

The New Hampshire Journal of Education

VOLUME XV SPRING 2012

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community
accountability
teacher effectiveness
21st Century learner
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The New Hampshire Journal of Education

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The New Hampshire Journal of Education is published collaboratively through the joint efforts of the New Hampshire Association for Supervision and Curriculum Development and Plymouth State University. Many thanks to the Office of Public Relations at PSU for their hard work and expertise in the production of the journal.

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

Educators are teaching and learning in very interesting times. While we face the challenges of economic issues bearing down on our school budgets and game changing rules on

accountability, we also enjoy greater consensus on instructional best practice and a host of new technology tools to engage our students. It is more crucial than ever that we attract determined, passionate, and intelligent men and women to be educators in our state. Once they have reached our profession, we must retain them through powerful professional development. That is why the partnership between Plymouth State University and NHASCD in publishing the *New Hampshire Journal of Education* exemplifies the collaboration that should exist between schools of higher learning and those working in the PK-12 world.

Research is clear that strong leadership is essential for schools to move forward in the 21st Century. Teachers are leaders when they influence their peers to try a new instructional idea and lead a professional learning community. Building leaders are essential in creating a vision for their school while system leaders must support the educators within their purview with the resources they need to meet the needs of their students. Like this edition of the *Journal*, NHASCD's Conference series for 2011-12 is focused on the theme of *leadership*. We are honored to have renowned writers and speakers Tony Wagner, Andy Hargreaves, and Rick and Becky Dufour join us for this school year. Each speaker presents from a viewpoint of research and experience. The leaders who attend our conference series come away with practical ideas on how to implement initiatives that move their schools and districts closer to excellence.

I am honored to be President of an organization whose mission is "to serve as a catalyst for conversation and action

to inspire excellence in teaching, learning, and leading." In addition to providing high quality professional development, our organization works for our membership by serving on statewide initiatives such as the *New Hampshire Task Force on Effective Teaching*. In conjunction with ASCD, we lobby on behalf of our members for educational best practice at the state and federal levels by regularly informing and influencing legislators in both Concord and Washington. In addition to this *Journal*, we publish the *NHASCD Newsletter* and inform our membership through social media and our web site at *NHASCD.net*. Knowing that the future of our profession is inherent in the quality of pre-service education, we foster ASCD Student Chapters at Plymouth State University as well as Southern New Hampshire University and New England College. The work of NHASCD is achieved primarily through our Board of Directors, consisting of eight educators from the PK-12 world, Higher Education, and the New Hampshire Department of Education. In addition, we would accomplish little without the superlative work of our Executive Director, Susan Copley.

There is no more exciting time to be an educator than right now. It is crucial that we infuse our practice with resources such as this *Journal*, other professional reading and workshops, as well as interacting personally and virtually with supportive colleagues around the world in order to inform and inspire powerful teaching practice. We are proud to continue our strong relationship with Plymouth State University in publishing the *New Hampshire Journal of Education*. Please send me comments on how we can serve you better. I want to personally thank Editor Marianne True and the entire editorial board for their expertise and hard work.

Sincerely,

A handwritten signature in cursive script that reads "William V. Carozza". The signature is written in dark ink on a white background.

William V. Carozza
President, NHASCD
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From the Office of the President, Plymouth State University

Welcome to the Spring 2012 issue of *The New Hampshire Journal of Education*. This year's theme is leadership, a topic of critical importance. As educators, we want both to be good leaders and to guide

tomorrow's leaders, and this is a more than challenging time. Whether we look to the global economy, health, literacy, water supplies, or violence, the problems are complex and the long-term effects on our families and students are uncertain. And people from many sectors have opinions about the best directions for our schools.

At a recent conference for educators, I tried to articulate ideas about leadership in an era in which communication is nearly instantaneous and problems are global, interdisciplinary, and linked with local action. Let me discuss a few of those ideas and introduce this year's theme by starting with a story that emerged from an earlier economic downturn.

The Lone Ranger was created as a radio series in 1933, during the Great Depression. It featured a masked hero—a Texas Ranger who alone had survived an ambush—who rides in on a white stallion named Silver, accompanied by the bright and faithful Indian Tonto, and repeatedly saves the day. He never reveals his identity or stays to be thanked. People have loved the Lone Ranger ever since, especially from the 1930s into the 1950s, through years of privation, a world war, and uncertainty. Shooting now is scheduled for a film, with Johnny Depp as Tonto.

