



UNH Durham Teacher Educator Preparation ELEMENTARY SCHOOL CLUSTER SITES

Your Guide to Making an Informed Decision for the 2019-2020 Internship Experience

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Deerfield Community School

http://sau53.org/dcs

66 North Road, Deerfield NH

Administrators:

Kristin Withee - Principal

Brian Grieve - Asst. Principal

Lisa McConnell - Sped. Coordinator





Phone: 603-463-7422

General Information:

- → Rural neighborhood school PK 8th grade with about 500 students
- → Active parent and community groups: PTO and FOCUS
- → 18 miles from UNH campus; centrally located between Manchester, Concord and the Seacoast
- → We have a long tradition of strong community ties and a solid commitment to education.
- DCS fosters a tradition of creativity and individuality of thought and presence for both students and teachers.
- → We operate under the assumption that knowledge must be demonstrated in diverse ways and that all learning must ensure continued community engagement and successful participation.

Our Mission: To inspire each student to think,

to learn, to achieve, to create and to care

- Our school provides a safe and caring community in which each child is seen as a unique individual.
- Our curriculum goes beyond the standards through flexible instruction, which is engaging, challenging, fosters creativity and is relevant to students' lives.
- Our students understand assessment as a means to gauge their learning. We use diverse assessment to drive our instruction and measure progress.
- Our students meet the world with the skills needed to continue their success as learners and responsible community members



DCS Values Interns

- ★ Interns are given a stipend that shows community and school board support of the program.
- ★ There are presently many faculty members who were hired at DCS after their internship here and each is proud of their experiences in the internship program that coupled UNH with DCS.
- ★ Deerfield has been a site for UNH elementary AND middle school interns since the yearlong internship program began.
- ★ 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 our interns
- ★ We believe that along with modeling good practice, copious dialogue is needed with the intern to insure 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.

Deerfield Community School

http://sau53.org/dcs

66 North Road, Deerfield NH

Interns and Cooperating Teachers:

We believe that it is important to model good practice for interns in these areas:

- Room setup and organization
- Instructional planning
- Classroom atmosphere
- Professional responsibilities
- Assessment and evaluation
- Interactions with peers and families



Phone: 603-463-7422

Curriculum:

The teaching staff uses a wide variety of instructional strategies with students. 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. Multi-sensory strategies are also used by classroom teachers and special education staff. Many teachers have welcomed Dual-certified interns. Whole group demonstrations as well as individualized lessons are used.

- 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 that are integrated into all subject areas!

- 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 alone and with others.
- In physical education classes, verbal instruction with demonstration is followed by practice and repetition with appropriate feedback.
- In world language, instruction begins as a mini-lesson in French or Spanish, and 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 a choice-based format with curriculum based on NH Arts Model Competencies.

Idlehurst Elementary School

www.sau56.org Somersworth, NH 9.5 Miles from UNH



Mission Statement:

The Idlehurst community strives to foster life-long learners who aspire to be safe, respectful and responsible citizens as we learn and grow together.

General Information

- Current enrollment is approximately 375 students
- Title I school
- 57% free and reduced hot lunch
- 15% students receiving Special Education
- 13% students ESOL (representing 18 countries)
- 20 classroom teachers ranging from Pre-School to 2nd grade (7 kindergarten, 6

Curriculum

Literacy

All grades levels practice the Reader's and Writer's Workshop Model. K-2 concentrates on early literacy skills while supporting higher level thinking. Lucy Calkins Projections, Fountas and Pinnell Benchmarking, Leveled Literacy Interventions, Fundations, and Wilson are all programs utilized through tier 1, 2, or 3 instruction.



Math

K-2 use the Georgia Math curriculum, which follows Common Core State Standards in teaching math. Teachers use the 8 Mathematical Strategies to guide explorations in Math using real application problems and hands on inquiries.



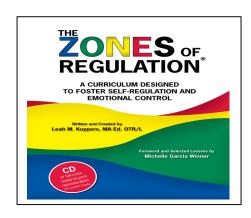
Social Sciences

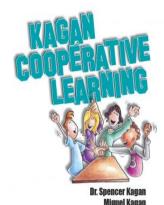
STEAM opportunities are given to all students. Project based learning is at the heart of Science and Social Studies at Idlehurst. Student led projects are fostered, in order for students to truly be vested in the curriculum.



