

FALL 2025

THE SHARE



Demonstrated Success Newsletter

Empowering Educators to Improve Student Learning

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Suggested Reading and Viewing

LEARNING WITH AN
EMOTIONAL BRAIN
MARY HELEN
IMMORDINO-YANG

CASEL:
INTEGRATION OF SEL
AND ACADEMIC

SAVE THE DATE

Re-Imagining Math
Instruction: Cultivating
Growth & Confidence

March 25, 2026
Concord, NH

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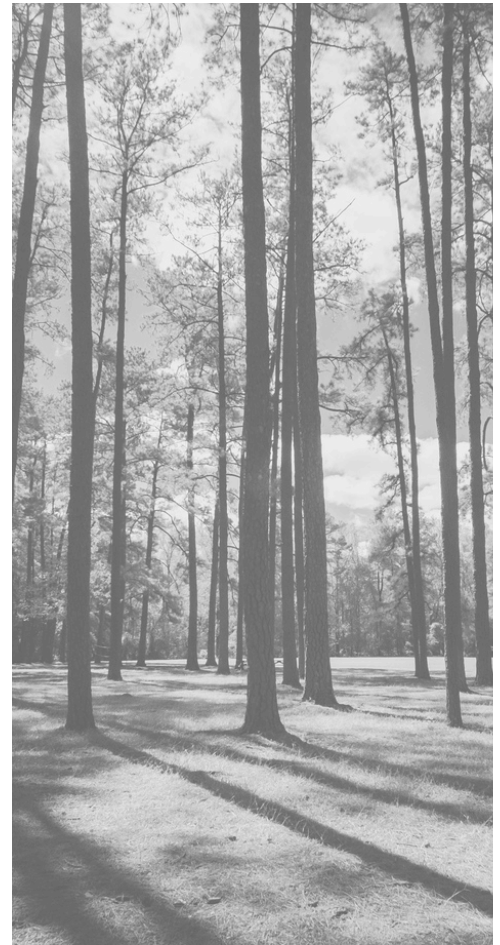


Kindness

*Before you know kindness as the deepest thing inside,
you must know sorrow as the other deepest thing.
You must wake up with sorrow.
You must speak to it till your voice
catches the thread of all sorrows
and you see the size of the cloth.*

*Then it is only kindness that makes sense anymore,
only kindness that ties your shoes
and sends you out into the day to gaze at bread,
only kindness that raises its head
from the crowd of the world to say
It is I you have been looking for,
and then goes with you everywhere
like a shadow or a friend.*

Naomi Shihab Nye



The inclusion of this excerpt from “Kindness” by Naomi Shihab Nye is inspired by Barry, a Vermont educator who was drinking tea out of a beautiful china cup at my recent workshop.

When I commented on the lovely cup, Barry told me that they always keep multiple cups and a thermos of tea so they can encourage and soothe colleagues throughout the day. A warm cup of tea in the hands of a harried educator can make a world of difference. Thank you, Barry. Let’s all draw on our struggles to surface our kindness.

~Karen Matso, PD Director, DS



*The Demonstrated Success team wishes you a wonderful holiday time
filled with kindness and joy, with family and friends.*



Educator-Centered Growth and Evaluation in Newmarket

At the start of this school year, Newmarket School District unveiled their **locally developed Educator Growth and Evaluation System** that has been two years in the making. In the fall of 2023, Patty Wons, now Assistant Superintendent in Newmarket, established a steering team of leaders, classroom teachers, special educators, specialists, parents, and school board members to embark on this journey together. To encourage trust, equitable participation, and nonhierarchical decision-making, Patty invited Demonstrated Success to help with facilitation, expertise and research support.

Step one entailed developing a full understanding of what it meant to be an excellent educator in the Newmarket School District. **Based on the "Portrait of a Graduate" model, the steering team set out to articulate the "Portrait of a Newmarket Educator."** DS coaches facilitated an interactive day with K-12 Newmarket educators to gather their ideas on the characteristics of an extraordinary educator. After multiple revisions, survey feedback, and focus groups, the 'Portrait of a Newmarket Educator' was finalized. This document then served as the **foundation for the aspirational 'look-fors' in Newmarket's growth and evaluation model.**

Growth and Evaluation Components



- Goal Setting**

All educators will set two growth goals each fall. One will be a personal goal that supports the educator's growth and learning in their current job assignment. The second will support a building/district goal. Both goals will be rooted in the domains from Newmarket's "Portrait of an Educator".
- Mini-Observations**

Educators will be observed by building administrators using 10-15 minute mini-observations. Educators will identify focus areas that align with their growth goals for the observer to consider. The number of mini-observations and debriefs with administrators will vary according to each educator's experience level.
- Colleague Visits**

Each educator will engage with a colleague through a conversation or classroom visit at least once during the school year to support their goals.
- Mentorship**

Non-continuing contract educators will participate in the district mentoring program.
- Evidence & Reflection**

Each educator will collect and reflect on at least three pieces of evidence related to their growth goals. In the spring, each educator will meet with an administrator to share progress toward their annual goals.
- End-of-Year Summative**

Non-continuing contract educators and continuing contract educators at the end of their three year cycle will participate in a summative meeting with an administrator. This will include a review of their annual goals, collected evidence, and mini-observations.

