



New Hampshire's Premier Organization for All Educators

IT TAKES A TEAM— PINKERTON ACADEMY



After seven years of planning and preparation Pinkerton Academy opened its new building which, among other things, houses its new Freshman Academy. This opening was the culmination of the work of many people at the school and is a testament to the importance of using teams to accomplish Level II change.

The School Within a School Committee (SWAS) did much of the initial work. This group of dedicated professionals did the preliminary research on the program. At first, many individuals on the committee were skeptical of this change, but after exhaustive research irrefutable evidence for the benefit of freshman programs resulted in a unanimous vote in favor of a positive proposal to the Board of Trustees. The SWAS Committee did not stop there. Once approved by the Board they broke into multiple subcommittees; one developing a freshman seminar program, one creating a professional development program for faculty, another initiating a freshman administrator and counselor group and another forming a teaming sub-committee.

Meanwhile, because of overcrowding and a need to replace twenty aging portable classrooms, a new building was needed. With great foresight the Board combined the new building and proposed freshman academy into one project allowing the structure to be specifically designed to house this program. With direct contact between the architect and the faculty the building was constructed with small spaces for meetings, project rooms to have places where students can work on

Continued on next page

THE NH TASK FORCE ON EFFECTIVE TEACHING



*Susan Copley,
Executive Director,
NHASCD*

This Task Force was established in the fall of 2010 to work on building a foundation for the development of a system to support effective teaching in New Hampshire. Its sixty members were appointed by the Commissioner of Education, Dr. Virginia Barry, and represented a wide range of stakeholder groups including teachers, policy makers, parents, higher education, school and district administrators, school board members, and state-wide professional organizations such as NHASCD.

Throughout 2010–2011 the Task Force (Phase I) worked diligently to review the research on teacher effectiveness and to hear engaging presentations by teams from some of New Hampshire's most successful schools as well as national leaders such as Charlotte Danielson, Stanley Rabinowitz, and Laura Goe. The Task Force generated a working definition of teacher effectiveness and its committees made recommendations for a New Hampshire system of improving teacher effectiveness in the realms of teacher preparation, induction with mentoring, professional development, and teacher evaluation.

Phase II of the Task Force's work began in September, 2011; its goal is to create a framework for a comprehensive teacher effectiveness/teacher evaluation system for New Hampshire. It is understood that teacher effectiveness will be determined by teachers' knowledge and skills as well as in part by their students' academic growth and achievement.

The Task Force will also develop a three-year implementation plan including an initial pilot phase with SIG and non-SIG schools, and will identify guidelines to prepare those who will evaluate teachers within the proposed new system. At the same time there is a separate but related task force developing guidelines for evaluating the effectiveness of educational leaders/administrators. There is also an Accountability Task Force working to identify the range of tools that NH schools are currently using to measure student growth.

Continued on back page

IT TAKES A TEAM *Continued from Page 1*

long term assignments, regular classrooms with advanced technology, and large spaces where multiple classes or a whole team can meet for effective group instruction and discussion. While there are other programs in the new edifice (i.e. culinary arts, video production, etc.) the faculty have found the design teams created spaces which allow them to be effective at helping students learn in multiple ways.

In addition to the physical structure, the program for freshman was coordinated through faculty Professional Learning

A MESSAGE FROM THE PRESIDENT...



It is truly an honor to serve for the next two years as President of NHASCD. My association with ASCD began in the mid-1980s as a young teacher. It was clear to me that ASCD was *the* organization to support best practice in education. In the subsequent 25 years I have learned much about curriculum, instruction, and assessment from reading *Educational Leadership*, attending the national and state conferences, and devouring ASCD publications.

Thanks to the incomparable leadership of Past-President Gerry Buteau and others before him, we are poised as an organization to take the next step forward. We will continue to provide our membership with timely and professional publications as well as the finest in professional development. We are also leveraging social media and technology such as our NHASCD Twitter postings, a revamped web site, (nhascd.net) and a new blog to meet the demands of 21st Century Learning. Another major goal of NHASCD is to influence our state and national legislators in supporting best educational practice in our schools. On the docket this fall is to begin informing our state legislative leaders on the upcoming Common Core standards and its effect on New Hampshire schools.

I would appreciate feedback on our organization and its activities at any time. Feel free to email me at bcarozza@hopkintonnschools.org or call me at 603-746-3473. It is truly *our* NHASCD.

Best,

Bill Carozza
President, NHASCD



*Bill Carozza —
a man of many talents.*

Community meetings for the four teams of students. The daily faculty team meetings are the driving force to create personalized instruction for the students. The locus of control has moved to the faculty who has the authority and responsibility for student learning. Nearly all of the freshman faculty attended the Richard Dewey NHASCD Summer Institute this year and have used that knowledge to craft effective and productive meetings stressing student achievement and personalization.

There is no one person who could be credited with bringing this program to fruition. This achievement was the result of a huge number of people at the Academy all of whom are dedicated to our students and all of whom worked in effective teams. These teams of people had a vision to guarantee the success of all students. All are to be congratulated on their previous and future effort as they continue to transition students to high school in a positive way. ■

STUDENT CHAPTER SPOTLIGHT

Kristen Janowicz, *Plymouth State University*



FROM LEFT TO RIGHT: PSU ASCD officers—Kayla West, Historian; Kristen Janowicz, Secretary; Amy Martel, President; Madeline Gelmetti, Vice President; and David Martino, Treasurer. NOT PICTURED: Christopher O'Hara, Historian.

