

HASTINGS HIGHLIGHTS

*The monthly newsletter of highlights in
Curriculum, Instruction, and Assessment*



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PORTRAIT OF A HASTINGS LEARNER

This month, the Portrait of a Hastings Learner Action Step Planning Committee met with Judy Wilson to review, refine and prioritize action steps related to each of the three goal areas created by the original core team. These goals are:

- (1) We will foster authentic learning experiences that cultivate passion, aspiration, and action.
- (2) We will nurture a community of diverse thinkers who actively create and participate in a just and compassionate society.
- (3) We will honor individuality while respecting our shared humanity.

Prioritized POHL initiatives include an advisory-like opportunity to support SEL and students' sense of belonging, elevating Restorative Practices, enhancing authentic student learning opportunities, including interdisciplinary lessons/units, and creating a community charter around behavioral expectations.

Our work to further develop the action steps is ongoing. Another update will be provided in May to highlight our progress.

MATHEMATICS

Members of the Hillside Mathematics Committee unanimously selected *Reveal* as a new elementary mathematics resource. An ongoing inquiry process since September included exploring articles containing research related to mathematics learning, engaging with mathematics, and examining the standards. We are excited to have selected a resource that meets the expectations of the shared vision created by the committee.

In the middle school, administrators met with teachers of grade 6-8 mathematics, as well as a representative from the 5th grade team, to monitor and discuss the implementation of *Big Ideas*. The group shared successes and challenges, reviewed previously created implementation agreements, and planned next steps.

MARCH 2023

PHYSICAL EDUCATION

Physical education teachers from across the district came together to continue their curriculum inquiry work as a department. The session began with teachers analyzing an “arc” template they created, which outlines units of study and skills progressions across all three buildings. This was followed with developing recommendations for improvement. The team then moved into Phase II of the Curriculum Review Cycle (Design & Development) where they recommended, and began developing, enhancements. These enhancements include a kickball unit and a basketball unit at Hillside, creating a fitness tracker for students as they move from one grade to the next (6-12), and augmenting the orienteering unit. Guiding questions that framed the session are included below.

Guiding Questions:

- 1) What do you notice as you look over the arc template?*
- 2) Where are there strengths and opportunities for growth in each of the units?*
- 3) What are our recommendations for improvement/ enhancement? (Could be structural or could be content related.)*
- 4) How do our recommendations align with the Portrait of a Hastings Learner?*
- 5) How will we know our recommendations are successful?*

COMPUTER SCIENCE AND DIGITAL FLUENCY

Earlier this month, the Hastings Computer Science & Digital Fluency (CS & DF) Standards “Lead Learners” team, along with our partner Leslie Accardo from LHRIC, facilitated a district-wide joint faculty meeting to introduce the new CS & DF State standards. A link to the slide deck is included [here](#). We continue to think critically about the role of technology in students' education as we engage with these new standards.

WORLD LANGUAGES

The World Languages Department met to continue their Curriculum Review Cycle Phase I (Inquiry) work. The session was designed and facilitated by Katie Paz, Department Chairperson, and included Jenice Mateo-Toledo, Diversity and Inclusion Coordinator, as thought partner. The focus areas of the March session included investigating the shifts related to culture standards, interpreting the wording of the new culture standards, discussing the relationship between communication and culture standards, and exploring culturally responsive teaching strategies in the World Languages classroom.