

# TPS SUPERINTENDENT BULLETIN



*Where Excellence Is Achieved Through Each Individual's Success*



*Equity  
over  
Equality*



*Stimulate and Support  
over  
Rank and Sort*



*Transformative Practice  
over  
Tradition*

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Here for you 860-335-2455



**UPDATE FOR May 28, 2018**

**JUMP TO SCHOOL UPDATES:**

Please **CLICK BELOW** to get the **DIGITAL BACKPACK** information for the listed school:

[BG](#)

[TIS](#)

[TMS](#)

[THS](#)

**Please note:**

- July 11 and August 8 Board of Education meetings cancelled.
- **Last Superintendent Breakfast** for the year is 10 AM June 4, 2018 @ BOE OFFICE – 51 Tolland Green

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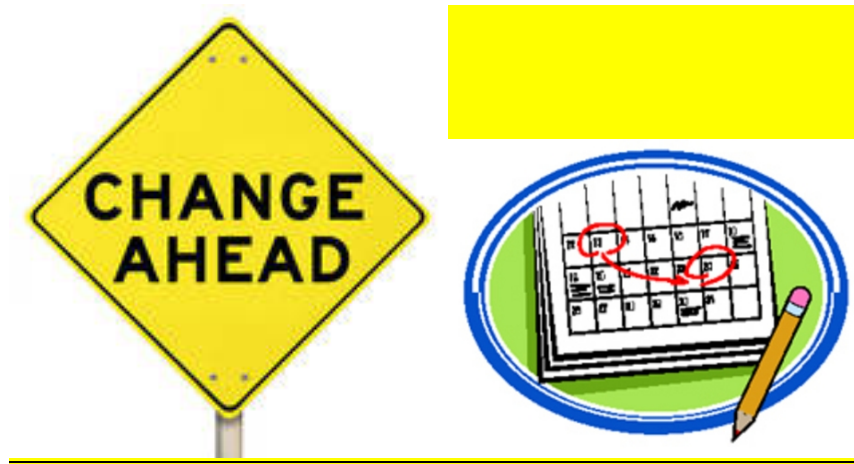
Feature Link (click a link to jump to a section)	Description
<a href="#"><u>Superintendent's Weekly Message/Feature</u></a>	This is the weekly message from the Superintendent. It is usually around some topic related to education and/or the school system.
<a href="#"><u>TPSTV! Tolland Public Schools TV!</u></a>	This section has videos about the great things happening in the Tolland Public Schools!
<a href="#"><u>Breakfast with the Superintendent Dates/Times/Information</u></a>	This section provides information about the upcoming Superintendent's Breakfast. These are open meetings with no agenda in which the public is invited to come ask questions, and engage in conversation, about educationally relevant topics.
<a href="#"><u>Budget Blurb &amp; Budget Information</u></a>	This section provides links and information with regard to the budget of the Tolland Public Schools.
<a href="#"><u>Community Learning Workshops</u></a>	This section provides information about upcoming workshops for the community.
<a href="#"><u>How to Contact the Superintendent</u></a>	This section provides information on the ways to communicate with the Superintendent based on urgency/level of importance.
<a href="#"><u>Job Postings</u></a>	This is a listing of jobs available at this time for the district.
<a href="#"><u>Links</u></a>	These are links provided from community members as well as links that may provide meaningful information.
<a href="#"><u>Mastery Learning</u></a>	This section has a brief synopsis of the Mastery Learning philosophy and plan for the district.
<a href="#"><u>Power School and Unified Classroom</u></a>	This section provides information to guardians and parents about how to access important resources for reviewing their child's grading, scheduling, attendance, and other information.
<a href="#"><u>Social Media Connections and Links</u></a>	This section provides information on the district social media sites.
<a href="#"><u>Volunteering Information</u></a>	This section provides information on how to Volunteer in the Tolland Public Schools.
<a href="#"><u>Other Information</u></a>	Other information submitted by school or community members.

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*Superintendent Weekly Message*

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**2017-2018 CALENDAR CHANGES**



- **The last day of school is June 22, 2018 and is an early release. There is no longer an early release on June 8, 2018.**
- July 11 and August 8 Board of Education meetings cancelled.



**RESCHEDULED DATE**

**HIDDEN IN PLAIN SIGHT**

<p>June 12, 2018 7:00 – 9:00 PM Tolland High School Library</p>	<p><i>Are you sure you'd recognize the signs of youth drug or alcohol use in your home? <u>Don't leave it to chance!</u></i> EXPLORE a teen's bedroom to see and identify the newest drug paraphernalia, hiding places and other signs that may indicate drug or alcohol use by a teen. <i>How many can you identify?</i> LEARN about area substance abuse trends, and signs &amp; symptoms of use. Prevention professionals will also provide resources for parents and community members. <b><u>THIS PROGRAM IS FOR ADULTS ONLY</u></b></p> <p>Questions? Call THS/860-870-6818 Ext.1 or Youth Services/860-871-3612</p>
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## **SURVEY MONTH**

The Tolland Public School Surveys have been completed. Thank you for your feedback.