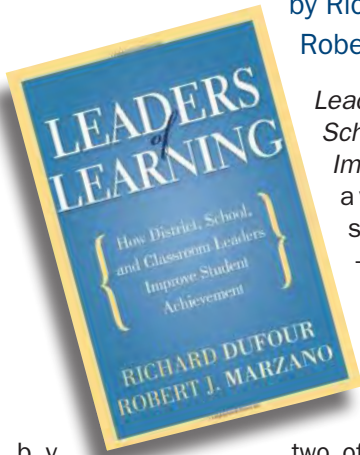
Plymouth State University's ASCD Student Chapter is very active. This year we have many plans and goals we would like to achieve as a group. One of our main goals for the year is to become more involved with the community and serve them in various ways. We will be volunteering on The Polar Express in Lincoln, NH this December to rejoice in the holiday spirit with children and their families. We have also connected with Habitat for Humanity and plan to work with them on various weekends to help build homes for those in need. We believe it is important to appreciate the community around us and to contribute whenever we can. We are also planning to attend the ASCD National Conference in Philadelphia, PA in March. We will be doing a variety of fundraisers throughout the year to achieve this goal. With community service and the conference, we hope to become an even stronger and closer group this year and are excited about all of the wonderful opportunities and experiences ahead of us. ■

BOOK REVIEW

Susan H. Copley, PhD *Executive Director, NHASCD*

Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement

by Richard DuFour and
Robert Marzano (Solution Tree, 2011)



Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement is a valuable and helpful addition to school's professional libraries—and better yet, as a focus for reading and discussion in PLC Book Study groups.

Leaders of Learning was written collaboratively

by two of the country's most influential educational researchers, innovative thinkers, and engaging speakers, Richard DuFour and Robert Marzano. Both authors have already impacted instructional practice, collaborative work, and strategic leadership in schools and districts throughout New Hampshire. This past June Bob Marzano worked with superintendents during their annual conference; Rick (and Becky) DuFour will return April 4–5 as keynote presenters at the Spring 2012 NHASCD conference in Concord.

There is a multitude of lessons to be learned from this important book, no matter what your role in a school or district might be. Here are a few of the key lessons I gleaned from reading *Leaders of Learning*—and I encourage you to read this book and discover what are its most important ideas and strategies for your own work as educational leaders.

- Effective superintendents identify a few key priorities and communicate clearly that the Professional Learning Community (PLC) process is the most important strategy for school improvement. They are hungry for honest feedback from principals and teachers and are forthright about declaring a moratorium on other initiatives for at least a few years while truly effective PLCs can be established. They are also committed to providing principals with the training and support to succeed in this collaborative learning endeavor.
- Effective principals work closely with PLC teams to relentlessly pursue the school's goals, purpose and priorities. The authors support principals devoting considerable time and effort to developing confident and effective PLC team leaders and collaborative teams rather than trying to improve teacher practice through the traditional classroom observation and

evaluation process. This involves a significant shift of focus. Principals move from trying to improve instructional practices through the supervision of individual teachers to principals working intensively to build teachers' capacity as members of results-oriented, collaborative PLC teams.

- Teachers need and deserve appropriate time and tools to collaborate effectively. The result, the authors suggest, is that instructional practices improve and student achievement increases at higher levels than if teachers worked in isolation. Again, it is essential to have established team norms, clear common goals, a viable curriculum, common assessments with regular feedback to students, and successful school-wide systems of intervention, support, and enrichment.

In their discussion of the importance of ongoing monitoring of student learning, the authors provide a number of intriguing examples to illustrate their belief that “Student-generated assessments are probably the most powerful and revolutionary form of assessments...” (p. 131). They remind us that common assessments are vital to the work of PLCs, but the results must be used to understand and respond to the needs of each student—and to improve teachers' individual and collective instructional practices.

After describing examples of how to provide effective interventions and enrichment, the authors conclude with a fascinating chapter, “Leadership Is an Affair of the Heart,” that emphasizes “Great leaders are great learners” (p. 198) who are constantly taking action and ‘learning by doing’ to get even better. They truly love their work and the people they lead and serve—and they are always “thinking ahead,” clearly defining and describing a better future for their students and schools. Also, I try to remember the advice of Rick DuFour and Bob Marzano to honor the importance of leadership as positively ministering to the needs of others, developing the leadership potential of those we serve. Then our legacy may include schools that will continue to improve because of the many leaders that we have helped mentor and support. ■

UPCOMING CONFERENCE SPEAKERS

2011–2012

October 21, 2011 Dr. Tony Wagner

January 12, 2012 Andy Hargreaves

April 4 & 5, 2012 Richard & Rebecca Dufour

NHASC D

**New Hampshire
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and Curriculum Development**

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<http://twitter.com/NHASC D>

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TASK FORCE *Continued from front page*

At the Task Force on Effective Teaching's September 2011 meeting, there was a thought-provoking presentation by Scott Marion from the national Center for Assessment. Dr. Marion posed many important questions for consideration. For instance: What indicators of student growth should be used for NECAP grades and content areas — and for non-NECAP grades and content areas? What local measures of student performance might be combined with state-level measures? How do we account for multiple educators contributing to students' growth? How should we arrive at an overall judgment of educator effectiveness? What kind of training is necessary to implement and learn from any new system of teacher evaluation? Answers to these and similar questions are crucial but also complex and not easily derived.

New Hampshire is now a national leader in the integration of recent research on teacher effectiveness in the design of a new set of guidelines for teacher evaluation by a diverse group of key stakeholders. This is due in large part to the skilled and thoughtful leadership of the New Hampshire Commissioner of Education, Dr. Barry, as well as the expertise of the Task Force members and the contributions of regional consulting organizations such as Learning Innovations at West Ed/REL-NEI and the New England Comprehensive Center/RMC. ■

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