

**NAUSET PUBLIC SCHOOLS
CHARTING THE COURSE: 2009-2010**

STUDENTS SBE LEARNING	TEACHERS SBE PLANNING AND INSTRUCTION	SUBJECT COORDINATORS / DEPARTMENT HEADS/COACHES	PROFESSIONAL DEVELOPMENT	PRINCIPALS SBE SUPERVISION AND EVALUATION	CENTRAL OFFICE
<p>District Wide Evidence of student engagement in the learning process...</p> <ul style="list-style-type: none"> Refers to the <i>Lesson Agenda</i> throughout the lesson. Can describe in their own words the standards and benchmarks that they are learning. <p>Elementary:</p> <ul style="list-style-type: none"> Understands the criteria (rubric) used to measure performance on the grade level writing benchmarks. (K-4 narrative, 5 expository) <p>Middle School:</p> <ul style="list-style-type: none"> Understands the rubric used to measure performance on all subject area summative assessments. Understands the criteria (rubric) used to measure performance on the grade level writing benchmarks. (6-7 expository, 8 character analysis) 	<p>District Wide Will be prepared to demonstrate the following during a formal observation:</p> <ul style="list-style-type: none"> Clear understanding of the instructional purpose of the Lesson Agenda. Reviews the Lesson Agenda at the beginning of the class and refers to it throughout the lesson. Demonstrates the implementation of an Effective Teaching Unit Design (ETUD). Shows progress on utilizing 3 forms of assessment in writing, reading and mathematics: <ul style="list-style-type: none"> Preassessment Formative, and Summative Embeds NETS*T standards into ETUDs demonstrating effective use of technology to support teaching, learning, and instructional management. Revises ETUDs to include effective learning experiences supported by the infusion of technology. Revises ETUDs to include research-based literacy strategies (Key Three, Key Vocabulary, ELL) <p>Elementary:</p> <ul style="list-style-type: none"> Creates a daily lesson agenda in the areas of math and ELA Reading, Writing, Oral Communication. Utilizes the rubric to measure performance on grade level writing benchmarks in the areas of 	<p>District Wide</p> <ul style="list-style-type: none"> Understands, implements, and promotes Standards Based Education (SBE). Supports teachers in utilizing 3 forms of assessment in writing, reading and mathematics: <ul style="list-style-type: none"> Preassessment Formative, and Summative Models the embedding and utilization of technology in ETUDs. Models the embedding and utilization of research-based literacy strategies across all content areas. Support sharing: Sets procedures + goals with principals by school / departments in the areas of Standards Based Education, Mathematics, and Literacy across all levels and within the middle and high school subject areas. 	<p>District Wide Professional Development will consist of the following:</p> <ul style="list-style-type: none"> Professional Learning Group/Team on a topic related to district and School Goals. Revision of ETUDs to include effective learning experiences that embed technology. Revision of ETUDs to include effective learning experiences that embed research-based literacy strategies (Key Three, Key Vocabulary). MCAS Analysis. Content subject PDP requirements related to Highly Qualified status requirements. ELL Category Trainings <p>Elementary:</p> <ul style="list-style-type: none"> Analysis of Literacy/ Reading Assessments and the development of Individual Student Plans with goals and gains detailed. Application of <i>Key Three Routine</i> and <i>Key Vocabulary Routine</i> strategies to generate Open Response answers that reflect research-based best practices. <i>Key Three Routine</i> for staff members not yet trained. <i>Key Vocabulary Routine</i> for staff members not yet trained. <i>Key Three Routine Coaches Training</i> for 	<p>District Wide</p> <ul style="list-style-type: none"> Engages School Council in supporting through School Improvement Plans the District, School Goals and PLC initiatives. Keeps parents and School Committees informed of the District and School goals and PLC initiatives. <p>Supervision and Evaluation</p> <ul style="list-style-type: none"> Reviews <i>District Goals and Charting the Course</i>. Maps SBE: <i>Instruction for All Students</i> to the <i>Principles of Effective Teaching</i> at faculty meetings. Works with teachers to embed technology to support teaching, learning, and instructional management. <p>In supervision /evaluation process, evaluators promote ongoing dialogue, examination and observation of ETUDs particular to teachers demonstrating the following:</p> <ul style="list-style-type: none"> Clear understanding of the instructional purpose of the Lesson Agenda. A review of the Lesson Agenda at the beginning of the class and refers to it throughout the lesson. The implementation of an ETUD. The embedding of technology, <i>Key Three</i> strategies, ELL strategies and <i>Differentiated Instruction</i> in the planning and implementation of 	<p>District Wide</p> <ul style="list-style-type: none"> Educate School Committees, community, and parents about standards-based education, the district goals and the activities being conducted to accomplish them, including PLCs. Organize the professional development program to support SBE, PLCs, District Goals and research-based practices. Superintendent and Assistant Superintendent visit classrooms (with clear expectations) to look at Lesson Agenda and implementation of ETUD (minimum twice a year per school). Review the role of Department Heads and Subject Coordinators in the support of teachers in the implementation of SBE. Utilize Web site to publish Professional Development programs and access to registration for Professional Development programs. Support administrators in embedding technology to support teaching, learning, and instructional management. Encourage teachers to electronically share their ETUDs with other teachers. <p>High School:</p>

