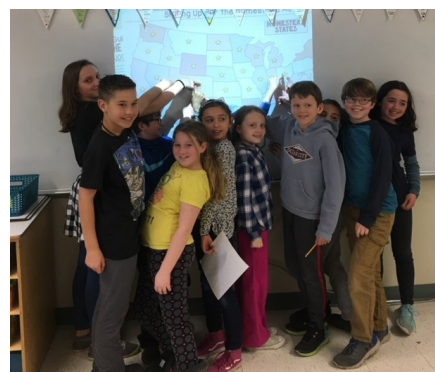


# Curriculum Matters...

## Transformative Work by the Faculty and Students of SAU 21



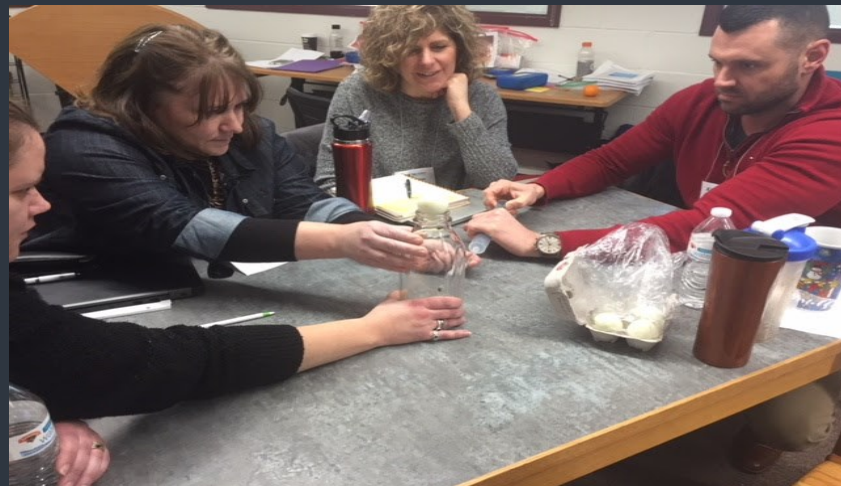
Building Administrators and teacher leaders from all six schools and the SAU will be participating in the *2018 Seacoast Competency Based Education Summer Institute* to make up a team of 22 representatives from SAU 21. This includes: Oyster River, Portsmouth, Exeter, and Newmarket. The primary purpose of the work is to build instructional leadership capacity as part of our competency culture. This will include establishing visioning, frameworks, learning progressions, engagement and structures.

Schools will continue to enhance understanding of performance assessments and their impact on instruction and personalization for all students. We will look at how learners can design assessments and be part of the evaluation process through teacher feedback, facilitation, and coaching. This work is coordinated with our consultant for the 2018-2019 academic year with Jonathan Vander Els for a continued progression.

We will also work on a communications plan to continue to educate parents, students, teachers, administrators, and the greater community on all that competency education is and has to offer in supporting student learning and growth. We will self-assess what we believe the 5 tenets of a competency-based system are, and what we believe them to be again after our work this year with aspirations for deeper learning, understanding, and implementation.

Principals are in the process of applying for the Blue Ribbon and Gold Circle Awards through New Hampshire Partners in Education to recognize all of the support we receive from our communities for students to engage in learning through real life experiences.

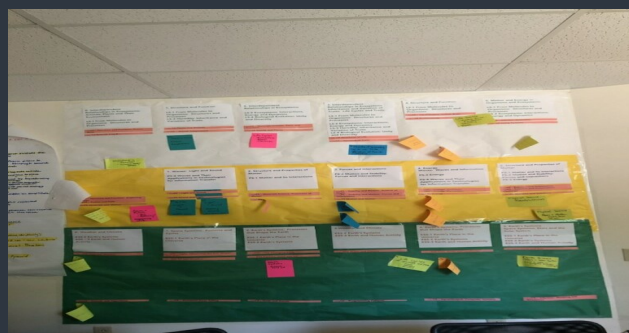
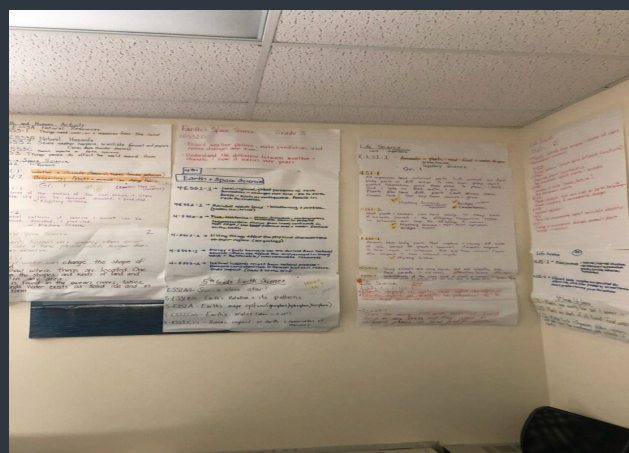
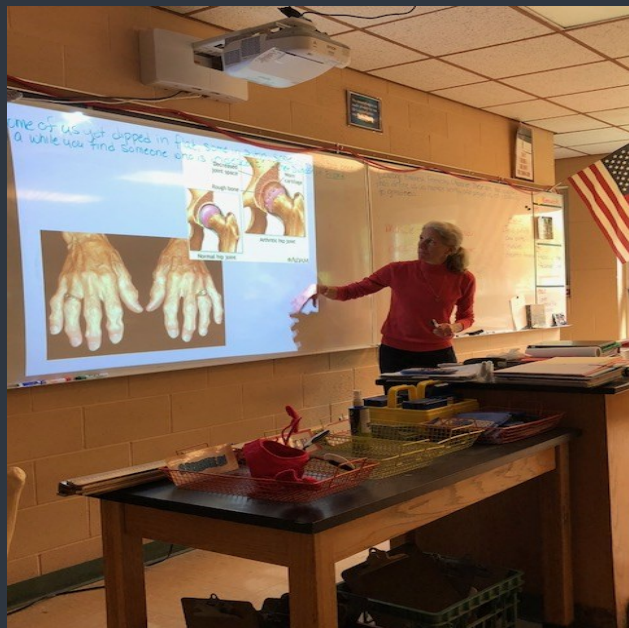
# Science



