WORK-STUDY PRACTICES IN NH

Validation Dialogues between Practice and Research Expertise

PRESENTED BY

Anthony Doucet, Souhegan High School   Paul Leather, CIE

Felicia Sullivan, JFF   Jonathan Vander Els, NHLI

Kathy White, NHLI   Nicole Woulfe, Sanborn Middle School

CONTEXT

THE BIG PICTURE IN NH

- Competency-based education established by law in NH 2005
- Performance Assessment of Competency-based Education (PACE)
- Essential Skills & Dispositions Framework (Lench, Fukada, and Anderson, 2015)
- Work-Study Practices (aka Deeper Learning Competencies)

New Hampshire Department of Education

c!e national center for innovation in education
University of Kentucky

New Hampshire Learning Initiative
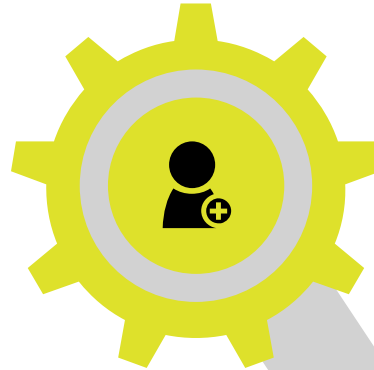
JFF

NH WORK-STUDY PRACTICES

Self Direction

Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
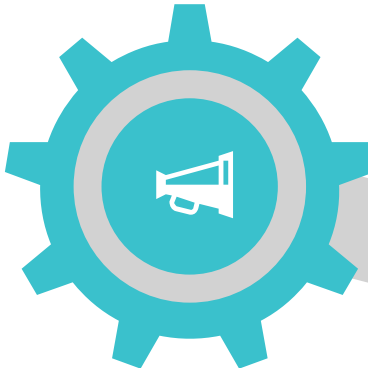
Collaboration

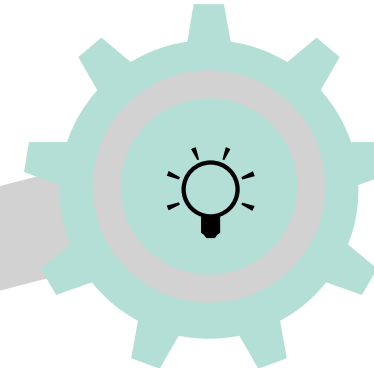Work in diverse groups to achieve a common goal.

Communication

Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.

Creativity

Use original and flexible thinking to communicate my ideas or construct a unique product or solution.
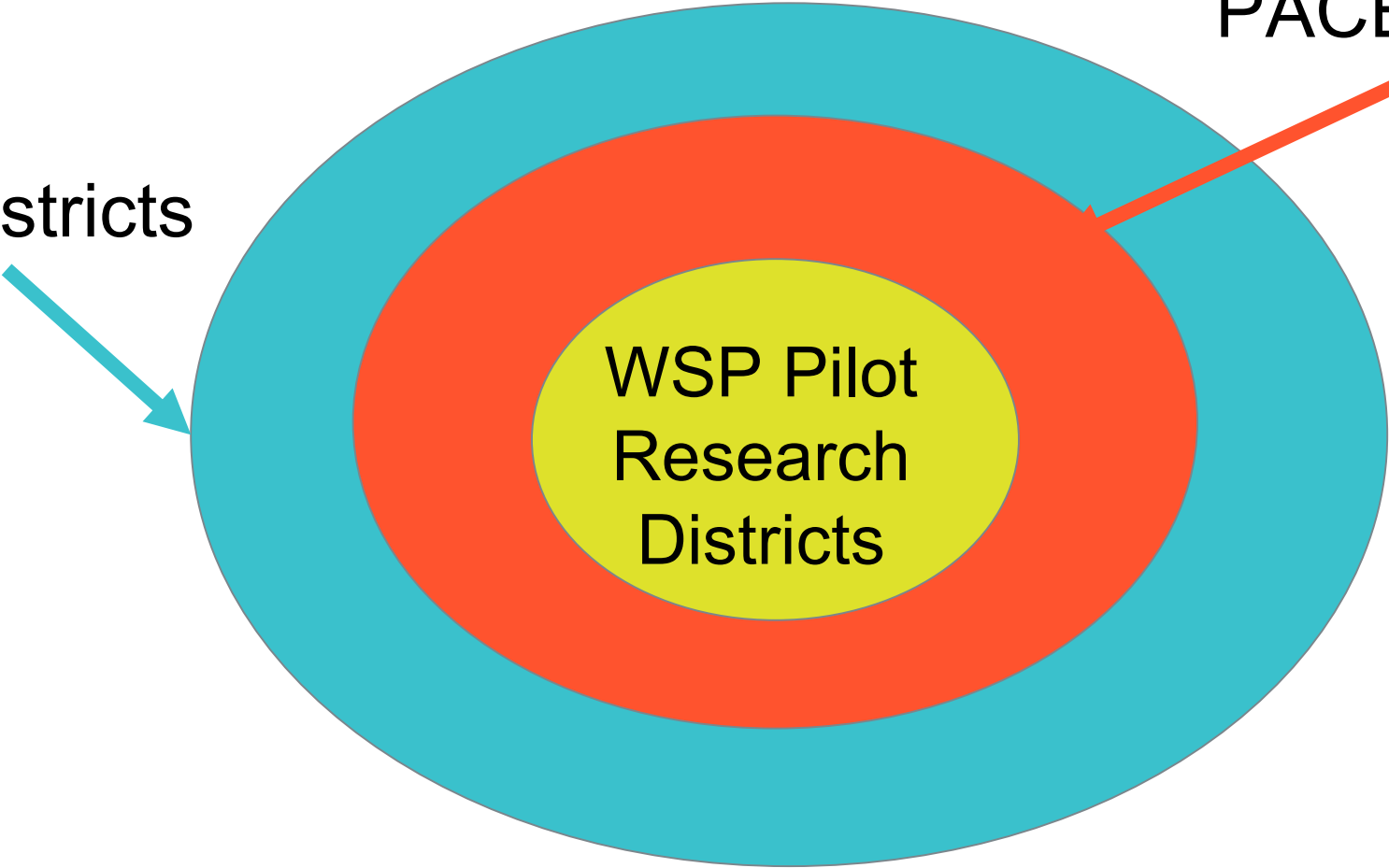
WSP Success Lever

