



# A QUEST FOR EXCELLENCE

IN NYACK PUBLIC SCHOOLS

January 18, 2022

CULTURALLY RESPONSIVE TEACHING AND LEARNING

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# STRATEGY 7 - EQUITY TEAMS

Purpose

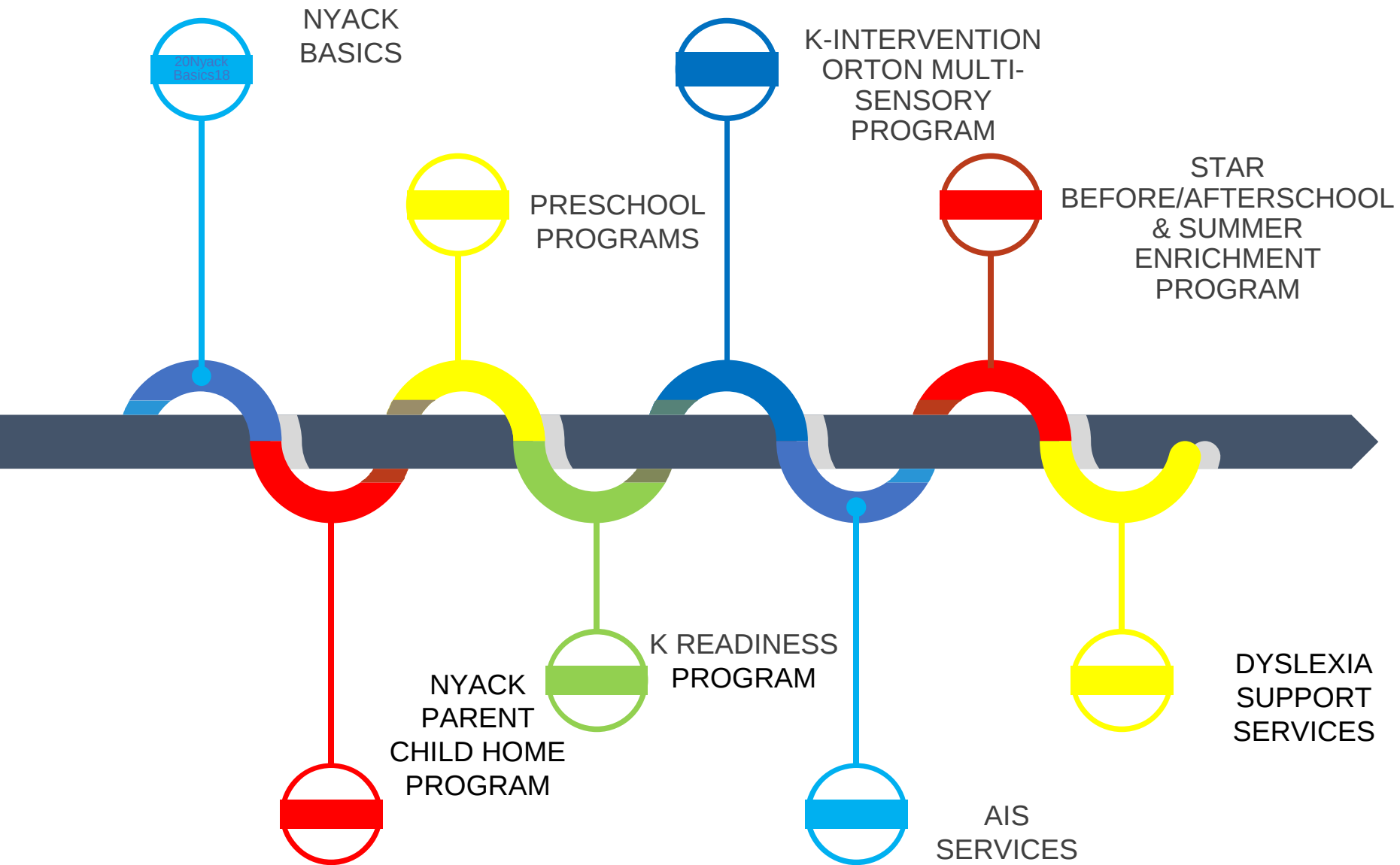
The goal

Progress

What we have done

Promotion

Next steps



## CRADLE TO CAREER COMMITMENT

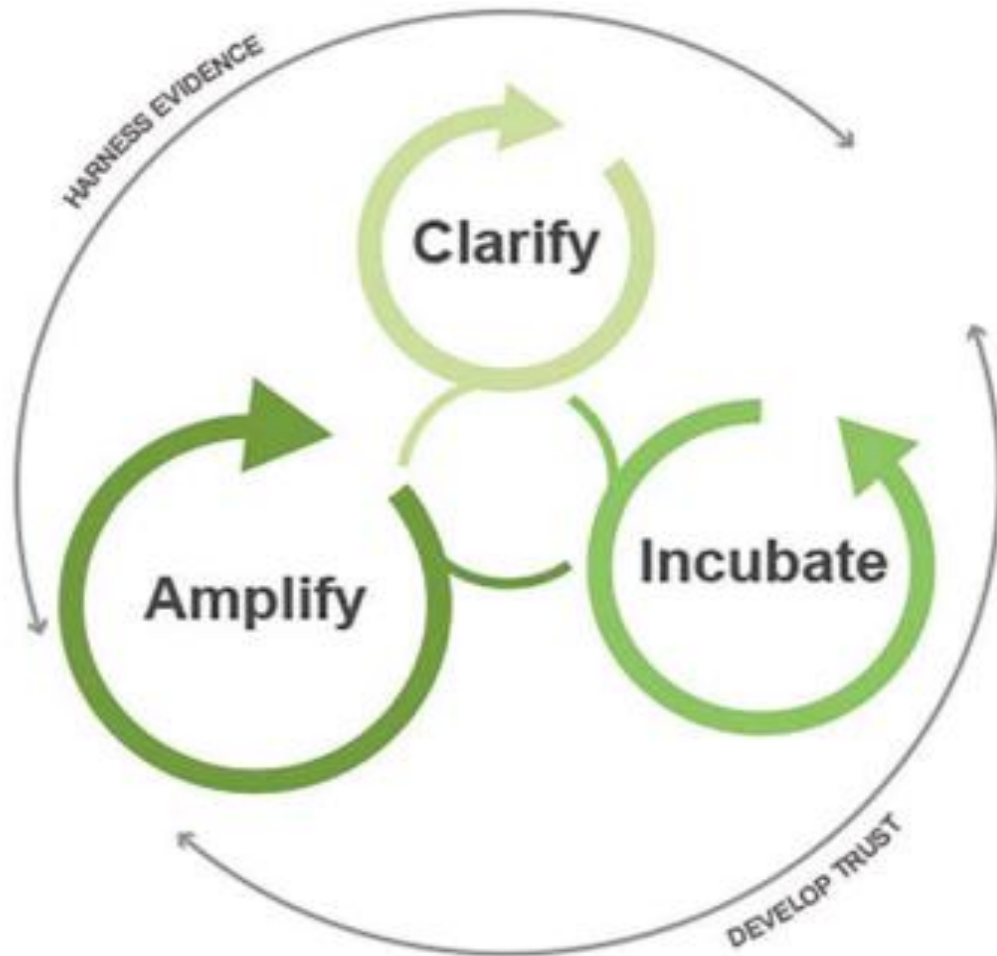
All students  
reading on level  
by 3rd Grade

## **MILESTONE: Measures of Success**

### **EACH STUDENT WILL:**

- enter Kindergarten ready to learn and First Grade ready to read.
- be reading on grade level at the end of Third Grade.
- complete Grade 8 ready for high school.
- enter Grade 10 on track to graduate high school.
- complete Grade 12 ON TIME and are ready for college, vocational school and/or the workforce.
- have access to explore, create and be active participants in their learning

# NYACK'S EXPLICIT IMPROVEMENT AGENDA



## 1. Clarify

- Intentional collaboration to analyze current reality
- Joint ownership of strategic directions
- Exploring options, developing vision/shared understandings of research & practice
- Engage with experts

## 2. Incubate

- Trial practice in classrooms
- Reflective coaching & support
- Team collaboration, reflection and feedback
- Share challenges & successes and further refine practices
- Jointly construct PD based on data

## 3. Amplify

- Supporting all teachers, specialist and leaders utilizing social contagion & focusing on deliberate practice of key pedagogical practices
- Professional Development: Grade team meetings, with specialists and consultants, Collaborative Lesson Study, coaching, Instructional Rounds, Teacher Instructional Rounds, Staff Meetings
- Personalized Learning: New Teacher Institutes