Jonathan Vander Els is the Director of Innovative Projects for the New Hampshire Learning Initiative (NHLI), an education foundation that supports the innovative practices in NH. Jonathan lead our work on competency-based education, teacher leadership, and assessment.

Jonathan spoke about competencies during the first half of the SAU wide meeting and during the second half, the science vertical team from the sending schools spent time discussing how the science team would integrate the standards into the competencies.

Lisa Woodruff has already started this implementation at her school and took the lead in the discussion with experience on student engagement and best practices for science integration. Summer work will include standards integration into the competencies to align the schools. Lisa Woodruff will coordinate this work for further articulation of curriculum work and revisions to assist students to meet and master competencies.





# World Language

The World Language Vertical Team has had a busy 2018 thus far. In early January, one representative from each of the languages taught at Winnacunnet (French, Latin, and Spanish) visited each sending school to discuss the benefits of studying a world language, the structure of world language classes at WHS, and why a student might consider studying French vs. Latin vs. Spanish. Feedback was positive from both sides. The 8th grade students really appreciated hearing about the different world language options at Winnacunnet and the WHS teachers enjoyed meeting and interacting with the incoming Freshmen class.

Most recently, the Vertical Team has completed exams to confirm placements of incoming freshmen into Spanish 2. While 8th Freshmen year courses in wishing to enter into level 2 complete an exam to confirm for the listening and reading Google Form option to submit. Close to 30 8th graders were for the 2018-2019 school



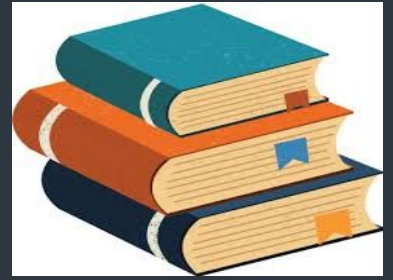
graders sign up for their February/March, students of a language must also their placement. New this year sections of the exam was a and grade exams automatically. eligible to enter into Spanish 2 year.

With regards to the transition across the SAU, progress April 6th early release, given the opportunity to work develop competencies. During that same early release time, Winnacunnet teachers worked to further delineate the current course competencies and revise the department rubric to reflect this. The competencies of Read and Listen will each be separated into Interpersonal and Interpretive categories. The competencies of Speak and Write will each be separated into Interpersonal and Presentational categories. This will take effect in the 2018-2019 school year. In additional to being used in Winnacunnet World Language courses, these rubrics will inform the work done this past fall to establish common competencies for SAU 21 world language classes. The Vertical Team continues to work on establishing documents to outline "I can" statements for what students will be able to do at each level of study for each of the competencies.

