

REFERENCE MATERIALS

EPPING SCHOOL DISTRICT GOAL & ACTION PLAN
2014-2015 SCHOOL YEAR

The goal of the Epping School District is to implement the Epping School District Model *21st Century Student Outcomes for College, Career and Life Ready Students*.

COMPETENCY BASED STUDENT LEARNING

1. Continue to develop and refine units of instruction aligned to district competencies and curriculum frameworks.
2. Develop, implement, and refine performance tasks aligned to district competencies, curriculum frameworks, and higher depth of knowledge levels.
3. Develop and refine school grading and report cards aligned to competency-based student learning.
4. Develop and refine district and school response to intervention structures models for academics, attendance, and behavior.

PROFESSIONAL LEARNING

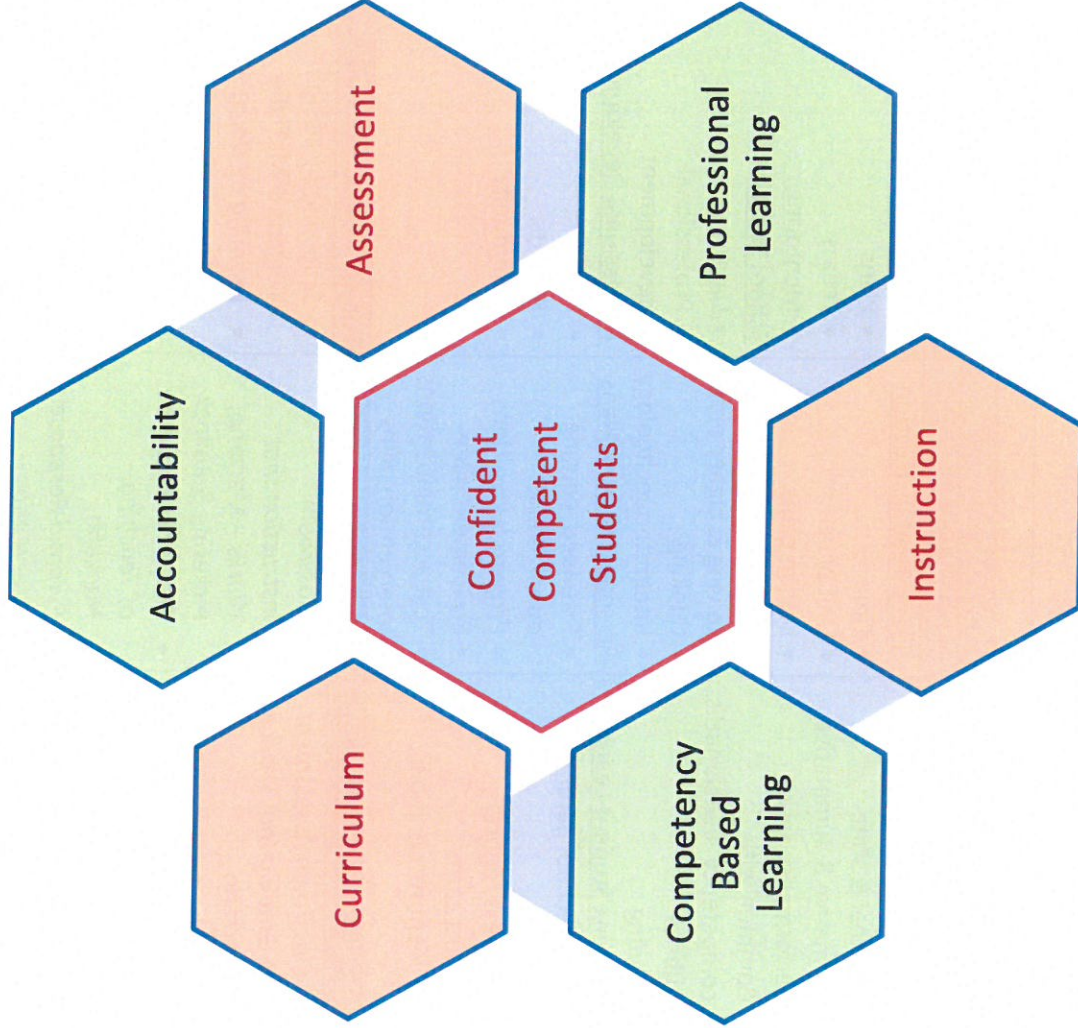
1. Develop and implement annual professional development plan to support student learning goals.
2. Develop and implement emergency preparedness training to support school safety and security.
3. Review and refine support and administrative staff job descriptions and evaluation systems to support district needs and goals.
4. Develop and implement a vision for the 21st century classroom that encompasses technology, unified arts, and extended learning opportunity trends in education.