In the first year, the steering team met monthly to review research from experts (Kim Marshall, Robert Marzano, Charlotte Danielson) and various teacher growth and evaluation models nationwide. Team members presented research articles and examples to the group for discussion. **With the DS facilitator, the team hashed out non-negotiable values and priorities** such as: an emphasis on educator growth and learning, educator agency, and differentiated support based on experience and need. Based on their shared learning and values, small groups then moved to ideation. Each group presented a system to the larger team for feedback. From there, the full team identified the common components from each presentation to **draft the first version** of the Newmarket School District Educator Evaluation and Professional Growth Model.

Continued on the next page



Newmarket con't

A key plan element was transitioning from lengthy formal evaluations to 15-minute mini-observations, focusing on observable indicators from their Portrait of an Educator and Newmarket's High Leverage Practices (NHLP) as named in their [Teacher Induction Through Mentoring Program](#) . To move forward, **the steering team required at least 95% staff acceptance (above 3 on a 1-5 scale) for the final list of observables.** After several revisions and survey rounds, this benchmark was achieved in the spring of 2025. The final plan also included school-focused, personal, and professional goal setting; teacher-initiated post-observation conversations; colleague visit learning summaries; artifact collection; mentorship; and annual summative administrator conversations.

While building consensus within the Newmarket school community for the growth and evaluation system, the steering team worked with Demonstrated Success technologists and content specialists to **design their system within the Educator Success Platform (ESP).** Within ESP, DS tech experts linked the district's new system forms for **enhanced teacher agency, transparency, and communication.** For example, by linking the Teacher Goal Setting Form with the Interactive Walk-through Tool, teachers can direct their administrator to those classroom observables most relevant to their personal goals. Administrators then send their observations to teachers as they leave the classroom, and teachers email their administrator through the ESP platform to set up a post-observation conversation at a mutually agreed upon time. **All teacher-specific artifacts** (mini-observations, learning evidence, mentor/administrator notes) are securely housed in ESP, accessible only by the teacher and authorized administrators. As a result, **teachers and their administrators everything at their fingertips** for End-of-Year Summative conversations.

Newmarket School District has **accomplished what many district leaders have long aspired to do:** in collaboration with their teaching staff, they have co-created an Educator Growth and Evaluation system that provides authentic opportunities for self-directed professional learning, authentic feedback, and self-reflection.

Key to Newmarket's success were: an unbiased DS facilitator, inclusive participation from educators, board members, administrators, and parents in the process from start to finish, diligent research into best practices aligned with district values; community feedback and approval at each stage; and **seamless implementation via the Educator Success Platform (ESP).**

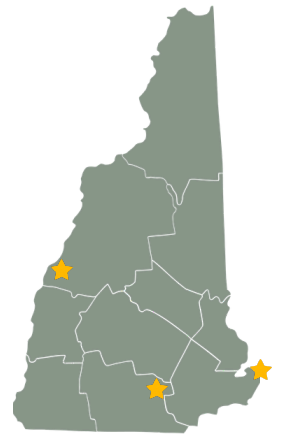
For more information on how Demonstrated Success can support your district's educator growth and evaluation systems, contact:

Marissa.Hooper@DemonstratedSuccess.com



Co-Teaching Momentum Builds Across New Hampshire

Co-teaching practices gained momentum across New Hampshire in 2025, thanks to **collaboration between Demonstrated Success, led by Karen Matso and Susan Shapiro, and UpRiver Education, led by Dana Gastich French.** Educators across the region explored how shared expertise and intentional co-planning can transform instruction for all learners. Let's take a look back at the professional learning teams took advantage of **in 2025.**



ESOL, special education, classroom teachers, and administrators gathered in June for a two-day institute with Demonstrated Success and UpRiver Education to deepen understanding of co-teaching practices, effective models, and gain practical tools for co-teaching in the coming year.



Manchester, NH educators attended two days on **supporting multilingual learners through co-planning/teaching structures.** Teams of ESOL and classroom teachers, and instructional coaches developed shared learning outcomes, considered ways to leverage collective strengths, and left equipped with strategies to continue the support through intentional PLC activities.