<b>WHS WL Rubric 2018</b>	<b><u>No Evidence</u></b>	<b><u>Beginning</u></b>	<b><u>Sufficient</u></b>	<b><u>Proficient</u></b>	<b><u>Advanced</u></b>
<b>Corresponding grade</b> % →	<b>0</b>	<b>1 - 35 - 59</b>	<b>60 - 70 - 76</b>	<b>77 - 83 - 89</b>	<b>90 - 95 - 100</b>
<p><b>Reading:</b>  <i>-Interpretive:</i> "Students will comprehend and interpret content from authentic sources in the target language."  <i>-Interpersonal:</i> "Students will comprehend written correspondence, obtain information, understand emotions, and receive opinions in the target language."</p>		--Student responds to text with many errors. Student does not yet show understanding of target material.	--Student responds to text with some errors. Strengths outweigh weaknesses.	--Student responds to text adequately with few errors and demonstrates mastery of target material.	--Student responds with very few or no errors to text and is able to infer meaning not implicitly stated.
<p><b>Writing:</b>  <i>-Presentational:</i> "In written form, students will present information and ideas on a variety of topics in the target language."  <i>-Interpersonal:</i> "Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions."  <b>--Content</b>  <b>--Organization and Style</b>  <b>--Grammar and Mechanics</b></p>		--Inaccurate response to task. --Writing has lapses in organization or coherence which interfere with understanding. --Many errors in grammar, spelling, punctuation, and capitalization.	--Accurate response to task with basic vocabulary. --Writing is generally organized and coherent, using simple sentences. --Some errors in grammar, spelling, punctuation, and capitalization.	--An accurate response to task with some attention to detail and depth of vocabulary. --Writing is well organized and coherent throughout with a progression of ideas beyond simple sentence structure. --Few errors in grammar, spelling, punctuation, and capitalization.	--An accurate response to task with much additional detail and rich vocabulary. --Writing is deliberately organized with a purposeful progression of ideas, using a variety of different kinds of sentences. --Very few to no errors in grammar, spelling, punctuation, and capitalization.
<p><b>Listening:</b>  <i>-Interpretive:</i> "Students will comprehend and interpret content from authentic sources in the target language."  <i>-Interpersonal:</i> "Students will engage in conversations, obtain information, understand emotions, and receive opinions in the target language."</p>		--Student responds with many errors to spoken language.	--Student responds adequately with some errors to spoken language.	--Student responds adequately with few errors to spoken language.	--Student responds with few or no errors to spoken language and is able to infer meaning not implicitly stated.
<p><b>Speaking:</b>  <i>-Presentational:</i> "Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language."  <i>-Interpersonal:</i> "Students will engage in conversations, provide information, express feelings and emotions, and offer opinions in the target language."  <b>--Pronunciation</b>  <b>--Content</b>  <b>--Fluidity</b>  <b>--Grammar</b></p>		--Task assessed has many or excessive errors. --Inaccurate response to task. --Does not speak clearly and/or audibly. pauses frequently, hindering the flow of the response. --Functions of grammar exhibit many errors.	--Task assessed is pronounced with some errors. --An accurate response to task with basic vocabulary. --Speaks clearly and audibly with some pauses. --Functions of grammar exhibit some errors.	--Task assessed is pronounced with few errors. --An accurate response to task with much additional detail and rich vocabulary. --Speaks clearly and audibly with natural pauses, demonstrating, some correct intonation and/or expression. -- Functions of grammar exhibit few errors.	--Task assessed is consistently pronounced properly. --An accurate response to task with much additional detail and rich vocabulary. --Speaks clearly and audibly with natural pauses, demonstrating correct intonation and expression. -- Functions of grammar exhibit very few to no errors.



# Language Arts



The ELA vertical team met four times this year. The group is comprised of representation of teachers from across buildings, departments, and grade levels. After we decided to work on competency rubrics, we went back to our schools and tried the research rubric that we had discussed and shaped together. In January we gathered again and teachers were able to discuss any confusion, commonalities and questions they had with each other. Each teacher had shared the rubric informally with any teacher/grade level that they work with. We were able to discuss implications, highlights, questions... with each other regarding the research rubric. What needs to be adjusted? What worked?

We met as a whole SAU in April to hear a powerful presentation by Jonathan Vander Els, regarding New Hampshire's shift to competency grading. It was important for the whole SAU to hear the exciting work that is being done, and understand some of the challenges of this innovative type of assessment model. We were able to meet as an ELA group during the break out session to discuss a series of reflective guiding questions. Some of the key take aways were: competency is the synthesis of the skill, the transfer of knowledge, grading and assessment is for learning, not for points, success comes when we break down boundaries between disciplines, working together with a clear vision is a key element when starting this important initiative. We briefly discussed the template that is used for the *Understanding by Design* model, knowing that there is much work still to be done. It was a great opportunity to look ahead at the impact of competency learning and assessment.

Lauren deConstant- ELA Vertical Team Leader



# Physical Education



The Health and Physical Education vertical team met this year to align our competencies for each grade level leading up to the High School. After a very productive morning, we were able to sit and collaborate about different lessons that we teach for different units. Because SAU 21 schools are Google driven now, it has become very easy to share what we do. The Google Classroom has become a staple of many of the High School and Middle School Health and Physical Education classrooms.

One of the High School eye of a Middle School afternoon discussion, and to adapt the lesson for students using Google teacher was very excited "kids loved it," and she from it. When our students have similar experiences i.e. Google Classroom in their schools it helps in the transition process from school to school as well as students overall academic achievement. Vertical teaming allows teachers at all levels to work with their subject-area counterparts doing what they love to do best....talk about their subjects, and student performance!



health lessons caught the health teacher during the this Spring she was able her Middle School Classroom. The Health about the project, said the got a great assessment

We are very thankful for the time that we are given to meet with our vertical teams and see our course alignments coming together a little bit more each year we work.