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### **Interesting News**

*Generation Z, or those between the ages of 18 and 22, were the loneliest generation, with a "loneliness score" of 48.3. Possible loneliness scores range from 20 to 80, with the national average a 44.*

**See article:**

<https://www.cbsnews.com/news/many-americans-are-lonely-and-gen-z-most-of-all-study-finds/?ftag=CNM-00-10aac3a>

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*Tolland Public Schools TV!*

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<http://www.tolland.k12.ct.us/cms/One.aspx?portalId=891651&pageId=42643379>

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*BREAKFAST WITH THE SUPERINTENDENT*

*10:00 AM AT THE TOLLAND BOARD OF EDUCATION*

*51 Tolland Green, Tolland, CT*

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June 4, 2018

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*BUDGET BLURB*

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**BUDGET INFO ON THE WEB:**



[http://www.tolland.k12.ct.us/board\\_of\\_education/budget](http://www.tolland.k12.ct.us/board_of_education/budget)

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*Community Learning Workshops*

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*HOW TO CONTACT THE SUPERINTENDENT:*

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Please take a look at the link below for some of the best ways to get an answer, meeting, or something else:

[http://www.tolland.k12.ct.us/DistrictOffices/superintendent\\_s\\_corner/superintendent\\_wille\\_tt\\_s\\_page/c\\_o\\_n\\_t\\_a\\_c\\_t\\_m\\_e/](http://www.tolland.k12.ct.us/DistrictOffices/superintendent_s_corner/superintendent_wille_tt_s_page/c_o_n_t_a_c_t_m_e/)

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*Job Postings*

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*Athletic Openings*



**We are seeking a Head Football Coach for the 2018/2019 Tolland Public Schools Athletic Program  
The position requires Connecticut State Coaching Certification.  
To apply visit our website at [www.tolland.k12.ct.us](http://www.tolland.k12.ct.us)**

*Job Openings*

**We are seeking a BCBA and a Behavioral Intervention Specialist at Tolland Middle Schools  
For more information and to apply visit our website at  
[www.tolland.k12.ct.us](http://www.tolland.k12.ct.us)  
District Offices/Human Resources/Employment Opportunities**

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*Links*

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[Tolland Youth Garden Stewards Training Workshop](#)

[Tolland Youth Football & Cheerleading Information](#)

[Tolland Conservation Commission's Town Wide Photo Contest](#)

[FRC Summer Camp](#)

[What do you see for Tolland's Future? Public Workshop](#)

[Eastern Youth Soccer Camp](#)

[Solar Energy Association of CT Seminar](#)

[Stewardship Program for Youth](#)

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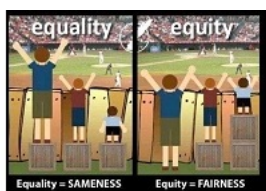
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*Mastery Learning Information*


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The districts core values of providing individualized attention to a student's needs, supporting a student and their family, and providing a transformational experience leading to continual growth are all crucial aspects of 21<sup>st</sup> century education in the literature, and espoused by the State of Connecticut (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2767&q=336508>).

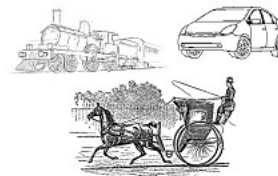
As Tolland competes with magnets and charters, and seeks to draw more students to its own programs and pathways of study, Mastery Learning practices will support those endeavors as it is grounded in contemporary philosophy and research. For an overview of 21<sup>st</sup> century educational philosophy, research, and practice please see the information below:



*Equity*  
over  
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*Tradition*

### Equity over Equality

Educational professionals that practice mastery learning recognize that different students have different needs. This necessitates providing each learner with what is uniquely required for that person's success. While equality implies *sameness*, equity implies *fairness*. Equity is about making sure people get access to the same *opportunity*. Advantage, opportunity, and privilege associated with socioeconomic, racial, cultural, or historical factors can impact learning. It is the mission of all educators to do our best to provide each learner with opportunities to succeed that transcend disadvantage.

### Stimulate and Support over Rank and Sort

Educational professionals that practice mastery learning recognize that students do not come to school having experienced the same level of preparation and opportunity. As a result institutional **ranking and sorting** can inadvertently stigmatize, de-motivate, and perpetuate the trajectory the initial limitations on opportunity created. Educators try to help students overcome this, and institutions have to be structured so student success is less reliant on the individual heroics of some educators, and more on *systematic* and consistent *processes and practices* of the institution that provide the greatest opportunities for restorative justice, productive habits, and academic success.

Standardized assessments beyond those used as universal screens (assessments given to all learners for the purpose of providing specialized assistance), or those that can be used to impact instruction (progress monitoring), should be carefully evaluated for their usefulness in the process of educating children. The objective should always be to benefit the child, and to do no harm. For instance, if poverty correlates significantly with lower state standardized test performance, how many times is it necessary to report to a

disadvantaged child and family that they are performing poorly before institutional processes are put in place to address the challenge? In other words, some standardized tests tell us what we already know – and in the process jeopardizes the confidence and self-concept of the learner. Instead, assessment focused on *progress monitoring* over one-shot standardized assessments, provide the most useful and actionable information for improving the performance of all students.

