

The New Hampshire Journal of Education

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Inspiring Engaged Instruction to Address the Common Core

PRINCIPAL
PROFESSIONAL DEVELOPMENT
ENGAGING LEARNERS
INSTRUCTIONAL LEADERSHIP
CRITICAL THINKING
PARTNERSHIPS
LEADERSHIP
ACCOUNTABILITY
DATA TEAMS
COMMON CORE STANDARDS
COLLABORATION
TEACHERS
STUDENT ACHIEVEMENT
CREATIVITY
READING
DIFFERENTIATION
EMPOWERING VOICES
ENGAGEMENT
RIGOR
LEARNING
INSTRUCTIONAL STRATEGIES
PLACE-BASED LEARNING
SCHOOL
MOTIVATION

THE NEW HAMPSHIRE ASSOCIATION FOR
SUPERVISION AND CURRICULUM DEVELOPMENT
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The New Hampshire Journal of Education is published for public school administrators and educators, curriculum specialists, school board members, and higher education administrators and educators, as well as anyone with an interest in the progress of education. We welcome your questions and comments.

Marianne M. True, Editor
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From the President of NHASCD



“In the field of education, for instance, researchers have discovered that successful schools are distinguished not so much by the content of their curriculum or the quality of their teachers, important as those factors may be, as by the schools’ embeddedness in a broader fabric of supportive families and communities.”

Robert Putnam of *Bowling Alone* fame, a New Hampshire summer resident, wrote those words in *Democracy’s Victory and Crisis*, and they come to mind frequently in the face of criticism about public education. America’s public schools serve our nation remarkably in the face of extraordinary challenges—shrinking budgets, ever-complex social issues, growing poverty, and often a lack of public will to support complex and daunting challenges. Public education forms the backbone of our common experience, providing artists, workers for America’s businesses, doctors, lawyers, innovators, and informed citizens.

Yet, in the last 25 years, public will and support for schools have weakened as the problems have become more difficult. There are, at times, specious issues that serve as distractions to improvement. Time is money, and time is squandered in criticism rather than harnessed in finding solutions. If improvement is the goal, policies that are likely to produce that result should be supported. It is satisfying to be a part of the whole when that whole is searching for ways to make things better; it motivates. NHASCD’s focus

this year is “Inspiring Engaged Instruction to Address the Common Core.” Teaching writing, reading and math to a high standard and with intentional design inspires educators and holds the promise for improved educational outcomes. When public policy aligns with system improvement and building individual capacity within the system is a priority, schools and youngsters flourish.

There is a wide spectrum of challenges and opportunities in schools today. Schools will continue to be held accountable, but they must also be supported to build human capital and increase professional capacity. Results are positive when teams of educators discover together creative and inspiring ways to teach math and writing not always in a math or English class but across all subjects and not always in a classroom. Internships and independent study supported by educators help youngsters to develop increased competency. NHASCD supports, celebrates, and shares good instruction.

NHASCD is in the business of building capacity—in workshops, through the newsletter, in online chats. NHASCD collaborates with Plymouth State University in producing this educational journal. Our organization, numbering almost a thousand New Hampshire educators, seeks to support education within a broad and supportive community of learners and to serve as a catalyst for conversation and action in order to inspire excellence in teaching and learning. NHASCD celebrates work that embeds schools “in a broader fabric of supportive families and communities.” It is an honor to serve the educational community.

Sincerely,

A handwritten signature in cursive script that reads "Roberta Tenney".

Roberta Tenney
President, NHASCD



Foreword

This year's theme for the *New Hampshire Journal of Education*, "Meeting Standards and Engaging Learners," has been explored in a myriad of ways in the articles that grace the pages of this,

our 17th edition. The first section of this year's edition addresses the Common Core, a topic of much debate in New Hampshire this year. NHASCD 2013–14 conference speakers Lucy Calkins and Grant Wiggins share their thoughts on addressing the Common Core standards. Next, Scott Laliberte discusses the CCSS relative to research skills. Finally, W. Harrison Little shares his experience sharing CCSS directly with his 6th grade class as a means of collaboratively exploring learning targets.

