



NewTech Network

Powering the Future of Learning

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President

AYPF Policy Forum

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Welcome the New Tech Network and Putter's Paradise



New Tech Network

CA State Standards- Geometry

The law of reflections, angle measurements, and geometric constructions aligned to state standards.

2.0 Students write geometric proofs, including proofs by contradiction.

13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.

6.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.



Learning Outcomes

- **Technology Literacy:** Students use Geometer's Sketchpad software to investigate angles and lines, and use power point to create a presentation.
- **Written Communication:** Students must submit a written explanation of their hole design
- **Oral Communication:** Students must present their hole design and work
- **Collaboration:** Students work in small groups to design a miniature golf hole and prepare a presentation
- **Critical Thinking:** Students use problem solving to construct the path of a hole-in-one and use logic and reasoning to prove that angles are congruent
- **Math Content:** Students show understanding of angles and reflections through daily activities, completion of the project, and a test



Putter's Paradise

Criteria	%	Unsatisfactory	Proficient	Advanced
Scale Drawing	20%	Drawing is sloppy Scale is not given Obstacles do not match scale Scale is not reasonable	Drawing is bird's eye view Scale of hole is given Obstacles match scale Scale is reasonable	All proficient criteria Draw is done on graph paper Drawn contains side measures
Construction	20%	Path is not constructed using reflections Marks are not shown for construction Path does not follow guidelines	Path is constructed All marks are shown Path follows guidelines	Proficient criteria 2 nd drawing showing construction Pre-images and images labeled
Angeles	20%	Not measured	Accurately measure	Is digitalized
Design	20%	No theme	Unique & creative	Is digitized

Group names/ Contact Information

Lazy Larry lazy@snths.org 555-2365
Bossy Betty bossy@snths.org 555-2325
Tardy Thomas trady@snths.org 555-2385

Group Goals

1. Have each group member play an equal role in the project, so that we can divide the group points evenly
2. Finish the project with enough time to do peer edits and revisions
3. Do enough work in class so we don't have to do any homework

Group Rules:

1. No group members will plagiarize, since we don't want to get a zero
2. No group members will play games, talk to non-group members, or walk around the room.
3. Each group member will stay caught up on the reading so that we are able to complete the project.
4. If a group member is absent, they will contact the other group members and complete their missing assignments or parts of the project

Steps to firing group members

If a member of the group violates the rules, they will be fired. Here is how it will happen:

1. Verbal Warning
2. Meeting with Teacher
3. Group Member will be fired and will have to do the project alone.

Group Signatures





90.0 Work Ethic

This grade reflects the student's demonstrated ability to complete and submit assignments when due and to put forth their best efforts on their work.

(Weight = 20%)

72.0 Literary C

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American lite
(Weight = 10%)

79.0 Collabora

This grade re
others in colla
accurate feed
(Weight = 5%)

64.0 Oral Com

This grade re
information to
(Weight = 5%)

65.0 Written Communication

This grade reflects the student's demonstrated ability to communicate through a variety of writing modes and to a variety audiences.

(Weight = 15%)

80.0 Critical Thinking

This grade reflects the student's demonstrated ability to use higher order thinking skills to evaluate information and find creative solutions to complex problems.

(Weight = 10%)

88.0 Reading Skills

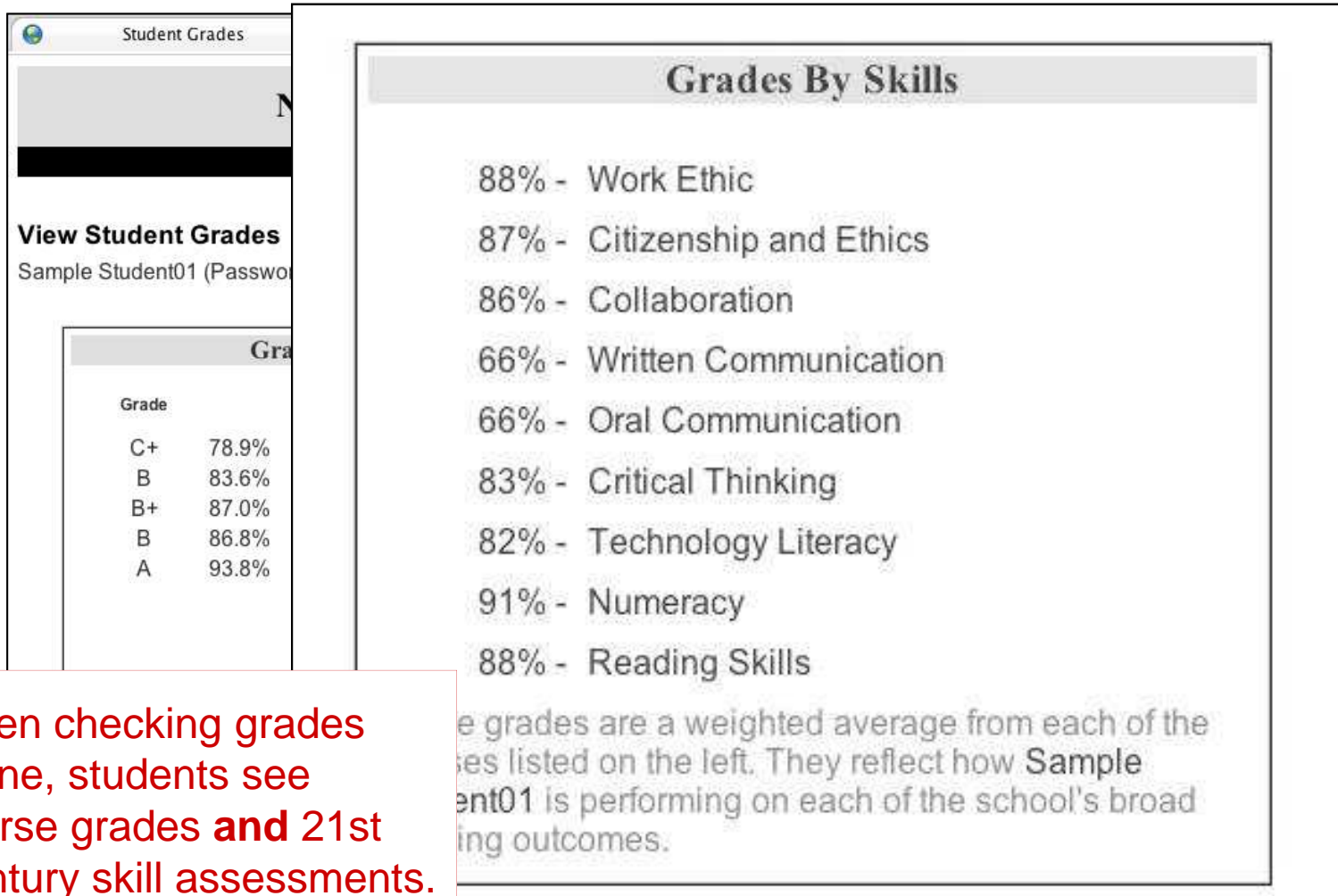
This grade reflects the student's demonstrated ability to find information, use a variety of reading strategies, and comprehend a wide body of information.

