

New Hampshire Work-Study Practices Rationale for Work-Study Practices – June 2014

In June 2013, the New Hampshire State Legislature passed Chapter 263, or Senate Bill 48, *An Act Relative to School Performance and Accountability*, which amended the existing statute on school performance and accountability. In this bill, the legislature declared the intent to build a state accountability model that will “best support schools and educators...to enable all students to progress toward college and career readiness with clearly defined learning outcomes.” The legislation underscored the state’s commitment to build a competency-based system in which students are provided with personalized learning that provides “flexibility in the way that credit can be earned and awarded,” and that allows them to “advance when they demonstrate the desired level of mastery.”

As part of this competency-based system, the legislation declared that “New Hampshire’s system of educator support should promote the capacity of educators to deeply engage students in learning rigorous and meaningful knowledge, skills, and *Work-Study Practices* [emphasis added] for success in college, career, and citizenship.” The bill goes on to define Work-Study Practices (WSP) as “those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative.”

New research highlights the importance of developing and supporting students’ Work-Study Practices. For example, a 2013 United States Department of Education study, *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century*, found that non-cognitive abilities (NCAs, their term for Work-Study Practices) “are essential to an individual’s capacity to strive for and succeed at long-term and higher-order goals, and to persist in the face of the array of challenges and obstacles encountered throughout schooling and life.” Hess and Gong, in their paper, “*Ready for College and Career?*” found that “college professors and employers prioritize aptitudes that go beyond typical academic standards, such as communication, collaboration, and creativity” (Hess & Gong, 2014). Angela Duckworth concludes that “grit” or persistence is a better determinant of future success than traditional measures such as a person’s IQ, SAT, and ACT scores (Duckworth & Peterson, 2007). Importantly, research identifies six strategies that can promote New Hampshire’s Work-Study Practices in schools (US ED, 2013; Hess & Gong 2014), alongside the state’s commitment to competency-based education, and that will help lead all students to graduate college and career ready:

1. Focus learning on competencies representing key concepts, skills, and WSPs;
2. Embed WSPs across the curriculum to promote cognitive rigor and deep learning;
3. Provide opportunities for students to take on challenging learning goals that are intrinsically meaningful to them through student-centered learning approaches;
4. Use performance assessments that require demonstration of content, skills, and WSPs;
5. Provide a supportive environment that conveys high expectations and effort over ability;
6. Explicitly teach students how to apply WSPs to their learning, e.g., teaching students how to set goals, define tasks, self-monitor progress, and deal with failures as “bumps in the road.”

New Hampshire Work-Study Practices and Definitions – June 2014

In the winter and spring of 2014, a state-wide Work-Study Practices Committee convened, representing teachers and administrators across the state, to develop a set of New Hampshire Work-Study Practices to be approved by the state board of education. The committee defined Work-Study Practices as:

Behavioral qualities or habits of mind that students need to be successful in college, career, and life.

Drawing on research, examples around the country, and New Hampshire legislative language, the committee arrived at a set of four Work-Study practices that all New Hampshire students need to demonstrate proficiency in order to be college and career ready.

Communication

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

Graduating seniors will be able to demonstrate that they can:

- *Communicate effectively using multiple modalities*
- *Interpret information using multiple senses*
- *Demonstrate ownership of the work*

Creativity

I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.

Graduating seniors should be able to demonstrate that they can:

- *Think originally and independently*
- *Take risks*
- *Consider alternate perspectives*
- *Incorporate diverse resources*

Collaboration

I can work in diverse groups to achieve a common goal.

Graduating seniors will be able to demonstrate that they can:

- *Contribute respectfully*
- *Listen and share resources and ideas*
- *Accept and fulfill roles*
- *Exercise flexibility and willingness to compromise*

Self-Direction

I can initiate and manage my learning, and demonstrate a “growth” mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.

Graduating seniors will be able to demonstrate that they can:

- *Persevere in completing complex, challenging tasks*
- *Use self-reflection to influence work and goals*
- *Engage stakeholders to gain support*

New Hampshire Department of Education Recommendations for Implementing Work-Study Practices

In order for Work-Study Practices to be effective in preparing our students to be college and career ready, schools and districts will need to embed them throughout the curriculum and daily life of students. Following are recommendations for schools and districts to consider in introducing Work-Study practices to your learning communities:

Curriculum and Instruction

- Embed Work-Study Practices across the curriculum K-12, and in all major assignments/projects
- Integrate the language and expectations of Work-Study Practices into daily instruction such as “explicitly teach students how to apply WSPs to their learning, e.g., teaching students how to set goals, define tasks, and self-monitor progress.”

Assessment and Reporting

- Embed Work-Study Practices in all significant performance assessments
- Use the sample state-wide Work-Study Practices rubric or create similar local rubrics to assess whether significant assessment tasks are reflective of students exhibiting Work-Study Practices
- Include Work-Study Practices in student report cards and transcripts as a separate assessment

Professional Development

Provide professional development to faculty on embedding Work-Study Practices in the curriculum, assessments, and daily instruction

School Culture

- Post Work-Study Practices widely throughout schools
- Create a school-wide expectation that Work-Study Practices should be evident in students’ daily school interactions, extracurricular activities, etc.

Teacher Evaluation

- Include in teacher evaluation teachers’ integration of Work-Study Practices into curriculum, instruction, and assessment

Parent Engagement

- Educate parents about the importance of Work-Study Practices through newsletters sent home, assemblies, and other means

Annual Assessment

- Annually assess the effectiveness of Work-Study Practices’ implementation and rubrics, and fine-tune based on conclusions

Over the coming months and years, the NHDOE will create a virtual library of resources that can assist educators in local districts to implement the state’s Work-Study Practices. These resources will include WSP professional development agendas and materials, sample WSP-embedded curriculum units and accompanying performance tasks, sample report cards and transcripts that include separate WSP assessments, and public relations materials explaining WSP to parents and the community.

**New Hampshire Department of Education
Work-Study Practices Rubric Example**

	4 - Advanced	3 – Proficient	2 - Improving	1 – Beginning
<i>Communication</i>	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects	<i>Demonstrates all:</i> <ul style="list-style-type: none"> • Communicates effectively using multiple modalities • Interprets information using multiple senses • Demonstrates ownership of the work 	Demonstrates some but not all practices in proficient category	Demonstrates one or none of the practices in proficient category
<i>Creativity</i>	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects	<i>Demonstrates all:</i> <ul style="list-style-type: none"> • Thinks originally and independently • Takes risks • Considers alternate perspectives • Incorporates diverse resources 	Demonstrates some but not all practices in proficient category	Demonstrates one or none of the practices in proficient category
<i>Collaboration</i>	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects	<i>Demonstrates all:</i> <ul style="list-style-type: none"> • Contributes respectfully • Listens and shares resources and ideas • Accepts and fulfills roles • Exercises flexibility and willingness to compromise 	Demonstrates some but not all practices in proficient category	Demonstrates one or none of the practices in proficient category
<i>Self-Direction</i>	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects	<i>Demonstrates all:</i> <ul style="list-style-type: none"> • Perseveres in completing complex, challenging tasks • Uses self-reflection to complete work and goals • Engages stakeholders to gain support 	Demonstrates some but not all practices in proficient category	Demonstrates one or none of the practices in proficient category

New Hampshire Work-Study Practices Committee Members

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