Susan Shapiro (formerly of CAST) joined DS to lead two days for Plainfield, NH educators focused on **co-designing instruction within the Universal Design for Learning (UDL) framework.** Co-teaching partners discussed strategies to increase engagement, accessibility, and actionable formative assessment. Prioritizing co-teaching success for the upcoming year, they proactively set concrete goals for address barriers to effective co-teaching,

SEE BELOW FOR NEW CO-TEACHING
LEARNING OPPORTUNITIES!



Contact: Karen Matso
Director of Professional Development
Karen.Matso@DemonstratedSuccess.com

June 24-25, 2026 (Springfield, MA)

NELMS Co-Teaching Conference: A two-day event for middle school educators hosted by the New England League of Middle Schools.

August 4-5, 2026 (Concord, New Hampshire)

NHASEA Co-Teaching Conference: A two-day learning experience focused on co-planning and leveraging co-teaching structures to personalize instruction for diverse learning needs. Hosted by the NH Association of Special Education Administrators.

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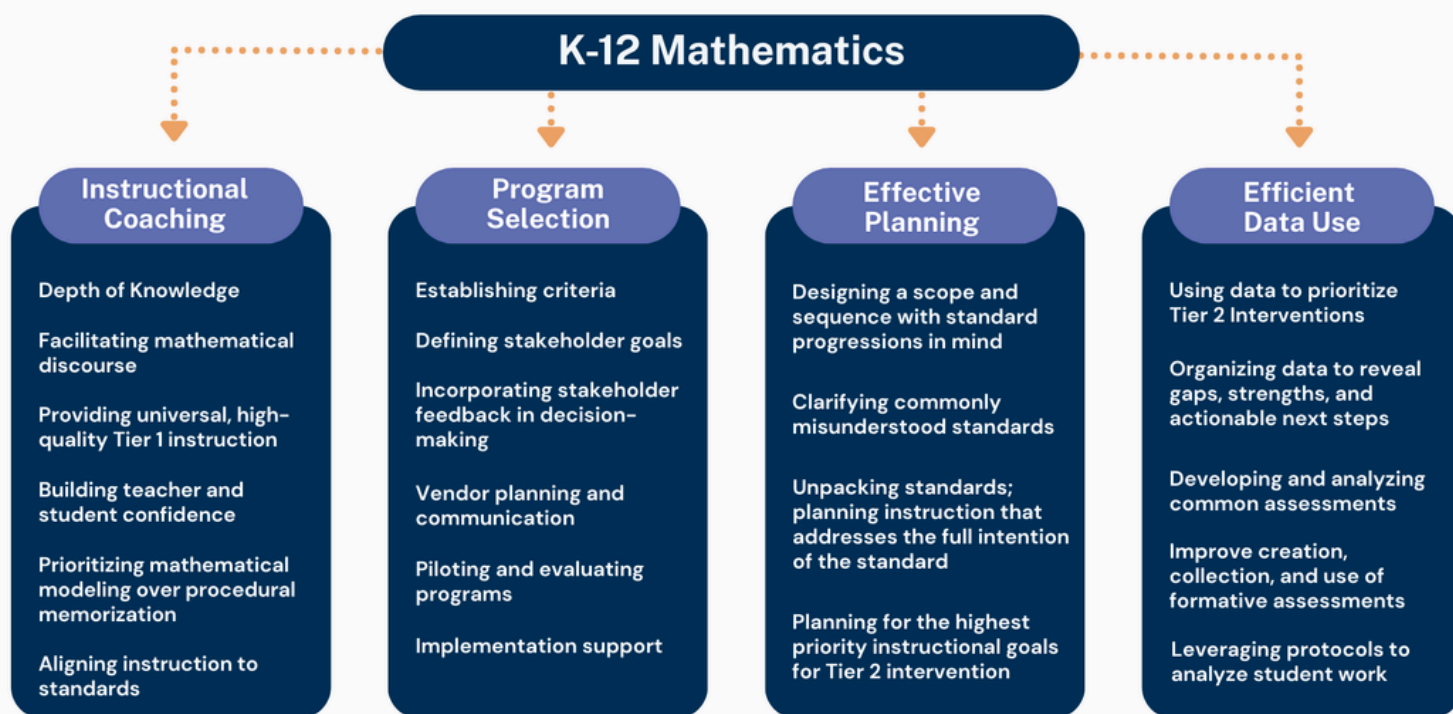
Plateaued Progress in Mathematics for NH Students

The NH SAS **results have plateaued in math performance**, with all grade levels scoring at 50 percent or below, signaling an urgent need for instructional improvement. When scores remain stagnant, it suggests that **current strategies aren't effectively deepening students' mathematical understanding**. A closer look at the data reveals persistent challenges across grade levels, particularly in Geometry (G), Expressions and Equations (EE), and Statistics and Probability (SP). These difficulties, most evident in the upper grades, reflect the importance of strengthening key skills over time, including Operations and Algebraic Thinking (OA), Geometry (G), and Measurement and Data (MD). Additionally, students in the lower grades need a more flexible, conceptual understanding of Numbers and Operations in Base Ten (NBT) to build a strong foundation for future math learning.