OUR ECOSYSTEM

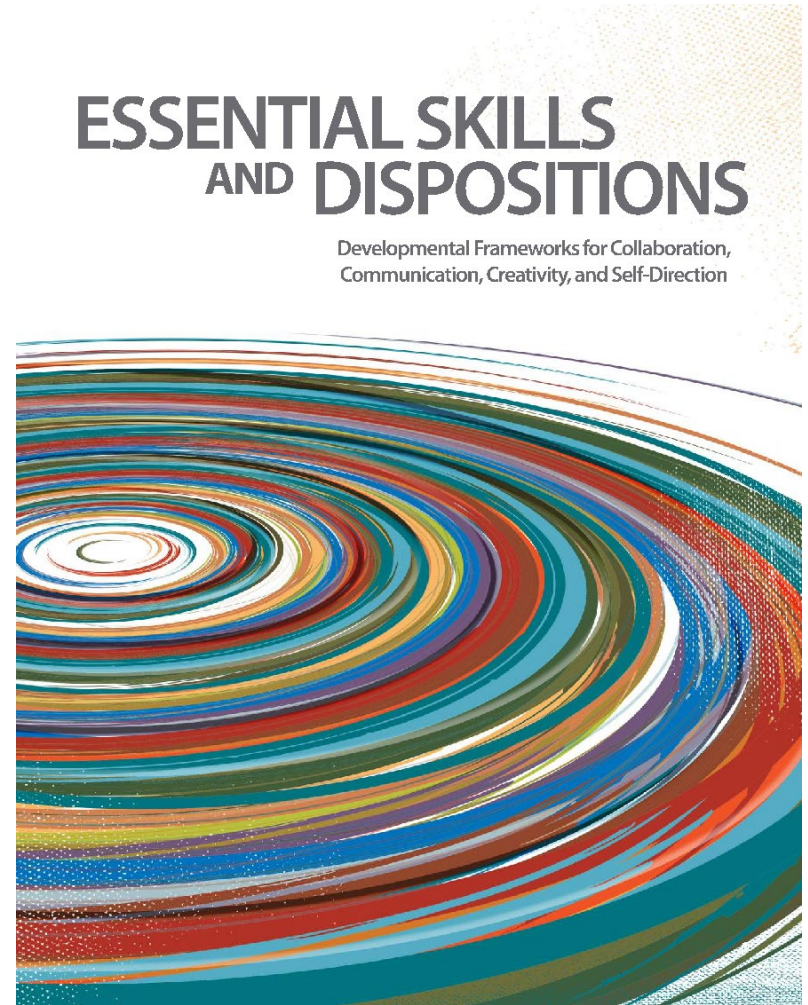|	STATE	PACE	WSP Pilot Research Districts
# Districts / SAUs	84	21	4 research (10 task developing)
# Teachers	14,758	3,592	1165 (35 developing tasks)
# Students (grades 5-12)	112,171	27,793	9,382

