



University of
New Hampshire



UNH Durham
Teacher Educator Preparation
ELEMENTARY SCHOOL CLUSTER SITES

Your Guide to Making an Informed Decision for the
2016-2017 Internship Experience

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Deerfield



Deerfield, NH <http://sau53.org/dcs>

18 miles from campus; centrally located between Manchester, Concord and the Seacoast

Community School

General Information about the Deerfield Community School:

- A neighborhood Pre-K - Grade 8 school that enrolls just under 500 students
- Governed by a local School Board and School Administrative Unit 53 working with a school-based leadership team: the Principal, Assistant Principal, Special Education Coordinator and a team of professional and paraprofessional faculty/staff
- Exemplifies a long tradition of strong community ties and a solid commitment to education
- Fosters a tradition of creativity and individuality of thought and presence
- Operates under these assumptions:
 - That knowledge must be demonstrated in diverse ways,
 - That all learning must ensure continued community engagement and successful participation

Our Mission/Vision Statement reflects the character of the Deerfield Community School as well as the community at large, including this underlying duty: to provide a safe environment for students to engage in concrete, project-based learning.

The Mission/Vision Statement articulates the following priorities and expectations:

- That the social curriculum coupled with high academic expectations work in concert to enhance the overall development of our students.
- That our mission is our constant reminder that the Deerfield Community School is an extension of the larger community. Each and every member of the Deerfield Community: faculty, administration, staff, and parents, elected officials, and community members are responsible for educating the children of this town.

Curriculum:

- Teachers use a wide variety of instructional strategies with students aligned with the Common Core. These instructional strategies include, but are not limited to, modifying curriculum, differentiated groups, verbal instruction, role-playing, real life applications, and projects associated with multiple intelligences. Staff utilize a mix of whole group instruction/demonstrations and individualized lessons.
- In math, students regularly use manipulatives such as pattern blocks, tangrams and geoboards to solidify their understanding of the concepts being addressed.
- In reading, teachers use guided reading and shared reading strategies.
- Teachers use technology, as a powerful tool to connect students to resources and communities outside of our school. Grant opportunities have helped us create an environment that is abundant in technology tools for students. These tools are integrated into all subject areas!
- Classroom and special education teachers and staff use multi-sensory strategies. Many teachers have welcomed Dual-Certified interns.
- In social studies and science, students explore the world by meshing content knowledge with real world applications. These subjects are regularly integrated into many other content areas.

- In music classes, students learn by reading, hearing, listening, touching and demonstrating individually and with others.
- In physical education classes verbal instruction with demonstration precedes practice and repetition, with appropriate feedback.
- In world language, instruction begins as a French or Spanish mini-lesson, then breaks down into informal and organic groupings based on the lesson at hand, new vocabulary, or goals for the day.
- Our art program follows an “Artist Workshop” format.

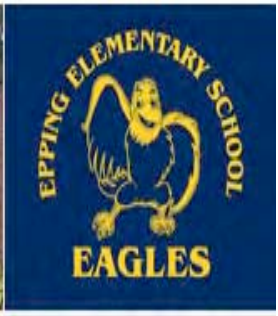
Interns and Cooperating Teachers:

- Deerfield has been a site for UNH elementary AND middle school interns for many years. Over this time, our staff has had many opportunities to tailor our expectations of a cooperating teacher. We believe strongly in having a positive impact on future teachers and feel that our Pre-K to Grade 8 setting offers different and unique options for all of our interns. We believe that it is important to model good practice for interns in these areas:
 - **Room set up** and organization of physical space, including changing desk groupings as needed
 - **Instructional planning** – long and short range planning in all curricular areas, including lesson planning
 - **Classroom atmosphere** – including Responsive Classroom and other good management strategies to create a positive classroom environment
 - **Professional responsibilities** – being present at grade level and staff meetings as well as attending grade level and school functions (open house, curriculum evenings etc.)
 - **Assessment and evaluation** – including mandated and teacher driven assessment techniques, how to use assessment results to drive better instruction, providing feedback on progress reports
 - **Interactions with peers and families** – including calling parents, running parent conferences, running grade level meetings
- We believe that along with modeling good practice, interns benefit from copious dialogue with a cooperating teacher and other professionals. This helps to ensure that interns understand and internalize what is being modeled. We believe in giving interns as much time as appropriate to put what each has learned into practice.
- We encourage interns to become involved in direct teaching when they are prepared, starting with small groups and working towards whole class instruction.