ACCOUNTABILITY

1. Develop an alternative accountability plan based on performance assessment for competency education (PACE).
2. Refine district and school communication plans in support of PACE and district goals.
3. Review and revise school board policy to support district goals.
4. Continue to develop short and long term facility plans to address school and community needs.

EPPING SCHOOL DISTRICT

21ST CENTURY STUDENT OUTCOMES FOR COLLEGE, CAREER AND LIFE READY STUDENTS



21ST CENTURY STUDENT OUTCOMES FOR COLLEGE, CAREER AND LIFE READY STUDENTS

The mission of the Epping School District is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world.

COMPETENCY BASED STUDENT LEARNING PK to 12			
CURRICULUM	ASSESSMENT	INSTRUCTION	PROFESSIONAL LEARNING
<ul style="list-style-type: none"> Guaranteed Curriculum Philosophy & goals Learning strategies District competencies Sequence of topics Student friendly standards Course competencies Vocabulary 21st Century Learning Interdisciplinary themes Integrated skills <ul style="list-style-type: none"> Life & career Learning & innovation Information, media & technology 	<ul style="list-style-type: none"> Guaranteed Assessment National & state Formative & summative Performance tasks Common with competency benchmarks Rubrics Grading Reporting Student Learning PowerSchool parent portal Progress reports Report cards Student recognitions 	<ul style="list-style-type: none"> Guaranteed Instruction Time Unit plans Lesson plans Inquiry, problem solving & higher order thinking Integrated technology Personal Learning Plans Extended learning opportunities Projects/exhibitions Enrichment plans Test accommodations Intervention plans 	<ul style="list-style-type: none"> Professional Learning Plans Teams Mentoring School Teams Data Professional development Professional Development Staff Parents Community
PROFESSIONAL READING and RESEARCH			
<ul style="list-style-type: none"> Understanding by Design – Wiggins & McTighe Schooling by Design – Wiggins & McTighe Curriculum 21 – Hayes-Jacobs Partnership for 21st Century Skills 	<ul style="list-style-type: none"> Classroom Assessment & Grading that Work – Marzano Fair Isn't Always Equal - Wormeli 	<ul style="list-style-type: none"> Classroom Instruction that Works – Marzano, Pickering & Pollock The Art and Science of Teaching – Marzano Pyramid Response to Intervention – Buffum, Mattos & Weber 	<ul style="list-style-type: none"> Schooling by Design – Wiggins & McTighe Learning by Doing – DuFour, DuFour, Eaker & Many Results Now – Schmoker Good to Great - Collins
ACCOUNTABILITY			
<ul style="list-style-type: none"> Structures Student learning Professional learning Accountability Evaluation Administrator Teacher Support staff District Report Card Outside Agency Approval NEASC accreditation NH school approval NH program approval Financial audit 			

CURRICULUM – “What is it we expect students to learn (know, understand, and be able to do)?”				
Proposed Activities <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
Review District Competencies of Learning and District Curriculum Frameworks in support of NH Competencies and Work-Study Practices and Performance Assessment for Competency Education (PACE)	<ul style="list-style-type: none"> • 2014-2015 	<ul style="list-style-type: none"> • District Leadership Team (PACE Team) 	<ul style="list-style-type: none"> • Crosswalk document • Grade/content level activity • School documents & recommendations 	<ul style="list-style-type: none"> • District Competencies for Learning & Curriculum Frameworks • NH Competencies & Work-Study Practices • Differentiated PD plan • PACE
Continue to develop/refine units of instruction aligned to Competencies and Curriculum Frameworks	<ul style="list-style-type: none"> • 2014-2016 	<ul style="list-style-type: none"> • District Leadership Team (PACE Team) 	<ul style="list-style-type: none"> • Course syllabi/trajectories • Units of instruction 	<ul style="list-style-type: none"> • Differentiated PD plan • PACE • Content specialists & consultants

ASSESSMENT – “How will we know when students have learned it?”				
Proposed Activities <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
Review Smarter Balanced Assessment Consortium (SBAC) interim and summative assessments and PACE Performance Assessment Bank	<ul style="list-style-type: none"> • 2014-2015 	<ul style="list-style-type: none"> • District Leadership Team (PACE Team) 	<ul style="list-style-type: none"> • PD activities 	<ul style="list-style-type: none"> • SBAC • PACE
Develop, implement, and refine quality performance tasks aligned to Competencies, Curriculum Frameworks, and higher Depth of Knowledge (DOK) levels	<ul style="list-style-type: none"> • 2014-2015 – 1 PA • 2015-2016 – 2 PA • 2016-2017 – 2 PA 	<ul style="list-style-type: none"> • District Leadership Team (PACE Team) 	<ul style="list-style-type: none"> • Units of instruction • Performance assessment plan & schedule • Performance tasks • Assessment rubrics 	<ul style="list-style-type: none"> • DOK • PACE • NH Performance Assessment Cohort Work • Regional Performance Assessment Summer Institute

