



Mission Statement

Tech International Charter School will offer its students a rigorous, technology enhanced, internationally focused education that develops critical thinking skills, and builds outstanding academic achievements using a combination of traditional and innovative pedagogies.

Tech International Charter School will instill the following in each student:

- Mastery of academics, work habits, and the lifelong skills necessary for college preparation and beyond;
- Clear expectations of international responsibility through experiential learning of our shared humanity and cultural differences.

Core Values

Every day and all day, inside and outside of our school, all members of the TI community embrace and practice the school's core values of TI PRIDE:

Plan B: Have a Plan B – another way to solve a problem, to find a solution, to persevere in the face of obstacles

Resilience: Develop the resilience to confront challenges with confidence

Integrity: Possess the integrity essential for being a local and global citizen

Dedication: Devote best efforts to all endeavors

Empathy: Demonstrate empathy and understanding for others



The Tech International Story

The vision for Tech International Charter School grew out of the passions of two career educators who have identified the need for a unique pathway to educate children. Driven by their desire to close the digital divide and to enable young people to develop international awareness, founders Steve Bergen and Adjawah K. Scott translated their vision into a plan for an innovative middle school that would serve children in grades six through eight in New York City School District 10 in the northwest section of the Bronx.

The initial work took place over more than two years ago, culminating with the State University of New York's (SUNY) Board of Trustees granting TI's charter in September 2011. The only community-based charter school to gain approval for 2012, Tech International Charter School also received the second highest score on SUNY's rubric of the twelve schools granted charters.

In the fall of 2012, TI will open with an inaugural class of about 132 sixth graders. The school will grow each of the two following years when the first sixth graders become seventh graders, then eighth graders, while a new group of sixth graders will enter the school each year.

School Leadership Team

Executive Director



Steve Bergen, an innovative and effective educator, has more than thirty-seven years of experience as a math teacher, computer teacher, math department head, director of technology and chief information officer. As the co-founder in 1982 of The Original Teaching Company, Mr. Bergen developed Summercore, a professional development training program on software, hardware and humanware, which has served more than 2700 educators at over 50 schools. In 2007, Mr. Bergen created Tech Saturdays, a community outreach program, dedicated to closing the digital divide by providing computer training and equipment to families in Harlem, the Bronx, and Brooklyn. Mr. Bergen earned his bachelor's degree in mathematics at Connecticut College, while simultaneously completing a master's degree in mathematics at Wesleyan University.

Principal

Adjowah K. Scott served as the Head of the Lower School and Director of Academic Support Services at The Children's Storefront, a pre-K-8th grade tuition-free independent school in Harlem. Prior to Storefront, Ms. Scott worked in the Rochester public schools with special education students. In these settings, Ms. Scott developed critical relationships with the regional committees on special education to ensure that the needs of her students were met. Ms. Scott's extensive international experience includes student teaching in Wales while studying at the University of Carleon, being named a Fulbright scholar for work and study in Japan, and leading a group of humanitarian volunteers in Ghana. Ms. Scott has also taught ESL and GED preparation classes for the Adult Learning Center at Hostos Community College in the Bronx. In addition to completing her undergraduate degree at Nazareth College of Rochester in English with a focus on professional communication and Information Design, Ms. Scott also had a concentration in elementary and special education. Ms. Scott has a master's degree in educational administration from SUNY, Brockport, a certificate of advanced study, and New York certifications in administration, pre-kindergarten, K-6 grades, and special education, grades K-12.



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Innovative and Traditional Education for Students and Teachers



Within an extended 8-5 school day, TI students will pursue both traditional academic classes and project-based learning. The Core Knowledge curriculum, developed by E.D. Hirsch, informs elements of the academic program, which is aligned with the Common Core State Standards. Every school day has extended time for literacy instruction, a priority given the crucial role reading plays in all academic endeavors:

Reading is the skill. Teaching students to unlock the full meanings of the texts they read is the single most powerful outcome a teacher can foster. If your students can read well, they can essentially do anything.

- **Teach Like a Champion** by Doug Lemov

Technology infuses many aspects of the program, primarily as a tool to increase students' basic skills and to enable global awareness. With a computer and an e-reader provided by the school, every student will also be able to take advantage of technology when the school day ends. The school aims to have students understand the life-long nature of learning, which TI educators reflect. All faculty participate in ongoing professional development, which often focuses on student data, gathered in every class every day and through interim assessments. Through such data analysis and collaborative practices, teachers can identify and target students' areas of need. Finally, the program reflects a keen awareness of middle school students and how best to build the essential skills that will enable them to succeed in high school, college, and beyond.



Community Commitment: Tech Saturdays

Tech International Charter School's commitment to closing the digital divide extends beyond TI classrooms through Tech Saturdays. TI has become the home for Tech Saturdays, a program started by Steve Bergen in 2007, dedicated to providing technology and technology instruction free of charge to families in Brooklyn, Harlem, and the Bronx. TI students volunteer in the program, as do adult volunteers from all over New York

City. Since 2007, Tech Saturdays has given over 400 computers to families throughout the city. More than thirty independent schools have supported Tech Saturdays through computer donations, and more than 75 adults have volunteered in the program. With a new and permanent home at TI, Tech Saturdays will expand to encompass new technology education opportunities for TI families and the greater Bronx community and beyond. Tech Saturdays is largely supported by the organization Friends of Tech International.



I think Tech Saturdays is a vital program for families of color who may not have other means to obtain a computer. Without a computer in the home it is very hard for our children to do their best. They need computer skills and access to the web. The world is ever changing and without a computer our children cannot be expected to compete with other cultures across the globe. Thank you, Steve and Adjowah, not only for the computer but also the training and the constant tech support. Continued success!

- Latesia von Horton, mother of 7th grade student, January 18, 2011

International Partnerships

In pursuit of the school's mission, Tech International Charter School is building partnerships with six schools around the world. Each partner school has the enthusiasm and commitment needed to walk the walk and not just talking the talk about international responsibility. As a result of consistent communication between varied practitioners from each school site, the goal of sessions will be designed collaboratively to benefit each partner. Through these individual partnerships, students will email, Skype, blog and develop collaborative projects highlighting integration of academic content and the arts. Further, students will share writing and videos focused on common academic pursuits. The partnerships also enable teachers around the globe to share best practices and materials. At the heart of the partnerships is the desire for school communities to expand their global awareness and their understanding of other cultures and traditions to increase a sense of shared humanity.