# Reading Literacy

The collaborative initiative between the SAU 21 Literacy Specialists (Seabrook, North Hampton, South Hampton, and Hampton Falls) and Rockingham Community Action (RCA) that was presented in the winter issue of Curriculum Matters has been a huge success. Through donations made by organizations like the Rotary Club as well as

teachers students schools, keep a Literacy fully with books readers



from and from area we have able to nice little Corner stocked picture and early for

preschoolers and early elementary school students. Families who come to RCA in order to access the food pantry, WIC, or fuel assistance have also been able to obtain free books as well as onesies and bags all with the intent of encouraging reading even before children are old enough to attend school. Our goal is to keep the Literacy Corner fully stocked with books throughout the summer, so that children can access the books year round.

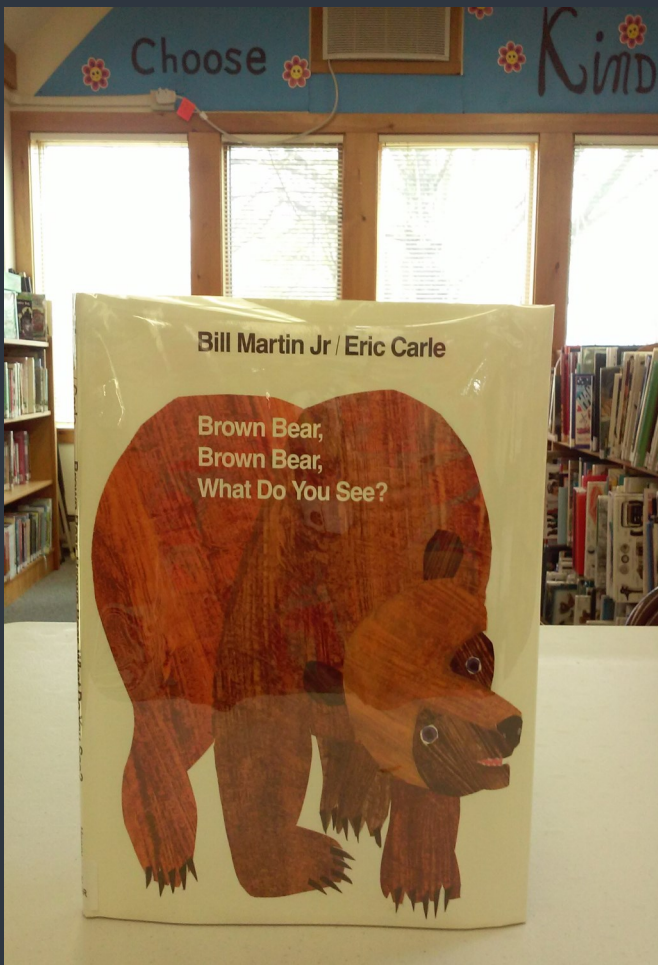
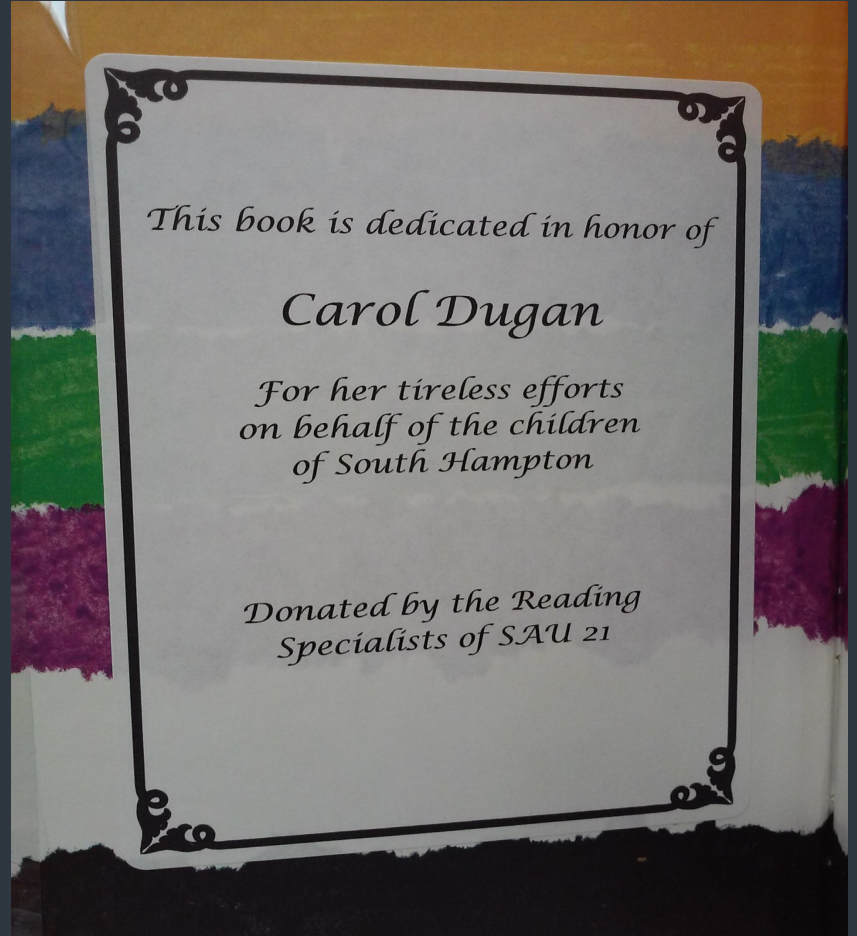


# Reading Literacy

We would also like to take this opportunity to mention our colleague, Carol Dugan, who was the Literacy Specialist for South Hampton. She passed away unexpectedly earlier this school year. Carol was passionate about children and this project in particular. Her legacy of love for children and reading lives on in her efforts with this initiative.



