



EAST HAMPTON PUBLIC SCHOOLS

East Hampton, Connecticut

Superintendent's Update

Week of January 8, 2018




The vision of the East Hampton Public Schools: Preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

You are never too old to set a new goal or to dream a new dream.

~ C.S. Lewis

This week in our Schools

- **Monday, January 8 – High School PTO Meeting in the High School (location TBA), 7:00 PM.** All High School parents are welcome to attend.
- **Tuesday, January 9 – High School JUNIOR Post-Secondary Planning Night in the Auditorium, 6:30 PM.** Parents and Junior Students are encouraged to attend!
- **Thursday, January 11 – Middle School PTO in the Middle School Library, 6:00 PM.** *Note change of date.*
-  **Friday, January 12 – Coffee with the Superintendent of Schools at 94 Main Street, 7:30 – 9:00 AM.** It's the first coffee morning of 2018! Stop by 94 Main Street for your free cup of coffee. Even if you can't stay, you can grab a coffee to go. Of course, you're welcome to stay and enjoy a cup of coffee with the Superintendent of Schools. (Coffee provided at no cost to taxpayers.)
- **Friday, January 12 – High School Midyear Exams begin.** Due to the storm which resulted in no school on Thursday, January 4 and Friday, January 5, High School Midyear Exams will begin on Friday, January 12 (not Thursday, January 11) and continue Tuesday, January 16 through Thursday, January 18.
- **Monday, January 15 – Martin Luther King Day. No School.**



Coming soon!

Tuesday, January 16
East Hampton High School, 6:30 PM



Board of Education Meeting

2018-19 Budget Presentation by Superintendent
Visit by Representative Melissa Ziobron
to answer questions about
State of CT Budget and Municipal Funding

Tuesday, January 16 – Board of Education Meeting in the East Hampton High School T-Bell, 6:30 PM. This meeting is the first presentation of the 2018-19 School Budget by the Superintendent of Schools. In addition, **Representative Melissa Ziobron** will be at this meeting to answer questions concerning the state budget and municipal funding. This meeting is open to the public – parents and community members are urged to attend in order to have a good understanding of the budget process in our community, as well as what will be included in next year's school budget. All documents from this meeting will be posted on the school's website on Wednesday morning (www.easthamptonps.org) – but hearing the presentation live from the Superintendent and hearing the questions/discussion is important! **The meeting will be livestreamed and CHILDCARE is available!**

Bellringer Day
Friday, January 26
9:30 AM

Dedication of the
**John Fidler
Way**







Friday, January 26 – Bellringer Day in honor of John Fidler, former Principal of East Hampton High School. (A brief ceremony begins at 9:30 AM in the High School Auditorium.) This day will be the official dedication of **The John Fidler Way** at East Hampton High School. The event is being held during the school day to include the student population – the most important group of people to John. There are street signs that will be officially unveiled at the entrance and exit of the school and a plaque inside the school will be featured. The event is open to the public and includes indoor and outdoor activities, so please dress for the weather.



January/February 2018 Calendar

Get your event on this calendar!

Send additional events and dates to
psmith@easthamptonct.org.

7	8	9	10	11	12	13
	High School PTO High School Location TBA 7:00 PM	JUNIOR CLASS Post-Secondary Planning Night For parents & Students High School 6:30 PM		Middle School PTO Middle School Library 6:00 PM	High School Exams  Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM	
14	15	16	17	18	19	20
	No School Martin Luther King Day 	High School Exams Board of Education Meeting - EHHS T-Bell, 6:30 PM BUDGET PRESENTATION & Representative Ziobron	High School Exams  Middle School Concert High School Auditorium 6:30 PM	High School Exams  Superintendent's Advisory Council 94 Main St. 9:00-10:15 AM Budget Information on Agenda		
21	22	23	24	25	26	27
			Optional Faculty Metings – Budget Information 2018-19 High School T-Bell 2:45 PM 3:45 PM		Christa McAuliffe Recognition Day  Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM BELLRINGER DAY Dedication of the John Fidler Way at EHHS Grade 8 visit to the High School Grade 5 visit to the Middle School	
28	29	30	31	1	2	3
	Board of Education Meeting - EHHS T-Bell, 6:30 PM BUDGET DISCUSSION		Grade 8 High School Parent Planning Night High School 6:30 PM		Ground Hog Day!  Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM	
4	5	6	7	8	9	10
	Board of Education Meeting - EHHS T-Bell, 6:30 PM BUDGET DISCUSSION		Middle School to Wolf Pack game Elementary PTO Center School 6:00 PM Middle School PTO Middle School Library 6:00 PM Project Graduation High School Library 6:00 PM		Middle School Dance Grades 7 & 8 7:00 PM	

