



Non-Profit
Organization
US Postage
PAID
Permit #968
Cincinnati, OH

Winton Woods City Schools

District Overview

Winton Woods City Schools is an open enrollment district serving a student body rich in cultural diversity, with 26 languages spoken throughout our six school campuses.

Winton Woods City School District realizes that the path to college and career readiness starts long before a student enters high school. With the New Tech Network (NTN) model, we provide a PreK-12 pathway for students that incorporates the NTN design principles--**teaching that engages, culture that empowers, technology that enables, and outcomes that matter--in primary, elementary, middle and high school.**

We are proud to be at the forefront of the educational transformation that is happening across the country as one of only two completely comprehensive New Tech Network (NTN) districts in the United States.

Project-based learning (PBL) is at the heart of New Tech Network's instructional approach. In PBL, students start each new unit of study with a complex and authentic task to complete. Learning often occurs in integrated subject-area courses, like English and Social Studies, where students collaborate with their peers to investigate a real-world problem. This demands mastery of subject matter content, critical thinking and problem-solving skills, oral and written communication skills, and individual agency (work ethic). The student inquiry process is supported along the way by NTN practices like Entry Events, the Need-to-Know process, engaging with content area experts, skill building workshops, and authentic assessment.

Projects culminate with the development and presentation of a real-world product, which is evaluated by community experts, educators, and peers.

In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts.

Students educated in a New Tech Network (NTN) environment graduate from high school with three characteristics of college and career readiness: **awareness, eligibility and preparation.** Students are aware and understand post-secondary options. Students are eligible for college because they have mastered college entrance requirements in high school. Students are prepared with knowledge, skills, and dispositions to be successful in a post-secondary education environment and the world of work.

@wwcsdistrict



www.wintonwoods.org

Phone: 513-619-2300 • 1215 W. Kemper Rd • Cincinnati, OH

WINTON WOODS CITY SCHOOLS IS A TITLE 1 FUNDED
SCHOOL-WIDE-SERVED SCHOOL DISTRICT

Winton Woods City Schools
1215 W. Kemper Road
Cincinnati, OH 45240



We believe that real-world learning is critical for students to be prepared for the careers of today and tomorrow. To support this belief, we are taking two of our district's most valuable assets—our students and our community stakeholders—and partnering with them in a program that we call Warrior Experts.

**WARRIOR
EXPERTS**

To help make these connections, we have developed a database of partners from all walks of life, who are passionate about their field of study and are willing to share their expertise with our students. We would like to add your name to our list, which will be available to all teachers in the district.

Being a Warrior Expert is easy!

Go to www.wintonwoods.org/community-engagement to sign up.
#NewTechWarriors

project-based LEARNING





These are learning outcomes and attributes students acquire as they mature through the project-based learning process.

Our youngest students take their first steps on the road to personal growth through an inquiry-based approach to learning. Teachers introduce project-based learning through meaningful experiences that allow students to learn foundational academic skills while exploring their interests and taking ownership of their learning.

Explore A hallmark of early learning is students exploring and making meaning of their surroundings. When students are given the freedom to explore, they begin to make natural connections outside the classroom.

Discover Through active exploration students begin to discover: how things are made; why things happen; how things are similar and different. Through inquiry that is embedded in project-based learning, students discover the world around them.

Grow With project-based learning, students begin to take ownership of their learning. They grow through “choice” in their life at school. Teachers use media and technology tools to bring interactive, engaging learning and innovative perspectives to students in the classroom.

Communicate Through the project-based learning process, students at the elementary level begin to learn how to communicate effectively. They learn to speak and write clearly with purpose. They learn to become active listeners and experiment with a variety of technology tools to communicate their message to a variety of stakeholders.



teaching that engages

As students enter the upper elementary grades, they collaborate on projects that answer Driving Questions. They learn to develop problem-solving skills and to use technology to make connections.

Connect Students use technology across the curriculum to access expert audiences, places and resources right from their classrooms. For example, students might Skype or video-conference with a docent from the National Underground Railroad Freedom Center while working on a project about global human rights.

Collaborate At the heart of project-based learning is purpose-driven collaboration. Students learn to use effective collaboration skills by taking responsibility for their words and actions, listening with empathy, giving and receiving feedback, and committing to the shared success of the group.

Imagine With project-based learning, good driving questions do not always have a single correct answer. Through effective project design, teachers craft the learning experiences. Students must tap into their knowledge base and use their imaginations to conceive a variety of solutions to the driving question.

Apply With project-based learning, students are presented with new knowledge and concepts through driving questions and then given opportunities to apply them through a project or presentation. This culminating event creates an authentic context and establishes a purpose for learning.



culture that empowers

As students transition from elementary to secondary school, they begin to draw on their elementary school experiences and use their understanding of project-based learning to transform their work as young adults.

Create Project-based learning sets students’ creativity free. Working individually or in groups, in spaces designed for collaboration, students create solutions to authentic problems and share their work.

Think Project-based learning units always begin with a driving question that is relevant to students’ learning and their lives. They ask questions and evaluate the resources available to them. Students are required to think critically. They use contextual evidence to support their claims.

Expand Students take what they learn and use their culminating projects to demonstrate principles, experiment with outcomes, and apply what they know. This helps them expand their knowledge acquisition.

Integrate Students integrate their learning across content areas through project-based learning. Students take academic courses that are relevant to their interests and combine that interest with foundational information and leverage.



technology that enables

As students look forward to life after high school, they continue to develop and strengthen those skills that will make them successful in both college and the work force.

Impact In a project-based learning environment, teachers are facilitators, leaders and mentors who listen and guide students as they model professional behavior. Students use their learning to impact their future as they transition into the college and career arena.

Innovate With inquiry-based learning, students follow a trail that begins with their own questions. This leads to a search for resources and a variety of answers that results in generating new questions, testing ideas, and drawing conclusions. With real inquiry comes innovation - a new answer to a driving question, a new product, or an individually generated solution to a problem.

Lead As veterans of the PBL process, high school students are positioned to lead: in the classroom, in the school, in the local community and in the broader world around them.

Network Winton Woods students, both in person and via technology, connect with local leaders as well as global experts. Through these networking experiences, students are able to find experts for authentic input into products and are exposed to a variety of careers.



outcomes that matter