Why Innovate Alone?
Harness the Power of School Networks
Our Vision:
A nation proud of its public schools

More schools deploying deeper learning practices to more students -- deeper learning becomes the norm, not the exception.
A Powerful Design for School Change

Outcomes that Matter
Student outcomes that clearly define success

Culture that Empowers
School-wide culture of empowerment for students and adults

Technology that Enables
Use of technology tools for easy access to resources and information

Teaching that Engages
Meaningful, problem-solving approach to instruction

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A foundational belief is that we get better by being part of a community.

During and after New Tech school implementation, every school in the network faces both predictable and unexpected challenges.
Key ways to increase network learning and create lasting impact

- Support and connect leaders to build collaborative relationships

- Challenge our network and ourselves to believe in the rich wisdom and value held by people throughout the network.

- Access, elevate and leverage that wisdom and value
New Tech Network: Learning and Collaboration between Schools
Tools
Content
+ Community

echo
NEW TECH NETWORK

@2018 New Tech Network
“Better Together” presents a tour through School Networks, one of the modern era’s most important educational innovations, and provides smart strategies for working together to achieve the promise of personalized learning for all students.
Operationalizing Diversity, Equity, & Inclusion

Work designed to further enhance New Tech Network’s capacity to better support and sustain a diverse network of schools.

Actively reframe our network’s understanding of the equity challenge in public schools around the opportunity gap.
Why Focus on DEI?

• Our work
  • Diverse network of schools; predictable outcomes along race / poverty
  • All schools face equity challenges

• Staff experiences & feedback
  • Predominately white organization serving a diverse network
  • Variation in staff experiences
  • Coaches report desire / need for support

• Strategic timing & opportunity
  • Ever-increasing focus on educational inequities in policy and philanthropic discourse.
  • Increasing our presence in more districts will place new demands on us and require deeper awareness of equity challenges.
Three Streams of DEI Work

Making DEI Core

- DEI Beliefs & Practices
- Leading for Equity
- Model as Instrument of Equity
Appendix
How might the NTN school model serve as an instrument of equity?

Phase 1: Patterns of Inequity & Misalignment

Phase 2: Deep Exploration of Key Practices through the lens of Equity

Phase 3: Redesign & Revision of Key Artifacts for NTN 101 NTN 101 in July 2018
What does it look like to coach for equity in the context of the NTN school model?

Phase 1: Explore & Understand

Phase 2: Challenge & Inspire

Phase 3: Describe & Define
“Equity means that every child gets what he or she needs in our schools -- *every child* regardless of where they come from, what they look like, who their parents are, what their temperament is, or what they show up knowing or not knowing. *Every child* gets what he or she needs *every day* in order to have the knowledge and skills to be ready for college or a career.”

*Elena Aguilar*
Equity & Organizational Change: What It Can’t Mean

• The *focus* of our work with schools is on facilitating “equity work” in the form of discourse about race, bias, etc.

• That we uncritically or reflexively mimic/replicate our internal learning with our schools

• That we disrupt or unsettle schools as it relates to equity without offering concrete and meaningful paths to action

• It can’t be a vaguely expressed notion absent concrete manifestations of organizational behavior, strategy, and action
Equity & Organizational Change: What It *Does* Mean

NTN…

- becomes more adept at supporting school communities in describing the contours of inequity and the obstacles to opportunity for students in their local contexts
- moves toward school planning, support, & coaching that works to deploy the NTN School Model as a tool to mitigate concretely defined obstacles to opportunity for specific students and schools
- becomes more focused on solving with and for those with the most profound obstacles to opportunity
- works to strategically and methodically reimagine and restructure the path for schools where the dual factors of a student population with profound obstacles to opportunity and acutely unfavorable organizational/system conditions are both present
- becomes clearer about its organizational identity as an “institutional entrepreneur” within the institution of American public schools through the structure of a school network