# PILLAR 2 CULTURALLY RESPONSIVE TEACHING & LEARNING

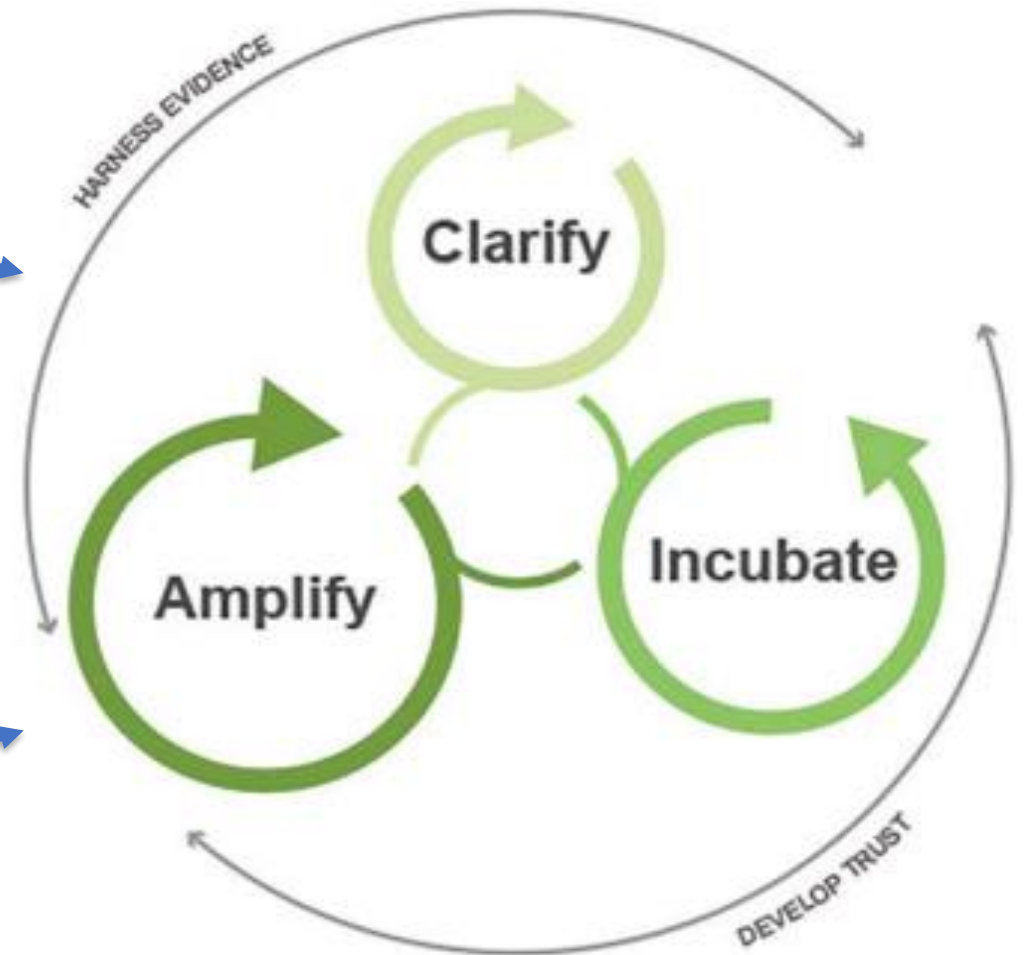
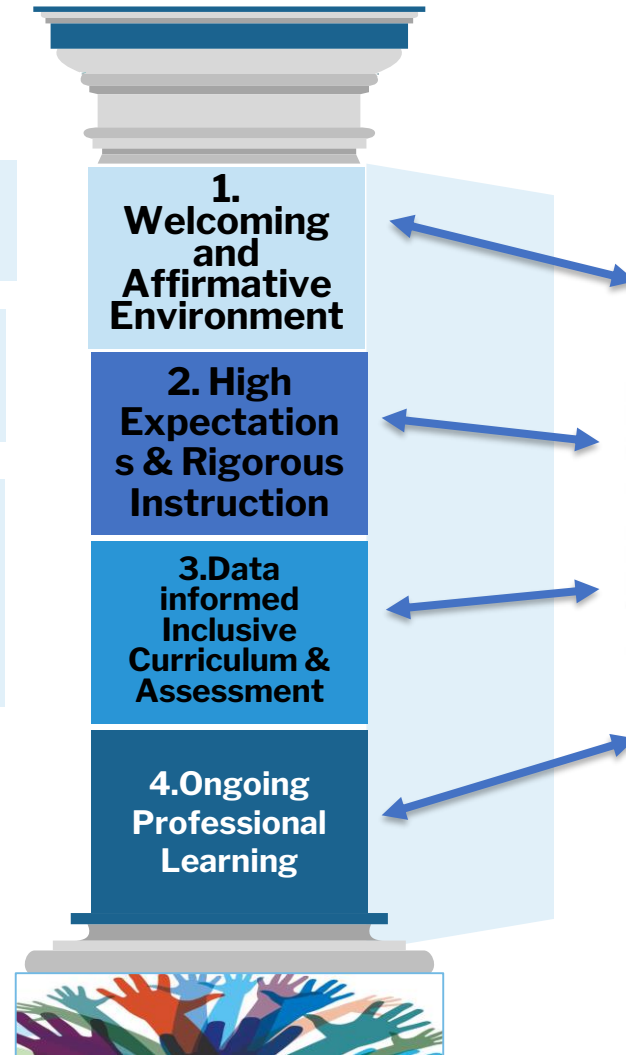
Nyack educators intentionally collaborating to:

