

## ***Transformation: Redefining Public Education For the 21<sup>st</sup> Century***

Dr. Virginia Barry, Commissioner, New Hampshire Department of Education - “This is the first-in-the-nation statewide conversation focused on redefining educator development for the 21<sup>st</sup> century.”

Dr. Robert McLaughlin, New Hampshire, Department of Education - “Four Goals of the New Hampshire Summit around transforming educator development and schooling for 21<sup>st</sup> Century learners and say, what does that mean in New Hampshire? What does that mean anywhere?”

- 1. Help higher education partner with K-12 schools***
- 2. Form statewide IHE network***
- 3. Identify necessary resources and policies***
- 4. Enable educators to take back the school transformation conversation***

Dr. Denise Littlefield, Assistant Professor, School of Education, Southern New Hampshire University - “What are the pieces that New Hampshire already possesses: that will facilitate the transformation that we are looking to have.”

Dr. Judith Fillion, Division Director, New Hampshire Department of Education - “I’m involved in rule making, so when you make reference to standards, those are administrative rules.”

***In 2005, the New Hampshire State Board of Education made historic changes to the K-12 School Approval Rules***

***The Carnegie Unit (credit based on seat time) was eliminated.***

Dr. Milton Chen, Senior Fellow, George Lucas Foundation - “New Hampshire may be the first state to have abolished the Carnegie Unit. It [the Carnegie Unit] has hampered our efforts to have more flexible kinds of learning.”

***Districts must move from time-based to competency- based grading.***

Fred Bramante, former Chair and current Member, New Hampshire State Board of Education - “Any way that a student can demonstrate that he or she has mastered the required competencies, they can now get credit.”

Nick Donohue, President and CEO, Nellie Mae Education Foundation, former New Hampshire Commissioner of Education - “If there’s a policy rage in the nation brewing, it’s around this notion of competency, and knowing it, and showing it when you know it, and moving on which will be a game changer for us in terms of educational structures and accountability.”

Fred Bramante - “A number of school districts throughout the state are still giving a’s, b’s, c’s, d’s, and f’s. And I sit there saying, “Well, how do you get a C, D, or an F in a competency based grading system?””

***Regulations now allow credit towards graduation for:***

- |                            |                          |
|----------------------------|--------------------------|
| <i>Private Instruction</i> | <i>Internships</i>       |
| <i>Independent Study</i>   | <i>Apprenticeships</i>   |
| <i>Work Study</i>          | <i>Teams</i>             |
| <i>Online Courses</i>      | <i>Performing Groups</i> |

Dr. Irv Richardson, Coordinator of Public Education and School Support, NEA, New Hampshire - “We’re still on a calendar which assumes that people work in the field for the summer and we know by research what kind of back sliding many children do and, yet, that’s a common place that we accept.”

***Districts now have flexibility in developing school calendars.***

Dr. Leo Corriveau, Superintendent, Mascenic District, New Hampshire - It isn’t easy to change your calendar, but when teachers get the time they need to do these kinds of things, to change the way we run schools, and they’re involved in the planning, they support it.”

Nick Donohue - “This is not about shifting the schedule a couple minutes at the end of the day anymore. It’s about rethinking the school year.”

Fred Bramante - “We have a stated goal from the Department, the State Board, and the Governor’s Office, zero dropouts by 2012. The way this happens is you let these kids take ownership of their learning with educators as the facilitators of the process. We’ll let them do it their way, but the standards are raised.”

### ***So...how is transformation progressing in New Hampshire?***

Ted Comstock, Executive Director, New Hampshire School Boards Association - “The School Boards Association was happy to be on the forefront, with Fred, to help develop some policies for school boards to follow to get to that place. But, we’re not making as much progress, in my view, on that as we should be. We talk like futurists, but, we are sort of traditionalists in the way we go about our business.”

Mary Heath, Dean of Education, Southern New Hampshire University - “The rules that we’re discussing really actualize a vision for what we want teacher education to look like. What are the skills and strategies that they need to have in teacher education preparation programs? We have these wonderful visions of what it can be, but then, we have to translate it into what does it look like? How do we assess whether or not your teacher candidates are ready to go out into our schools?”

Dr. Cathy Higgins, Director of Education Technology, New Hampshire Department of Education - “How do we make sure that teachers will engage in a different kind of professional development?”

Karen Soule, Chair, New Hampshire Professional Standards Board - “It’s not about the teaching, it’s really about the learning, and we have to change some of our habits. The policies are what is going to drive this.”

Steve Guyer, President, New Hampshire Association of School Principals - “For the first time in a long time I think some of the things we are doing are going to make a difference: out of school learning, alternative pathways. Those are the things, I think, that have a great future for us.”

