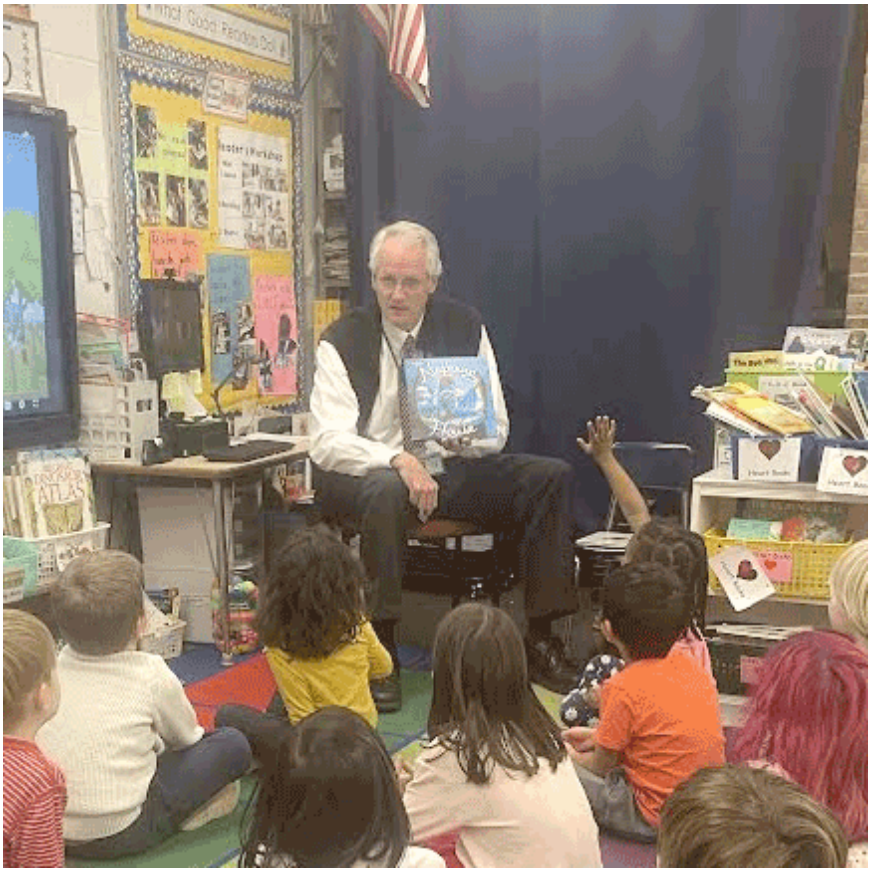
HASTINGS HIGHLIGHTS

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



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HILLSIDE MATHEMATICS INQUIRY

The Hillside Mathematics Committee has continued their Phase I inquiry work. The focus areas for the committee's December work included the following:

-An exploration of the NY State Next Generation Standards for Mathematical Content
-A crosswalk between the NY State Next Generation Standards for Mathematical Practice, Hastings mindset indicators, research-based beliefs and values generated from previous committee sessions, and the Eureka teacher guidebook
-A data dive to explore student work samples, local assessment data, and State assessment data
-Consideration of other mathematics resources used regionally.

Moving forward, the group will be inviting resource vendors to present in order for committee members to learn more about other programs.

WORLD LANGUAGES INQUIRY

The World Languages Department continued their inquiry work, facilitated by Katie Paz, Department Chairperson. December work focused on the Interpretive Communication standard. Session objectives included (a) defining and differentiating skills and communicative modes, (b) identifying reasons for the standards' shift from language skills to communicative modes, (c) exploring the State's intended meaning of "interpretive," (d) considering current implementation practices, and (e) considering potential opportunities for implementation.

PHYSICAL EDUCATION INQUIRY

The Physical Education Department has continued its Phase I inquiry process. Teachers reviewed the K-12 curriculum scope and sequence and New York State standards, outlined current units of study, and examined student assessments. Elementary, middle, and high school gap analyses were conducted and research on regional practices was explored. The team made recommendations for improvement and created five goals for their next session: (1) create and populate an "arc" template to enhance programmatic coherence and skill development across the three buildings, (2) create lessons to augment standards alignment, (3) enhance consistency of unit planning, (4) create a visual assessment template, and (5) consider opportunities to innovate. The session ended by celebrating successes.

DECEMBER 2022

COMPUTER SCIENCE & DIGITAL FLUENCY

In alignment with the Hastings Technology Plan goal of promoting awareness of the new NYS Computer Science and Digital Fluency Standards, the Computer Science "Lead Learner" team continues to meet with Leslie Accardo from LHRIC.

One December professional learning session included a review of the State's vision for the Computer Science and Digital Fluency Standards, a review of the five key concepts and all sub concepts included in the standards, and a review of how the standards are organized. The group also unpacked the Digital Literacy standards and Impacts of Computing standards and began making connections to instruction.

Another learning session focused on two standards: (1) Cybersecurity and (2) Network and Systems Design. The group worked to understand the developmental arc of the standards and considered their real world relevance and application. During the session, participants worked with a cryptogram, took a virtual cybersecurity field trip, and explored technology-related job projections for 2030.

The group's most recent learning session focused on "unpacking" computational thinking K-12. Learning activities included designing an algorithm to solve a dilemma, investigating sub concepts related to the computational thinking standard, exploring related vocabulary, creating abstractions through storytelling, debugging a program, telling a data story using a simulated data set, and engaging in an inventor challenge.