Social Emotional Curriculum

The guidance department and administrators teach "Zones of Regulation" every other week to the entire student population. This program teaches students about self-regulation in relation to emotions and social cues in the environment. Students learn how to use "tools" to navigate through their day in successful ways. This program has resulted in a decrease in negative behaviors at Idlehurst.





Newest Initiative at Idlehurst!

During the summer of 2017, the entire staff was trained in Kagan Cooperative Learning. This learning strategy utilizes the concept of team building and positive interdependence. You will not see teachers calling on students one at a time or students sitting at his or her desk for long periods. Using Kagan structures, students are constantly interacting in partnerships or teams towards a common goal. Students are out of their seats, engaged, and participating as positive role models for one another. Check out this link for more information about Kagan: https://www.kaganonline.com/index.php

Additional Information:

- Idlehurst opened in 2011 as one of the greenest schools in New Hampshire!
- Every classroom features a Smartboard, which is utilized daily by staff. In addition, teachers can sign out laptop carts or an IPAD cart for lessons.
- We are a PBIS school and believe that teaching through positivity is what is best for students. This year we implemented a "Check In and Check Out" system for students who needed adult connections in the building.
- Idlehurst participates in Community Days every other week where we focus on celebrating staff and student accomplishments as well as rolling out school wide behavioral initiatives.
- In the past couple of years, we have doubled our percentage of students who scored proficient according to state testing in reading or in math!
- Idlehurst offers a great opportunity to gain in depth knowledge on special education, including access to a behavioral specialist, and autism program coordinator.

Our Promise to You:

From the day you enter our building, you will understand what true teaching is all about: the love of children. Our staff is ready to support you and prepare you for a future in education. You will develop an understanding of the key facets in teaching, including:

- The importance of communication with students, staff, and community
- Effective curriculum delivery and the ways you differentiate your instruction to meet the needs of all learners
- Successful classroom management strategies including how to create a positive classroom environment where all students feel safe to take risks
- Planning units of study for students that are research based, student interest driven, and engaging for everyone (teacher included)
- Becoming part of an epic team that strives in working hard, thinking outside of the box,
 and having fun while we learn and encourage each other

LITTLE HARBOUR ELEMENTARY SCHOOL

50 Clough Dr. Portsmouth, NH 03801 (603)436-1708



To be a Little Harbour Seal is to:

Be kind, be responsible, be respectful & be safe

We are a Golden Rule School- we treat others the way we want to be treated.

General Information:

- Little Harbour is a K-5 school located on an estuary in the heart of the South End of Portsmouth.
- Two of Portsmouth's Early Education classrooms are located at Little Harbour this year.
- Our enrollment is currently 427 students. Approximately 13% of our student population are eligible for free and reduced lunch.
- There are currently 24 classrooms teachers, with class sizes ranging from 15 to 21.
- We have 4 special education case managers, 1.2 speech pathologists, a .8 Occupational Therapist, a .2 Adaptive Physical Education teacher, and 17 paraprofessionals in our special education department.
- We have 3.2 Reading Teachers, 1.5 Guidance Counselors and 1 ESOL teacher to further support students at LHS.
- The ESOL population in Portsmouth is growing quickly. We have students originating from 26 countries enrolled in the district.





Literacy

Literacy is taught using Learn to Read by Reading, a program developed through Tufts University. It is a balanced literacy approach focused on using mentor texts, having leveled libraries in each classroom, and meeting individual needs through conferencing and strategy group instruction. Students select "just right books" of interest. Readers and Writers Workshop are a part of every classroom, from K-5. Students learn phonics and phonemic awareness through Fundations (K-3) and extend their word knowledge in grades 4 and 5 through Words Their Way. Reading Specialists help to guide this work by co-facilitating the Curriculum Team meetings, training and mentoring teachers, and working in small groups or individually with students who need additional support.

Mathematics

Math instruction is based on the Common Core standards. Everyday Math is the base for lesson planning, although teachers supplement this with additional materials as needed. The use of Promethean boards. Activotes, and small group work help to keep all students engaged. Math is incorporated throughout the day in a variety of ways- from morning work or circle time activities, to STEAM explorations across grade levels. Students can be seen exploring math tools, playing math games, and explaining their thinking in math journals! Math is applied in our school garden when working on a pea plant challenge, in the computer lab when students program robots, and in the cafeteria when students track votes for food favorites on Healthy Try-It days.