Notes



East Hampton Budget Process begins next week!

Next week's Board of Education Meeting in the East Hampton High School T-Bell at 6:30 PM will feature the Superintendent's recommended Budget for 2018-19. Representative Ziobron will be in attendance and your attendance is important! By no means is the budget process complete as of that date. The Board of Education members are looking for input from teachers, staff members, students, parents, and community members at that meeting and over the next three meetings. It is not until the February 26 meeting that the Board will vote to approve a budget to be sent to the Town Hall by March 1. Your input is valuable and listened to by the Board of Education! Be a voice for the children of East Hampton!

Note that this meeting will be held on Tuesday evening due to Martin Luther King Day. Childcare will be available.

Budget Meetings in 2018



Tuesday, January 16	Superintendent's Proposed Budget for 2018-19 presented to the Board of Education Representative Melissa Ziobron in attendance to answer questions regarding state budget. 6:30 PM at East Hampton High School T-Bell (Public Invited, Childcare Available)
Thursday, January 18	Superintendent's Proposed Budget for 2018-19 reviewed at Superintendent's Advisory Council 9:00 AM at Central Office, 94 Main Street (Public Invited)
Wednesday, January 24	Superintendent's Proposed Budget for 2018-19 reviewed with Faculty and Staff Members Optional faculty meetings at East Hampton High School T-Bell @ 2:45 PM and 3:45 PM
Monday, January 29	Board of Education Budget Workshop conducted by the Board of Education 6:30 PM at East Hampton High School (Public Invited)
Monday, February 5	Board of Education Budget Workshop conducted by the Board of Education 6:30 PM at East Hampton High School (Public Invited)
Monday, February 26	Board of Education Budget Approval (must be submitted to Town Hall by March 1) at the Board of Education Meeting 6:30 PM at East Hampton High School (Public Invited)
Monday, March 12	Review of Town Budget & Board of Education Budget conducted by the Board of Finance 6:00 PM – Middle School Library (Public Invited)
Friday, March 16	Review of Board of Education Budget conducted by the Board of Finance 4:00 PM – Town Library Community Room (Public Invited)

Predictions for the future of Education in 2018

Make three predictions for your own teaching this year, write them down, and then revisit in January 2019. Or just write down three goals for yourself! Fred Ende, in his blog, has included some daring predictions for 2018.

Three education predictions for 2018 by Fred Ende in *SmartBrief*

I'm certainly no Carnac the Magnificent, the Johnny Carson character; and, I definitely don't have a crystal ball. But if I did, I might see key education trends for 2018 (at least here in New York). While I will take no credit if I'm right -- and I hope you'll give me a pass if I'm wrong -- I would love to hear your thoughts about whether you think these are likely

shifts in our learning and leading structures as we enter the new year. Regardless, on behalf of all who blog for SmartBrief, I wish you a wonderful start to 2018.

Prediction 1: We'll see a greater emphasis on the arts that will lead to an even greater emphasis on STEAM.