TWO BIG BETS

1. "I can create a developmental Progression for Success Skills."
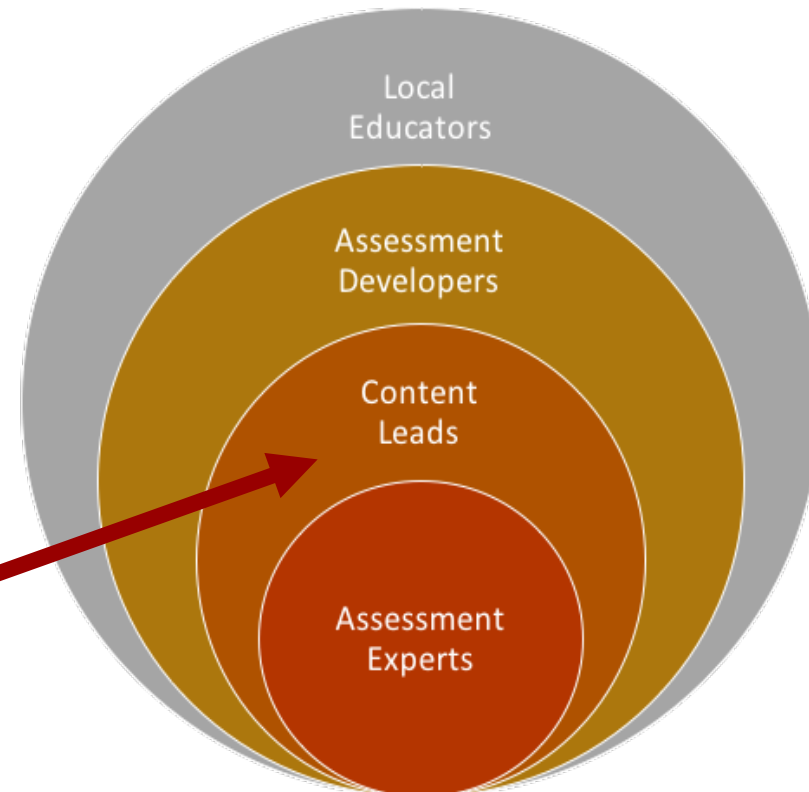
   Dr. David T. Conley, University of Oregon

1. "NH Educators and Students can reliably and validly demonstrate success skills as part of PACE performance assessments."