There are now numerous mini lending libraries throughout South Hampton designed and built by students as part of competency integration to honor Mrs. Dugan and her passion for reading that the kids share.





## Reading Literacy –South Hampton, N.H., Students build “Little Free Libraries”

Coming soon to the area will be a host of new libraries – Little Free Libraries – all designed and constructed by sixth, seventh and eighth graders at the Barnard School in South Hampton, N.H. “Every year we try to do one big hands-on project,” said Drew Szeliga, who teaches fourth through eighth grade math at the Barnard School, something that incorporates a lot of different skills, something the kids have to design. They have to implement procedure and use our construction tools to put it together. This is a cross-curricular project with mathematical components to it.” This year they are building Little Free Libraries, small structures to hold books that will be free and available to all community members. Just take a book and return it when you are finished reading it, or exchange it for a book you have already read. “The idea came from knowing Carol (Dugan),” Szeliga said, “and the sort of things she would appreciate as an educator and as a person.” Carol Dugan of Hampton, N.H., who died on March 14, at the age of 73, devoted her entire career to education. For many years Dugan taught remedial reading at Amesbury Middle School, Amesbury Elementary School and Cashman Elementary School. After her retirement from the Amesbury public schools, she became the reading specialist at Barnard School, a position she held until her death. “I knew I wanted to do a big project with the kids,” Szeliga said, “and thought it would be a good tribute to her, getting the kids engaged in something that mattered to them and honoring Mrs. Dugan. “This particular group of kids had been with her since first grade so they knew her very well. She was part of their classrooms on a daily basis.” Szeliga divided the students into groups of two and three. They were given the option of designing their own Little Free Library or choosing a plan on the Internet. The libraries had to be watertight, sit on a post or small platform to stand above the ground, and had to have a way to access the books. “They had to create scale drawings,” Szeliga said, “in the standard architectural style. They had to write their own procedures, but the younger kids could use the procedures on the Internet. In some capacity, the project worked for all our learners. “It wasn’t a requirement, but most of the children chose to have a window. The most amazing thing I found was that the kids were so invested in the project that they made their own little signs. All the kids had their own approach to it.” Area companies donated the bulk of the materials, but the students had to call and ask them. “The kids had to call local businesses and explain what they were doing,” Szeliga said. “They were really very nervous when they learned they had to make the phone calls, but they came back very excited” and successful. They were very resourceful. When asked, one of the sixth graders couldn’t remember what materials he needed so he said, “I’ll have to pass you on to my assistant” and handed the phone to one of his classmates. “We tried to do as much of the project as possible in school,” Szeliga said, “to give the kids the opportunity to learn to appropriately use tools and construct something that’s viable. My hope is that by the end of the school year we have 10 Little Libraries completed.” Barnard students and staff will vote on which Little Library is installed at their school. The remainder will be offered to schools in the district including Amesbury, Seabrook, North Hampton, and Hampton. The Little Libraries will be stocked with books from the onset, drawing on books that already have been donated by families and the school library. “I think that would very much be in the spirit of Carol,” Szeliga said, “spreading the love of teaching. When I started here in 2008, she was here. I always appreciated how thoughtful she was in her everyday life. She would always comment about individual characteristics you thought she wasn’t paying attention to. “She found a book for me called ‘Gold’ about two Olympic cyclists because she knew I was a cyclist. She did that all the time. She paid attention to all the kids and their interests and would pick out books that fit their individual personalities.” At the beginning of each school year Barnard holds a Celebration of Reading. “She would buy a book for every single kid,” Szeliga said, “and she thought about every single book. There would be at least 40 kids. She had a wonderful charm and personality. There’s definitely a hole that’s been left at this school.”