With new standards recently adopted in New York and the National Core Arts Standards still three years young, more and more schools and districts will be rethinking their support of fields like the visual arts, music, theater and dance. We have realized that as an organization, we need to begin providing more learning opportunities for teachers and leaders in these fields; to that end, we recently held an enormously successful music and technology symposium organized by an excellent educator in our region. Feedback collected showed how much attendees enjoyed the experience and, more importantly, how long they had been looking for an event like this. It was a bittersweet reminder that for too long we have provided too little for these educators and need to work to provide many more. With more learning opportunities in the arts comes more wondering about how to integrate further these subject areas into already scheduled days for teachers and students. While opportunities exist for students to explore these fields through both requirements and electives, showing learners (and their teachers) how to integrate these content areas into others is an approach that more and more of our districts are taking. We are slowly designing support structures to help educators see potential avenues for merging; our visual arts collegial circle group is focused on STEAM this year, one of the key questions being, "How do we help show our colleagues the need for the arts as a connector across subject areas?" I imagine our work in the region around the arts and STEAM will continue to develop.

Prediction 2: We'll continue to take the best of face-to-face learning, and the best of virtual, and grow blended opportunities.

We know that face-to-face learning, overall, is the best way to build connections and cement learning. We also know that virtual learning provides opportunities to connect across boundaries more easily and, therefore, more efficiently expand our thinking outside of our usual silos. And, of course, in the best-case scenario, we strive to find multiple ways to combine the two. As we've thought about the best that both modalities offer, we've found ourselves wondering more and more about the place for blended learning in the learning opportunities we design with our region. We've experimented with blended learning in which participants learn in multiple locations and a facilitator joins virtually, which has helped us to connect more learners and to make opportunities to work with experts more economical. We are also working to design online courses using different platforms that meet in person to provide opportunities for reflection and positive accountability. And the blended opportunities don't -- and can't -- stop there. We continue to strengthen one of our student programs that uses a blended approach: students from across our region enroll in a series of online courses created by a consortium of districts. These learners meet three or four times over the course of the semester, including times for field experience. This blended structure has allowed students to learn from peers in other districts and teachers in other schools through a medium that will become increasingly important in their lives. This mode for learning seems primed to continue its growth next year and beyond.

Prediction 3: A continued need to connect, and an ever-shrinking world, will lead to a greater reliance on collegial circle groups.

A powerful lesson for us, and not an unexpected one, is how important group learning is for professionals. To that end, we've found that our collegial circle groups meet a tremendous need for educators in our region. Our collegial circles are designed such that learners with expertise in the same content or thematic area come together several times over the course of the year to learn as a region through discussion, protocols, readings, shared projects and networking. The need for us to connect in an already interconnected world shows the power of forming true bonds. Similarities in teaching and leading -- and passion for the same educational ideal -- keep our compasses aligned and our love for our profession strong. These collegial circle groups form the backbone of the learning opportunities we provide, serving as a temperature test for projects as well as go-to groups for announcements and questions about how the field is reacting to policies and practices. For the last few years, we've worked to provide new groups for educators to join; the more connected we are, the greater the potential for growth.

While I don't know if any of these will come true, I do feel that the data we've collected points us towards these three predictions as becoming realities in our region [New York]. Not knowing exactly how things will end up is part of the reason why education keeps me engaged year after year.

Fred Ende (@fredende) is the assistant director of Curriculum and Instructional Services for Putnam/Northern Westchester BOCES in Yorktown Heights, N.Y. Fred blogs at www.fredende.blogspot.com, Edutopia, ASCD EDge and SmartBrief Education. His book, *Professional Development That Sticks* is available from ASCD. Visit his website: www.fredende.com.

MLK 2018



One of the most inspirational quotes of Martin Luther King that directly inspires educators is:

“Life’s most persistent and urgent question is, ‘What are you doing for others?’”

There’s not a better message for our students as well. Engage our students in the life of Dr. King this week. I have included resources below:

<http://www.scholastic.com/teachers/collection/commemorate-life-dr-martin-luther-king-jr>
<http://www.nps.gov/malu/learn/education/lessonplansandteacherguides.htm>
<https://eduguideblog.wordpress.com/2015/09/15/activity-motivation-through-core-purpose/>
<http://www.nea.org/tools/lessons/mlk-day.html>
<http://www.educationworld.com/holidays/archives/mlking.shtml>
<https://www.teachervision.com/holidays/martin-luther-king-jr>
<http://sciencenetlinks.com/collections/martin-luther-king-day-teaching-resources/>
<http://www.learnersedgeinc.com/blog/resources-to-celebrate-martin-luther-king-jr.-day>



The 100th day of school is coming!