<ul style="list-style-type: none"> • Science • Social Studies • Unified Arts 				<ul style="list-style-type: none"> • Baseline student data • Aggregate proficiency targets 	<ul style="list-style-type: none"> • Regional ELA & Math PD • NH Performance Assessment Bank • Content specialists & consultants
<ul style="list-style-type: none"> • Develop and refine grading guidelines and competency-based report card • EES – develop & implement guidelines, develop & refine report card using Unified Arts pilot • EMS – implement & refine guidelines, develop & refine report card • EHS – refine guidelines & report card as needed 	<ul style="list-style-type: none"> • 2014-2016 	<ul style="list-style-type: none"> • District Leadership Team (PACE Team) 	<ul style="list-style-type: none"> • School grading guidelines • School report cards 	<ul style="list-style-type: none"> • District grading & reporting guidelines • EHS guidelines & report card • Other report card examples • School committees • PACE • PowerSchool support 	

INSTRUCTION – “How do we teach so all students learn? How will we respond when students have already learned it? How will we respond when students don’t learn?”					
Proposed Activities <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>	
Develop district response to intervention (RTI) behavior model	<ul style="list-style-type: none"> • 2014-2015 	<ul style="list-style-type: none"> • District RTI Committee 	<ul style="list-style-type: none"> • RTI behavior model • RTI behavior guidelines 	<ul style="list-style-type: none"> • District RTI models • NH RTI workshops • RTI materials • Student data & data systems 	
Implement and refine district response to intervention (RTI) models <ul style="list-style-type: none"> • Academics • Attendance • Behavior 	<ul style="list-style-type: none"> • 2014-2016 	<ul style="list-style-type: none"> • District RTI Committee 	<ul style="list-style-type: none"> • RTI models • RTI guidelines • Student data • Extended learning opportunities (ELO) • High school credit data • Out of district placements data 	<ul style="list-style-type: none"> • District RTI models • NH RTI workshops • RTI materials • Student data & data systems • Consultants • School RTI committees 	

PROFESSIONAL LEARNING – “How will we grow professionally to support student learning?”

Proposed Activities <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
Develop professional learning in support of Performance Assessment for Competency Education (PACE) Accountability	<ul style="list-style-type: none"> 2014-2016 	<ul style="list-style-type: none"> District Leadership Team (PACE Team) 	<ul style="list-style-type: none"> Differentiated PD plan PD day schedules & activities 	<ul style="list-style-type: none"> PACE NH Performance Assessment Cohort Southeast Region Summer Institute on Performance Assessment Southeast Region ELA & Math PD Content specialists & consultants
Implement PD and Evaluation Models emphasizing student learning and staff learning <ul style="list-style-type: none"> Teacher Paraprofessional 	<ul style="list-style-type: none"> 2014-2016 	<ul style="list-style-type: none"> District Leadership Team (PACE Team) 	<ul style="list-style-type: none"> Self-assessments Student data analysis Teacher & paraprofessional PD plans Team & individual learning goals 	<ul style="list-style-type: none"> District PD Master Plan District Teacher Evaluation Model Teacher job descriptions Teacher expectations rubrics District Paraprofessional Evaluation Model Paraprofessional job descriptions Paraprofessional expectations rubrics Student data
Implement and revise annual safety and emergency training plan	<ul style="list-style-type: none"> 2014-2016 	<ul style="list-style-type: none"> District emergency coordinator 	<ul style="list-style-type: none"> Drill schedules PD activities Newsletter safety & emergency articles 	<ul style="list-style-type: none"> Annual safety & emergency plan Safety & emergency assessment School resource officer Emergency responders
Review and revise support staff job descriptions and evaluation systems to support district needs and goals	<ul style="list-style-type: none"> 2014-2016 	<ul style="list-style-type: none"> Superintendent 	<ul style="list-style-type: none"> Job descriptions Evaluation documents 	<ul style="list-style-type: none"> Job description samples Evaluation samples Support staff committee

Review and revise administration supervision and evaluation structures to support district needs and goals	• 2014-2016	• Superintendent	• Supervision models • Evaluation documents	• NH Effective Leader • Administrative staff committee
Develop, implement, and refine 21 st century classroom vision <ul style="list-style-type: none"> • Technology • Unified arts • Extended learning opportunities 	• 2014-2016	• District technology committee	• Revised technology plan • Primary technology curriculum • Student e-portfolio system/procedures • School library/media action plan • Music 3-year plan • ELO data	• Technology plan • Technology committee • Technology budget • Technology consultants • Unified arts staff • Library/media/technology staff • Guidance staff

ACCOUNTABILITY – “How will we hold ourselves accountable for student learning?”