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<p>High School:</p> <ul style="list-style-type: none"> Understands the school wide rubrics used to measure performance on the 5 expectation standards: <p>Reading Writing Oral communication Problem solving Critical thinking</p> <ul style="list-style-type: none"> Understands the criteria (rubric) used to measure performance on the grade level writing benchmarks (9-10 character analysis) 	<p>topic development and Standard English Conventions.</p> <ul style="list-style-type: none"> Utilizes the rubric to measure performance on classroom writing and to inform instruction – K-5. <p>Middle and High School:</p> <ul style="list-style-type: none"> Creates a Lesson agenda for every lesson taught. <p>Middle School:</p> <ul style="list-style-type: none"> Utilizes the rubric to measure performance on the grade level writing benchmarks – gr. 6-8. Utilizes the rubric to measure performance on classroom writing and to inform instruction – 6-8. Utilizes the rubric to measure performance on all subject area summative assessments. Revises ETUDs to include Differentiated Instruction strategies. <p>High School:</p> <ul style="list-style-type: none"> Utilizes the school wide rubrics to measure performance on the 5 expectation standards. <p>Reading Writing Oral communication Problem solving Critical thinking</p> <ul style="list-style-type: none"> Utilizes the rubric to measure performance on the grade level writing benchmarks – gr. 9-10 		<p>new coaches.</p> <ul style="list-style-type: none"> <i>Key Three Vocabulary Coaches Training</i> for Key Three coaches. <i>Differentiated Instruction</i> <i>Executive Function</i> <i>Open Court Intervention training</i> for teachers using the most updated version. <p>Middle School:</p> <ul style="list-style-type: none"> Application of <i>Key Three Routine</i> and <i>Key Vocabulary Routine</i> strategies to generate Open Response answers that reflect research-based best practices <i>Differentiated Instruction</i> <i>Key Three Routine</i> for staff members not yet trained. <i>Key Three Routine Coaches Training</i> for new coaches. <i>Key Three Vocabulary Coaches Training</i> for Key Three coaches. <p>High School:</p> <ul style="list-style-type: none"> <i>Key Three Routine Training</i> for staff members not yet trained. <i>Key Three Vocabulary Training</i> for staff members not yet trained. <i>Key Three Training Coaches Training</i> for Key Three coaches. <i>Key Three Vocabulary Coaches Training</i> for Key Three coaches. 	<p>ETUDs.</p> <ul style="list-style-type: none"> The encouragement of teachers to volunteer through contact with the Technology Administrator in the publication of ETUDs on district only access Web link. Encourages utilization of 3 forms of assessment in writing, reading and mathematics: <ul style="list-style-type: none"> Preassessment Formative, and Summative 	<ul style="list-style-type: none"> Continue development of ELA and Mathematics assessments with rubrics. Continue the alignment and mapping of curriculums, assessments in Science and Technology Engineering.