

**NAUSET PUBLIC SCHOOLS  
CHARTING THE COURSE: AUGUST 2007 – 2008**

STUDENTS SBE LEARNING	TEACHERS SBE PLANNING AND INSTRUCTION	SUBJECT COORDINATORS / DEPARTMENT HEADS	PROFESSIONAL DEVELOPMENT	PRINCIPALS SBE SUPERVISION AND EVALUATION	CENTRAL OFFICE
<p><b>District Wide</b> Evidence of student engagement in the learning process...</p> <ul style="list-style-type: none"> <li>Refers to the <i>Lesson Agenda</i> throughout the lesson.</li> <li>Can describe in their own words the standards and benchmarks that they are learning.</li> </ul> <p><b>Elementary:</b></p> <ul style="list-style-type: none"> <li>Understands the criteria (rubric) used to measure performance on the grade level writing benchmarks.</li> </ul> <p><b>Middle School:</b></p> <ul style="list-style-type: none"> <li>Understands the rubric used to measure performance on all subject area summative assessments.</li> </ul> <p><b>High School:</b></p> <ul style="list-style-type: none"> <li>Understands the school wide rubrics used to measure performance on the 5 expectation standards:</li> </ul> <p>Reading Writing Oral communication Problem solving Critical thinking</p>	<p><b>District Wide</b> Will be prepared to demonstrate the following during a formal observation:</p> <ul style="list-style-type: none"> <li>Clear understanding of the instructional purpose of the Lesson Agenda.</li> <li>Reviews the Lesson Agenda at the beginning of the class and refers to it throughout the lesson.</li> <li>Demonstrates the implementation of an ETUD.</li> <li>Shows progress on utilizing 3 forms of assessment in writing, reading and mathematics: <ul style="list-style-type: none"> <li>Preassessment</li> <li>Formative, and</li> <li>Summative</li> </ul> </li> <li>Identifies a NETS*T standard as a personal professional goal (for example, infusing technology for administrative purposes) to demonstrate effective use of technology to support teaching, learning, and instructional management.</li> <li>Develops 3 ETUDs that include effective learning experiences supported by the infusion of technology. (Technology Administrator will be piloting the volunteer publication of ETUDs on district only access web link).</li> </ul> <p><b>Elementary:</b></p> <ul style="list-style-type: none"> <li>Creates a daily lesson agenda in the areas of math and ELA Reading, Writing, Oral Communication.</li> </ul>	<p><b>District Wide</b></p> <ul style="list-style-type: none"> <li>Understands, implements, and promotes SBE.</li> <li>Supports teachers in utilizing 3 forms of assessment in writing, reading and mathematics: <ul style="list-style-type: none"> <li>Preassessment</li> <li>Formative, and</li> <li>Summative</li> </ul> </li> <li>Models the development and implementation of 3 ETUDs that include effective learning experiences supported by the infusion of technology.</li> <li>Support sharing: Sets procedures + goals with principals by school / departments in the areas of Standards Based Education, Mathematics, and Early Literacy and within the middle and high school subject areas.</li> </ul>	<p><b>District Wide</b> Professional Development will consist of the following:</p> <ul style="list-style-type: none"> <li>Professional Learning Group/Team on a topic related to district and School Goals.</li> <li>Development of 3 ETUDs that include effective learning experiences supported by the infusion of technology.</li> <li>MCAS Analysis.</li> <li>Content subject PDP requirements related to Highly Qualified status requirements.</li> </ul> <p><b>Elementary:</b></p> <ul style="list-style-type: none"> <li>K – 3 Teachers: Analysis of the Early Literacy/Reading Assessments, Development of Individual Student Plans with goals and gains detailed.</li> <li>Grades 4 and 5 Teachers: Participate in <i>Key Three Routine</i> Training, analyze Literacy/Reading Benchmark Assessments, and design intervention strategies for students “at” and “some” risk.</li> <li><i>Holistic Scoring</i> Training of Trainers – Gr. 5.</li> </ul> <p><b>Middle School:</b></p> <ul style="list-style-type: none"> <li>Secondary Literacy - <i>ORF &amp; MAZE</i> – Gr. 6, 7, <i>Key Three Routine</i> – Gr. 8, <i>Vocabulary Sentence Structure</i> – Gr. 6-8</li> </ul>	<p><b>District Wide</b></p> <ul style="list-style-type: none"> <li>Engages School Council in supporting through School Improvement Plans the District, School Goals and PLC initiatives.</li> <li>Keeps parents and school committees informed of the District and School goals and PLC initiatives.