From Education World: (www.educationworld.com) [Ten Resources for Celebrating the 100th Day of School](http://www.educationworld.com/100th-day-of-school)

From Scholastic: <https://beta.scholastic.com/teachers/collections/teaching-content/celebrating-100th-day-school/>

From The Teachers Guide: <http://www.theteachersguide.com/100thday.htm>

Thoughts



East Hampton Graduates will flourish!

Christopher Dede in a recent article in *EdWeek* predicts that “success a decade after high school graduation in a global, innovation-centered world will be as much determined by students’ character and their ability to work with others as by their intellectual capacity.”

In addition, he points to a 2012 report by the National Research Council that declares that “a combination of cognitive, intrapersonal, and interpersonal skills – flexibility, creativity, collaboration, leadership, and conflict resolution – are essential for keeling up in the 21st century.”

His most powerful statement: “I would argue that instead of preparing students for careers, we should focus on inculcating **skills** that are transferable across many roles... a central challenge of our time is creating the intellectual, emotional, and social supports that empower students for the difficult task of continually unlearning the old ways, while simultaneously learning new ones. If education succeeds, students will soon be the inventors of a bright future.”

With our **East Hampton Portrait of the Graduate**, we are on our way to focusing on essential skills that will be transferable throughout an East Hampton K-12 education, college, and a multitude of careers. As mentioned in recent Updates, the focus on skills doesn’t replace a focus on content knowledge, the two are combined so that merely spitting back content is not where education begins and ends. Education begins when students demonstrate what they can do with what they know. (See Tony Wagner’s comment in the 12/11/18 Update.)

The future of our students depends on their ability to take the skills described in the Profile and rely on them to develop their own talents. The best experience we can and will give our students is to flourish in environments where they can practice and master these skills to prepare them for a future in which these skills will be relied on for survival in a complex career world.

In the article below, Milton Chen (author of *Education Nation*, a great book from 2010 that is still current – see [Amazon.com](https://www.amazon.com) for a copy) writes about “extreme learners.” Our **Profile of the Graduate** certainly champions the types of learning included in the article. My opinion after reading the article is that our mission is to make sure that every East Hampton graduate become an extreme learner!



The 5 Habits of Extreme Learners *By Milton Chen in EdWeek*

We must empower students to take control of their own learning

Over the past decade, the most prominent school reform effort has been the development of the Common Core State Standards and their assessments, which were intended to support college and career readiness. However, during that same period, the world of work took a sharp, driverless turn. Start-ups with odd names like Uber and Lyft swiftly accelerated, upending urban transportation, creating millions of new jobs and eliminating others.

Armies of robots, already in factories and warehouses, are preparing to march into offices and hospitals. With artificial intelligence increasingly competing with human intelligence, what's a student to do? And how might educators help them? If these prospects sound dark, perhaps we can light a path forward by studying young people who are already preparing themselves well for this uncertain future.

In 2014, as a fellow at the Institute for the Future in Palo Alto, Calif., I worked on a simple project to interview a small, diverse collection of individuals we called “**extreme learners**.” They met a single criterion: **They loved to learn**. Like extreme athletes, they were passionate and fearless. Instead of letting institutions define what and how they learned, they engineered their own personal ecosystems of learning and connected their learning to earning in creative ways.

