

New Hampshire's Premier Organization for All Educators

NHASCD CONTINUES STRONG ADVOCACY FOR EDUCATION



NHASCD Representatives in DC: Roberta Tenney (L) and Rebecca Gagnon (R) with US Secretary of Education Arne Duncan at ASCD's Leadership Institute for Legislative Advocacy.

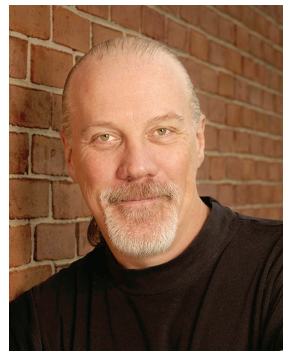
The NHASCD Board is committed to supporting educational best practices in New Hampshire. We believe that it's important to work with our legislatures on the local, state, and federal levels to highlight and advocate for the difficult and positive work our educators participate in every day. One component to building advocacy capacity is to attend ASCD's annual Leadership Institute for Legislative Advocacy (LILA).

This year, LILA Kicked off on Sunday, January 26 and ran through Tuesday, January 28. LILA provided an exciting forum for educators in a variety of roles—including teachers, principals, superintendents, district personnel, and university professors—from across the country to learn about federal and state education issues and advocate for policies that support successful learning and teaching.

This year, NHASCD was represented at the institute by board members Roberta Tenney and Rebecca Gagnon. While at LILA, they attended presentations from national education leaders

ADVOCACY continued on page 3

OLD SCHOOL TO BOLD SCHOOL— NHASCD'S APRIL CONFERENCE



Will Richardson

On April 4, 2014, Will Richardson, author of *Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms* (2010) and *Personal Learning Networks: Using the Power of Connections to Transform Education* (2011), will present on **"From Old School to Bold School: Making the Jump from Traditional to Modern Learning."** Richardson is an outspoken advocate for the need to change schools

and classrooms who will incorporate diverse new learning opportunities offered by the Web and other technologies. Richardson gives TED talks, consults and presents all over the world, and regularly writes blogs as well as articles published in *Education Week*, *English Journal*, *District Administration Magazine*, and ASCD's *Educational Leadership*.

At NHASCD's April conference, Richardson will urge educators to rethink the roles of schools, classrooms and educators as students have increasing access to diverse educational options through technology. How do we help students become literate, self-directed masters of learning and making in this new, interconnected world? Conference participants will better understand the changing contexts for modern learning literacies in a technology rich, networked world; learn a framework for beginning conversations and actions around the system change from traditional to modern teaching and learning; and envision newly designed classrooms, schools and practices to better serve modern teaching, learning, and leading in this era of the Common Core. This promises to be an engaging and thought-provoking conference; we hope you will join us!

**Make the Jump from
Old School to Bold School!**

Register online today for this inspiring conference.

www.nhascd.net

MILAN VILLAGE ELEMENTARY SCHOOL

Sharing a Successful Common CORE Implementation Process

Brian Walker, *Director,
North Country Teacher Certification Program*

In the North Country's Pre-School to Grade 6 Milan Village School, teachers have embraced the Common Core Standards. In 2010, Principal David Backler assigned a team of three teachers to learn about the standards, research curriculum ideas, attend training workshops, and educate their colleagues. They presented their findings to the rest of the staff. The following year the staff was divided into small learning committees who then studied, discussed, and brainstormed ideas about the specifics of the standards, and how they could best implement them in practical, meaningful ways.

Since then, all of the teachers at the Milan Village School have successfully implemented the standards in their classrooms. Kindergarten teacher, Gerri St. Gelais says, "The common core is meeting the needs of all students, especially the needs of higher level students." She explained that the implementation of the Common Core has encouraged higher expectations for her students—and that they are able to meet and often exceed the standards. Lisa Morse, a second grade teacher at the school adds, "I wouldn't have thought this was possible what the students are doing now. When the work is more challenging, the students rise to meet these challenges."

Teachers at the Milan Village School agree that the implementation of the standards has increased learning expectations for all students, and has also improved communication among teachers. New committees have been formed to address the needs of students as the standards are implemented. This year, MVS is focusing on literacy. Literacy committee members include Title 1, Special Education, the School Psychologist, Principal, Speech Language Teacher and classroom teachers in an attempt to truly understand each student's literacy needs.

Beginning in the 2014–2015 school year, kindergarten and first grade report cards will be based on the Common Core, with the expectation of having all report cards based on the standards in the next five years. Teachers have also developed targeted assessments for struggling students and are creating interventions to address specific issues so that students can meet the Standards.