Additional Information:

- DCS has been a UNH internship site since the program began. Interns are given a stipend that shows community and school board support of the program. Interns have the opportunity to work for a complete year, affording them a full picture of a student’s year in school– from classroom setup decisions and rationale through engagement of students who are “wearing out” as summer vacation approaches. We are proud of our relationship with the University and strive to include interns in all aspects of our school. Many of our current faculty members were hired at DCS after their internship here. Each takes pride in experiences with the internship program that coupled UNH with DCS.

Epping Elementary School



Epping, NH <http://www.sau14.org/EES/> Distance from UNH: 12 miles

Our Core Beliefs

- All children can learn and achieve at high levels.
All children will achieve if they feel safe,
- known and welcome
- Every child has a right to the best education possible.
- We must promote every child's academic, social, civic, artistic, and emotional development.
- We must help students develop respect for themselves and for others.



- Education is a partnership between school and home and that open communication supports our mutual effort.
- We must instill in our children a love of learning that will grow with them as they take on the responsibility of citizenship in our community, state and nation.

Our Core Practices

- Create a positive climate and build supportive relationships with students.
- Ensure that every student is greeted at least twice on his or her way to class.
- Make learning relevant to students through engaging lessons and units.
- Sustain classroom libraries packed with a wide variety of fiction and non-fiction books
- Promote reading and writing across the curriculum.
- Promote rigor through high standards and individualizing instruction.
- Have fun and get things done!



The Basics about Epping Elementary

- 27 classrooms Pre-K-5.
- 498 Students
- 3 full-day and one extended day kindergarten classes.
- 2 classrooms for pre-school.
- 26% of students qualify for free or reduced lunch.
- Average of 4 classrooms per grade
- School day runs from 8:35 to 3:05



Our Curriculum

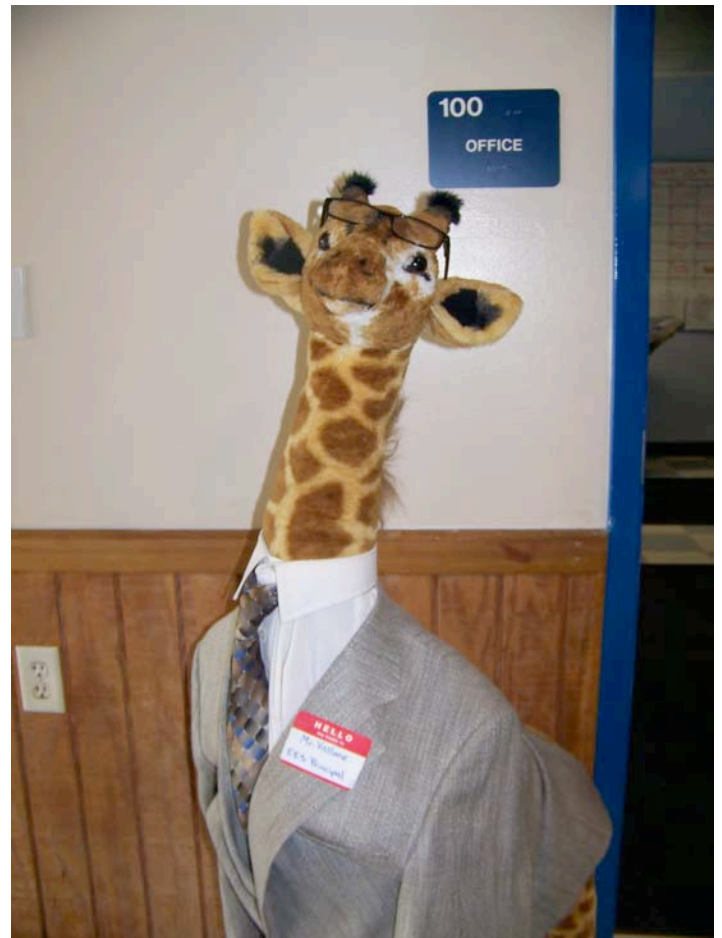
- **A Balanced Literacy Program**
 - **Readers' Workshop and Writers' Workshop** are central to the school's curriculum.
 - **Fountas and Pinnell Benchmark** and **Words Their Way** are integral components
 - Regular imbedded professional development work by teams
 - Two literacy rounds each year to observe aspects of Readers' and Writers' Workshop
- **Singapore Mathematics**
 - Epping Elementary is in its fourth year implementing the **Math in Focus** program
 - Teachers train with national consultants and editor of Math in Focus textbook
 - Program features progression of "Concrete to Pictorial to Abstract" learning
- **Next Generation Science**
 - A science specialist teaches weekly classes to all students and works with grade level teams to integrate science across the curriculum. The school now has a Legos robotics club and is seeking to increase student interest in STEM.
 -
- **The Arts - Central to Education**
 - Our school offers 1st and 2nd Year Band, Chorus plus and Drama
 - Our school's Artist in Residence Program is a major community event every year. Students have created a sixty-foot mural, animated cartoons, tile murals, gardens and tapestries.
- **Hands-on Social Studies**
 - Social studies units are integrated into the curriculum with a strong experiential component. Students sail on gundalows boats, recreate colonial village life, conduct mock national and real school elections, and interview veterans.
- **Technology**
 - Every classroom is equipped with iPads, desktops and a laptop computer.
 - The school also has two computer labs and a media center with both computers and a SMART boards.
 - Technology classes are given each week to grades two through five
- **Health/ Physical Education**
 - Students receive balanced health instruction that includes guidance, food services, the health office and the Unified Arts department. The school was recognized by the US Department of Agriculture for its health and food service programs.
 - In 2013, the school opened a brand new playground that was built using both public and private funding and with hundreds of hours of volunteer time. The playground has become a major hit with students and a gathering place for families during after school hours.