   Dr. Paul Leather, National Center for
   Innovation in Education

ESSENTIAL SKILLS
AND DISPOSITIONS
Developmental Frameworks for Collaboration,
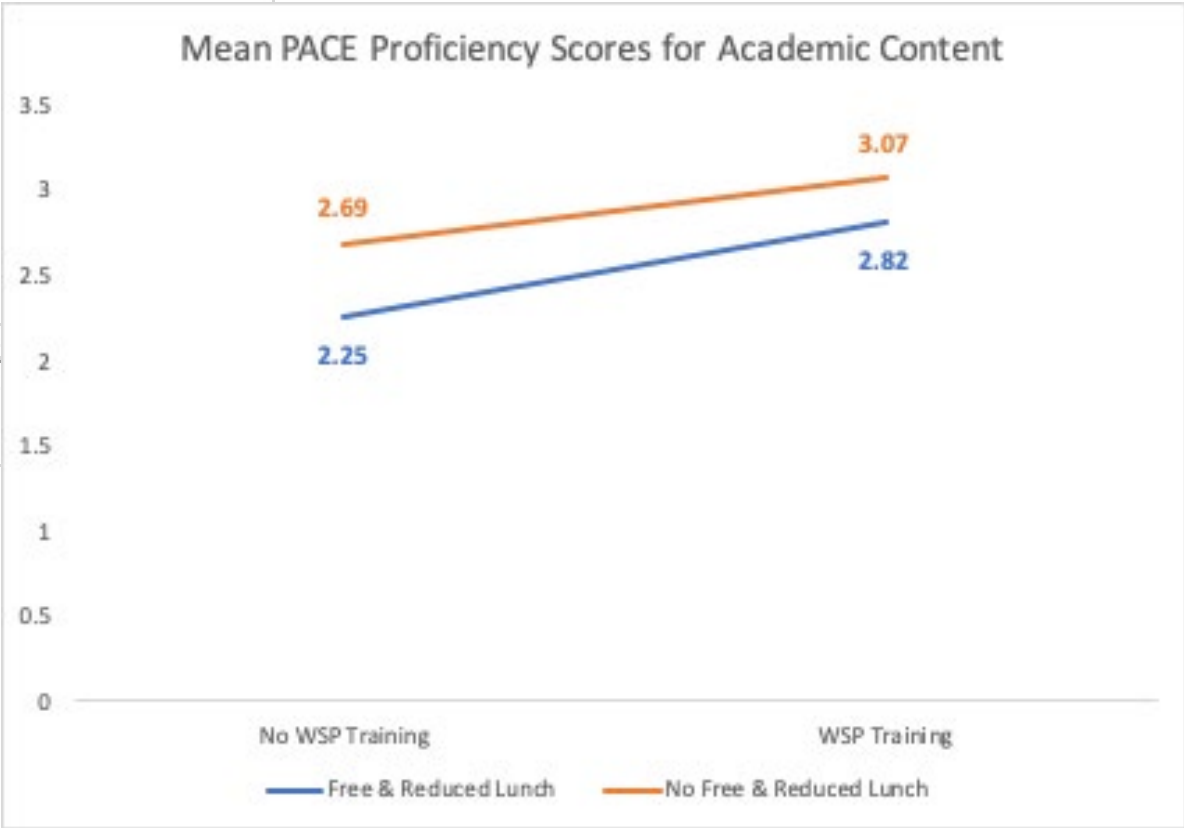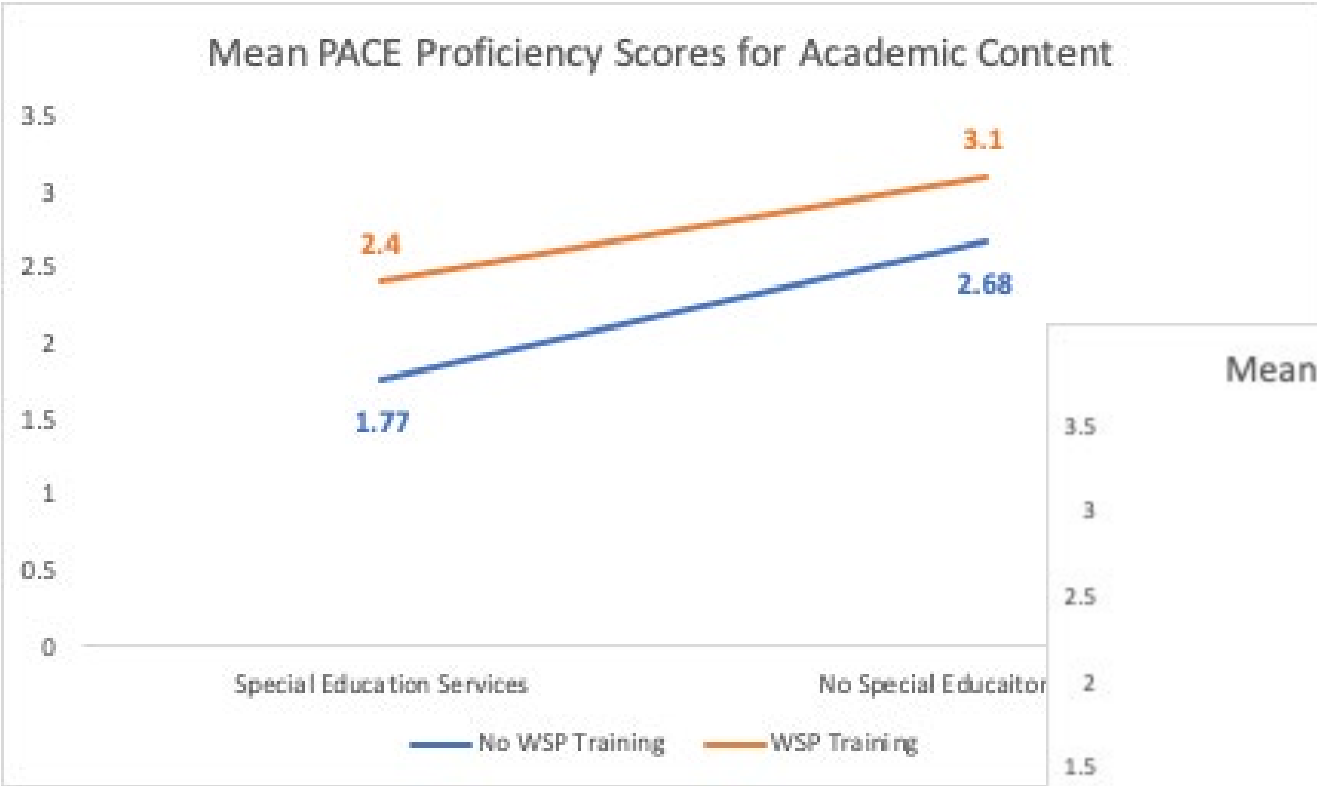Communication, Creativity, and Self-Direction