</li> </ul> <p><b>Supervision and Evaluation</b></p> <ul style="list-style-type: none"> <li>Reviews <i>Principles of Effective Teaching</i> as related to SBE and the goals of Charting the Course.</li> <li>Works with teachers to identify a NETS*T standard as a personal professional goal to demonstrate effective use of technology to support teaching, learning, and instructional management.</li> </ul> <p>In supervision /evaluation process ongoing dialogue, examination and observation of ETUDs particular to teachers demonstrating the following:</p> <ul style="list-style-type: none"> <li>Clear understanding of the instructional purpose of the Lesson Agenda.</li> <li>A review of the Lesson Agenda at the beginning of the class and refers to it throughout the lesson.</li> <li>The implementation of an ETUD.</li> <li>The encouragement of teachers to volunteer through contact with Kathy Schrock publication of ETUDs on district only access web link.</li> </ul>	<p><b>District Wide</b></p> <ul style="list-style-type: none"> <li>Educate school committees, community, and parents about standards-based education, the district goals and the activities being conducted to accomplish them including PLC.</li> <li>Organize the professional development program to support SBE and PLC.</li> <li>Superintendent and Assistant Superintendent visit classrooms (with clear expectations) to look at Lesson Agenda and implementation of ETUD (minimum twice a year per school).</li> <li>Rethink the role of Department Heads and Subject Coordinators in the support of teachers in the implementation of SBE.</li> <li>Utilize website to publish Professional Development programs and access to registration for Professional Development programs.</li> <li>Support administrators in their choice of NETS*A for individual professional goals.</li> <li>Encourage teachers to electronically share their ETUDs with other teachers.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Utilizes the rubric used to measure performance on the grade level writing benchmarks – grade 5.</li> <li>• Utilizes the rubric to measure performance on classroom writing and to inform instruction – K-4.</li> </ul> <p><b>Middle and High School:</b></p> <ul style="list-style-type: none"> <li>• Creates a Lesson agenda for every lesson taught.</li> </ul> <p><b>Middle School:</b></p> <ul style="list-style-type: none"> <li>• Utilizes the rubric used to measure performance on the grade level writing benchmarks – gr. 6 &amp; 7.</li> <li>• Utilizes the rubric used to measure performance on all subject area summative assessments.</li> </ul> <p><b>High School:</b></p> <ul style="list-style-type: none"> <li>• Utilizes the school wide rubrics used to measure performance on the 5 expectation standards.</li> </ul> <p>Reading Writing Oral communication Problem solving Critical thinking</p>		<ul style="list-style-type: none"> <li>• <i>Holistic Scoring</i> Training of Trainers – Gr. 6-7.</li> <li>• Grade 6 – 8 – Continue math consultation.</li> <li>• Align grades 6-8 science curriculum; develop grade level common assessments to be administered each term.</li> </ul> <p><b>High School:</b></p> <ul style="list-style-type: none"> <li>• Reaccreditation Response to Recommendations</li> <li>• Secondary Literacy – <i>Key Three Routine</i> Training to Level B subject area teachers and SPED – Gr. 9 &amp; 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage utilization of 3 forms of assessment in writing, reading and mathematics:               <ul style="list-style-type: none"> <li>• Preassessment</li> <li>• Formative, and</li> <li>• Summative</li> </ul> </li> </ul>	<p><b>Elementary:</b></p> <ul style="list-style-type: none"> <li>• 2 – 3 Ed Assistants: Plan professional development related to Literacy interventions for Level II (<i>EIR</i>).</li> </ul> <p><b>Middle School:</b></p> <ul style="list-style-type: none"> <li>• Complete Science &amp; Tech Engineering Curriculum, Grades 6 through 8.</li> </ul> <p><b>High School:</b></p> <ul style="list-style-type: none"> <li>• Continue development of ELA and Mathematics assessments with rubrics. Continue the alignment and mapping of curriculums, assessments in Science and Technology Engineering.</li> </ul> <p><b>All Levels:</b></p> <ul style="list-style-type: none"> <li>• 4 - 12 Ed Assistants: Plan professional development related to <i>Supporting Students in the Five Components of Reading and the Key Three Routine</i>.</li> </ul>