Cooperating Teachers and Interns at Epping Elementary

- Epping Elementary has welcomed UNH students for years, first as part of the reading practicum and now as teaching interns.
- Very dedicated and skillful teachers collaborate closely with interns. They share their insights in a collegial atmosphere of honest, supportive conversations and shared responsibilities. They help in all aspects of an internship from lesson and unit planning, to classroom management, to assessments and communication.
- Interns are welcomed as regular staff members. The office staff is very helpful and is known for its terrific blend of humor, patience and support. All new staff including interns are offered an orientation session with administrators and teachers that include a tour of the town so that they have an understanding of both the demography and geography of the school.
- Epping Elementary School has earned a reputation as a supportive community for students, their families, staff members and interns.
- Our work ethic is tremendous, as is our focus on student learning and wellbeing.



East Kingston



East Kingston, NH <http://eks.sau16.org/> Distance from UNH: 18 miles

East Kingston seeks interns who want to be part of a forward thinking school, who are eager to build positive relationships, work hard, and who desire to continually grow and learn. In return we will truly welcome you as a member of our learning community, providing you with the support, flexibility, and caring climate that needed to prepare you for your own classroom and career.

Our current enrollment: 145 students

- EKES is a K-5 school with nine classrooms. Three classrooms serve multi-age populations- K/1, 1/2 and a 3/4.
 - Average class size is 16 students.
 - EKES offers full day Kindergarten.
 - Presently the student enrollment at EKES is 99% percent caucasian, with <1% representing minority groups. Our avg. daily attendance is 95%.
-
- The **EKES philosophy of instruction** centers on the core value that, as a school community, we strive to make decisions based on what is in the best interest of our students. We believe that effective instruction begins with knowing our students as learners and respecting them as individuals. This central belief is sustained by our ability to make meaningful connections to students' lives, account for diverse learning styles and abilities, foster student independence, and actively listen to what each child has to say.
 - We build upon our knowledge of learners to create an instructional environment in which students have a shared understanding of expectations and a clear sense of purpose. Purposeful instruction:
 - Is personally meaningful to students and individualized to meet their needs
 - Enables students to make connections across a range of experiences
 - Fosters productive activity and outcomes
 - Supports aims that are readily apparent to students
 - Supports teachers in their design and assessment of instruction

Elementary School

- We believe an effective instructional environment encourages questioning and supports thoughtful risk-taking.
 - Effective instruction is built upon dedication, preparedness, and thorough knowledge of subject matter on the part of the school staff.
 - Literacy instruction at EKES is designed for students to develop the strategies, skills, understandings, and motivation to use reading, writing, listening and speaking to interact with the world, learn new about new ideas, solve problems, and improve the quality of life for themselves and ultimately, their communities. With a wide array of technological tools, formats and materials available, students have available to them a vast means of self-expression and communication.
 - EKES uses the Everyday Mathematics program to address the Common Core mathematics standards. EDM is a comprehensive program published by McGraw-Hill. SAU 16 adopted this curriculum for all elementary schools.
 - Inquiry based learning and the arts are embedded across the curriculum.
-

Cooperating Teachers and Interns at EKES

- Cooperating teachers at EKES have a genuine interest in supporting and guiding interns, and take their responsibilities very seriously. They fully understand their role in helping interns develop the key competencies needed to become creative, caring and professional educators. EKES cooperating teachers see the internship as a shared and collaborative partnership. They view interns as colleagues, valuing their ideas, insights, and knowledge. Cooperating teachers understand the importance of being flexible, encouraging interns to develop their own teaching persona. However, they also understand their role as mentor and the importance of talking candidly about successes and setbacks in the classroom. Not all teachers are cut out to be cooperating teachers. EKES is lucky to have a very dedicated and skilled group of educators who excel as teacher mentors.
- EKES has been a proud partner of the UNH School/University Collaborative for twelve years. The opportunity to have graduate level education interns working alongside our teachers and with our students has greatly enriched our school and community. It offers teachers a wonderful opportunity to give back to the profession by mentoring pre-service teachers while strengthening the foundation of their own practices.