Proposed Activities	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
Activities to achieve the desired outcomes in district practice and student experiences Develop draft accountability plan in support of Performance Assessment for Competency Education (PACE) Accountability	• 2014-2016	• District Leadership Team (PACE Team)	• Draft District Report Card • Student measures – attendance, behavior, academics • Teacher effectiveness • Aggregate results & proficiency targets	• NH Report Cards • District Report Card • Demographic data • Student learning data • Financial data • PACE
Refine district and school communication plans in support of PACE and district goals	• 2014-2016	• District Leadership Team (PACE Team)	• District PD day introduction • Newsletters • School board presentations • Social media pages, blogs, etc.	• School communication systems • Technology • Technology consultants

				<ul style="list-style-type: none"> • Parent advisory committees • Student advisory committees • School reporting systems • District report card 	
Review and revise school board policy to support district goals	• 2014-2015	• Superintendent	<ul style="list-style-type: none"> • Policy B • Policy C • Policy E • Policy G • Policy I • Policy J 	<ul style="list-style-type: none"> • ESD policy • NHSBA policy 	
Continue to develop short and long term facility plans to address school and community needs	• 2014-2015	• School Board	<ul style="list-style-type: none"> • Facilities plans • Committee charters • Committee reports 	<ul style="list-style-type: none"> • School government • Town government 	

EPPING SCHOOL DISTRICT COMPETENCIES FOR LEARNING

CONTENT	COMPETENCY DEFINED	4 ADVANCED	3 BEYOND COMPETENT	2 COMPETENT	1 NOT YET COMPETENT
English/ Language Arts	Student will understand literacy concepts and demonstrate the ability to transfer literacy skills across content areas and apply literacy concepts and skills to real-life situations.				
Mathematics	Student will understand mathematical concepts and demonstrate the ability to transfer mathematical skills across content areas and apply mathematical concepts and skills to real-life situations.				
Science	Student will understand scientific concepts and demonstrate the ability to transfer scientific skills across content areas and apply scientific concepts and skills to real-life situations.				
Social Studies	Student will understand social studies concepts and demonstrate the ability to transfer social studies skills across content areas and apply social studies concepts and skills to real-life situations.				
Unified Arts*	Student will understand unified arts concepts and demonstrate the ability to transfer unified arts skills across content areas and apply unified arts concepts and skills to real-life situations.				
World Language	Student will understand world language concepts and demonstrate the ability to transfer world language skills across content areas and apply world language concepts and skills to real-life situations.				

*Unified Arts includes art, business, digital studies, drama, family consumer science, health, music, physical education, technical education, and technology education.

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SKILLS	COMPETENCY DEFINED	4 ADVANCED	3 BEYOND COMPETENT	2 COMPETENT	1 NOT YET COMPETENT
Collaborator	Student will understand that respect, collaboration, and leadership are critical to interacting and working effectively with others.				
Communicator	Student will demonstrate the ability to communicate clearly using the most appropriate and effective means.				
Contributor	Student will demonstrate the ability to contribute in class and towards a better world through community service, acceptance and tolerance of diverse people, and responsibility for the environment around them.				
Evaluator	Student will demonstrate the ability to access, evaluate, use, and manage information.				
Learner	Student will demonstrate the ability to be flexible, adaptable, and accountable throughout the learning process.				
Producer	Student will demonstrate the ability to manage projects, produce results, and create media products.				
Technology User	Student will demonstrate the ability to use technology respectfully and apply it effectively.				
Thinker	Student will demonstrate the ability to think critically, creatively, and systematically to define and solve problems.				

Level	Performance Description
Advanced	Student understands key concepts and skills and applies with consistency and independence.
Beyond Competent	Student understands key concepts and skills and applies with consistency and effectiveness.
Competent	Student understands key concepts and skills and is working on applying concepts and skills.
Not Yet Competent	Student does not yet understand key concepts and skills and is working toward this goal.
Not Assessed	Concepts and skills have not yet been assessed.

