

JANUARY 2023

HASTINGS HIGHLIGHTS

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



In this Issue:

PORTRAIT OF A HASTINGS LEARNER

HILLSIDE MATHEMATICS INQUIRY

CULTURALLY RESPONSIVE PEDAGOGIES

SPECIAL EDUCATION ADVISORY COMMITTEE

PORTRAIT OF A HASTINGS LEARNER

Our Portrait of a Hastings Learner process is our top priority initiative, as it will become our districtwide strategic framework. Dr. Szymanski is pleased to take the lead on this initiative, working in close coordination with Dr. McKersie. This month a "Back to the Future" protocol was shared with members of the Core Team. Core Team members were invited to provide input to inform action steps that will be created by a newly formed Action Step Planning Committee. Using this protocol, members of the Core Team were asked to dream about the three goals the group created, imagining what it would look like in 2027-2028 if Hastings has been wildly successful in its progress towards them. This protocol will also be used with the Professional Learning Committee, Department Chairpersons, and Action Step Planning Committee. The Action Step Planning Committee will convene for half day sessions with Judy Wilson on February 8th and March 21st to design concrete, 18-month action steps associated with each of the three goals that have already been created through our Portrait process.

HILLSIDE MATHEMATICS INQUIRY

The recent work of the Hillside Mathematics Committee has focused on exploring and assessing mathematics resources that are of potential interest. Using a shared vision template the group created to anchor decision-making, members of the committee selected two resources that they would like to see in action. Committee members will be taking field trips to Bedford and Scarsdale, respectively, to see these resources used with students. Following these site visits, the committee will determine whether or not to make a change to the current Hillside mathematics resource. While the inquiry work of our Hillside Mathematics Committee has led to the exploration of two resources that are conceptually and developmentally relevant to our early elementary learners, we continue to consider how these resources will contribute to a coherent mathematics program districtwide.

JANUARY 2023

CULTURALLY RESPONSIVE PEDAGOGIES

Our Diversity and Inclusion Coordinator, Dr. Jenice Mateo-Toledo, has been working on several initiatives. Recently, Center Lane hosted a workshop for educators at the HS and MS that focused on identity development and LGBTQ+ youth. We plan to continue working with this organization moving forward. Additionally, teachers in the English, English as a Second Language, History and Special Education department began professional learning with Facing History and Ourselves on 1/27. Facing History's Teaching for Equity and Justice (TEJ) series supports educators and school leaders as they enhance culturally relevant and equitable teaching practices and policies that cultivate student voice, critical consciousness, and civic participation. The TEJ educator journey focuses on the historical roots of educational inequity, and it explores the importance of critical consciousness, mitigating educator bias, and lessening single stories, while establishing a framework to co-construct equitable and just schools. After this experience, educators will be even better equipped to discuss the necessary shifts needed to teach for equity and justice in schools, so that all students can thrive.

Hastings High School is planning for a February 1st Racial Equity Day. Two representatives from the Innocence Project will join high school students to discuss the intersectionality of the criminal justice system and racial equity.

The 4th grade team at Hillside has launched the Sparks curriculum, teaching the first two lessons that focus on identity and race. Additionally, third grade teachers have been working together to update the social studies curriculum, specifically focusing on having students consider how their perspectives might be different if they lived in a different part of the world.

SPECIAL EDUCATION ADVISORY COMMITTEE

Since July 2022, the Special Education Advisory Committee has had 11 meetings. Team members have been exploring the evolution of services and supports, both internally and externally, as well as using improvement science to identify best practices to enhance student success. Team members have identified areas to target district-wide to support student self-efficacy, including data analysis practices, mindset messaging, and differentiated instruction. During upcoming sessions, participants will be working in groups to develop concrete action steps and timelines for implementation.