed to support authentic and interdisciplinary project-and/or problem-based learning with learner-centered and culturally sustaining practices in all implementing grade levels and a clearly articulated plan for literacy development is created</li> </ul>	<ul style="list-style-type: none"> <li><b>Cross-curricular learning</b> through team-taught integrated courses or multiple cross-curricular courses, schoolwide thematic units, and integrated field work</li> <li><b>Opportunities for community involvement</b> that allow students to regularly interact with adults and community experts for the purpose of learning. Structures to support community involvement within projects are available (e.g. community liaison)</li> </ul>
 <p><b>PURPOSEFUL ASSESSMENT</b></p>	<ul style="list-style-type: none"> <li>Assessment strategies will reflect content mastery, schoolwide use of learning outcomes, and a mechanism for multi-outcomes grading.</li> <li>Performance-based: A shared commitment to the use of varied performance assessments is developed that allows students to demonstrate learning and progress</li> </ul>	<ul style="list-style-type: none"> <li><b>Use of the NTN Rubrics to evaluate student progress on the learning outcomes</b> or the use of locally developed rubrics aligned to NTN Learning Outcomes</li> <li><b>Staff implementation of the NTN Learning Management System (Echo™)</b> for project planning and multi-outcome grading - or uses the NTN Gradebook Plugin for Instructure’s Canvas LMS</li> <li><b>Capstone opportunities</b> (e.g. senior project, portfolio defense, etc.)</li> </ul>