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CONCEPTS	
ENGLISH/ LANGUAGE ARTS	<ul style="list-style-type: none"> • Reading - Students will demonstrate the ability to read closely and analytically to comprehend a range of increasingly complex literary and informational texts. • Writing – Students will demonstrate the ability to produce effective and well-grounded writing for a range of purposes and audiences. • Speaking & Listening – Students will demonstrate the ability to employ effective speaking and listening skills for a range of purposes and audiences. • Research & Inquiry – Students will demonstrate the ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
MATHEMATICS	<ul style="list-style-type: none"> • Concepts & Procedures – Students will demonstrate the ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. • Problem Solving – Students will demonstrate the ability to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. • Communicating & Reasoning – Students will demonstrate the ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. • Modeling & Data Analysis – Students will demonstrate the ability to analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.
SCIENCE	<ul style="list-style-type: none"> • Nature of Science – Students will develop an appreciation for the role science plays in our culture and everyday lives, and actively engage in scientific investigation. • Stability & Change – Students will understand that living things, materials, and systems remain constant, change at different rates, or exist in equilibrium over time. • Systems, Energy, & Matter – Students will understand that there is order and predictability in the universe which can be organized into systems and predicted by laws and theories. • Structure & Function – Students will understand that the structure or shape of a living thing, material, or system is related to its function. • Models & Explanations – Students will understand that scientists use logic, models, evidence, and current knowledge to explain their world.
SOCIAL STUDIES	<ul style="list-style-type: none"> • People, Places, & Environment – Students will understand that individuals, groups and societies interact with each other, their social and physical environments such that cultures evolve over time. • Conflict & Cooperation – Students will understand that conflict and cooperation together shape the development of society.

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	<ul style="list-style-type: none"> ● Global Communication – Students will understand the impacts that the arts, literature, language and technological advances have on society. ● Citizenship – Students will understand the role of citizens as members of political and global communities and the responsibilities of individuals as members of a group.
<p>UNIFIED ARTS</p>	<ul style="list-style-type: none"> ● Communication – Students will demonstrate the ability to communicate in meaningful and appropriate ways within the context of their own unique experiences, values, and perspectives. ● Experiences – Students will understand that the processes of creating and/or performing work are essential to the life experience of the individual and the community. ● Global Connections – Students will understand that the unified arts have a fundamental connection with cultures and history. ● Evaluation – Students will understand that the products of the unified arts are created to convey a point of view realistically, abstractly, or digitally, and as a result can be critically and constructively evaluated. ● Integration – Students will understand that the unified arts integrate with other content areas and these interdisciplinary connections enhance their experience.
<p>WORLD LANGUAGE</p>	<ul style="list-style-type: none"> ● Communication – Students will demonstrate the ability to communicate in meaningful and appropriate ways with users of other languages. ● Cultures – Students will gain knowledge and understanding of other cultures by mastering the cultural contexts in which the language occurs. ● Connections – Students will demonstrate the ability to connect with other disciplines and acquire information that may be unavailable to the monolingual English speaker. ● Comparisons – Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. ● Communities – Students will demonstrate the ability to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

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Framework for Instruction

The purpose of this framework is to articulate the official model of instruction in the Epping School District.

Part I – Planning and Preparation

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
Units of Study					
Lesson Plans			Follows the developed unit plan in planning for instruction Creates lesson plans which follow this framework and can be followed by a substitute teacher		
Assessments			Adjusts lesson to reflect information gathered in student conferences and assessments		
Higher Order Thinking			Promotes HOTS (analysis, problem solving, evaluation, creation, synthesis) in day's objective which are specific & measurable		
Visual Cues			Posts anchor charts, focusing question(s), lesson objectives, learning strategies and class agenda for students to use.		
Resources			Provides materials and routines to access materials for students to use in the course of the lesson		

Part II – Focus or Mini Lesson (“I do” and “We do”)

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
Prior Learning			Activates prior knowledge or experience		
New Learning			States new learning, learning goal explicitly; introduces new material (vocabulary, content, learning strategy)		
Modeling			Models new learning that sets students up for the practice and application work they will undertake		
Student Understanding			Checks for student understanding of the new material at regular intervals		
Communication			Provides plan for practice and application of learning (independent or in groups) and communicates it in at least two ways (spoken, written, visual)		

Part III – Practice/Application (“You do” independently or with a group)

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
Student Work			Enables students to work on new learning independently, in small groups or as pairs, or as a whole class		
Progress Monitoring			Conferences with students to monitor progress and understanding		
Guided Practice			Works with small groups set up by need; differentiate for interest and skill		
Tasks			Provides differentiated and individualized opportunities for students to manage their own learning; students have the opportunity to practice and apply new skills, content and strategies learned in the focus or mini lesson		
Questioning			Asks higher order questions and encourages students to ask such questions to reflect on their understanding so that they can explain what they know and how they know		
Engagement			Engages students in reading, writing, speaking and listening activities (auditory, visual, kinesthetic)		

