



Breakout Session
**The Skills They Need: Tools and Resources to Accelerate
the Development of Skills and Dispositions in Learners**

Jonathan Vander Els, New Hampshire Learning Initiative
Ellen Hume-Howard, New Hampshire Learning Initiative
Paul Leather, Center for Innovation in Education



LEARNINGS FROM NH'S WORK STUDY PRACTICES EXPERIENCES



Paul Leather



Jonathan Vander Els



Ellen Hume-Howard



RESOURCES AND LINKS



Aurora Institute Virtual Symposium
October 28, 2020

Inquiry – New Hampshire Work Study Practices and Implications for Your Practice:

Name:	What have you heard today that resonates for you in your work in your school/district/state?	How might you use what you have learned going forward?

- [Reflection Document](#)



Blogs/Articles:

- [MyWays Case Study: \(New Hampshire Learning Initiative and Sanborn Regional\)](#)
- [Our School's Developing Understanding of Skills and Dispositions \(CompetencyWorks\)](#)
- [Collecting a Study of Evidence \(CompetencyWorks\)](#)
- [Classroom Indicators of Skills and Dispositions \(CompetencyWorks\)](#)
- [Student Ownership of Non-Academic Cognitive Competencies \(CompetencyWorks\)](#)
- [How State Reform in NH Led to Teacher Autonomy \(EdBurge\)](#)
- [How One NH District is Leveraging Success Skills in a Competency-Based System \(CompetencyWorks\)](#)
- [How Can Students and Teachers Co-Design Learning? \(EdWeek\)](#)
- [New Hampshire's Work Study Practices: A Five-Year Journey to Understand, Share, Scale, Deepen, and Meaningfully Assess These Critical Competencies \(CompetencyWorks\)](#)
- [Recognizing the Critical Importance of Misapprehension \(CompetencyWorks\)](#)
- [New Hampshire's Work Study Practices: Equity and Assessing for Growth \(CompetencyWorks\)](#)
- [Investing in Teachers as Agents of Scale \(The Dandelion Seed\)](#)
- [Silver Linings: Observations of Self-Directed Behavior in an Online Environment](#)
- [CIE Essential Learning: The Essential Skills and Dispositions \(CIE\)](#)

Videos/Podcasts:

- [Deeper Learning in New Hampshire \(BEST\)](#)
- [Student Voices \(NHL\)](#)
- [Voices from the Field: Student Observations of Self-Direction in a Distance Learning Environment \(NHL\)](#)

- [Resource Document](#)

STATE



- Create Enabling Conditions --
 - CBE in NH since 1998, required in HS by 2005, K-12 by 2014
- Create a culture of innovation -- Listen, probe
 - Inconsistent Focus on Essential Skills and Dispositions
- Listen to what is emerging nationally --
 - NH Joins CCSSO ILN -- PACE and Learning Progressions
 - Conley's Big Bet--Essential Skills and Dispositions Framework
- Create supportive structure and “cover” for local innovators --
 - NHD OE/NH teachers design NH Skills using the ES&D Framework -
 - Creating Legislative Support -- “Work Study Practices”
- Give a Little Push When the Field is Ready --
 - Challenge to 3 NH Superintendents -- Personalize Learning
- Create Infrastructure -- Intermediary Organizations
 - NHLI formed w/ Jon Vander Els, joins Assessment for Learning
 - Ellen Hume-Howard, CEO -- RPP Grant (Hewlett, JFF, NHLI)

DISTRICT



- District Portrait of a Graduate or Learner K-12; Portrait to Practice
- Readiness to build structures that support instructional shifts
- Pro-active development of policies that support student-centered learning; grading and communication
- Attention to integration of career learning opportunities, CTE, ELO, creating learning pathways
- District level commitment to collecting evidence of student agency and shifts in practices
- Messaging the importance of opportunities for student voice
- Professional Development that supports the goals of student agency

SCHOOL



- Innovation must be allowed to happen
 - Patience, and that we learn from what doesn't go as expected
- Structures to support scaling learning must be explicit
- Communication up and down the chain must be intentional
- Principals must give freedom to those willing to push the edges (within the guardrails)
- Opportunities to share learning outside of the school walls should be explored
- Explicit shifting of “grading” practices, and assessment for learning and assessment as learning
- Instruction of these competencies (and metacognition) should scale

THE "NEW LEARNINGS"

1. Assessment for and as learning
2. Metacognition as a lever
3. Symmetry matters: Student learning and teacher learner reciprocal and reflected
4. Protecting the process as feedback to learners not grading
5. Authentic competency-based system; shared urgency
6. Lead with the skills
7. Common definition(s) and shared understanding(s) support calibration and collaboration at its highest level
8. Student evidence (performance) and (reflection) provide the complete picture
9. Context does matter; systems based on replication cannot be effective
10. Systems that allows for the emergence of innovative practices that support this important new learning
11. The Role of the SEA -- support innovation in the Field, create enabling conditions, including policy



WHAT IS ON YOUR MIND?



The goal

- Please use [this doc](#) to share your thinking
- Remember, this [Resource Document](#) provides a picture of our journey over five years.



AURORA INSTITUTE

Symposium 2020

OCTOBER 26-28, 2020 | **VIRTUAL**

Thank you for joining us!

Share Your Thoughts.
Participate in our 1 minute poll.
[Click here.](#)