The data underscores the **need for targeted investments** such as high-quality teacher training and focused intervention programs. It also reinforces the importance of data-driven instruction: examining which grade levels or concepts require additional support, ensuring materials align tightly with standards, and confirming that classrooms **devote sufficient time to high-quality math learning**.

With meaningful shifts in practice, New Hampshire can **break the pattern** of flat outcomes that limit students' proficiency. For a solution-oriented conversation about how Demonstrated Success coaches can help you address these challenges in your school or district, reach out to our Director of Professional Development, Karen Matso: Karen.Matso@DemonstratedSuccess.com.

Onsite Support with DS Coaches



Plateaued Math Progress (con't)

Wondering what it is like to learn from Demonstrated Success coaches? Register the teachers of mathematics K-8 in your school or district for our **upcoming interactive workshop on March 25th, 2026**:

Re-Imagining Math Instruction: Cultivating Growth and Confidence

This dynamic, full-day workshop is designed to equip K-12 math educators with the foundational knowledge and practical strategies needed to overcome common barriers to student success, specifically addressing math anxiety and the observed lack of growth in mathematics. We will explore our critical role as educators in fostering a positive and engaging learning environment, moving beyond traditional "skill and drill" methods toward practices that build genuine conceptual understanding.



We will begin by exploring the core challenges: the lack of growth in certain mathematical areas, the profound impact of math anxiety on student performance and mindset, and the phenomenon of student apathy. Participants will critically examine their current instructional practices and professional responsibilities, focusing on factors within their control.

The afternoon will transition into a highly interactive, hands-on application of the morning's concepts. The central theme is that procedural fluency must flow from conceptual understanding. Attendees will walk away with a toolkit of high-impact strategies, a clear understanding of the link between conceptual depth and procedural fluency, and renewed purpose for transforming your math classroom.

[REGISTER >](#)



TEACHER LEADERSHIP FOR SUCCESSFUL AND SUSTAINABLE MTSS IMPLEMENTATION

Successful implementation of the Multitiered Systems of Support Framework (MTSS) cannot happen without the hard work of committed Teacher Leaders. Teacher Leaders advise the building principal, champion the work, facilitate effective teams, and support colleagues as they leverage diverse data sets to hone in on student academic and social emotional needs at all Tiers.

Demonstrated Success coaches feel privileged to work this year with **inspired Teacher Leaders in Mascoma Valley Regional School District in New Hampshire**, and **Caledonia Supervisory Union in Vermont**. Despite busy school days, Teacher Leaders from these districts are participating in half- and full-day sessions to: expand their **understanding of layered supports** and teaming structures, **develop school wide protocols**, define tools and strategies for **social emotional and academic growth**, and **create action plans** for MTSS implementation. These action plans include measurable systems goals to **improve core instruction**, collaborative **data use**, goal setting and **progress monitoring of students at all Tiers**.

Teacher Leadership is vital to a strong, sustained MTSS system for schools and districts. **We applaud the vision and the commitment of these teacher leaders.**



The Education Success Platform (**ESP**) can support your **MTSS Framework** implementation. Our team can help you build a tailored system to collect data on student behaviors, support requests for intervention and document progress monitoring.

For more information contact:
Karen.Matso@DemonstratedSuccess.com



PD to Support Effective Data Use, Sponsored by the NHED

Register today for our December and January webinars, January workshop, and online course made possible by the New Hampshire Department of Education for NH educators.

Questions? Contact: Marissa.Hooper@DemonstratedSuccess.com

Dec. 9, 2025 3:15–4:15pm	WEBINAR Commonly Misunderstood Standards (ELA K–5)	<u>REGISTER</u>
Dec. 10, 2025 3:15–4:15pm	WEBINAR Commonly Misunderstood Standards (ELA 6–8)	<u>REGISTER</u>
Jan. 13, 2026 3:15–4:15pm	WEBINAR Math: Better Understanding Assessments and Standards (K-2)	<u>REGISTER</u>
Jan. 21, 2026 3:15–4:15pm	WEBINAR ELA: Better Understanding Assessments and Standards (K-2)	<u>REGISTER</u>
Jan. 30, 2026 9am-3pm NHED	WORKSHOP The Power of Good Data: Strengthening Assessment for All Learners	<u>REGISTER</u>
January 8- April 16, 2026	SNHU COURSE Best Practices: Building a Data Culture	<u>REGISTER</u>