Laura Hainey, President, New Hampshire AFT - “If we want teachers and leaders, we need to treat them as real reform partners.”

Fred Bramante - “There is a, generally speaking, shared vision, and, what is missing is how do we put this together to implement?”

Ted Comstock - “The shared vision thing is shared, but the commitment to action, when it requires sacrifice to get there, is not always shared. We’ve got to get beyond the talk and walk the walk, as they say.”

Dr. Alan Pardy, Executive Director, New Hampshire Association of Special Education Administrators - “The need for the role of teachers to change dramatically is what I’m taking out of the last 24 hours.”

Kim Carter, Executive Director, QED Foundation - “What assumptions do we need to test, do we need to challenge?”

Tom Carroll, President, National Commission on Teaching and America’s Future - “This is pretty impressive. It’s basically the teacher preparation community in the state assembled here. What matters most in the 21<sup>st</sup> Century is less teaching and more learning. I call it the “learning age” because learning is no longer preparation for a job; learning is the job. Our schools need to look like the places that students will live and work for the rest of their lives.

“If all we do is to succeed at giving today’s students a better factory era education, then the future’s already over. Schools of education need to get out of the teacher preparation business. You need to be in an educator talent development business. You need to get out of the teacher preparation business, and, you need to do it fast, because the world around you is changing, including the education world around you.”

“The 21<sup>st</sup> century is going to begin when we abandon schools that are dedicated to the delivery of text-based, graded instruction in stand-alone classrooms.

“I’m afraid we’re not in the 21<sup>st</sup> century yet, at least not in education. We have to get out of this idea that we are going to staff schools with single, stand-alone teachers in classrooms and start creating learning teams.

Collaborative learning spaces like we have in the rest of our economy, everywhere we go.

“What would these teachers need to do if they were working in learning organizations? They’d be developing “learning-age” competencies. Just as a quick summary: Core competencies, things that you know happen in schools; creative competencies; communication competencies; cultural competencies.”

***They Will Develop Learning-age competencies***

***Core Competencies: in language arts, reasoning, information, literacy, mathematics, science, and social sciences necessary for college and workforce success.***

***Creative Competencies: including creative expression in the arts, critical thinking, innovative and collaborative problem solving and resourcefulness.***

***Communication competencies: with languages, digital media, social networking and content creation technologies***

***Cultural competencies; including cultural understanding, personal and communal responsibility, adaptability and resilience and ability to engage in production teamwork and active citizen participation***

“These are not things that you teach. These aren’t things that you learn from a textbook. These are things that you learn by doing, by working in collaborative teams in project-based learning environments.

“So, the teachers need to learn to facilitate this competency development in their students, but the teachers also need to develop these competencies. If you’re ready to get serious about getting out of teacher preparation and into educator talent development, what talents do they need to develop, these are talents they need to have. You need to ask yourself are your graduates leaving with those competencies?

“In education, we immediately see personalized and we think, “Okay, it’s the teacher’s job to personalize the learning for the student, to kind of tailor

the learning to the student.” No! It’s the learner’s job to personalize the learning, and, it’s the teacher’s job to facilitate that personalization.

“We’ve gone from the stand-alone teacher of the 50’s to the stand-alone teacher of the 21<sup>st</sup> century. And, as good as she is, she’s a young teacher, she can’t do anything to learn from even better teachers who are in her school or in her district because we’ve got a stand-alone teaching model entrenched from the 1900’s in the 21<sup>st</sup> century. It’s 2010. And as good as Mrs. Jones was, she’s gone. Because she wasn’t satisfied with that either.”

“Developing future Educators: There’s three ways to do it and only one will lead to the future.

- 1. Design campus-based teacher preparation improvements with new courses and programs...to prepare better stand-alone teachers who deliver text-based instruction in yesterday’s self-contained classrooms.*
- 2. Create new partnerships with mentored induction programs, professional development schools, teaching coaches, and innovative technologies...to develop better stand-alone teachers who deliver text-based instruction in yesterday’s self-contained classrooms;*
- 3. Replace teacher Preparation with educator Talent development from career pipelines to career lattices that support mass career customization. From preparing teachers to developing learning experts and learning facilitators. Educator development becomes project-based-learning in which the project is to learn how to facilitate learning.*

“If all we’re doing is developing better stand alone teachers for self contained classrooms, we haven’t changed anything you have to change the business model. The third way is to replace preparation get out of the teacher prep business. Get into the educator development business. The first two, you haven’t changed anything. Prepare learning experts, learning facilitators, and make educator development be project-based learning.

“Why are we still asking her to do this toughest job we have alone? It’s just not acceptable anymore. We have to break out of that and give these teachers the teamwork and the support they need to succeed.