We look forward to meeting you!



SINCE JAN 8, 1951

SAU 16

SWASEY CENTRAL SCHOOL

355 MIDDLE ROAD BRENTWOOD, NH - [HTTP://SCS.SAU16.ORG](http://scs.sau16.org)

Average Class Size: 17

Grades: PreK - 5

Classrooms per Grade: 3 - 4

District: SAU 16 - Exeter

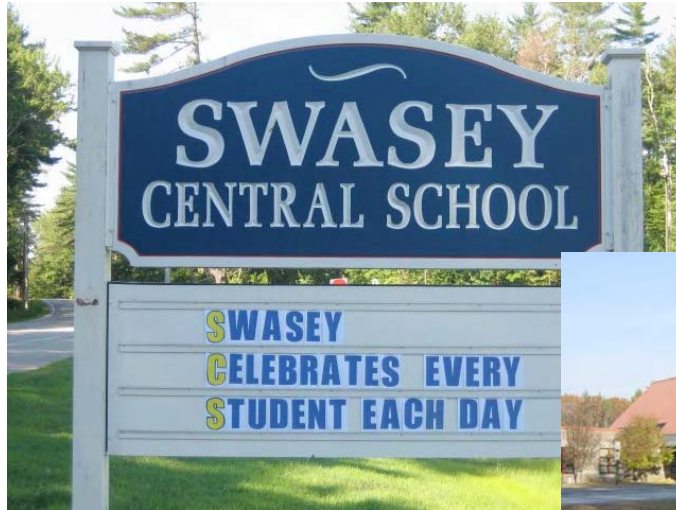
Distance from UNH Durham: 18 miles

Campus features:

Primary and intermediate wings, centrally located courtyard garden, large outdoor classroom area, nature trails, two fully accessible playgrounds

School Hours:

8:45am - 3:15pm



SWASEY SCHOOL MOTTO:

SWASEY CELEBRATES EVERY STUDENT EACH DAY

At Swasey, we believe education begins with recognizing

the unique strength each learner brings to our community. As a staff and as individual professionals, we model lifelong learning for our students.

Together, we strive to provide and model care, connection, and

community in the hopes of creating thoughtful, productive, and positive

citizens of the future.

School wide activities including monthly “shindigs”, spirit weeks, innovation days, and community events keep our community connected. While these are great examples of our motto in action, evidence of the behind the scenes connectivity, communication, and

5 Things We Love To Do at SCS

- Snowshoe through the trails in the middle of winter looking for geocaches
- Kayaking, swimming, fishing and playing games during Field Day at Camp Lincoln
- Cheer on our jumprope and cross country teams
- Come together for school wide celebration of learning days
- Share our learning with each other, our community, and the world

NUMBERS

Current Enrollment

329

Classrooms

15

Educators

32

Curriculum & Instructional Practices

...

Philosophy of Instruction:


Because we recognize and respect that each child is unique, we believe effective instruction begins with knowing our students. Learning is enhanced when it is connected to our students' lives and interests and draws upon their strengths and abilities. Our objectives are to foster student independence, make meaningful connections, and to keep the spark of curiosity going.

It is this philosophy of learning, coupled with our collective (and evolving) knowledge of best practices that drives our instruction. Teachers use a wide variety of instructional strategies with students. A great deal of time is devoted to building communities that encourage questioning and collaboration, and support risk taking.

Literacy:

Using the Four Blocks Framework as a guide, literacy instruction includes: guided reading models, Reader's & Writer's workshop, LiPS & Wilson instruction, Words Their Way developmental spelling, and Lucy Caulkins CCSS writing. Literacy is also deeply embedded within all other content areas.

TEAM SWASEY

Common formal assessments are used at SCS, along with grade level and classroom ongoing formative assessments and observational methods, to direct instruction.

Teams meet weekly (often more than once) to plan together along with special educators, administrators, specialists, and service providers. We believe communication and connection between professionals is essential to success.

Social Studies:

Each grade level features interactive, thematic units to help students link the past with the present. From immigrating to America, traveling west during expansion, or reliving the revolution, our students experience it all.