Some Considerations Regarding SCALING in the BEST PROJECT:

- PACE -- Common Performance Tasks Across Districts and Schools
  - Telling The Story -- (HumRRO PACE Formative Evaluation, CIE Website)
  - BEST Project -- Social Studies
  - PACE -- ELA, Math, Science
- Rethinking Scale –(Cynthia Coburn, 2003):
  - Four Dimensions:
    - Depth of Pedagogical Change
    - Sustainability
    - Spread
    - Shift in Reform Ownership
- Teachers -- Own the Process

Local Educators

Assessment Developers

Content Leads

Assessment Experts

PROMISING FINDINGS

Mean PACE Proficiency Scores for Academic Content

3.1
2.4
2.68
1.77

Special Education Services · No Special Educaiton

No WSP Training · WSP Training

Mean PACE Proficiency Scores for Academic Content

3.07
2.69
2.82
2.25

No WSP Training · WSP Training

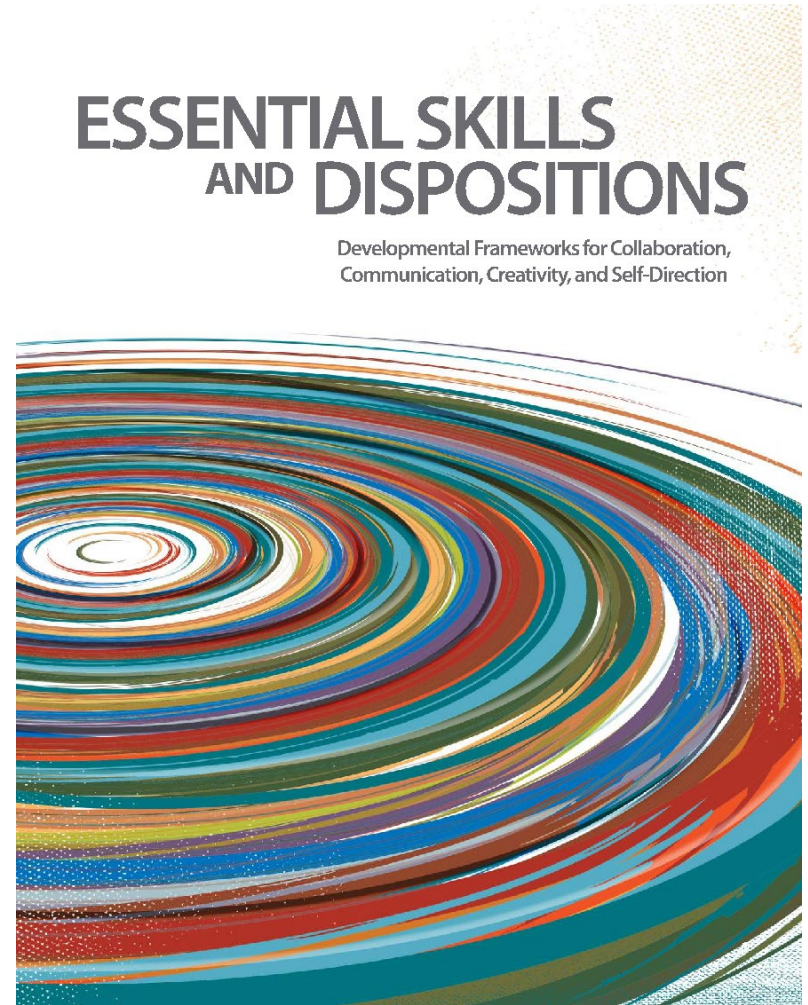Free & Reduced Lunch · No Free & Reduced Lunch