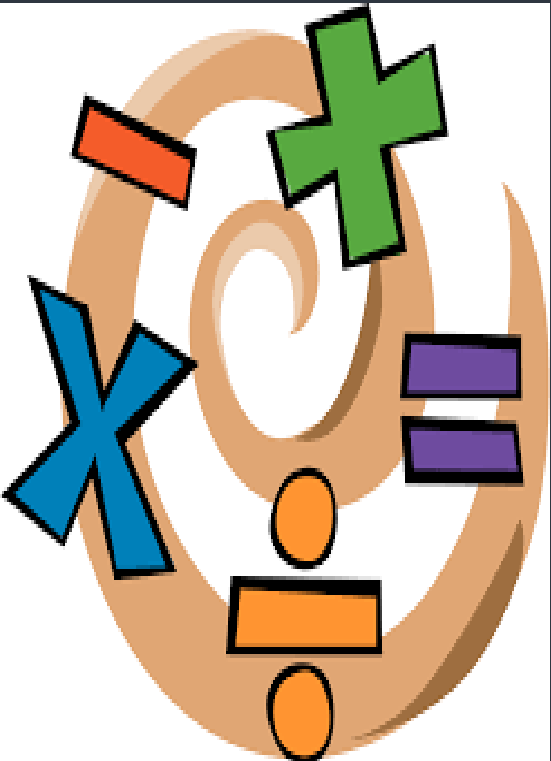
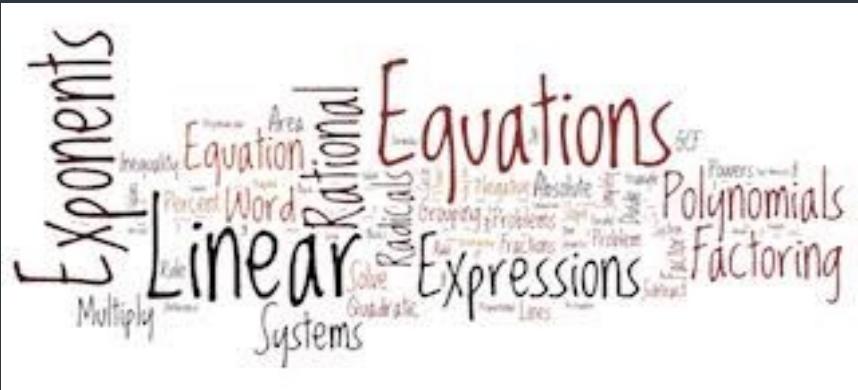
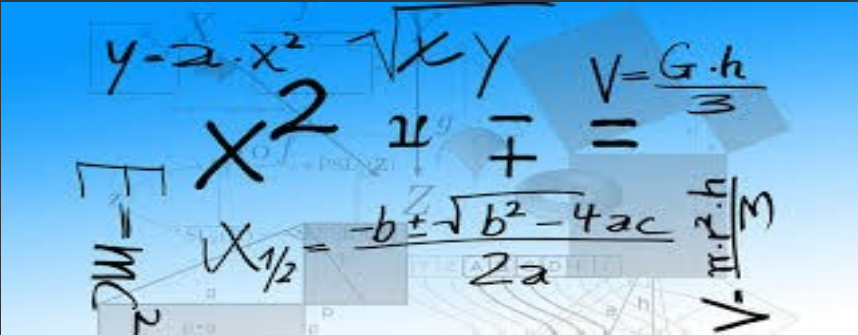
By Carol Feingold / Correspondent  
Newburyport Current

<http://newburyport.wickedlocal.com/news/20180619/hampton-nh-students-build-little-free-libraries>