### Transformative Practice over Tradition

Educational professionals that practice mastery learning question current assessment traditions, and seek to transform teaching and assessment with a focus on practices that have the greatest chance of increasing student agency, ownership, reflection, and motivation of students towards their own learning and development. Mastery learning is recognized as a crucial aspect of SRBI (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020>) supports, and as such practitioners take into consideration developmental level and cognitive considerations of students when delivering instruction, remediation, and methods of encouraging habit change. It is the process of doing things because they work for students, not simply continuing “traditional” practices because it is what has always been done.

### Areas of *emphasis* for Tolland

1. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
2. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
3. Summative assessments evaluate learning achievement, and summative assessments results record a student’s level of mastery at a specific point in time.
4. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
5. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.
6. Students are given multiple opportunities to improve their work when they fail to meet expected standards.

### Resources

- District Mastery Learning Plan

## Some Readings

- Guskey, Thomas: *On Your Mark - Challenging the Conventions of Grading and Reporting*
- Dueck, Myron: *Grading Smarter, Not Harder - Assessment Strategies that Motivate Kids and Help Them Learn*
- Wormelli, Richard: *Fair Isn't Always Equal - Assessing and Grading in the Differentiated Classroom*

## Links

- [Center for Collaborative Education](#)
- [The Great Schools Partnership](#)
- [State of Connecticut Resources - Mastery Learning](#)
- [League of Innovative Schools](#)

## K-5 assessment standards



For parents and community members interested in the Tolland Public School  
K-5 assessment standards, please see the:  
[Standards-Based Assessment Information Guide](#)

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**POWERSCHOOL UNIFIED CLASSROOM**  
**Expanding information opportunities for parents and students!**



Dear Parents and Students,

On February 9<sup>th</sup>, we upgraded the parent and student portal access to the new Unified Classroom. If you access your student's information with the mobile app, there are NO changes. If you use a desktop/laptop, then you will need to create your new Unified Classroom account. (If you have never created an account, please contact us, and we will be happy to help you. (860-870-6818 x10804)

**Parents**

If you already have an account follow the steps below.

<https://tollandschools.powerschool.com/public/home.html>

1. Click on Parent Sign In
2. Create PowerSchool ID
3. Enter your current login information
4. Next
5. Continue
6. Enter your email (which will now be your username)
7. Create a password
8. Click create

Below is a quick video that demonstrates how to set up your account/move to the new Unified Classroom dashboard. Watch Part 2 of the video if you already have a PowerSchool account.

<https://vimeo.com/227826452/6c02bab055>

**Students**

<https://tollandschools.powerschool.com/public/home.html>

1. Click student sign in
2. Click 'Forgot password' option, enter in your school email (ex. [JohnDoe54321@tolland.k12.ct.us](mailto:JohnDoe54321@tolland.k12.ct.us)) and send request. Go to your school email – there will be a link to click in the email that will send you to a reset password page.

Please feel free to contact the Educational Technology office with any log in issues or questions.  
(860) 870-6818 x10804

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*Social Media Connections and Links*

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**CHECK US OUT ON FACEBOOK:**



[www.facebook.com/tollandpublicschools](http://www.facebook.com/tollandpublicschools)

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**FOLLOW SUPERINTENDENT WILLETT ON TWITTER:**



Search for:

[TPS\\_Sup\\_Willett](#)

Or

[Superint. Willett](#)

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*Volunteer Information*

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**VOLUNTEERING**



We would love to have you come and volunteer at the Tolland Public Schools!

Thank you for all you do for the Tolland Public Schools. Please contact the Central Office with any questions. For those already volunteering, and those new to the game, the BOE will now do background checks every three school years. If you will be volunteering for the first time in the upcoming school year, please complete the [online form under Quick Links](#). After you have submitted your application, please call 860-870-6850 extension 1 to provide your social security number. You can check with the school secretaries to verify your status.

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*Other Information*

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**INTERESTING LINK(s)**

**[Washington Post – US Diverse, but Segregated](#)**

**H&R BLOCK CHALLENGE**

For the past 10 weeks, juniors and seniors taking Personal Finance had the opportunity to compete nationally in the H & R Block Budget Challenge. The H & R Block Budget Challenge is an online simulation tool that replicates real-world budgeting and personal finance decision making. By simulating an adult’s financial life – paying bills, investing in retirement, utilizing credit, managing loans and more – students take a personal financial “road test”. This learn-by-doing educational approach allows high schoolers to make real-world mistakes without facing real-world consequences.

In Tolland High School’s first year participating in this challenge, Mrs. Bridge’s class finished in the Top 2% nationwide with 2350 classrooms participating and 51,460 students competing for scholarship money. Special recognition goes to **Megan Enman, Anna Garow, Hayden Rublewski, and Alana Ward** who each placed in the top 5% in the country and received a **Certificate of Achievement** for their exceptional knowledge and superior performance in the simulation. **Anna Garow** was our highest placed participant (1685/51460) followed by **Alana Ward** (1858/51460) placing both of them in the **Top 3<sup>rd</sup> percentile** in the country. Congratulations to all the THS participants for a job well down!



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