

NEW HAMPSHIRE EXCELLENCE IN EDUCATION AWARDS

The “ED”ies

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School Selection Rubric

Personalization and Relationships

Indicator	Exemplary	Fully Evident	Partially or Not Yet Evident
The school engages parents and families as partners in each student’s education and encourages their participation in school programs and parent support groups.			
The climate of the school is safe, positive, respectful and supportive, resulting in a sense of pride and ownership.			
There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available support services and identified student needs.			
The school has a formal, ongoing program through which each student has an adult member of the school community, in addition to the school guidance counselor, who personalizes each student’s educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.			

Rigor and High Standards

Indicator	Exemplary	Fully Evident	Partially or Not Yet Evident
The curriculum is aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.			
All school staff are involved in promoting the well-being and learning of students.			
There are sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.			
The school’s mission statement represents the school community’s fundamental values and beliefs about student learning.			
Student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school’s mission and expectations for student learning.			
The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.			
A wide range of materials, technologies, and other library/information services that are responsive to the school’s student population are available to students and faculty, and utilized to improve teaching and learning.			
Policies are in place for the selection and removal of information resources and the use of technologies and the internet.			

Rigor and High Standards (continued)			
Rigorous standards are in place which address the whole child and clearly identify what students are expected to know and be able to do across the curriculum.			
Standards are contained within local curriculum competencies, national standards, the NH Grade Level/Grade Span Expectations, and the NH K-12 Curriculum Frameworks.			
The teacher evaluation system is comprised of three major components: a clear definition of quality instruction (the “what”), fair and reliable methods to elicit evidence of quality instruction (the “how”), and trained evaluators who can make consistent judgments based on evidence.			

Relevance, Engagement, and Whole Community Involvement

Indicator	Exemplary	Fully Evident	Partially or Not Yet Evident
The school fosters productive business/community /higher education partnerships that support student learning.			
The schedule is driven by the school’s mission and expectations for student learning and supports the effective implementation of curriculum, instruction, and assessment.			
Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by maximizing community resources to address the academic, social, emotional, and physical needs of students.			
The curriculum engages all students in inquiry, problem-solving, and higher-order thinking as well as providing opportunities for the authentic application of knowledge and skills.			
There is effective curricular coordination and articulation between and among all academic areas within the school as well as with sending-schools in the district.			
The school provides opportunities for all students to extend learning beyond the traditional offerings and settings.			
Teachers use feedback from a variety of sources, including other teachers, students, supervisors, and parents, as a means of improving instruction.			
Students are provided with formal and informal opportunities to assess their own learning.			
Technology is integrated into and supportive of teaching and learning.			
The mission statement and expectations for student learning are developed by the school community and approved and supported by the professional staff and school board and any other school-wide governing organizations.			

RESULTS

Indicator	Exemplary	Fully Evident	Partially or Not Yet Evident
Instructional strategies personalize instruction; make connections across disciplines; engage students as active and self-directed learners; involve all students in higher order thinking to promote depth of understanding; provide opportunities for students to apply knowledge or skills; and promote student self-assessment and self-reflection.			

RESULTS (continued)			
Students are informed of the learning goals for each learning activity.			
A variety of assessment strategies are used to determine student knowledge, skills, and competencies and to assess student growth over time.			
School-wide academic, civic, and social learning expectations are defined, measurable, and reflect the school's mission.			
The school has indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.			
There is a systematic plan of action in place that was created by a team of educators who carefully identified issues that are research-based and critical to student achievement. The plan includes: a goal, strategies to be implemented, objectives for students and professionals, resources, a timeline, a primary overseer, and a system for collecting evidence and monitoring the plan's effectiveness. (Note: <u>This statement applies only to schools/district designated by NH as being "in need of improvement".</u>)			

EMPOWERED EDUCATORS

Indicator	Exemplary	Fully Evident	Partially or Not Yet Evident
Teachers as well as administrators provide leadership essential to the improvement of the school.			
Teachers participate in activities, as part of the evaluation process, which engage them in reflection and conversation about their practice.			
Teachers meet collaboratively to discuss and share student work and the results of student assessment for the purpose of revising the curriculum and improving instructional strategies.			
Professional development activities support the development and implementation of the curriculum.			
The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.			
The school's professional development program provides opportunities for teachers to collaborate in developing a broad range of student assessment strategies.			
Teachers are knowledgeable about current research or effective instructional approaches and reflective about their own practice.			
The teacher: student ratio allows teachers to meet the learning needs of individual learners.			
Teachers are experts in the content areas they teach.			

Rubric adapted from *New Hampshire's Vision for Redesign: Moving from High Schools to Learning Communities*. NH Department of Education, 2007.

Approved October 2011