

NEW HAMPSHIRE'S FUTURE EDUCATORS PATHWAY



The Express Plan to Teaching

The Education Project:

There are multiple routes to a career in education. For students interested in early childhood, there are excellent programs in our local high schools and career centers. To encourage more students to enter the field of education and, further, major in one of the critical shortage areas, the Western NH Tech Prep Consortium, with the assistance of the Milken educators, developed the Future Educators Pathway. This pathway has been endorsed by the Commissioner of Education, the President and Executive Board of NEA-NH, the NH Association of School Guidance Directors, and the Director of Teacher Preparation for the University of New Hampshire. In addition, the Chairs of the Education Departments at NHCTC Stratham and Manchester, Rivier College and New England College serve as curriculum advisors.

The Demand – New Hampshire

In the February 9th issue of the Boston Sunday Globe, an article entitled “Education Brain Drain Strikes New Hampshire” reported the following statistics for academic year 2001-2002:

- 17,498 educators were in NH schools
- 15,884 were classroom teachers
- 75% of them were women
- 40% were 50 years of age or older
- 35% of graduates from NH teacher preparation programs majored in elementary education, which is not a critical shortage area.
- Less than 5% graduated with a degree in the sciences
- Only 3% with a degree in math
- NH ranks 32nd in the nation for average teacher salary (\$39,915)
- Drop-out rate for teachers with three to five years of experience has increased from 6% in 1983 and 1984 to 27% in 1998 and 1998.

The Demand – Nationally:

The effects of educators on individuals are long-lived, whether they advance student achievement or inhibit it. Nationally, during the next 10 years, some 2.5 million new teachers will be employed to replace retiring teachers, meet growing school enrollments, lower class size, and replace teachers who have exited the field. Strategies for recruitment, hiring and retention of educators remain largely a district level responsibility. States, however, are increasingly becoming involved in strategies that complement district recruitment efforts, particularly for hard-to-staff schools and high-demand subjects.

Key Objectives:

1. Career Development

The Future Educators Pathway is built on a school-to-career model. The first objective – career awareness and identification – is met through the first option: Future Educators Exploring Teaching (FEET). FEET is an after-school program for 8th and 9th graders and offers a series of activities that help students identify an interest in education. These activities include informational interviews, classroom observations and “practice” teaching a mini-lesson. Students use a reflective journal to self-assess their level of interest. Schools wishing to implement this option receive a FEET Operations Manual with step-by-step directions.

The second objective – career verification and validation – is met through the Future Educators Academy. This option targets high school juniors and seniors who have, as a result of their exploratory activities through FEET, identified a serious interest in the field of education. The FEA courses were developed by NH educators, Kelly Budd and David Miller, who hold state certification in language arts, social studies and school administration.

2. Technology Integration

To prepare students to live, learn and work in a technology-driven economy, future teachers must have a strong background in technology integration across the curriculum. Students enrolled in the Future Educators Academy will “practice” teach the lessons learned in the foundation course – I.T. & ME. (See Information Technology Pathway under NH Projects.) This course provides instruction and the mastery of skill in four areas of focus: business technologies; multimedia; network systems; programming & software development.

3. Postsecondary Alignment

The Future Educators Academy aligns with the 2+2 Associate in Arts Degree – with a concentration in Education – that is offered at the Stratham and Manchester campuses of New Hampshire Community Technical College. To remain in good standing, FEA students must maintain a 2.5 cumulative grade point average and complete at least four of the required courses that prepare students for enrollment in a postsecondary teacher preparation program.

4. Recruitment

A four year, career planning form has been developed for high school guidance counselors. This form identifies the postsecondary options along with the required course of study. To view a copy, [click here](#).

5. Lessons Learned

In 2003-2004, nine high schools will implement the Future Educators Pathway. [\(Click here for a list of sites and contacts.\)](#) This is a 50% increase from the first roll-out in the fall of 2001. In each of these schools, the Pathway coordinator has given life to “yet another good idea!” Their school-based experience has been invaluable and – what follows – are the lessons learned.

| Lesson Learned | Impact |
|--|---|
| <ul style="list-style-type: none"> ❖ To increase the pipeline of interested students, some of the exploration activities should be offered to middle school students. | <p>The first step – Future Educators Exploring Teaching (FEET) is easily adapted to 8th/9th graders. A comprehensive operations manual provides a step-by-step guide to school-based implementation, including marketing materials, lesson plans and school-to-career forms and procedures.</p> |
| <ul style="list-style-type: none"> ❖ The FEA courses should be team-taught so that aspiring educators have exposure to a variety of teaching styles along with role models for career options within the field. | <p>Kearsarge, Pelham, Timberlane and Winnacunnet High Schools are the pilot sites for the new FEA courses. In each school, there is a different model for delivery of instruction including the HS Principal, the Experience-Based or STC Coordinator, a recent retiree and a classroom business teacher.</p> |
| <ul style="list-style-type: none"> ❖ The delivery system should be flexible while the content and expectations must be uniform. | <p>There are two options for implementing the Future Educators Pathway: (1) as an after-school program and (2) as a course of study. While the best way to sustain the program is through the Program of Study, most schools will implement the first option, build support and enrollment and, then, adopt the Academy option.</p> |