*Create student centered learning environments that affirm cultural identities*

*Foster positive academic outcomes*

*Develop students' abilities to connect across lines of difference; elevate historically marginalized voices*

*Empower students and teachers as agents of change & contribute to student engagement, growth and achievement through cultivating critical thinking*



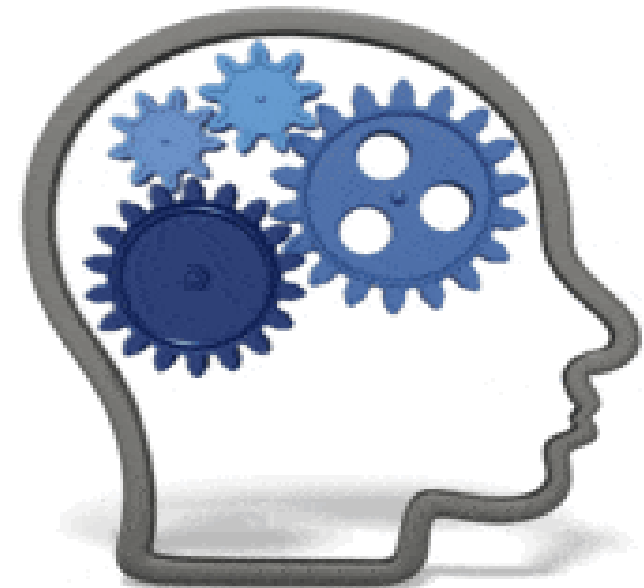


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## Inclusive Curriculum

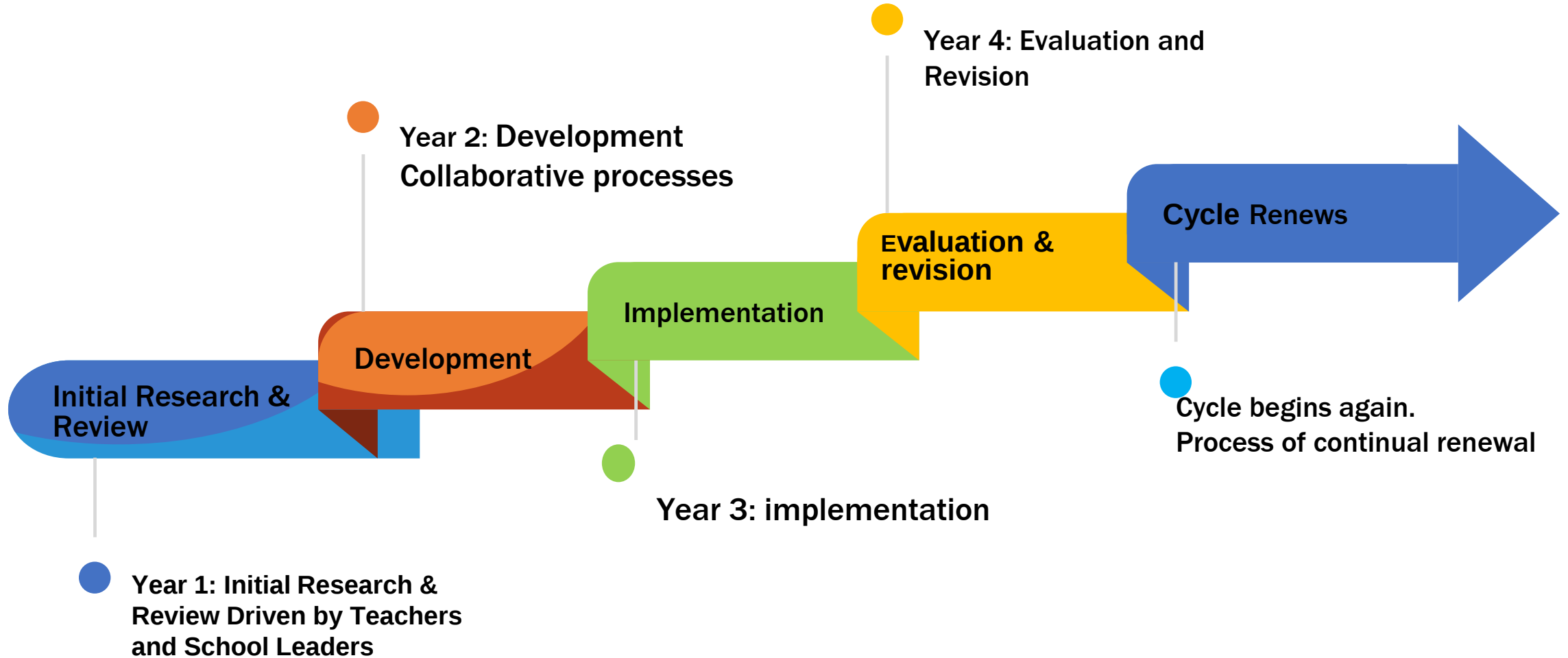
### 21<sup>st</sup> Century Learner Goals: 7 C's

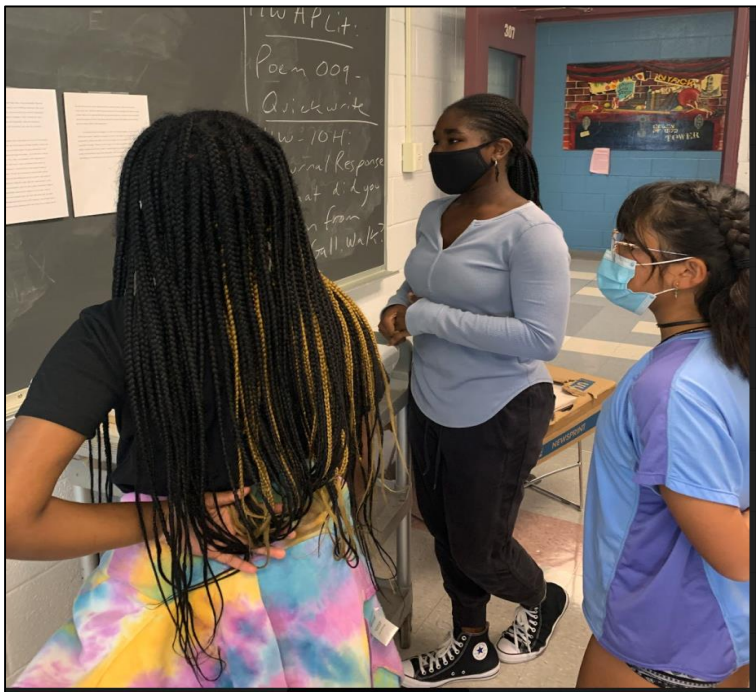
Communication, Collaboration, Critical Thinking,  
Compassion, Compassion, Content Mastery,  
Cultural Awareness