TWO BIG BETS

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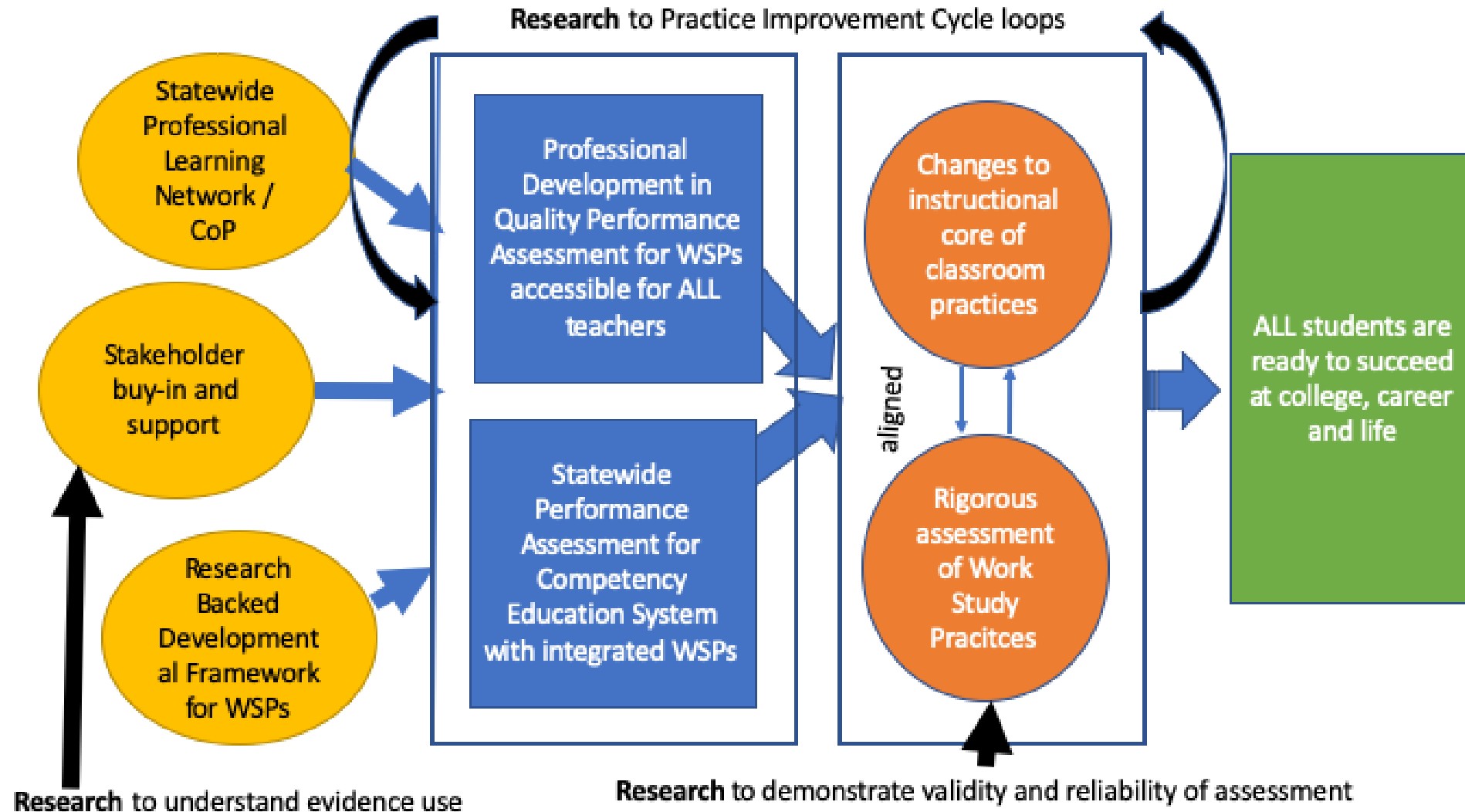
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1. **"NH Educators and Students can reliably and validly demonstrate success skills as part of PACE performance assessments."**
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ESSENTIAL SKILLS
AND DISPOSITIONS

Developmental Frameworks for Collaboration, Communication, Creativity, and Self-Direction