Part IV – Assessment and Reflection (“You do” independently)

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
Summarization			Provides opportunities for students to reflect on their learning; articulate what they learned or why they made the decisions they did; identify what they did not understand		
Formative Assessment			Links assessment to the day’s learning goal or objectives and designs it to inform the next instructional period		
Conferences			Uses conferences with students to determine level of understanding and individualize instruction		
Summative			Designs a variety of assessment tools to reflect the learning goals, engage students in higher order thinking and assess learning		

Assessment				
Rubrics			Provides rubrics, standards and exemplars to make the assessment expectations explicit for students	
Feedback			Provides timely feedback to students to revise and improve their work	
Reporting			Uses appropriate tools to report progress to parents and students in a timely manner	

Part V – Classroom Environment

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
Routines			Teaches routines that promote fairness, respect and the effective use of time		
Materials			Makes certain students have access to instructional materials and use the procedures to use and return them		
Expectations			Articulates clear expectations for student behavior which are consistently and fairly enforced		
Relationships			Uses understanding of child development to build positive relationships, foster appropriate social interactions, and develop individual and group responsibilities		
Exemplars			Displays quality student work		

Curriculum Framework

The purpose of this framework is to articulate the official model of curriculum documentation in the Epping School District.

Student, Parent, and Community Web-Based Documents

1. Visual representation of the big ideas for the content areas of language arts, mathematics, social studies, science, unified arts and world languages
2. Philosophy and goal statements for the content areas
3. Metacognitive skills associated with the content area -- (How do I think in this content?)
4. Learning Strategies associated with the content area
5. District competencies for each content area
6. Sequence of topics addressed at each grade level generally arranged PK-2, 3-5, 6-8, 9-12
7. "I can" statements for grades PreK-8
8. Course competencies for grade 9-12
9. Relevant vocabulary
10. Course descriptions/syllabi for grades 9-12; annual calendars for grades PK-8
11. Recommended co-curricular activities

Teacher Documents

1. Unit plans or trajectories
2. Lesson plans
3. Assessments

Epping School District Framework for Assessment

The purpose of this framework is to articulate the official model of assessment in the Epping School District.

ASSESSMENTS	P	K	1	2	3	4	5	6	7	8	9	10	11	12
STATE TESTING														
English Language Arts					One Grade			One Grade			One Grade			
Mathematics					One Grade			One Grade			One Grade			
Science					One Grade			One Grade			One Grade			
STAR SCREENING & MONITORING														
STAR Early Literacy	X	X	X											
STAR Reading				X	X	X	X	X	X	X	X	X	X	X
STAR Mathematics				X	X	X	X	X	X	X	X	X	X	X
PRESCHOOL														
Academic Skills	X													
Motor Skills	X													
Social/Emotional Skills	X													
Language Skills	X													
ELEMENTARY SCHOOL														
Clay Letter ID & Sound	X	X												
Clay Concepts About Print	X	X												
Fountas and Pinnell Reading		X	X	X	X	X	X							
Fountas and Pinnell Word Lists		X	X	X	X	X	X							
Common Assessments in Subject		X	X	X										
Performance Assessments in Subject					X	X	X							
AIMSweb Reading		R	R	R	R	R	R							
AIMSweb Mathematics		R	R	R	R	R	R							
Successmaker Reading		R	R	R	R	R	R							
IXL Mathematics		R	R	R	R	R	R							
MIDDLE SCHOOL														
Performance Assessments in Subject								X	X	X				
AIMSweb Reading								R	R	R				
AIMSweb Mathematics								R	R	R				
Successmaker Reading								R	R	R				
IXL Mathematics								R	R	R				
HIGH SCHOOL														
Performance Assessments in Subject											X	X	X	X
PSAT												X	O	
SAT													O	O
AP												O	O	O

KEY: X - REQUIRED O - OPTIONAL R - RECOMMENDED BY TEACHER

The Epping School District uses a variety of national, state, and local assessments for students preschool through grade 12. Frequent assessment of student progress provides timely information on what students know and are able to do. Teachers use this information to teach using multiple instructional strategies providing students with multiple opportunities to demonstrate learning.

State Testing - State accountability testing is required in English language arts (ELA), mathematics, and science. Assessments are based on the NH Standards in the specific subject area.

The school district has applied for an alternative accountability option which requires one grade in each school to take the Smarter Balanced Assessment Consortium (SBAC) test for ELA and math. SBAC testing is to begin Spring 2015. For more information visit the SBAC website (www.smarterbalanced.org).