In addition to implementing the standards at MVS, both St. Gelais and Morse currently teach the next generation of teachers how to use the Common Core in their future classrooms. They are professors for the North Country Teacher Certification Program, a satellite program of Plymouth State University, based at White Mountains Community College in Berlin.

NHASCD SUPPORTS COMMON CORE STANDARDS

The Board of the New Hampshire Association for Supervision and Curriculum Development (NHASCD), the state's largest professional development organization, supports the Common Core State Standards.

The Common Core Standards outline what students should know and be able to do in reading and mathematics from kindergarten through 12th grade. They align with the knowledge and skills that New Hampshire high school graduates need to be fully ready for college and careers.

They are benchmarked to the standards of top-performing countries and states, and mark the first time that states share a common set of educational goals and expectations for the nation's students. States and local districts develop their own curriculum and instructional activities to address these standards.

To develop these standards, state governors and state commissioners of education collaborated with educators and subject matter specialists. The federal government was not involved with their development, and state adoption is voluntary.

NHASCD is a non-profit organization of over 850 members that sponsors educational conferences and workshops, and is the co-sponsor of the *NH Journal of Education*.

NHASCD joins organizations such as the NH Business and Industry Association and the NH Coalition for Business & Education in supporting the Common Core. We appreciate and value the Common Core's rigor and its emphasis on critical thinking, deeper understanding, and more personalized teaching and learning. As New Hampshire schools thoughtfully plan to implement these standards, we believe that all students will become far more successful in college and in their future careers.

The NHASCD Board urges New Hampshire's families, educators, community members, and local school boards to learn more about the expectations of the Common Core standards and then work to actively support their implementation.

Judith Adams, *Manchester*
Bethany Bernasconi, *Windham*
Gerard Buteau, *Plymouth*
William Carozza, *Hopkinton*
Kim Carter, *Manchester*
Rebecca Gagnon, *Hopkinton*
Christopher Harper, *Derry*
Stephanie Pike, *Derry*
Roberta Tenney, *Concord*
Marianne True, *Plymouth*

BOOK REVIEW— Susan H. Copley, PhD *Executive Director, NHASCD*



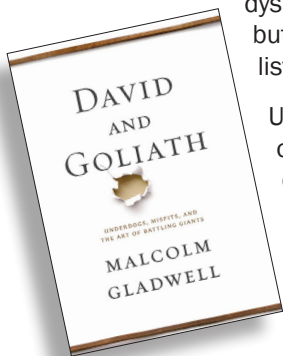
David and Goliath: Underdogs, Misfits, and the Art of Battling Giants

by Malcolm Gladwell (2013)

Malcolm Gladwell is one of my favorite non-fiction writers. I've long enjoyed his essays in *The New Yorker* magazine, and have pondered his unique perspectives in his books such as *Outliers*, *The Tipping Point*, and *Blink*. For me, exploring books

outside of my usual 'reading diet' of those on education are often a catalyst for tackling nagging professional issues in new ways.

Gladwell's most recent book, *David and Goliath*, is another highly engaging read that made me think about today's educational 'giants' and how the strong and powerful are not always what they seem to be. Although some of the chapters seem loosely connected, I love Gladwell's compelling stories of a high school girls' basketball coach whose teams win against all odds, impressionist painters who took the risk of starting their own art exhibition (think Charter schools?), and dyslexic entrepreneurs—struggling readers but innovative thinkers and often excellent listeners.



Underdogs can triumph: think of some of New Hampshire's schools that are disadvantaged by a high percentage of families living in poverty, yet students are motivated and achieving at surprisingly high rates of success. Or what about adults who have suffered terrible losses as children? Gladwell believes

that such experiences can either socially cripple people or create the foundation for remarkable lives as adults. For instance, he describes famous leaders, including twelve of forty-four American presidents and 67% of British prime ministers, who lost a parent when they were quite young. Of course losing one's mother or father at a young age can be overwhelming and devastating for one's future. In fact, prisoners are two to three times more likely to have lost a parent in childhood than the overall population in the U.S.

Yet Gladwell provides moving stories of individuals such as the brilliant Dr. Jay Freireich who survived horrifying trauma and abandonment as a child yet went on to make breakthroughs in treating childhood leukemia that saved thousands of lives (though note he was also fired seven times for his radical ideas and dramatic outbursts of anger!). It would be fascinating to read a research study on New Hampshire's outstanding

classroom teachers and school leaders to see what percentage endured childhood bereavement yet developed the vision, courage, and self-confidence to create innovative and highly successful teaching and learning environments. I can already think of some New Hampshire principals and teachers whom I deeply admire that fit this profile.