RESEARCH & PRACTICE IN DYNAMIC PARTNERSHIP

RESEARCH TO UNDERSTAND EVIDENCE USE

Epic Skills and Dispositions Framework

Research Framework providing a learning progressions for skills and dispositions
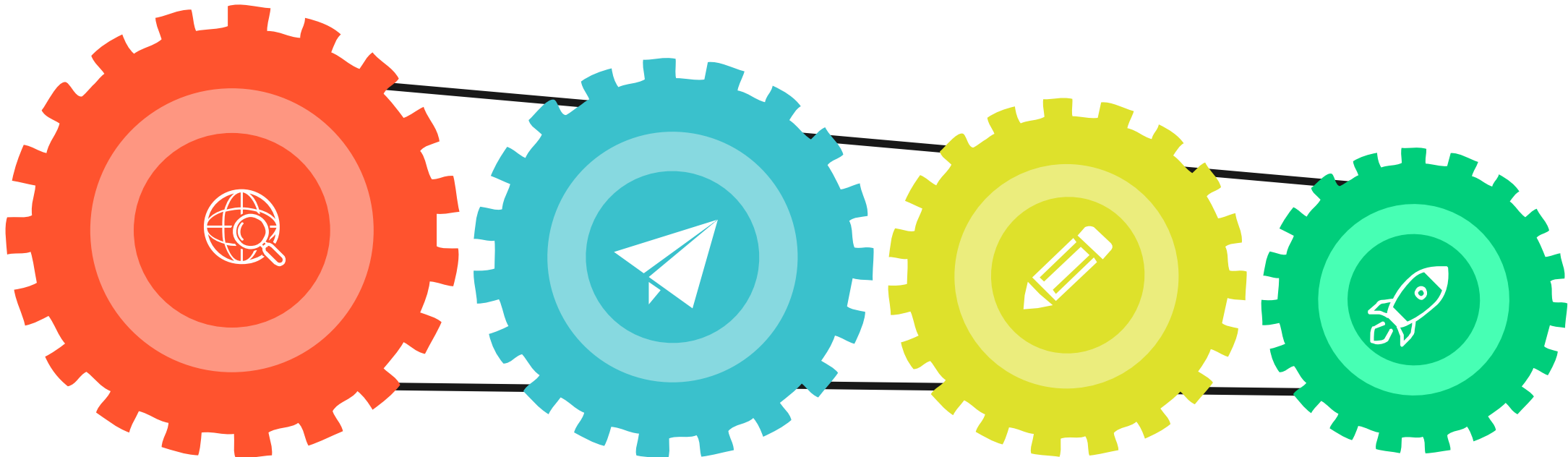
NH PACE

Designing activities for work study practices embedded in the design of a performance assessment for competency education

Classroom

Creating materials that are developmentally appropriate for learners and aligned with the learning progression

Student

Goal Setting and Monitoring tools that are student friendly and useable.

RESEARCH TO AID IMPROVEMENT

Photos of multi-vote are at bottom of sheet	Self-Awareness	Initiative & Ownership	Goal Setting & Planning	Engaging & Managing	Adapting & Monitoring
Grades 3-6 (2 tasks)	D1	D2	D3	D4	D5
Self-direction rubric reflection form (student)	3 G	3 G	3 R	1 G / 2 Y	3 Y
Learner goals setting data sheet (student)	3 G	3 Y	3 G	3 R	3 R
Learner goals setting data sheet (teacher obs)	3 Y	3 G	3 G	3 G	3 G
Student performance task	3 R	3 Y	3 R	3 R	3 Y
Grades 7-9 (2 tasks)	D1	D2	D3	D4	D5
Self-direction rubric reflection form (student)	6 G	6 G	3 G / 3 Y	2 G / 4 Y	3 G / 3 Y
Learner goal setting data sheet (student)	4 G / 2 Y	5 G / 3 Y	1 G / 7 Y	2 G / 7 Y	2 G / 7 Y
Learner goals setting data sheet (teacher obs)	6 G / 4 Y	2 G / 7 Y	3 G / 6 Y	1 G / 8 Y	1 G / 9 Y
Student performance task	3 G / 3 Y / 1 R	7 G / 1 Y	1 G / 7 Y	1 G / 7 Y	1 / 4 Y / 2 R
Grades 10-12 (1 task)	D1	D2	D3	D4	D5
Self-direction rubric reflection form (student)	n/a	n/a	n/a	n/a	n/a
Learner goal setting data sheet (student)	3 Y / 1 R	3 Y / 1 R	4 Y	2 Y / 2 R	3 Y / 1 R
Learner goals setting data sheet (teacher obs)	n/a	n/a	n/a	n/a	n/a
Student performance task	1 Y / 3 R	4 Y	1 Y / 3 R	2 Y / 2 R	1 Y / 3 R
Grades 10-12: Pysch (unique evidence)	D1	D2	D3	D4	D5
Goal Card w/ Action Plan	4 Y	1 G / 3 Y	4 G	2 Y / 2 R	4 R
Self-Direction Prompts	4 G	4 G	3 Y / 1 R	3 G / 1 Y	1 G / 3 Y
Evaluation of Learning Reflection	3 G / 1 Y	1 G / 3 Y	1 Y / 3 R	4 Y	4 Y