The district will also administer performance assessments in grades 3 to 12.

It is anticipated that science will continue to be assessed using New England Common Assessment Program (NECAP). For more information visit the NHDOE website (www.education.nh.gov/instruction/assessment/NECAP).

STAR - STAR Early Literacy, Reading, and Math assessments are used for screening, progress-monitoring, and diagnostic assessment. STAR Early Literacy is a reliable, valid, and efficient, computer-adaptive assessment of skills in critical literacy domains. Grades PK-3 can be assessed as often as weekly for progress monitoring. The assessment correlates highly with a wide range of assessments and also serves as a skills diagnostic for older struggling readers. STAR Reading is a reliable, valid, and efficient computer-adaptive assessment of general reading achievement and comprehension for grades 1-12. STAR Reading provides nationally normed reading scores and criterion-referenced scores. It can be repeated as often as weekly for progress monitoring. STAR Math is a reliable, valid, and efficient, computer-adaptive assessment of general math achievement for grades 1-12. STAR Math provides nationally norm-referenced math scores and criterion-referenced evaluations of skill levels. It can be repeated as often as weekly for progress monitoring. For more information visit the Renaissance Learning website (www.renlearn.com).

Preschool - The Epping Preschool uses Creative Curriculum for assessment. This program provides a developmental continuum of assessments for ages 3 to 5. For more information visit the Creative Curriculum website (www.creativecurriculum.net).

Clay Letter Identification & Sound - Test that measures a student's knowledge of lower and upper case letters as well as the knowledge of the sounds of letters.

Clay Concepts About Print - Assesses student's knowledge of basic print concepts such as reading from left to right and top to bottom, difference between words and letters, etc.

Fountas and Pinnell - Assesses students' instructional and independent reading abilities using leveled reading materials and matches instruction to the students' instructional and independent reading abilities. For more information visit the Heinemann website (www.heinemann.com/fountasandpinnell).

Common Assessments - Common assessments are designed to assess grade level standards in specific subject areas. Teachers use the results to identify student proficiency levels and students in need of additional support. Common assessments are designed and administered by classroom teachers.

Performance Assessments - Performance assessments are designed to assess content and skill standards in specific subject areas. Teachers use the results to identify student proficiency levels and students in need of additional support. Performance assessments are designed and administered by classroom teachers. The NH Department of Education has included performance assessments as part of the next accountability system. For more information visit the NHDOE website (www.education.nh.gov/assessment-systems).

AIMSweb - AIMSweb is a web-based software that monitors reading and math performance using curriculum-based measures. Assessments include early literacy, reading, early numeracy, mathematics, spelling, and writing in grades 1 to 8. For more information visit the AIMSweb website (www.aimsweb.com).

SuccessMaker - SuccessMaker is a web-based software that provides supplemental instruction in English, language arts, math, science, and social studies. One-on-one standards-based lessons are available for students in grades K to 12. The software also assesses student performance. For more information visit the Pearson website (www.pearsonschool.com).

IXL - IXL is a web-based software that provides supplemental instruction in language arts and mathematics. One-on-one standards-based lessons are available for students K to 12. The software also assesses student performance. For more information visit the IXL website (www.ixl.com).

PSAT - The Preliminary SAT test is a standardized test that provides practice for the SAT. The PSAT measures critical reading, math problem-solving, and writing skills. The PSAT is also used to qualify students for the National Merit Scholarship Program. For more information visit the College Board website (WWW.collegeboard.com).

SAT - The SAT is a reasoning test used for admission to colleges and universities. It tests student's knowledge in reading, writing, and mathematics as well as critical thinking skills needed for academic success in college. The SAT also has subject tests (SAT II) which are designed to assess knowledge in particular subject areas. For more information visit the College Board website (www.collegeboard.com).

AP - The Advanced Placement Test assesses student knowledge in advanced placement subject areas based on the AP curriculum. Through AP exams students earn college credit. For more information visit the College Board website (www.collegeboard.com).