“This sounds like a school with a fair number of children who need strong adult, stable continuity presence in their lives and you’re it for 116 kids, and,

we're saying that's too much to ask you to do. We need to bring more people to the game. We need to bring some retired teachers to back you up, we need to bring some people from the private sector to back you up. So all of a sudden instead of you and 116 kids, it's you and about a dozen adults working in teams with these kids which you're leading—the teams.”

***It's no longer classroom based...It's project based learning***

“So, we just have to simultaneously change the business model. If we try to piece meal it, we'll get stuck.

“What if somebody in the community knows more than the certified teacher? How do we use that resource? What if one of the students knows more than the certified teacher?

“With the massive shift we have going on in our economy, this kind of change could happen in 5-8 years. We're kind of startled at how fast it's going in the project sites we're working with.

“Always end with Margaret Mead who said, “Never doubt the power of a small group of thoughtful committed people to change the world.” That's the way it's always happened. You're a big group of thoughtful, committed people and you can change the world in this state. So, let's do it. Thank you.”

Mary Heath - “What does all this mean in a time of economic stress? It could be good news for augmenting change. It's going to force us to focus on rethinking how we work. But, how are we going to make this work?”

John Shea, Past Principal, Spaulding High School, Rochester, NH, Co-founder High Tech High, San Diego CA - “Our five design elements moving forward are integrating learning, not forcing departments together, but getting rid of the departments, and organizing the very curriculum around answering questions and solving problems. History, English, Science, Math, as traditional departments disappear and the organizing structure becomes questions and problems. The four-year model, and, even the language, Freshman, Sophomore, Junior, Senior, disappears. Schools of education can't prepare teachers to go off into high schools that don't exist, and, high schools can't do things differently until we start getting folks coming out of

teacher education programs that are prepared to do things differently. We have to partner.”

Dr. Phil Littlefield, Superintendent, Hooksett, NH - “We need to revisit the master teacher certification, redefine it from a competency-based point of view”

*[Brief video of excitement vs. boredom]*

Dr. Chris Dede, Wirth Professor on Learning Technologies, Harvard, University - “The big challenge we face is that often what our students do outside of school looks much more like 21<sup>st</sup> century work than what they do inside of classrooms.

“A problem like global climate change, a problem like the world financial meltdown, a problem that is, in fact, a suite of inter-related problems, so complicated that no single person no matter how smart, no matter how well educated can understand it. So, you have to have a team of people with complementary strengths and knowledge. There’s not a curriculum, there’s not a teacher, there’s not even a central mentor, but there is the opportunity for a lot of kinds of apprenticeships and tacit learning through experience. We’ve never been able to do it in classrooms because classrooms, by definition, are remote from the real world.

“So, imagine the educational system where outside of school hours, outside of the custodial function, there are parent tutors, informal educator coaches, and community mentors that are part of formal education. They’re paid, they’re licensed, and they work in complement with teachers.

“And, schools of education are different because now you’re not just preparing teachers, you’re preparing tutors and coaches and mentors, all together in a rich kind of orchestration.

“What does that model look like? And, I don’t believe it looks like just schools on steroids. Transformation is not saying, “Let’s blow everything up,” but, it is saying, “Let’s make some leaps.”

“How do you pay for all this? You don’t have to pay for it as an add-on if you take advantage of the ways that you can save money redefining the nature of educational work.

“When an institution is so effective at resisting change that no amount of disfunctionality will stop it, then there’s a disruptive mechanism that comes into effect where people simply ignore it. And I think it will be a tragedy if public education ends up having to be disrupted.

“It’s harder to change a university than to move a cemetery...even though the two involve similar skills. So, I am losing faith at this point in evolutionary models.”

“We’re good as adults at learning. Unlearning is much harder. All of my almost unconscious beliefs about teaching and learning and schooling that came from years of immersion as a student in the traditional system and then years of teaching in relatively conventional ways, before I started trying to reinvent what I was doing. And unlearning is much harder than learning because it involves emotional and social support.”

### ***Education nation: 6 Leading Edges of Innovation in Schools.***

Dr. Milton Chen - “Can the US become an education nation. This is the challenge before us all. Can we really begin to create a new kind of learning society?”

“If you could combine the strengths of a formal education with informal learning, we’d really have something.

“When learners are leading their own learning, that’s what we want. What they are doing outside of the school context can be brought into your schools of education, into your courses, and into your teacher development. I do believe that these digital learners are carrying this change in their pockets. Just as you are. By carrying these digital devices, with access to the Internet, we can totally transform when, where and how learning happens.

Dr. Paul Resta, Professor of Instructional Technology, University of Texas, Austin, TX - “Technology is changing, knowledge is changing, the learners are changing, but the question is, is teacher education changing? Students are spending over 7 ½ hours each day engaged with media.

