



October brings the promise of cooler weather, the middle of our sports seasons, and open houses and parent-teacher conferences. Did you know that this year marks the 10-year anniversary of the October (Halloween) snowstorm? We are of course hoping that the snow holds off until December!

A Competitive Grant

We applied for, and were selected to receive, a grant from the Connecticut Association of School (CAS) and the Connecticut Department of Education (CSDE) that will enroll us (and the Region) in the 2021-2022 cohort of the Special Education Administrator Coaching program. This program will pair us with an experienced Special Education Administrator, who will work on goals that we selected (increasing rigor in Special Education and ensuring that students with IEPs are being equitably provided with the resources that they need). This is the second competitive grant that we have been awarded (last year we were identified as “Breakthrough Educators” after our work with the RESC Alliance and CAS discussing our professional learning through the pandemic).

Teacher Evaluation

Professional Learning. We have continued to work with Amy Tepper to prepare our evaluators (building-level administrators, Central Office administrators, school-based complementary evaluators, and High School department chairs) for calibration activities that help to ensure that all of the evaluators are seeing instruction and student learning in the same way.

Because we are describing the revised Continuum of Professional Practice (the CPP) as our definition of effective teaching in Region 1, we are also working to train our building-level and regional coaches on the CPP so they can use the language of the CPP in their work with teachers. Amy has been doing a terrific job helping teachers and administrators to see the changes in the CPP as clarifications of the existing language and working to help them to operationalize some of the terms. Additionally, the revisions to the CPP include direct and explicit connections to the Habits of Mind and our Portrait of a Graduate. Moreover, the CPP now includes explicit connections to Social-Emotional Learning.

Flexibilities. The State is once again allowing Districts to include some flexibilities in their teacher evaluation models. Our Professional Development and Evaluation Committee (PDEC), which includes representatives from all schools, administrators, and Association members, endorsed the use of the flexibilities for the 2021-2022 year. These flexibilities will again keep a focus on social-emotional learning, but buttressed by strong academic standards and data-driven decisions about goals. We have crafted several sample goals to allow teachers to see the level of rigor and student learning we want to see in teachers’ goals for this year.

Additionally, the administrative staff agreed to a plan in which we will act as complementary evaluators for (a) teachers on an Improvement Plan, (b) teachers in the first or second year of teaching in Region 1, and (c) teachers who will earn tenure at the end of this school year. We feel that it is important to provide our administrators with another set of eyes on these teachers and their performance as it is related to student learning.

Teacher Professional Learning

PDEC. We met in late September with our Professional Development and Evaluation Committee (PDEC) to determine professional learning needs and to discuss how we wanted our professional learning activities to be conducted. As a result of this productive meeting, we have a list of areas of professional learning interest and needs and a clearer vision of how teachers want to be taught new ideas.

PLCs. We have four teacher learning groups (PLCs) that are returning to meeting 3 times per year: Grading Practices, Student-Led/Involved Conferences, Student Data and Its Use, a Personalized-Mastery Based Learning, and a newly formed Diversity, Equity, and Inclusion (DEI) PLC. The 3 existing PLCs have met once so far this year and made some decisions about their work. The Student-Led/Involved Conferences PLC looked at the role that student-led conferences can play in helping students to achieve the Region's Portrait of a Graduate. They discussed expectations for student-involved conferences this fall, which will lead us towards student-led conferences in the spring. Grading Practices will meet in October to discuss our current practices (in Grades K-8) and how to continue our work toward standards-based grading. Student Data and Its Use met at the end of last school year and focused on the creation of the assessment calendar for the year and plans for ongoing training. The group will meet again after the fall screening window closes to review assessment data using EduClimber, a powerful data tool that staff will be using throughout the year.

TEAM. Our first meeting of our new teachers enrolled in TEAM occurred on September 27. This introductory meeting was to introduce our newest teachers to the TEAM program and acquaint them with their mentors.

Grants

We continue to complete all grant applications for Titles I, II, III, and IV and submit them to the state. The grants were completed by the October 1, 2021 deadline.

EL Report

[Report from Celina Huber](#)

Respectfully submitted.

Scott A. Fellows

Scott A. Fellows, Ed.D.

Jill Pace

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