Approved: 07-17-14

Criteria and Review for Teacher Evaluation System – NH Guidelines

Criteria Statements	Reviewer's Notes
<p>Format of the evaluation system is clear and well organized (sample manual outline was provided at the beginning of the Danielson sessions)</p>	<p>Manual includes explanations, definitions, timeline, rubrics, forms, and other referenced materials.</p>
<p>System is based on a clear, research-based definition of effective teaching (ex. Danielson, Marzano, Other)</p>	<p>System is based on the works of Kim Marshall (teachers) and Charlotte Danielson (specialist teachers).</p>
<p>Informed by the guidance and resources provided by the NH DOE and US ED (NHDOE criteria/principles document, the US ED transformation model and guidance documents)</p>	<p>System designed to align with NH Model and guidelines presented in NHDOE publication <i>The New Hampshire Task Force on Effective Teaching: Phase II</i>.</p>
<p>Domains/components align with NH Definition of Teacher Effectiveness</p>	<p>Teacher model has six domains: instructional framework, curriculum, assessment, accountability for student learning, professional responsibilities, and professional learning. Domains are organized to align with district curriculum, instruction, and assessment frameworks. Epping model separates professional learning out from professional responsibilities. Support teacher model may have five to six domains. The domains are planning and preparation, environment, teaching & learning/services, accountability for student learning, professional responsibilities, and professional learning. Domains are organized to align with the Charlotte Danielson framework. Accountability for student learning may be separated out or included in other domains depending on the position.</p>
<p>Committee membership representative of all stakeholders (includes names and positions)</p>	<p>Model includes a teacher evaluation committee comprised of 3 teachers and 3 administrators from district and schools.</p>
<p>Process/structure for the development of the system is described (frequency of meetings, sharing out of information, etc.)</p>	<p>System was developed previously to align with anticipated NH system. This revision includes more explanation and better designed forms to guide the process. District Leadership Team and Teacher Evaluation Committee are included in review process.</p>
<p>Evidence of participation of teachers in the development of the evaluation system</p>	<p>Meeting minutes and documents are to be kept.</p>
<p>Describes plan to receive School Board and Union approval</p>	<p>Revisions are subject to school board approval. Union approval is not required as long as components in collective bargaining unit are met. Agreement components are aligned with the new criteria.</p>
<p>Evaluation criteria is explicit and included in the manual, not just referenced (ex. the components and elements of the Danielson</p>	<p>All required information is included in manual.</p>

<p>Include a minimum of three domains of responsibility: Classroom Environment, Instruction, Professional Responsibility</p> <p>Evaluation is based on a four point performance scale</p>	<p>See above. Model includes 5 to 6 domains covering state standards.</p> <p>Ratings are exceeds standards, meets standards, needs improvement, and does not meet standards.</p> <p>Observations requirements take into consideration level of experience.</p>
<p>The system is differentiated, based on level of experience (tracks)</p>	
<p>Includes multiple measures which may include: Teacher self-assessment</p>	<p>Teacher expectations rubric</p>

Supervisor observations	Full and mini-observations
Teacher portfolio	Evidence in support of self-assessment & goal completion
Parent/student feedback	Recommended as future step
Peer observations	Professional learning team
The formative components of the evaluation system are clearly described (ex. informal observations/walkthroughs)	Full and mini-observations are described including timeline, frequency, forms, etc.
The summative components of the evaluation system are clearly described (ex. formal evaluation/rubric score)	Summative components include assessment by teacher and administrator, observations, student growth data, and other. Assessment uses a rubric. System is narrative in which all summative components are important. A score is not being used because it could be misleading with a concern masked by an overall score.
Describes how teachers and principal will be introduced to the system	Teachers will receive training at new staff orientation and every year as part of the process. Administrators will receive training in District Leadership Team. New administrators will receive on-site training with experienced evaluators.
The training process for evaluators is clear and appropriate	Administrators will receive training as part of District Leadership Team. New administrators will receive on-site training with experienced evaluators.
Equitable and shows how staff covered by term 'teacher' will be evaluated (counselors, media specialists, etc.)	Support teachers have individual job descriptions and teacher expectations rubric for their respective job descriptions.
Informs professional development planning for individual goal setting	System is integrated with PD Master Plan i.e. goal setting and goal completion for teacher and student learning growth.
If appropriate, describe phases of implementation (ex. may add a fourth domain in the second year)	Not applicable.
Plan to implement such strategies as financial incentives, increased opportunities for promotion and career growth	Model includes recommendations for future consideration.
The process for developing and implementing Student Learning Objectives (SLOs) meets the requirements in the Guidance document	Teachers are familiar with SMART goals which are comparable to SLOs. Information included in manual.
State assessments are used in the evaluation of teachers (at classroom, grade, subject or school level) to the extent applicable	Teachers are required to have a shared goal with team and an individual teacher goal. For teachers whose grade/content is tested with a state assessment, this data must be used in determining student growth.
Local student assessment and other assessment results, as applicable, are used appropriately in the evaluation of the SLO results	Teachers are required to complete an Annual Teacher Goal and Action Plan with 1 team and 1 teacher goal. Manual includes national, state, and district assessments which can be used.
The use of student achievement/growth is equitable across staff being evaluated	Please see above. All teachers are required to use student data and reflect on teacher and student learning growth.