School Wide Points of Pride

Our school climate and culture are important to us. We have implemented Open Circle, a social and emotional learning program across all grade levels. Classrooms spend time twice a week in Open Circle meetings proactively developing children's skills for recognizing and managing emotions, empathy, positive relationships and problem solving. Along with classroom meetings, our community comes together monthly for an all-school meeting. These meetings are organized around themes of importance such as a having a growth mindset, respecting others, optimism or being kind.

We have an active parent volunteer community. Many parents are in our school regularly and volunteers can be seen helping out on a daily basis. They engage in activities such as chaperoning field trips, working with our students on special projects, facilitating book groups, helping to take care of our gardens, assisting in the lunchroom, and among other things organizing materials for classroom instruction. Our PTA is also very involved and generous. PTA funds cover the cost of all of our field trips and contribute to classroom materials. They also support our Artist in Residence program, where our students work in conjunction with a working artist.

Teachers are lifelong learners. Our teachers are involved in Professional Learning Communities (PLC). PLC goals are set by grade level teams and meet weekly to discuss student data, instruction, and student progress. Teachers also participate in interest driven Passion teams. These are cross-grade level/department teams and are driven by educational topic of interests. Topics covered have included STEM, equity, intervention, & positive behavior systems

The Arts are embraced and fostered at LHS. Students are given multiple opportunities to explore their creative skills through music and the arts. The results of their artistry can be seen lining the halls as beautiful artwork, and during our yearly grade level performances.





The Little Harbour faculty and staff are thoughtful, driven, and reflective. Interns are considered part of the fabric of our community and are given the opportunity to learn and be mentored by our committed educators. While being encouraged to take risks and develop their own skills, they are provided with multiple opportunities to discover their own teaching philosophy and instructional practices.

Maple Wood Elementary School

www.sau56.org

Somersworth, NH

11 Miles from UNH



General Information

Current enrollment: approximately 375 students 2013 Commissioner's Circle of Excellence award winner Building is celebrating service to its community for 38 years Title I school

Approximately 50% free and reduced hot lunch 20% students receiving Special Education Working class community

Diverse economic population

A joint PTA with Idlehurst Elementary School (K-2)
Reorganized into an upper elementary school for the 2018-2019 school year
18 classroom teachers in grades 3 – 5

Curriculum & 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.

We have a literacy leader who serves as a literacy specialist and Instructional Coach.

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



Students demonstrating tier II and tier III behaviors utilize Michelle Winners' Social Thinking Program and are provided individual and group lessons on zones of regulation and tolls to use to maximize learning time.

Math

Our math instruction is based on the common core state standards by utilizing a variety of resources our teaching staff utilizes a workshop model and Universal Design for Learning unit plans to deliver math core instruction.

Science and Social Studies

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 as well.

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, math and behavior.
- School-wide social skills program: Positive Behavioral Interventions & Supports as well as Zones of Regulation.
- Currently working with Strafford Learning Center in order to learn how to de-escalate behavior, work with students with Autism, and learn how to best meet the needs of our complex students.
- Our Student Council is in its 5th year and lead many roll outs for the school.
- The Instructional Team Facilitates "Man in the Mirror" Reflection Days for teachers to reflect on student growth and tailor interventions to meet student need
- Our school is currently in its 4th year of Universal Design for Learning implementation.

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. Many of our staff members are UNH graduates and understand the inner workings of the teacher preparation program. Staff members are readily available 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 and enjoy having interns within our building.



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 Somersworth Youth Connection
- 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://doverwpes.ss5.sharpschool.com/
Distance to UNH = 5 miles



450 Students

24 Classrooms

112 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 450 students.
- We are a school wide Title I educational facility.
- Around 50% of our students are on 'free or reduced lunch.'
- We are ~25% diverse with ~10% ELL in population.
- More than 15 different languages are spoken by our 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, family activities, and a highly involved Parent Teacher Organization.

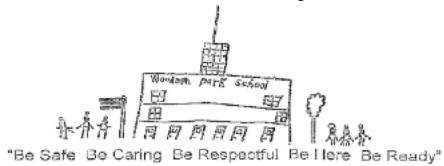
Mission Statement

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.

WPS= We Promote Students

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.



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 proves 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 form 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 educator is genuinely invested fully in each child. Being a school-wide Title I site, there are many different resources available for teachers students. Due to this, interns gain experience in working collaboratively with a variety of adults working simultaneously in the classroom. Almost all of classroom teachers hold 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.