Mathematics:

Students engage in hands on work with manipulatives at every grade level. They move from concrete understandings of mathematical concepts and processes to the abstract.

Science & Technology:

Science in our classrooms is an integration of content knowledge and real world application. These explorations are supported by a school computer lab and multiple mobile labs, as well as in classroom devices.

Social Curriculum:

The Responsive Classroom and Open Circle programs provide common language and consistent expectations throughout our school community.

Specials

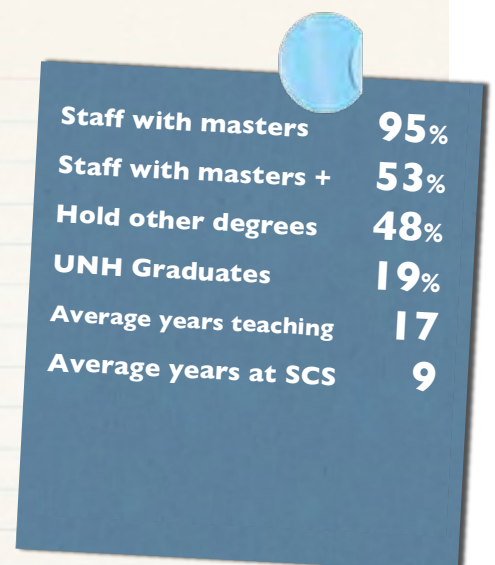
Music, band & chorus
Art
Physical Education
Library



Students are dynamically grouped for Literacy & Math instruction and interventions. Services are delivered in the classroom as frequently as possible, but the building has several group and individual working areas.



SCS provides enrichment opportunities to all students both during the day and before/after school. Additionally, accelerated learners benefit from small group instruction and independent learning experiences.



Maple Wood Elementary School

www.sau56.org

Somersworth, NH

11 Miles from UNH



General Information

Current enrollment: approximately 274 students
2013 Commissioner's Circle of Excellence award winner
Building is celebrating service to its community for 35 years
Title I school

50% free and reduced hot lunch

19% students receiving Special Education

Working class community

Diverse economic population

Strong and active PTA

12 classroom teachers ranging from Kindergarten to 5th Grade,
including 2 multiage and 2 looping classrooms

Curriculum

Teachers have had extensive training in differentiated instruction.

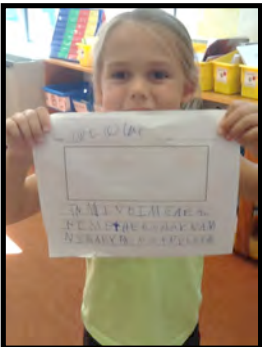
Literacy

Readers' and Writers' Workshop are implemented for literacy.

Classrooms are rich in print materials and have access to multiple copies of leveled trade books for use in Guided Reading.

The literacy specialist serves as a resource for staff.

Some examples of instructional programs that we use in order to teach literacy: Lucy Calkins Units of Study, Comprehension Toolkit, and Learning A-Z (reading a-z, raz-kids, writing a-z, vocabulary a-z, and science a-z) The Benchmark Assessment, Level Literacy Intervention.



Math & Science

Everyday Math, third edition, is in full implementation. Many teachers do a "math workshop".

We are currently implementing E-Suite (an online component of EDM).

Full time Title One Math Tutor

Science and Social Studies units are developed using the GLEs and Understanding by Design. We are beginning to look at the Next Generation Science Standards.

Science content centers are done in 4th and 5th grade. Inquiry opportunities occur for social studies and science.



Initiatives

Full implementation of Response to Intervention (RTI):
3 tier model of intervention for literacy and behavior
School-wide social skills program: Positive Behavioral Interventions & Supports
Currently working with Seacoast Learning Center in order to learn how to de-escalate behavior
NH RESPONDS demonstration site in years past

Perception of Interns at Maple Wood

Maple Wood staff whole-heartedly supports the partnership between UNH and Maple Wood.

Teachers are honored to serve as cooperating teachers and take this responsibility very seriously.

We maximize the opportunities and trainings for interns to become outstanding teachers.

We facilitate opportunities to meet with other staff members at different grade levels, reading teachers, special education, guidance, and other support staff.

Additional Information

As an experienced internship site, we welcome the opportunity to have interns. Staff members participate in several of the seminars during the year to support the university goals and to inform the interns about the day-to-day school practices. We have received many benefits from the interns through our work together to help them prepare for their teaching careers.

We provide many professional development opportunities and we encourage interns to participate in school committees to broaden their knowledge of teacher responsibilities.

We are a full inclusion school with two full time special education teachers and an inclusion facilitator. Dual certifications welcome!