Stephen Jury, Vice Chair, Board of Directors, Prometheus Corporation -  
“When they’re at home the first thing they do in the morning is get connected, and, when they’re at home, they’re heavily connected. They even manage to get connected at lunch time, but, of course, the time when they’re not connected is when they’re at school.”

Paul Resta – “At the meeting, presidents from African universities and even in China, I was very impressed that they are already looking forward and making plans to incorporate mobile phones as part of their national educational strategy.

“By 2019 half of all the courses that will be available will be courses that are available on line courses.”

Cathy Higgins - “How do we make sure that teachers will engage in a different kind of professional development? How do we budget for the essential online education resources that must be available in a 21<sup>st</sup> century learning environment?”

Paul Resta – “Perhaps, the most important 21<sup>st</sup> century skill that we need to impart to our students is that of the learning skills because we know that they are going to have to possibly reinvent themselves as new technologies and new knowledge create, basically, new types of jobs.”

Stephen Jury – “The non-routine, interactive and the non-routine, analytical skills are the skill sets that will be increasingly in demand in the future. The employers view on what the highest ranking skills are: professionalism, work ethic, team work, collaboration, oral communication, ethics, responsibility, reading comprehension, critical thinking, problem solving, The ones that are kind of easy to teach in terms of the cognitive skills are the ones where, actually, they’re easy to outsource, to digitize.”

Paul Resta- “And many policy makers at present are not seeing teacher education institutions as really part of the solution, but, perhaps part of the problem. And so we need to change that. If teacher education doesn’t do this, it’s very clear that others will.

“Redefining teacher education to prepare educators to help create the schools that we need rather than the schools we have.”

Stephen Jury – “It’s about categorizing the people you deal with by their ability, and their willingness to change –The learners inherit the earth while the learned find them beautifully equipped to deal with a world that no longer exists. It is not the strongest, nor the most intelligent, who survive, but, the ones most responsive to change.”

Nick Donohue – “Everybody here has been involved in change efforts and we all have that little thing in the back of our mind about will this be different? It isn’t about thinking about squeezing some more blood out of the rock around school funding, it’s about thinking fundamentally differently about money.

“You need to have a shared benefit for the people who are playing the role of part time educators. And like higher Ed, at some point the adjunct educators will make up the majority of teachers in K-12 education.

“Institutional streams of resources in a deeply personalized, decentralized, student-centered environment will not continue to go only through institutions. Things are going to get cut. The question is how to move toward integrated, creative, student-centered designs with less money and do it year round. Well now, that is a challenge. How is this an opportunity?

“If we are willing to pay for the achievement of competency versus endurance, right, then are we willing to pay someone directly who demonstrates competency? Not the teacher, or the system, but the learner. If a student comes to your community and is able to actually test out in all the material over a year or so because they do self-acceleration, do they get a check with their certificate? Now, as nonsensical as that sounds, I don’t think that’s the future system, but, that scenario, and, it’s actual cogency given the notion of competency, points out and illuminates the issues that relate to school funding. Cause we are in a big mess this way. We do not have it figured out.

“And, as each of you moves through a stage from information, through personal concerns to what it takes to do and into implementation, you will forget the concerns of other people. And, we can’t do that; especially, if we want to enlist the greatest army known to education reform which is our teaching core.

“There’s one of [cartoon] a couple of native Americans standing on the shore in a place that’s got to be New England and there’s a couple of ships out in the harbor and the byline, of course, is, the quote on the bottom is “If we ignore them, maybe they’ll just go away”... and unfortunately we in this room have a challenge because the things you aspire to all the contextual stuff I talked about the accountability, assessment, standards, teacher rules, you were invited to give input to your state policy makers because they are open—I’ll tell you that’s not enough because I’ve lived that role. If you think that the folks, that Ginny and her colleagues at the State Board are just sitting there not pulling the trigger on bigger policy issues, you’re wrong. It’s not a matter of just knowing what needs to get done; it’s providing the political and public will and pressure to get it done. And that’s about making a decision about trying to build public demand.

“Our institutional systems are resilient. They’re resilient to change. If school and education is like an old house, we cannot put on a new coat of paint, or build new appliances, or even add an addition; we need to get down to the foundation. People understand this more than you might know. We are the ones who are in love with our model. The customers are in love with their children. And all they want is our undivided attention on building promising futures for them. That’s all they want. They don’t care how we do it. We say they’re in love with the classrooms they grew up in. They are, they don’t have anything better to love.

“Tom Carroll, I believe, used the Margaret Mead quote that said never doubt that a small group of Thoughtful committed people can change the world. And I would ask you what could a small group of thoughtful, committed, dissatisfied people do? What can a larger group of thoughtful, dissatisfied, committed, and informed people do? An so, my real question is just what can you do? “