RESEARCH & PRACTICE IN A VALIDITY DIALOGUE
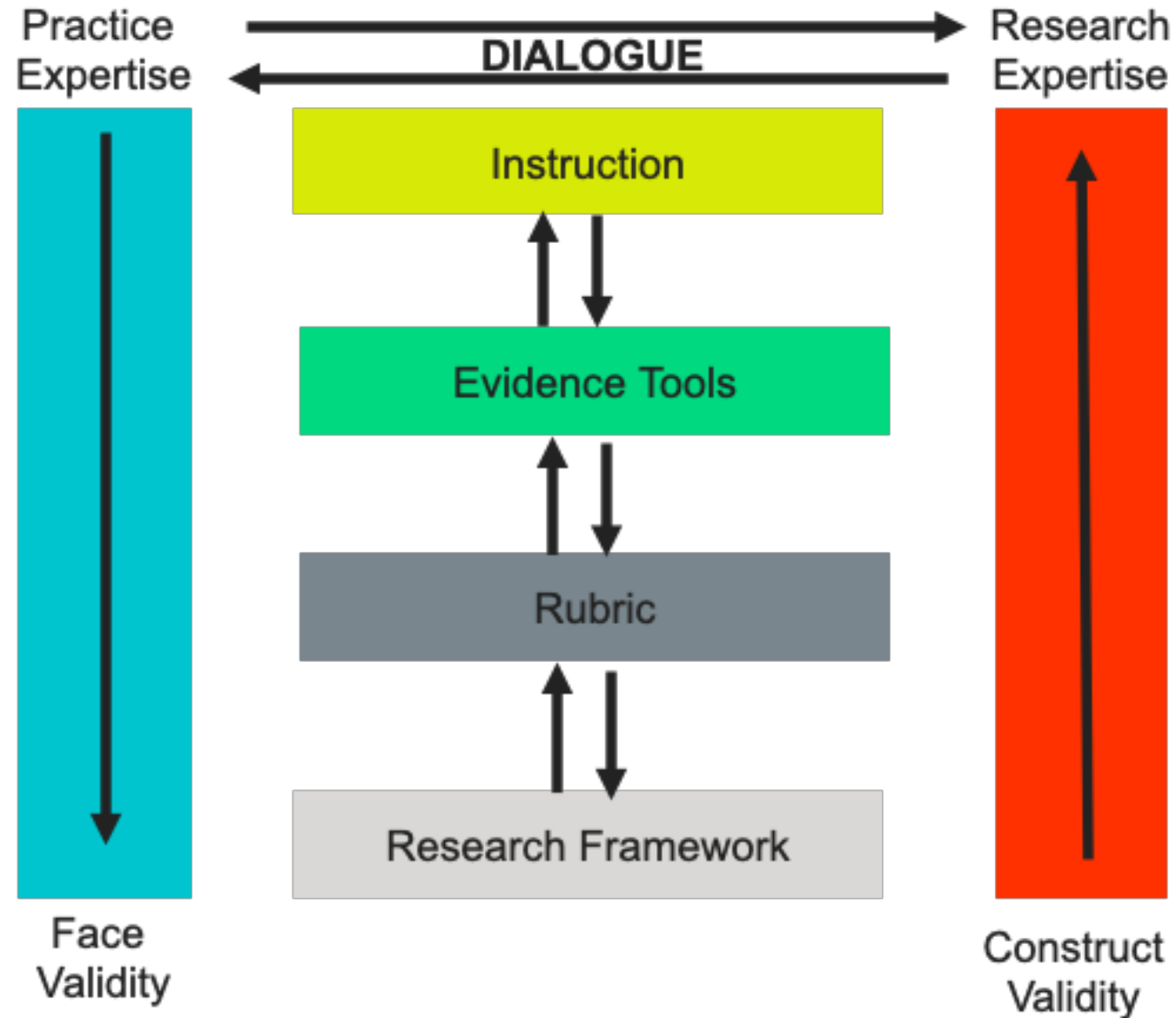
MEET OUR PRACTICE EXPERTS

ANTHONY DOUCET
Souhegan High School

NICOLE WOULFE
Sanborn Middle School

JONATHAN VANDER ELS
New Hampshire
Learning Initiative

BREAKOUT

Two teachers from our study, Anthony Doucet and Nicole Woulfe, will share with NHLI's Jonathan Vander Els how the expertise of teachers and students worked with research expertise to vet rubrics and create stronger evidence collection tools to ensure that both face and construct validity were addressed in measuring self-direction.