We are a supportive and caring community, working hard together to benefit all learners.

We have a counselor from Community Partners available weekly for students at school, in addition to our regular school counselor.

We work collaboratively with outside agencies in order to support students and families:

- 68 Hours of Hunger program
- Work collaboratively with Youth Safe Haven
- Partner with Goodwin Community Health
- Dental Health through Frisbee Memorial Hospital

Maple Wood is a diverse school community with many opportunities for interns to gain deeper understanding of how to best support students and their families.



Woodman Park School

11 Towle Ave. Dover, NH 03820 (603)516-6700 Patrick Boodey, Principal
<http://dooverwpes.ss5.sharpschool.com/>
Distance to UNH = 5 miles



600 Students

29 Classrooms

117 Educators

General Information

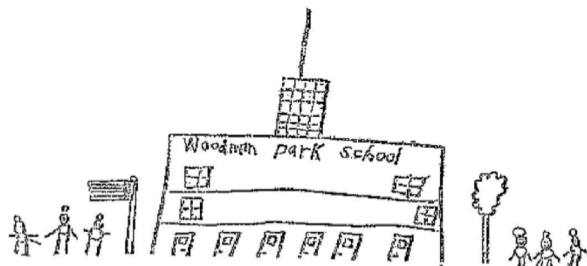
- Woodman Park School is a “Statue of Liberty” school. We value any and all students as they are.
- WPS is one of three elementary schools in Dover.
- Our school educates students from Pre-School to Fourth Grade and currently enrolls approximately 600 students.
- We are a school wide Title I educational facility.
- Approximately 50% of our students are on ‘free or reduced lunch.’
- We are 25% diverse with 10% ELL in population.
- Most importantly, we are 100% learners! Students benefit from reading and math support/intervention, Speech/Language, Occupational Therapy, 2 School Counselors, as well as the Constellations/Autism program.
- We have before and after school programs, parental activities, and a highly involved Parent Teacher Organization.

Mission Statement

The Woodman Park School Community is invested in increasing student achievement by creating and embracing a culture that expects all students and educators to maximize individual learning.

Vision Statement

Woodman Park School is a student-focused community invested in developing rigorous curriculum that fosters critical and creative thinking. Provided with a safe learning environment, student will demonstrate understanding and transfer of concepts in reading, writing, that, science, and social studies. Through the development of a system that links curriculum teaching practice and assessment results, families will become informed supporters of their child’s learning. Each child will leave Woodman Park School with a lifelong commitment to learning.



“Be Safe Be Caring Be Respectful Be Here Be Ready”

Curriculum

Teachers use a variety of strategies to reach all learners including, but not limited to, differentiation, modifying curriculum, small and whole group instruction, and demonstrations all of which are aligned to the Common Core Standards.



Literacy

Dover's Growing Readers and Dover's Growing Writers were written and developed by Dover educators in alignment with "best practices." Components included Fountas and Pinnell Guided Reading, Writer's Workshop, and Word Study.

Math

Math In Focus features development from concrete to pictorial to abstract. Staff uses a workshop model to differentiate and meet the needs of all learners.

Science

Foss Full Option Science System. This is an inquiry based approach to Science, allowing hands on experiences in life science, physical science, and earth science.

Social Studies

Our Social Studies curriculum allows for a great deal of teacher autonomy and creativity. Teachers integrate topics into Literacy, Math, and Science as applicable.

Related Arts

Students attend Library, Music, Art, Physical Education, and STEM (Science–Technology–Engineering–Math)



Cooperating Teacher Role

A cooperating teacher provides a safe learning environment for interns allowing them to take controlled risks in their journey to becoming an educator. Equally important is the classroom teacher's willingness to co-teach and be open to learning fresh ideas from the intern.

Cooperating teacher's responsibilities include but are not exclusive to:

- Be a sounding board
- A resource for developing a behavior management toolbox
- A mentor guiding instructional practices
- A colleague offering supportive feedback
- Including the intern in all aspects of school-life
- Model appropriate interactions with parents, students, and the greater school community.



Additional Information

Woodman Park is a place where students are the main focus. When visiting, it will be apparent that every teacher is genuinely invested fully in each child. Being a school-wide Title I site, there are many different resources available for teachers and students. Due to this, interns gain experience in working collaboratively with a variety of adults working simultaneously in the classroom. Over 50% of classroom teachers hold a Master's degree or higher, thus the ability to provide guidance to interns in their own education. Many of our staff members are former UNH interns.