(Weight = 10%)

rs(s)

Sample1@nthls.com

New Tech Report Card



The screenshot shows a web application interface for 'Student Grades'. It features a 'View Student Grades' section for 'Sample Student01' and a 'Grades By Skills' section. The 'View Student Grades' section contains a table with the following data:

Grade	Percentage
C+	78.9%
B	83.6%
B+	87.0%
B	86.8%
A	93.8%

The 'Grades By Skills' section lists the following skill percentages:

- 88% - Work Ethic
- 87% - Citizenship and Ethics
- 86% - Collaboration
- 66% - Written Communication
- 66% - Oral Communication
- 83% - Critical Thinking
- 82% - Technology Literacy
- 91% - Numeracy
- 88% - Reading Skills

Below the list, a paragraph explains: 'The grades are a weighted average from each of the courses listed on the left. They reflect how Sample Student01 is performing on each of the school's broad learning outcomes.'

When checking grades online, students see course grades and 21st Century skill assessments.

Teacher's Roles

- Content expert
- Knowledgeable how content knowledge is useful outside of the classroom
- Facilitator/Coach
- Assessment Expert
- Internal and external collaborator
- Team member



Teacher Skills

- Collaborative
- Reflective
- Adaptive
- Flexible
- Teach for understanding
- Outcome focused
- Problem solver



Principles of NTN Training for Teachers

- Provide an immersive experience
- Model pedagogy and positive school culture
- Teachers work in teams as the norm with a set of expectations and processes that help teachers work as a team.
- Provide coaching on managing groups (group size, hetero/homogeneous, etc).
- Focus on how teachers use formative assessment strategies to determine if the students are understanding
- Job embedded support through critical friends and the prevalence of a professional learning community.
- On site coaching mixed with off site training



Implications for Redesigning Teacher Preparation

- Redesign teacher preparation to immerse teachers in the classroom immediately.
 - Include immediate internships and fieldwork activities
 - Offer a clinical experience
- Immerse teachers in local businesses to identify the skills, attitudes, and needs of the local economy and opportunities for learning.
- Integrate this work into lessons, units, etc.



Professional Development Implications

- Structure in common planning time
- Structure in reflective practice
- Team Your Teachers
- Ensure collaborative learning is a priority to ensure that every educator and every student learns every day.



Implications for Policy

- Allocate *time* in teachers' work day and week to participate in collaborative and reflective activities.
- Provide greater flexibility in state mandated in-service professional development programs
- Incentivize participation in professional learning.
- Provide clinical programs at higher education institutions.



Implications for Policy

- Engage the arts and sciences faculty in teacher preparation and follow and support its graduates who teach in local schools.
- Invest in teacher assessments/evaluations that are aligned to teaching higher order thinking scores beyond teaching content or basic skills.
- Ensure strong induction and mentor programs.
- Create schools next gen-ers want to teach in as a means of recruiting teachers.



We are immersed in projects at Tech Valley that allow us to work with the ideas we learn about in the community around us. We also approach problems through open-ended questions. For example: Last year in Environmental Analysis, we were given the question "How is the Hudson River Nasty?" We had to figure out what information we needed to help us answer this question. Because it was open ended, nearly every group ended up with different answers and different reasons for their answers. So, along with this change comes the new habits we develop to think critically and become aware of the many perspectives that we need to work with complex problems.

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