The Lone Ranger is a grand legend, a seeker of justice in the vein of other anonymous heroes, such as Robin Hood or Zorro. And the Lone Ranger is a satisfying legend: someone badly wounded returns as a daring deliverer, knowing the answers, solving the problems, and immediately transforming lives and towns. The more difficult the times, the more people would welcome a hero. But now is when we need leaders, and “the hero” and “the leader” are not the same.

First, and obviously, leaders are not solely male or physically daring. Courage, creativity, and caring come in many shapes and styles.

Nor are leaders special beings, marked by a past that has made them almost supernatural. The people who deal with the problems we face are all of us, clearly human, looking at problems, listening to others' ideas, and debating alternatives, seeking solutions.

And while there may be a “lone” Ranger, there is no such thing as a “lone” leader. Leadership is not a solo performance, but an ensemble effort—a little like a theatre production where if more than one person is onstage, the actors must work as a team, bouncing lines and cues from one to another, or the scene no longer works. Heroism may be individual, but leadership is collective. It's about “us,” the community.

To solve the problems facing us in any arena, the answer is likely to lie in collaboration, consultation, partnerships, and teamwork. Good ideas emerge when people are respected members of teams, building on each other's ideas. The Lone Ranger carried silver bullets that ended any crisis, but for complex problems with social and cultural implications, there are no silver bullets. Some years ago in Budapest, I asked a national leader how Hungary had transformed education so thoroughly and quickly after the withdrawal of the Soviets. “We brought people together,” he said. Good minds working together can do much.

That brings us to this issue of *The New Hampshire Journal of Education*. A significant aspect of leadership is people coming together in schools and across wider communities to discuss problems and dreams and the steps that lie between them. That is happening here. You as educators are engaging as leaders, ready to move forward on behalf of your schools and communities. The world cannot sit and wait for a hero. As we consider the future of our schools and our world, it is meaningful that you have chosen leadership and committed to knowledge, community, and action.

A handwritten signature in cursive script that reads "Sara Jayne Steen".

President Sara Jayne Steen



Foreword: Leadership and Sailing

I remember all too well the first time I went sailing. Prior to setting foot on the boat I had often watched sailboats move across the waters of Lake Winnepesaukee, marveling at their

speed and grace. I imagined myself deftly maneuvering the ropes and rudder, and, once fully in motion, perhaps even leaning over the side of the boat, body extended in strength, courage and ability, master of the waters I crossed.

Looking back on my expectations for this experience and my own work in education, I can't help but compare sailing a boat to leadership. My hopes and expectations for my maiden voyage that warm weekend morning were high. I felt prepared. I had read about sailing. I'd talked to other sailors. I knew all about the vessel I was about to board. I had a chart, and a vision of where I wanted to go. I dressed appropriately, and I'd brought lunch! All too quickly however, I learned what skillful sailors and successful leaders know: Leading, as with sailing, is a hard and complex task.

Throughout that first day sailing I posed many questions to my instructor. Why was the boat not moving right away? Why were the sails making that awful racket when I was only attempting to get them to fill up and move the boat forward? Why in the world, when I pushed the rudder to the left, did the boat go to the right? And why the heck did we not move in a straight line? I knew where I wanted to go. I could see our destination straight ahead.

Yet we kept tacking, moving first to the left, and then to the right, and then back to the left again.

My sailing instructor smiled as I asked these questions. Years of sailing had taught him what effective school leaders know: that it takes perseverance to move forward; that systems do not always operate in ways that we would expect; that even anticipated issues may still challenge us. Leadership, I'm convinced, is much like sailing; we have much to attend to in order to keep our sails aloft. It's difficult work. Leaders respond to these challenges thoughtfully, knowing that political winds, competing resources, and the undercurrents associated with systemic change compel us to pause, reflect and respond, while steadily keeping our eye on the vision. In short, as one of the authors here suggests, they stay the course.

The articles that follow provide insight into the complexities of leadership in education. Teacher effectiveness, avoiding burn-out, working collaboratively, online education, and creating school systems that lead to student success are just a few of the topics that school leaders both inside and out of the classroom setting have shared in this, our 15th edition of the *New Hampshire Journal of Education*. I hope that these articles will inspire you to navigate troubled waters, holding the rudder steady as we set our sights on a future of promise for all children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Marianne M. True'. The signature is fluid and cursive, with a large loop at the end.

Marianne M. True
Editor, NHJE

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