Common Day Workshop
Overwhelmingly, people had a positive response to Dr. Cassie Yackley’s presentation last week. We received the feedback that more movement breaks were needed and that you wanted more practical strategies. Dr. Yackley’s presentation was not intended to stand alone. Many of you have been doing this work in your buildings. Over the last couple of years, we have had groups engaged in book studies, forming resilience teams, seeking out external workshops and working in our schools with experts like Polly Bath, Emily Daniels, Liz Licht, Amy Mack, and Cassie Yackley. Given that we had such differing levels of exposure and experience, Dr. Yackley’s presentation was intended to provide us with common vocabulary and to set a foundation to build on. Unfortunately, our students are dealing with some pretty heavy things right now, and we don’t have the luxury to roll out a “trauma-informed” initiative in a methodical way. We are jumping in understanding that it is messy. Thank you for joining in the conversation about trauma and for taking the information that we are learning from Cassie and others and running with it. Here is a link to Dr. Yackley’s presentation.

Competency-Based Learning (CBL) and PACE
Thank you for your participation in the October 4 and CDW CBL activities. The feedback we have received about the collaborative work on performance assessments has been positive. A number of groups will pilot PACE tasks, which will give us insight into our level of readiness to move to using PACE for accountability. On March 21, grade (K-5) and content (6-12) areas will get back together to look at student work on the common performance assessments/PACE tasks and calibrate based on the rubrics that were developed. Over the past two years, we have had representatives from all five schools on a CBL Lead Team. The group meets at least monthly to discuss CBL needs and decide on next steps. We use your feedback from exit surveys and PLC discussions to inform our discussions, so please take the time to share your thoughts.
**Competency-Based Learning (CBL) and PACE (continued)**

Sometimes there is confusion about how PACE relates to CBL. Performance Assessment for Competency Education (PACE) is a state-level alternative assessment system. It includes a combination of the NH State Assessment (NHSAS), PACE assessments, bodies of classroom evidence and local performance assessments. SAU 24 has over 20 teachers involved in PACE task development. Additionally, there are twelve teachers participating in a CBL leadership program sponsored by NEA and the NHDOE. There will be a book study and an SAUniversity24 course this spring that focuses on competency-based learning. If you are interested in getting more involved, speak with your principal.

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**COACHING CORNER**

We are pleased to welcome Allie Hartnett, our new K-8 coach. Allie has 8 years of experience teaching elementary math. She is enthusiastic about the workshop model, hands on learning, developing number sense and 3 Act Math tasks. This Fall we encourage all of you to make one small sustainable change in your classroom instruction. Here are some ideas:

- **Checks for Understanding** - Instead of asking “Are there any questions?”, have students show a Fist to Five or turn and talk to their elbow partner about their understanding then select a few pairs to share out. Student feedback is critical during a check for understanding.
- **Develop student thinking** - Talk less so students can think more.
- **Time** - There is never enough time in any school day and yet without intending to we waste instructional time. Think of ways you can better maximize student learning time - start by considering how you start and end your periods or how you run transitions during the period.

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**Blizzard Bags**

In Spring 2018, the SAU Curriculum Committee surveyed the internal and parent community to gather input about the possibility of using Blizzard Bags. Of the 304 people (mainly parents and teachers) who took the survey, 75% were in favor of adopting blizzard bags. While this indicates an interest in further exploration, a number of concerns also came up in the survey, including the availability of internet/computer access, the ability to provide meaningful activities for students K-12, the burden on parents/daycare providers, potentially low participation rates and a belief that snow days should just be fun. In an effort to balance the interest in blizzard bags with the concerns, we have decided to do a two-day pilot in 2019-2020. This will give us the chance to try out the idea and gather feedback before becoming a blizzard bag district. If you are interested in working on the blizzard bag pilot development team, let your principal know.
SAU Curriculum Committee Updates

ELA - The SAU 24 ELA Committee’s primary goal for this year is to draft K-12 learning progressions in all ELA competency areas. The purpose of the learning progressions is to provide a teacher resource that articulates and aligns our instruction and provides guidance for differentiation. The committee will be looking for teacher feedback on our drafts throughout the year. Teachers who would like to be more involved in the development of the learning progressions are welcome to volunteer to work with the committee. The committee is scheduled to meet 11/13, 12/18, 1/8, 2/19, 3/19, 4/16 & 5/21 from 3:30-5:00 at the SAU. Please contact Jill Pinard (jill.pinard@sau24.org) with questions or if you are interested in volunteering. The committee is also working on organizing school book inventories and updating our texts in use document in order to facilitate communication about resources used in our district.

Math- Our goals for the 2018-19 school year are to continue the work started last year. Last year there was a lot of trial and error and false starts as we got our feet wet with generating performance tasks and piloting them in classrooms. Our goals for this year are:

- Create or choose one common performance assessment per grade level for math - focusing on domains/competencies of weakness first
- Looking forward - one performance assessment per grade level per competency
- Link the K - 5 I cans to CCSS

Other areas including, matching high quality performance tasks that already exist (such as possibly PACE or "3 act tasks") to our program units and discussing the appropriate time to administer these tasks. We are also discussing the effort it takes to effectively score the tasks once they were complete and ways we can support teachers in streamlining that process. The link to the Agenda/Meeting minutes is [here](#).

Social Studies - For the 2017-2018 school year, the social studies curriculum committee made progress as we worked on refining common learning targets between the schools. In the k-4 band, we spent the year taking the standards statements from the NH state frameworks and condensing and combining them into learning target statements that are student friendly.

Currently, all of the learning target statements have been written for each of those grades, and they are ready to be used during the 2018-2019 academic year in order to collect feedback. Link to [social studies competencies/learning targets](#) is here.