MAST WAY SCHOOL

23 MAST ROAD LEE, NH 03861

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

General Information

- Mast Way School, part of the Oyster River Cooperative School District, SAU 5, serves the communities of Durham, Lee and Madbury
- Our school houses students grades K-4 and enrolls approximately 300 students annually
- We are located in close proximity to the university and we have a strong parent base from UNH. Students living at Forest Park attend our school as well.
- We have an economically diverse population and our students currently benefit from a variety of services including: various therapeutic services such as Occupational Therapy, Physical Therapy, Speech/ Language Pathology, Specialized Educational supports, Title 1, ESOL and reading supports
- Our students benefit from a high skilled Integrated Arts team comprised of Visual Arts, Musical Arts, Physical Education and Library/Media specialists
- We enjoy many connections with UNH students and faculty, as well as the local community at large. Various fraternities and sororities assist with school wide events. Our students and families enjoy many cultural, academic and athletic events at the university.
- We encourage connections with the community through our supportive PTO and their many events such as the fall Family Picnic, Halloween Social and Holiday Bazaar
- Our staff also includes a full time Nurse, Mathematics Coach, Counselor, Psychologist, Reading Specialist and Paraprofessional support staff
- We are fortunate to have Promethean Boards in each academic classroom as well as a computer laboratory and carts of iPads and lap tops for students to utilize on a weekly basis
- Our staff accepts the responsibility of continually developing their skills as professionals and are in process of aligning curriculum with the Common Core Standards
- The teaching staff at Mast Way School believes in making learning meaningful for all students by developing innovative and exciting lessons for all grade levels
- Mast Way School has beautiful nature trails behind our school that classes utilize regularly to provide students with hands on learning experiences. Our courtyard area houses grade level gardens, picnic areas and natural learning spaces for our students



CURRICULUM

- The Oyster River Cooperative School District philosophy is based on an individualized instruction model. Teachers have the responsibility of implementing curriculum as it aligns with the Common Core Standards. While all classrooms at each grade level implement the same Core Curriculum, teachers determine the pace and delivery model for implementation. Some of the formalized programs available to teachers include: Eureka Mathematics, Guided Reading, Writer's Workshop, and Handwriting without Tears. Interns are required to develop and implement an entire curriculum unit. Teachers strive to differentiate their instruction to match each individual student's needs. Therefore, interns learn from their cooperating teacher best practices for gathering resources, processes for implementation, analyzing evaluation tools and how to review data to improve student achievement.
- Staff members collaboratively implement a school wide theme to use as a vehicle to bring the whole school community together each year.



23 Mast Road
Lee, NH 03861
P 603.659.3001

Carrie Vaich
Principal

Visit our website at:
[www.orcsd.org/school/
mw/](http://www.orcsd.org/school/mw/)

ROLE OF INTERNS / COOPERATING TEACHER

- The role of a cooperating teacher is to support interns in learning the role of the classroom leader as well as a team member in a school community
- Interns are expected to be involved in the initial establishment of the classroom environment, the development of classroom expectations and curriculum development
- Partner teachers model professionalism in the classroom to effectively manage all situations including: interaction and communicating with children, parents, community members and colleagues
- Efforts are made to provide interns with a personal space within the classroom and to include them with all aspect of the school community
- Cooperating teachers meet regularly with the UNH intern supervisor to communicate about the progress, goals, and to brainstorm strategies to support the ongoing learning for all
- Cooperating teachers have the responsibility of meeting with their intern on a daily basis to plan, review lesson development, analyze student progress, reflect on interns observations and answer any additional questions
- Interns are encouraged to ask questions, seek alternate instructional methods and develop as a learner throughout this experience

ADDITIONAL INFORMATION

- We recognize that UNH interns enrich our teaching and the learning experiences of our students. We consider ourselves a successful intern site because of our high level of commitment, collaboration and our respect for the profession and each other. A significant number of our graduating interns move into teaching positions following their experience at Mast Way School. We are proud to say that many of our current teachers are also graduates of the UNH program.
- Our proximity to the university has allowed many of the cooperating teachers to complete the UNH Intern Supervision (EDUC 957) course. Several of our cooperating teachers have been UNH interns themselves and offer a unique perspective regarding this learning process. Most of our cooperating teachers have had many several hosting experiences and are a wealth of knowledge.

Moharimet



Madbury, NH * <http://www.orcsd.org/school/moh/> * Distance from UNH: 3 miles

Elementary School

Our purpose as a partnership school is to develop quality educators. As a school community, we are committed to lifelong learning. In the process of working with interns, we form a collaborative team and pursue common goals to benefit our students, our interns, and our staff. We continue to develop our own skills as educators and mentors. We welcome opportunities to explore new research and teaching practices. Our collaboration with the University of New Hampshire is an important and valued connection for the continued success of the teaching profession. We welcome interns in the following programs; elementary education, early childhood, dual certification, as well as art, physical education and school counseling.

