

HASTINGS HIGHLIGHTS

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



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HILLSIDE MATHEMATICS INQUIRY

A team of teachers, representative of each grade, special education, and mathematics intervention, continues to engage in a mathematics curriculum inquiry process at Hillside. This month, teachers and administrators participated in a video jigsaw. Videos focused on number talks with students in various grade levels. Teachers worked to calibrate their perceptions of instructional and learning practices, using the Hastings mathematical mindset rubric as the anchor for gathering evidence and sharing perceptions. The group also read a number of articles focused on mathematics, specifically about the importance of visual mathematics and the associated neurobiology for why it is important for students to learn conceptually. The session concluded with an analysis of the Standards for Mathematical Practice and engaging with them as adult learners.

WORLD LANGUAGES INQUIRY

The World Languages department has continued curriculum inquiry work, with a focus on the interpersonal communication mode. Session activities included discussion around changes/revisions to the new standards, calibration exercises, and reflection. Calibration exercises were grounded in student work; performance assessments involving either speaking or writing. Members of the World Languages faculty took turns walking the group through the assessment, which was followed by conversation about how and why the work was either "Developing," "Meeting Expectations," or "Exceeding Expectations" based on the Quarter 1 Proficiency Target for that level. Common rubrics assisted in the collective assessment process.

SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory committee continues to delve more deeply into the improvement science process to address the identified problem of practice, academic performance disparities for students with disabilities. This month, committee members looked for solutions-focused peer reviewed research on strategies for cultivating self-efficacy for students with IEPs. Participants worked in partnerships, and as a whole group, to discuss identified articles and potential solutions. These findings will be used to inform the determination and implementation of necessary changes.

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COMPUTER SCIENCE & DIGITAL FLUENCY

With the support of Leslie Accardo from the Lower Hudson Regional Information Center, the technology “lead learners” group began working together to explore and understand the new New York State Computer Science and Digital Fluency Standards. This group is inclusive of assistant principals and librarians, as outlined in the State-approved Hastings Technology Plan. The Computer Science & Digital Fluency Standards address five areas: (1) Impacts of Computing, (2) Computational Thinking, (3) Networks & System Design, (4) Cybersecurity, and (5) Digital Literacy. The standards are applicable across grades K-12 and across all content areas.