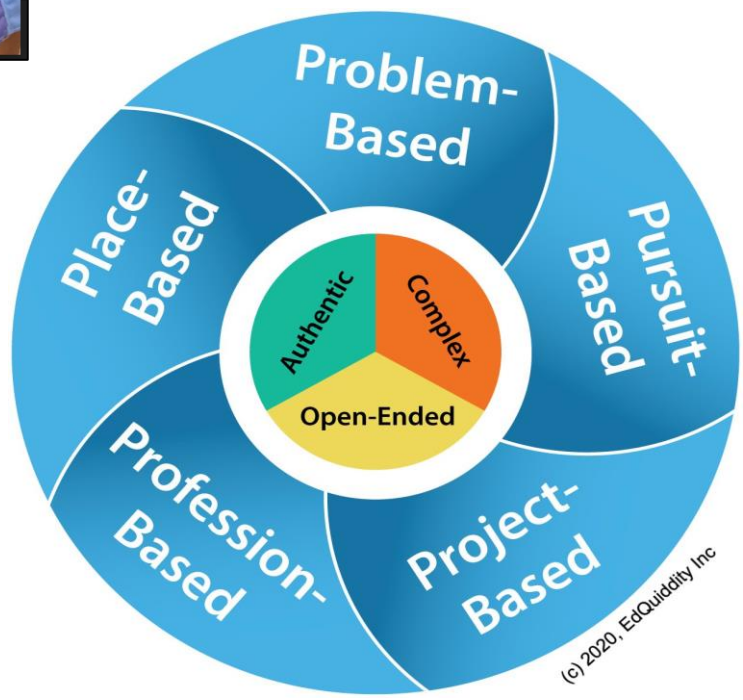
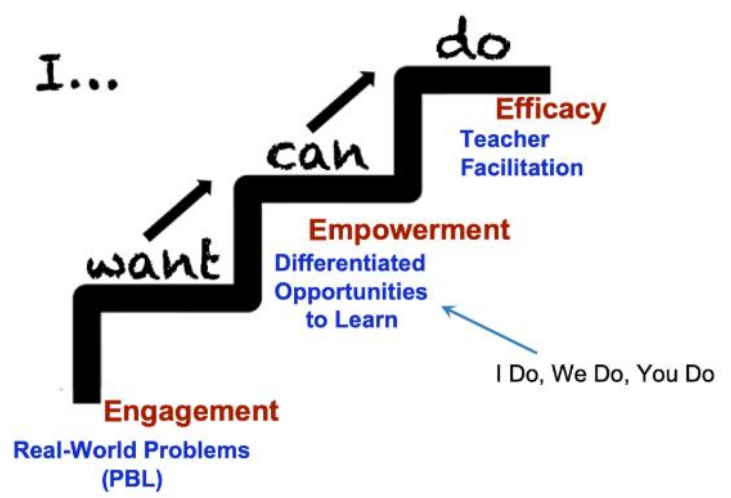
# THE CURRICULUM DEVELOPMENT PROCESS:

Systematic, Ongoing, Cyclical, Collaborative, Multistep





ENGAGEMENT, EMPOWERMENT & EFFICACY  
= Success

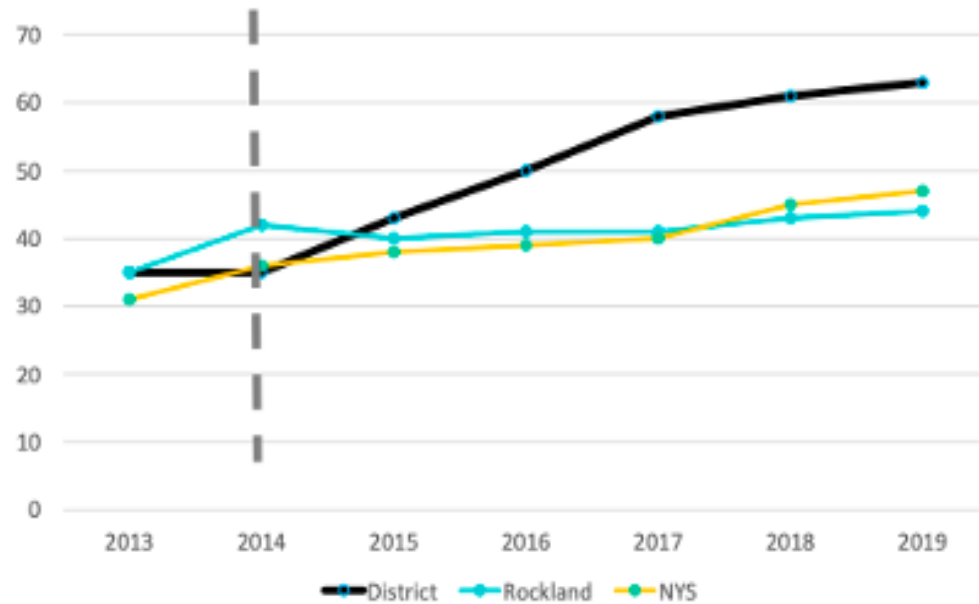


An abstract graphic with a blue background. A magnifying glass with a black handle and silver rim is positioned over a cluster of binary code (0s and 1s). The binary code is arranged in a way that forms a fingerprint-like pattern. Several large, dark blue triangles and smaller orange triangles are scattered across the background, connected by thin white lines. The overall theme is data analysis and security.