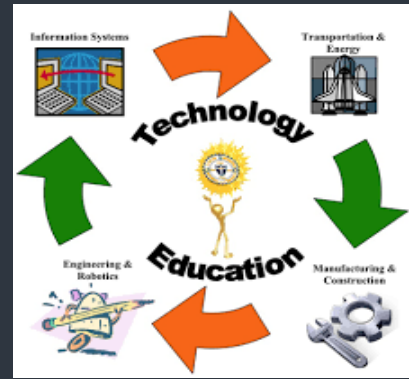




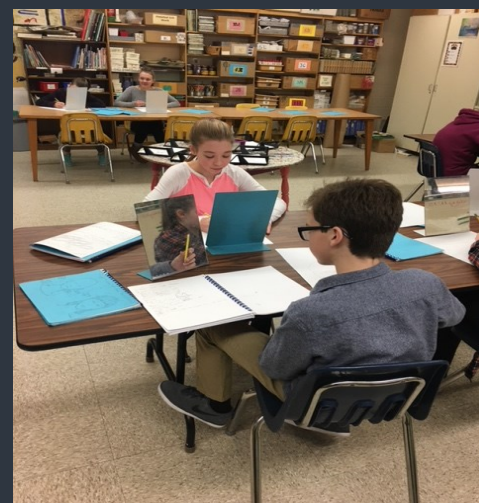
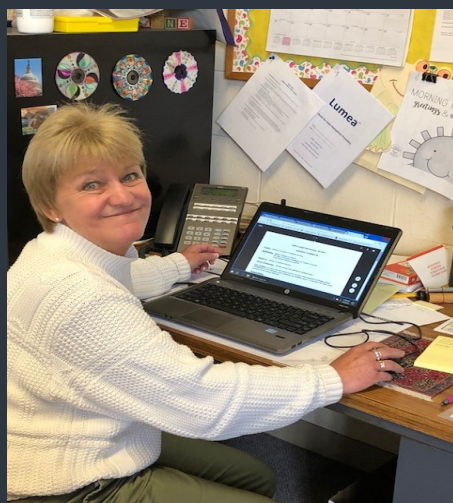
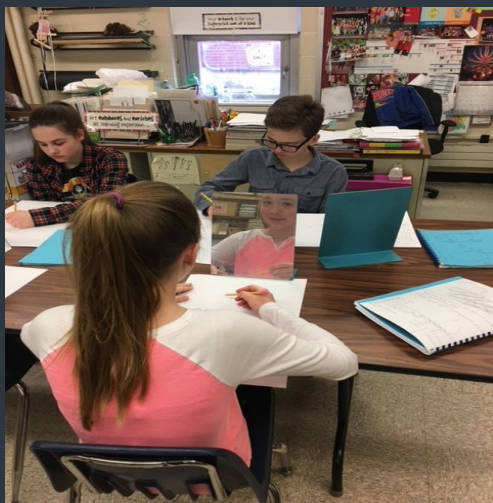
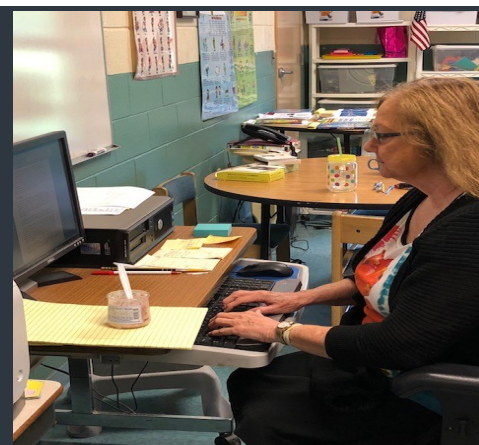
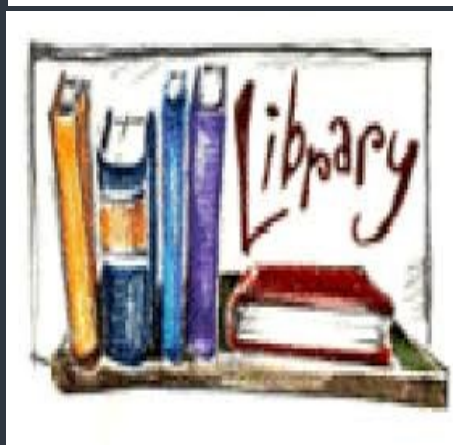
Jonathan Vander Els spoke with the SAU about competency based education. This was a great starting point for the middle school teachers to discuss different ways we are addressing competencies. We shared current performance assessments and standard assessments, discussed ways we are documenting where students are at in their understanding, we also discussed different structures that in place for students to reassess. The next step for middle school math teachers is to bring current performance assessments used and develop rubrics to match the competencies.



# Library Media and Tech Integrator



Media specialists from SAU 21 and SAU 90 met to discuss best practices and to continue work on competency based learning and performance indicators. This work was based on the newly released American Association of School Librarians Standards for Learners, School Librarians and School Libraries. Work included determining when each competency should be introduced and coordinating with each school to develop a scope and sequence to best meet the developmental needs of students while coordinating with classroom/grade level topics for cross-curricular connections. They will meet again in the fall to complete articulation of competency spans.



# Student Services SPED



Special educators and administrators from South Hampton, Hampton Falls, Hampton, North Hampton, Winnacunnet, and Seabrook Middle and Elementary continue to meet as a vertical team. SAU 21 and SAU 90 were represented at these monthly meetings to focus on competency-based learning and assessment as it pertains to students with disabilities. The group shared current progress with regards to competencies at all schools and grade levels to get an understanding of vertical team strengths and gaps going forward.

The book Grading Exceptional and Struggling Learners by Jung and Guskey continues to serve as a guide for a whole group discussion around competency-based instruction and assessment for students who receive specialized instruction. Caroline Arakelian, Winnacunnet Director of Special Services, facilitates discussion to review the model proposed by these authors regarding grading based on modifications, appropriate expectations for students, and advising regular educators in the area of accommodations and modifications. Teams agreed that an inclusive grading model is most appropriate for students with disabilities given the philosophy of the districts as well as NH Special Education Rules and Regulations. The process involves determining the adaptation needed for each grade level standard. For each adaptation, determine if an accommodation or a modification is needed. Teachers (regular and special education) establish the appropriate expectation for each area requiring modification followed by applying appropriate and equitable grading practices to the appropriate standard. Finally, special educators will clearly communicate the meaning of the grades to families.





SAU 21 and SAU 90 counselors have been meeting to address a variety of issues pertaining to the field of school counseling. The meetings have provided counselors across the districts the opportunity to share and explore what is currently in place at the various schools. Our major vision is to have a guidance plan that is aligned vertically K- 12 for SAU 21 and SAU 90.

Topics that are being addressed:

Section 504 of the Rehabilitation Act of 1973

**Section 504 of the Rehabilitation Act of 1973, as amended, is a civil rights law that prohibits discrimination on the basis of disability.** This law applies to public elementary and secondary schools, among other entities.

Goals in regards to 504 are as follows:

The creation of an updated policy and procedural handbook that is aligned with current legal language and updated forms

Goal to start implementation of new forms fall of 2018

Possible creation of an SAU 504 Roadshow

**Crisis Planning and the implications in the school guidance plan.**

Guidance focus should be response in the schools.