Our "Practitioners Speak" section continues to be a place where practicing professionals share their insights and ideas. Here, Ann Berry discusses an evidenced-based method of teaching writing. Barbara O'Brien Lane reflects on her work as a primary educator who encourages her students to pose thoughtful questions as they explore their own learning. Next, Gerard Buteau, Anne McQuade, Tina Proulx, and James Stiles describe a university-public school partnership that focuses on literacy and the English language learner. Finally, Laura White describes the effective use of place-based education in her classroom as her students explore New Hampshire history.

Practicing professionals continue to challenge us to consider innovative approaches to education in the "Call to Action" section of the journal. Michael Kopish, Jenna Stapleton, and Alison Wenhart encourage our readers to think about planning for social studies instruction in an age of Common Core standards. Beth Olshanky challenges us to think differently in order

to address varying learner styles and Common Core standards. Linda Carrier completes this section of the journal by encouraging building-level leaders to take the steps necessary to become strong instructional leaders.

Contributors to our "Leadership in Action" section know firsthand the challenges that leaders in today's schools face. Pamela Stiles shares the results of her system-wide approach to improving student achievement, while Susan Gringas Fitzell outlines things leaders should look for when observing an inclusive, differentiated classroom. Finally, Principal William Carozza discusses the positive effects sustained professional learning communities can have over time.

Many thanks to President Sara Jayne Steen, Provost Julie Bernier, and Dean Gail Mears for their continued support of the journal. And to my colleagues and friends on the NHASCD board, who continue to provide important professional development opportunities that serve as "catalysts for conversation" for educators throughout New Hampshire and beyond. Sincere thanks to my co-editor, Stacey Curdie-Meade, whose wisdom and dedication contribute so much to this journal, and to Lisa Prince, Joyce Weston, and all those in Public Relations who help to make the journal a reality.

I hope the articles that follow will inspire and encourage you to continue your collaborative efforts to ensure the success of our 21st century learners.

Sincerely,

Marianne M. True
Editor, *NHJE*



Letter from Dean Mears

It is my distinct pleasure to welcome you to the spring 2014 edition of *The New Hampshire Journal of Education: Inspiring Engaged Instruction to Address the Common*

Core. With all but four states adopting the Common Core State Standards (CCSS), this marks the first time that states have coalesced to ensure common learning outcomes. New Hampshire's adoption of the CCSS demonstrates our state's commitment to quality education, better prepares students to compete in national and international arenas, and addresses the promise that all students will leave high school career or college ready.

The CCSS present an exciting opportunity to revise K–12 education yet pose pedagogical dilemmas across the curriculum to be resolved. The CCSS outline what students need to know and be able to do, but they do not dictate how to achieve these ends. ASCD identified in its report *Fulfilling the Promise of the Common Core State Standards* that educators need to have a deep understanding of the standards and need to envision the curriculum in light of the standards rather than simply align the curriculum with the standards. To fall back on Piagetian developmental concepts, we must move beyond assimilating these standards into our current modes of operation and instead accommodate the CCSS through a curriculum transformation that emerges from the standards. This will require a major shift in pedagogical perspective and active collaboration at all levels across the curriculum and across institutions.

While we seek to implement the CCSS, we are simultaneously engaged in statewide and national conversations about the role of creativity and innovation in education. On all fronts we see a move to engaged learning, authentic assessment, and meaningful application of knowledge. The essential question seems to be, How can we foster students' abilities and appetite for critical thinking and innovation within a framework of common knowledge and skills? This is no easy task!

Resources like *The New Hampshire Journal of Education* provide forums to explore the complex, significant, and sometimes vexing issues of a meaningful implementation of the CCSS. I am grateful that Plymouth State University, in partnership with NHASCD, is able to provide this opportunity for educators to participate in this exploration.

I want to thank to all our contributors; our co-editors, Dr. Marianne True and Dr. Stacey Curdie-Meade; and all of you for engaging in this most important exploration. Together we can co-construct optimal learning environments for New Hampshire students.

I look forward to our ongoing collaborations!

Sincerely,

Gail Mears, Dean
College of Education, Health, and Human Services
Plymouth State University

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