General Information:

- Moharimet Elementary, part of the Oyster River Cooperative School District, SAU 5, serves the communities of Durham, Lee and Madbury. Currently we serve 411 children in grades k-4.
- Families in our school are comprised of varying backgrounds and socio-economic levels. A number of students are served by our ESOL teacher - English for Speakers of Other Languages.
- We enjoy many connections with our school community as well as within students and faculty of the University of New Hampshire. Various fraternities and sororities work at school events. Our students and families enjoy many cultural, academic, and athletic events at the university
- Students receive special education services through two programs: the Learning Center (LC) and the Extended Resource Room (ERR). ERR students require support for more than 50% of their day. These students benefit from adaptive physical education, art, and music.
- Our staff includes a reading specialist, a math coach, an art teacher, music and physical education teacher, speech and language pathologists, a full-time nurse, an occupational therapist, a school psychologist, a guidance counselor, and paraprofessionals.
- Various all school-community activities occur throughout the year, such as the Pumpkin Stroll in October Sugaring in February-March followed by an all community pancake breakfast.

Curriculum:

- Our curriculum is based on our district philosophy of individualized instruction and is aligned with the National and State Common Core Standards. With this foundation, teachers are able to use their professional judgment in choosing programs and approaches to meet the needs of their students.
- **Reading** - We have developed an extensive multiple copy collection which ranges from beginning to advance reading levels, and includes fiction and non-fiction texts. Teachers immerse their students in a variety of literacy experiences such as guided reading, read alouds, Readers' Theater, and exposure to different genres. We administer the Developmental Reading Assessment (DRA) to our students three times a year. In addition in grades 2-4 we

administer the Star Assessment as a way of monitoring progress for all student in these grade levels.

- Library Media Center - The library media center provides the students with materials and guidance for classroom assignments, pleasure reading, and general information. Our library media center has a flexible schedule, which allows students to visit and use the library on an as-needed basis. The library media specialist works collaboratively with classroom teachers to plan resource-based teaching and learning opportunities that are connected to curriculum.
- Math - Teachers use the Everyday Math Program as well as additional materials to supplement and differentiate instruction. We strive to meet the needs of all students including our Special Education population and those students who have a special talent in math. Our math coach is an integral part of the creating differentiation. UNH students from various organizations in the University provide enrichment opportunities both before and after school for our students.
- Writing - Our teachers use a variety of writing process approaches and direct instruction. These programs include *Empowering Young Writers* and *Picturing Writing: Fostering Literacy through Art*. We are in the process of developing common language and statements that reflect our central beliefs about writing. The *Spelling for Writers* Program is also used.
- Social Studies and Science - These subjects are integrated into other curriculum areas and are taught through teacher-created units, projects, and activities. We have a science closet with resources and supplies for hands-on work.
- Technology Integration - In this digital age, we continue to move ahead with the integration of technology across the curriculum. Some of the tools that are used include Promethean boards; desktop computers and wireless laptops; district-wide online library catalogue system; website access; and various computer programs for student and staff. We in the process of integrating the use of iPads in our classrooms. We benefit from working with interns who have knowledge and skill in the area of technology.
- Art, Music/Chorus, and Physical Education – Each of these subjects is taught by a state-certified educator, often in collaboration with teachers and staff. All staff members are working toward aligning instruction with Common Core State Standards.
- School-Wide Theme – Our Enrichment Committee is comprised of parents, staff and the principal. Using funds from grants, the district, and our active Parent-Teacher Organization, we provide programs and activities related to curriculum in order to enhance learning for all students. Often an artist-in-residence program is part of the enrichment experience.
- Outdoor Learning – Throughout the school year students engage in outdoor learning projects such as growing pumpkins, maple sugaring, and observing the natural environment on the nature trails. Our community-built Sugar Shack and nature trails provide students with hands-on learning opportunities that integrate many areas of the curriculum.

Role of Cooperating Teacher:

- The role and responsibilities of a cooperating teacher include helping interns to:
 - be included in every aspect of school life
 - learn from and view us as role models and mentors
 - develop professional behavior
 - value collaboration
 - put theory into practice
 - interact with parents, students, and the school community
 - learn a variety of practices, programs, and approaches

Additional Information:

- We recognize that UNH interns enrich our teaching and the learning experiences of our students. We consider ourselves a successful site because of our high level of commitment, collaboration, and our respect for the profession and each other. A significant number of our interns go on to teach. We are proud to say that six of our current staff members are graduates of the UNH internship program.