Counselors discussed the spectrum of needs, components of crisis planning and the incorporation into the guidance plan.

The counselors will continue to meet to work on the creation/revision of a vertical school guidance plan K-12.





On Tuesday, March 27th Winnacunnet High School hosted the first ALL-SAU 90 and 21 Music Festival. This festival featured performances from the Winnacunnet Chamber Singers, Concert Chorus and Concert Band as well as performances from the combined 8th Grade SAU Concert Band and the combined 8th Grade SAU Chorus. 8th grade students from Seabrook Middle School, Lincoln Akerman School, North Hampton School and Hampton Academy received their music back in January and worked on it with their band and chorus teachers at their respective school.



Then they came to Winnacunnet High School and spent the afternoon working with the music teachers from WHS and WHS students. These rehearsals and concerts centered around the National Core Arts Standards: Creating, Performing and Responding. We put on a great concert centered with some very difficult repertoire and some great conversations and dialogue in rehearsals. It was a positive event for all involved; we look forward to modifying for successful festivals.



The Art team has been working on the Art Competencies as outlined in the following table.



Art Competencies	Demonstrations of Learning	
	K-4	5-8
<p>Creating Applying the skills and language of a specific arts discipline, students will demonstrate the ability to <i>create</i> in the arts.</p>	<p>All students will: Experiment with a variety of art materials</p> <p>Engage in the artistic techniques of drawing, printmaking, sculpting, collage, painting</p> <p>Develop their understanding of color theory elements of art.</p> <p>Generate, conceptualize and organize artistic ideas.</p> <p>Express their thoughts and ideas</p> <p>Learn problem solving skills</p> <p>Take artistic risks</p>	<p>All students will: Demonstrate competence with a variety of art materials.</p> <p>Continue to develop their skills in the artistic techniques of drawing, printmaking, sculpting, collage, and painting.</p> <p>Refine their understanding and skills related to color theory and the elements and principles of art</p> <p>Generate, conceptualize and organize artistic ideas.</p> <p>Convey and Express their thoughts and ideas</p> <p>Enhance their problem solving skills</p> <p>Continue to take artistic risks</p>
<p>Presenting Applying the skills and language of a specific arts discipline, students will demonstrate the ability to <i>present</i> in the arts.</p>	<p>All students will: Have an opportunity to present or display their work - in a formal art show or informally amongst peers.</p> <p>Critique and analyze their own work</p>	<p>All students will: Have an opportunity to present or display their work - in a formal art show or informally amongst peers</p> <p>Critique and analyze their own work</p>
<p>Responding Applying the skills and language of a specific arts discipline, students will demonstrate the ability to <i>respond</i> in the arts.</p>	<p>All students will: Learn how to interpret and read a work of art</p> <p>Critique and analyze the work of others based on art concepts and on personal connection</p> <p>Reflect in response to artwork</p>	<p>All students will: Interpret and read works of art</p> <p>Critique and analyze the work of others based on art concepts and on personal connection</p> <p>Use artistic language to write about their art</p>
<p>Connecting Applying the skills and language of a specific arts discipline, students will demonstrate the ability to <i>connect</i> in the arts.</p>	<p>All students will: Synthesize and relate their art understandings to history, careers, world cultures and the world around them in relation to themselves and their world</p>	<p>All students will: Synthesize and relate their art understandings to history, careers, and the world around them in order to deepen understanding of connections between art and cultures</p>

Here are the articulated competencies for K-12 in all subject areas with live links in the electronic version. There are also links to the presentation to K-8 educators as part of our professional development.

## **SAU 21 Professional Development Day on April 6th, 2018**

[Jonathan Vander Els Presentation - video](#)

[Jonathan Vander Els Presentation - powerpoint](#)

[Performance Assessments Old/New Exemplar](#)

[Hess's Rigor Matrix](#)

### **Competency Alignment**

[English Language Arts K-12](#)

[Mathematics K-12](#)

[Social Studies K-12](#)

[Science K-12](#)

[Music K-12](#)

[Physical Education K-12](#)

[Technology K-12](#)

[World Language K-12](#)

[Wellness K-12](#)

[Visual Arts K-12](#)



END OF YEAR TRIPS AND CELEBRATIONS ACROSS THE SAU—AND THE EAST COAST OF THE UNITED STATES!





▲ HIDE CAPTION

Forrest Carter Jr. (left) receiving the 2018 Champions for Children Award from SAU 21 Assistant Superintendent Dr. Ronna Cadarette at Monday night's Seabrook School Board meeting.

**Curriculum Matters** is a communication tool for SAU 21 teachers, parents, and community members. It provides a mechanism for the Vertical Curriculum Teams to share their efforts to build a coordinated curriculum that enhances the learning opportunities and performance of all students.

Please learn with us as we embark on these efforts and look for opportunities that align across disciplines. We encourage our larger community to follow some of the **web** links to see how our work is influenced and to help students understand how to do their very best in learning. Please direct any questions or suggestions to the SAU 21 office at 926-8992 x105. We appreciate your input.