
Teacher Evaluation

Our work with Amy Tepper on the revision of our evaluation rubric (*The Continuum of Professional Practice* [CPP]) continued through the month of February. Feedback has been solicited from a wide range of stakeholders, all of whom provided insightful and actionable comments. Amy made some changes based on feedback, and then worked with us to further refine some of the language. Additionally, Patrick Flynn joined our meeting and challenged us all (including Amy!) to determine the other areas of our school community in which the CPP could be used.

We have been describing the CPP as Region 1's definition of good practice in planning, instructing, assessing, and participating in our professional community. Realizing the need for all stakeholders to have adequate time to review and internalize the tenets of the CPP, we decided that it would be appropriate to retain our current CPP for the 2021-2022 school year and provide professional learning opportunities for administrators and teachers throughout the year to ensure that there is a common understanding of the language of the new CPP. We will engage the Professional Development and Evaluation Committee (PDEC) and focus groups of teachers and administrators to develop the "look-for"s for each indicator. PDEC will also be working to ensure that there is cohesion between the CPP and our professional learning going forward.

Professional Learning

Regional Opportunities. Our next Regional Professional Learning opportunity is scheduled for March 10 and March 11, with early release for the PK-8 schools on the 10th and a delayed opening for the High School on the 11th. PDEC met and determined a plan for sessions devoted to grade-level and content area teams continuing to work on curriculum decisions for the rest of the current school year.

Additional professional learning opportunities in the works include:

- Interpreting and making use of screening and progress monitoring data in Fastbridge
- Support for teachers preparing to take the Foundations of Reading Survey in May
- Distanced administration of SBAC and NGSS assessments

Curriculum

As we've previously noted, we have identified Social Studies as the next major curricular area to be audited, revised, and rewritten. We will be working with Carly Weiland Quiros and Sue Palma from EdAdvance to meet with teachers and ensure that the curriculum is aligned with the [Connecticut Elementary and Secondary Social Studies Frameworks](#). Carly and Sue will begin their work in the fall, beginning with the 4-8 curricula.

Staffing

Boards have been receiving retirement notifications and resignations. We are working with the building principals to ensure that positions are posted. We are also actively developing partnerships with area colleges and universities to better connect with potential applicants.

Additionally, we will be attending a virtual Education Job Fair at Central Connecticut State University in April.

Grants

We are actively at work on applications for both the REAP and ESSER II grants. Overall, REAP allocations were fairly comparable to last year, with Canaan the notable exception, seeing their allocation more than double. ESSER II allocations are significantly increased from the first iteration of this grant. We will have additional information once our applications are approved.

Northwest Corner Prevention Network (NCPN)

Scott attended the February meeting of the NCPN at which the majority of the discussion centered around the Developmental Assets Survey that is conducted with students in Grades 8, 10, and 12 through the McCall Center for Behavioral Health. Emma Johnson, who chairs the NCPN, indicated that they had a 10-year study of the results available and that NCPN would be taking a stronger role in ensuring that the results of the survey are disseminated as widely as possible to include all community stakeholders who have a role in working with children in the Region.

EL Programming

Celina Huber submitted her [written report](#), highlighting her work with our English Learners. She has begun the process of administering the LAS Links assessment to her students.

Career/Work Experience Program

Dr. Mary O'Neill submitted her [written report](#), highlighting her work establishing a Healthcare Awareness Certificate Program. She also discusses her work with both the Capstone Committee and the Advisory Committee to ensure that the career component of those programs are included.

Respectfully submitted.

Scott A. Fellows

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