Malcolm Gladwell believes in the inverted U curve to explain various phenomena. He cites research and intriguing real-life examples: on the left side of this upside-down curve, doing or having more makes things better and then there's a relatively flat middle. But on the right side of the curve, doing or having more makes things actually worse! When applied to class size, Gladwell shows how it's a better experience for students to have twenty rather than forty peers in one class. However, with classes of fewer than twelve students, there is less discussion, less diversity, and, he contends, no actual improvement in student outcomes.

Gladwell also makes a strong case for the advantages of being a "Big Fish in a Small Pond." For instance, more than 50% of outstanding students who go on to top colleges with the intention of majoring in STEM subjects drop out of those programs within the first two years. Similar students at non-Ivy League schools are far more likely to earn a degree in their intended STEM major. As Gladwell notes, "The smarter your peers, the dumber you feel; the dumber you feel, the more likely you are to drop out of science" (pp. 85–86).

In *David and Goliath*, Malcolm Gladwell also discusses topics as diverse as the civil rights movement in Birmingham, Alabama; the forgiveness of Mennonites and the Amish when their children have been murdered; the mistakes of leaders during the violence in Northern Ireland; and the reaction of Londoners to the German bombing blitz of London. His analysis and conclusions, although debatable, are perceptive and evidence-based. As I did when reading Gladwell's earlier books, I often found myself thinking about how the stories in *David and Goliath* might shed light on the most effective responses to the challenges faced by educators today.

ADVOCACY *continued from page 1*

on timely education policy issues and they participated in advocacy skill-building sessions that help foster educational influence at the federal, state, and local levels. Arne Duncan, Secretary of Education, was the keynote speaker at lunch on the second day. On the final day of LILA, our members visited Capitol Hill to meet with New Hampshire's federal lawmakers. During LILA, ASCD unveiled their 2014 Legislative Agenda. This year, ASCD is focused on four key areas: Well-Rounded Education, Conditions for Learning, Multimetric Accountability, and Developing Teacher Effectiveness. For more information about these areas, please visit www.ascd.org.

NHASC D

**New Hampshire
Association for Supervision
and Curriculum Development**

PO Box 66
Peterborough, NH 03458

NHASC D is now on



Check out our updates at
<http://twitter.com/NHASC D>

NONPROFIT ORG.
U.S. POSTAGE
PAID
Concord, NH
03301
Permit No. 84

BE AN INSPIRATION TO SCHOOLS ACROSS NEW HAMPSHIRE

NHASC D wants to highlight your positive work in our newsletter.

- Is your school taking a creative approach to incorporating the Common Core standards into your instructional practices?
- Do you have an innovative way to engage parents and community in your school?
- Would you like an opportunity to share the work of your professional learning community (PLC) with other schools?

If so, we encourage you to contact our editor, Rebecca Gagnon, at rgagnon@sau66.org with your submission ideas.

“Thought is the wind,
knowledge the sail,
and mankind the vessel.”

— Augustus Hare

NHASC D Board of Directors 2013–2014

Roberta Tenney, *President*

Administrator
Office of School Standards
NH Dept of Education
Concord, NH

Judith Adams, *Secretary*

Principal
Bakersville School
Manchester, NH

Christopher Harper, *Treasurer*

Dean of Academic Affairs
Pinkerton Academy
Derry, NH

William Carozza, *Past President*

Principal
Harold Martin School
Hopkinton, NH

Gerard Buteau

Professor of Education
Plymouth State University
Plymouth, NH

**Bethany Bernasconi
*ASCD Emerging Leader***

Dean of Science & Engineering
Windham High School
Windham, NH

Kim Carter

Executive Director
QED Foundation
Amherst, NH

**Rebecca Gagnon
*Editor, NHASC D Newsletter***

Assistant Principal
Hopkinton Middle High School
Hopkinton, NH

**Stephanie Pike
*Chair, Program & Services
Committee***

Assistant Principal
Barka Elementary School
Derry, NH

**Marianne True
*Editor, NH Journal of Education***

Professor and Chair
Department of Elementary Educa-
tion and Childhood Studies
Plymouth State University
Plymouth, NH

**Susan Copley
*Executive Director, NHASC D***

Peterborough, NH