For the 5-8th grade band, we spent the 2017-2018 year making revisions based on the feedback from the teachers. Throughout the year, the committee invited teachers to come and give input on the learning targets and competencies. This year, the k-4 band would like to start putting together curriculum guides for those grades with suggested areas to cover the learning targets. The idea is to use curriculum that is already being taught and make the connections with the social studies learning targets. For the 5-12 band, we will still be collecting feedback from teachers (just not as frequently as we did this past year) and shift the focus to refining curriculum guides, discussing common assessments, and examining our vertical alignment.

Science- The Science Committee is currently working to finalize competencies K-12 to reflect Three-Dimensional Learning as outlined by NGSS. Soon your school representative will be leading activities at your school to help all teachers gain understanding of the three dimensions that make-up each standard.

At the Elementary level, we’ll be asking for teacher feedback on the drafted competencies and programs that we’re piloting this year. Additionally, we’re planning two Mystery Science workshops for over the Winter.

Middle school and high school teachers have done some amazing work creating competencies. The committees intention is to support teachers in the finalization and implementation of these competencies. As well as supporting teachers in the use of NGSX instructional Practices. Please contact your building rep with any questions or ideas for additional support or professional development.

If you are interested in joining the Science Committee to discuss a certain topic or if you have any questions/feedback, please contact our committee rep Jacqui Cornwell (Jacquelyn.Cornwell@sau24.org), PD hours are available.
SAU24 Summer Institute
In addition to a large number of high school teams, twenty-five teachers across the SAU collaborated during the first SAU 24 Summer Institute. Projects included the exploration of C3 Frameworks and the development of performance assessment, curriculum guides and interdisciplinary units. **The next SAU24 Summer Institute will be August 12-16, 2019.** The following criteria are used to determine proposal funding:

- A strong connection to an SAU 24 area of focus
- A collaboration
- A demonstration that the work is a continuation of or will be part of ongoing work

Consider proposing a project to tackle during the 2019 Summer Institute.

SAU 24 Technology Planning
Previously, SAU 24 created technology plans, as required by the NHDOE, through a district-based process that was somewhat disconnected to broader discussions about teaching and learning. The NHDOE changed their requirements for tech planning, which allows us the opportunity to engage in a more connected process. Towards this end, SAU 24 joined over 3,100 districts across the country and made the commitment to becoming Future Ready! In doing so, we will work with students, educators, families, our community, and continuously create learner-centered environments in all the schools that we serve. As part of our Future Ready planning process, we are creating a team who can inform our SAU’s action plan and implementation strategy. This Future Ready Team will help SAU 24 make the best planning decisions that will lead to a more personalized learning experience for all students in our district. The work that we do is directly linked into strategic planning for SAU 24 and for the individual districts and schools. Please stay tuned, as you will be asked for input during this process.

Futures Coordinator
Welcome to Mandy Fraser, our new Futures Coordinator! The Futures Coordinator evolved from the school-to-career coordinator position. School-to-career positions traditionally have been centered in high schools. While Mandy will spend a significant amount of time working with high school students, the focus of the position is broader. We are looking to deepen a connection to real world learning by making career connections across disciplines and grade levels. She will bring together the work being done in the areas of extended learning opportunities, competency-based learning, tech-integration, community/business/industry connections, and the development of 21st century learners. Mandy’s areas of focus include:

- Creating connections to students’ interests, strengths and aspirations
- Supporting teachers through a variety of professional learning opportunities
- Creating more flexible learning environments
- Connecting learning to real-world applications
- Increasing community connections through the development of apprenticeships, internships and teacher externships.
- Increasing opportunities for students at local technical schools and colleges.
- Increasing opportunities for students K-12 to explore pathways to careers, connect with the community and plan for the future.

If you have ideas of how you could connect your students to real world opportunities or if you have an interest in exploring options for how to do so, contact Mandy.  Mandy.Fraser@sau24.org
Do you Tweet?

Why have a social media presence?
- Branding - telling our own story.
- Communication - reach people where they are at. (47% of people get news from FB/Twitter. Over 70% of NH residents have social media)
- Public Relations - let the community know about the great things that we are doing.
- Create a buzz.

Check out a couple of your SAU colleagues on Twitter:
Stephanie DiMatteo @missdimatteo12 and Colin Stone@JSRHS_PLTW

Guidelines -
- Create SAU Twitter account in standard format - Include some variation of your NAME and SCHOOL
- Bio - include school, grade level, discipline
- Classroom focused - all “Show & Tell”
- Social media newsletter (unique projects, something special)
- Keep it visual
- You do interesting things that you don’t always share. Consider tweeting about things from your classroom that might elicit a “that’s cool!” response
- Encourage parents to follow your handle. They will be excited to see their kids. Follow your peers in SAU24.
- Model being a lifelong learner for students and parents by posting professional articles which describe benefits of evidence based best practices in education especially as it relates to things you are doing in your classroom..
- Use standard format hashtags. ie: #SAU24_PD #JSRHS_Math #JSRHS_Sci
- Post when you feel like it. Once a day, once a month, once a year.
- Notes: Be careful about no-photograph students. Avoid political commentary, etc... Remain classroom-based. When you are posting with your official “SAU” twitter, it is an extension of all of your communication as an employee. Don’t post anything you wouldn’t say directly to your principal or a parent
- For more information, check out the SAU 24 Social Media Communication Plan
### NHSAS and SAT - Spring 2018

#### NHSAS - ELA/Reading (Spring 2018) % proficient (# of students tested)

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#### NHSAS - Math (Spring 2018)

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