

NH Summit: The Uphill & Downhill Climbs of Educational Change

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NHDOE Teacher Preparation Program Approval

- Educators, school leaders, and those who provide pre-service and in-service support for them know that "21st century" or "digital age" children bring new ways of thinking and learning to today's classrooms, and thus present unprecedented challenges for teachers.
- How do we teach an increasingly diverse population of kids used to multi-tasking who grow ever more impatient with our lecture-centric educational model?
- How do we help kids to develop a new set of skills for citizenship and economic and educational opportunity in the 21st century?
- What does this mean for our curricula, pedagogy, and assessments?

- How do we ensure that the ways in which we evaluate educators and school leaders is sensible -- based on educational practices known to optimize student learning and well-being?
- Are evaluations based on research about the impact of an affective learning climate on student learning and research on educator retention in the profession?
- In other words, how can we best evaluate educators in ways that optimize rather than dismiss and demolish morale for students and educators?

- Educators, teacher educators and policy makers alike struggle to articulate just what we mean when we use terms like "21st century" educational practice. What does that really mean, and what does it look like?
- New Hampshire is the first state in the nation to undertake a statewide dialogue and educator-led initiative to adapt our professional practices to the challenges of this new millennium.
- At a statewide invitational summit in May 2010, nearly 150 stakeholders gathered to define and realize our shared vision for New Hampshire's children, their educators, and those who lead and prepare them.

In 1989

- National Council of Teachers of Mathematics started national conversation
- Developed national standards for student work, curriculum, assessment, pedagogy...
- Other national conversations...in science, social studies, language arts...
- Educators owned professional dialogue about change

Federal grants for state curriculum framework development & implementation

- Grants for states to adapt national standards. create state standards, develop statewide assessments, professional development systems...
- Use “valid and reliable” instruments to assess impacts of standards-based reforms on student learning
- Testing infused into standards-based reform

16 Years later: the changing landscape for educator preparation

21st Century

- 21st century kids
- 21st century skills
- 21st century learning environments

Policy

- Federal accountability policies

Demography

Competition

21st Century Students

- More Diverse
- Technologically Savvy (“digital natives”)
- Different cognition

(iBrain: Surviving the Technology Alteration of the Modern Mind)

21st Century Skills

- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

Tony Wagner *The Global Achievement Gap*

21st Century Learning Environments

- Face to face
- Community based (extended learning opportunities)
- Hybrid
- Online

International Association for K12 Online Learning: 50% of
PreK-12 classes will be partly or entirely online by 2019

Federal accountability policies

- SFSF
- RTTT
- etc.

- Link evaluation of educators, schools, districts and preparation programs to PreK-12 learning results
- How a state operationally defines PreK-12 student learning will be very important

Demography

- Imminent large-scale retirement of baby-boom educators
- Over next 4 years could lose 1/3 of P12 educators to retirement
- Need to rethink role of educators and how we staff schools
- <http://nctaf.org/documents/NCTAFLearningTeamsPolicyBriefFINAL.pdf>

Competitive Forces and Teacher Education

- For-profit institutions
- Online education
- Alternative certification
- Skepticism of state and federal policy makers
- Adjuncts replacing full-time faculty

Learning Teams, Learning Studios

- From teaching organizations to
 - ...learning organizations
- From solo practitioners to teams
- From delivering content to facilitating constructivist learning
- Learning results, learning opportunities, learning climate

Reclaiming the educational transformation conversation

- What does “21st century education” mean and really look like
- www.redefineteachered.org
- www.nhsummit.org
- Statewide network of P20 partnerships
- Statewide network of teacher educators
- Enlist business leaders as allies (standardized tests don't assess 21st c. skills)

21st Century teaching

- Facilitate highly engaging real-world learning
- Draw on informal learning environments (“extended learning opportunities”)
- Participate as members of learning teams
- Use digital age learning tools
- Personalize learning plans for each student
- Use student assessment data to revise learning plans/experiences
- Ourselves be lifelong learners

21st century educator preparation

- Model research-based pedagogy
- Use interdisciplinary inquiry
- Engage preservice educators in informal as well as formal learning environments
- Prepare teachers for hybrid & online education
- Use learning teams to prepare future teachers
- Use simulations
- Model highly differentiated instruction
- Use data to assess 21st c. skills & knowledge
- Prepare teachers for lifelong induction

State policies

- Reward intensive faculty engagement in clinical supervision
- Create state data system that enables local educators to flag student learning priorities
- Reduce # of state certification standards
- Approve prep programs based on extent to which they use data to drive their own change
- Apply different standards for new, experienced, master and mentor educators
- Mobilize educational researchers to respond to LEAs' learning improvement priorities
- Use performance based assessments of teachers

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