The 11 extreme learners we identified were mostly in their teens and 20s and included a few mid-career and experienced professionals. As John Falk, an expert on informal learning at Oregon State University and one of our extreme learners, put it, **“Everyone on this planet is hard-wired to learn, extremely, all the time. The first advice I give to any learner today is: You must take control over your own learning. The good news is, it's easier today than it's ever been.”**

As a group, our extreme learners did not fit conventional definitions of “best and brightest,” as defined by high GPAs or test scores. Instead, they were opportunistic in finding places and people to learn with, using not only formal schooling but also informal learning centers, such as maker spaces and science centers. **They engaged in authentic, experiential, project-based learning.**

These extreme learners shared five habits, which can prove instructive as we look to prepare students for an unpredictable future:

- 1.) They were self-motivated and found connections between their learning and working, both volunteer and paid.** Sixteen-year-old Thomas Hunt, for example, left high school after 9th grade and created his own home school, volunteering at an anti-aging center concerned with macular degeneration and atherosclerosis while taking community college classes. Another extreme learner, Lenore Edman turned her interests in paper crafts, sewing, and electronics into an online business.
- 2.) They maintained a strong sense of curiosity across disciplines, often spanning the arts and the sciences.** They asked a lot of questions and volunteered for new experiences. Mollie Cueva-Dabkoski tried several high schools before settling on the Ruth Asawa School of the Arts in San Francisco, where she pursued her interests in Afro-Brazilian dance and creative writing. At the same time, she also worked on a research study with an entomologist at the California Academy of Sciences, studying beetles and biodiversity in the high altitudes of China's Yunnan Province.

These learners are the type of students prized by many universities and companies: **Students interested in a wide range of topics, and deeply knowledgeable in a few topics.**

3.) They were networkers. They cultivated role models and mentors through face-to-face and online connections and participated in communities of like-minded individuals. Parents often supported their explorations. As a high school student, New Yorker Nikhil Goyal contacted a global network of mentors through email and Twitter, asking them to advise him on new models of learning. While still in high school, he wrote a book, *One Size Does Not Fit All*, and become an in-demand keynote speaker at education conferences.

4.) They were technology savants, accessing a vast world of online learning for resources, contacts, courses, platforms, and tools. They were digital producers as well as consumers, sharpening their coding and design skills to create websites, apps, and virtual-reality games. Reflecting on his 16 years of schooling spent "feeding facts into his forgetting machine," Nick Winter studied learning theories and created an app for learning Chinese characters. Preetha Ram, a former dean at Emory University, designed a social learning platform where learners pose questions, receive help, and, in turn, help others.

5.) They developed their social-emotional skills, learning to work well in groups and taking on leadership and teaching roles. Faced with challenging personal circumstances, they became more resilient. With a background in computers, Marc Roth moved to San Francisco, but became ill and homeless for six months. At a maker studio space, he took courses, starting with 3-D printing. In turn, he taught others and developed his own three-month program to teach digital fabrication to the homeless, which was praised by then-President Barack Obama at the White House Maker Faire.

These extreme learners had an entrepreneurial spirit. While they may take on jobs in established companies, they will also do well in the "gig economy," where self-starters fill in periods of underemployment. **They developed that spirit as entrepreneurs of their own learning, seeking out projects, identifying supporters, and applying lessons from one experience to the next.**

While today's students will ride in driverless cars, they should begin now to take the steering wheel of their learning lives. The sooner schools and informal learning centers give them more freedom and flexibility to do so, the better their chances for thriving in careers we cannot now imagine.

Milton Chen is chairman of the Panasonic Foundation in Newark, N.J. He is a senior fellow at The George Lucas Educational Foundation (edutopia.org) and contributed to the Institute for the Futures' Work + Learn Futures program.

Reminder: We want you to join Superintendent of Schools, Paul K. Smith, for a book discussion at the **February 16** Superintendent's Advisory Committee Meeting, 94 Main Street at 9:00 AM.

Even if you don't read all of the book – or any of it – the discussion will still be great. By participating, you'll understand our important work to develop an **East Hampton Profile of the Graduate** with milestones in each building. Our goal is to move toward a broader vision of success supporting the acquisition of cognitive, personal, and interpersonal skills for all students.



Get the book, ***Becoming Brilliant: What Science Tells Us About Raising Successful Children***. It's a great read! **And, once read, you'll see the role that parents play in helping to educate their own children.**

[Click to order from Amazon on Kindle or paperback.](#)

Do one thing in your classroom to foster the growth of “extreme learners.”



Paul K. Smith



26 Miles of Hope