# Data & Assessments

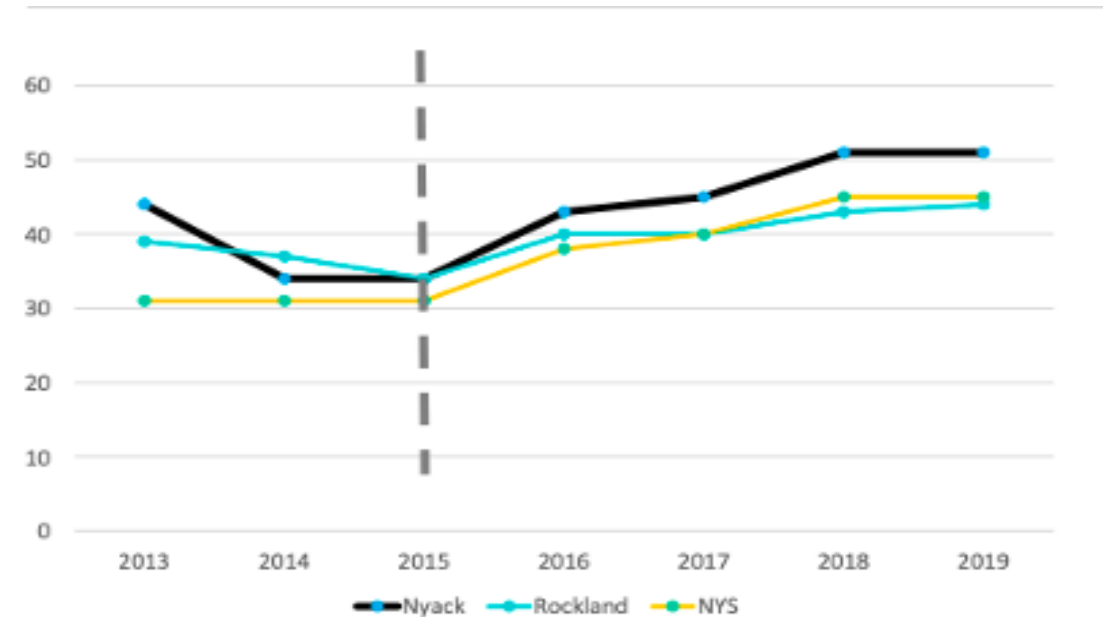
# How are our students doing compared to Rockland County & NYS?

## % Proficient in Math



- Steady gains, surpassing NYS & Rockland County by 15%

## % Proficient in ELA



- Steady gains, surpassing NYS & Rockland County by 6%

# Elementary Data Walls

| Ethnicity/Race                  | Free/<br>Reduced<br>Lunch<br>2018-2019(1<br>4) | Special<br>Ed. (5 | ENL Prof. Level<br>18-19 (6) | ENL Prof.<br>Level 17-18 | K Initiative<br>2017-2018 | Fountas and<br>Pinnell May<br>2018<br>(Kindergarten) | Fountas and<br>Pinnell<br>September/<br>October 2018 | Fountas and<br>Pinnell January<br>2019 | Fountas and<br>Pinnell May 2019 | F&P   | STAR Early<br>Literacy<br>September<br>2018 % | STAR Early<br>Literacy Scaled<br>Score | STAR Early<br>Literacy<br>January 2019<br>% | STAR<br>Early<br>Literacy<br>Scaled<br>Score | STAR<br>Early<br>Literacy<br>May<br>2019% | Sight Word<br>Assessment<br>Trimester 3<br>2017-2018 (End<br>of<br>Kindergarten) | Sight Word<br>Assessment<br>Trimester 1<br>2018-2019 | Sight Word<br>Assessment<br>Trimester 2<br>2018-2019 | Sight Word<br>Assessment<br>Trimester 3<br>2018-2019 |
|---------------------------------|------------------------------------------------|-------------------|------------------------------|--------------------------|---------------------------|------------------------------------------------------|------------------------------------------------------|----------------------------------------|---------------------------------|-------|-----------------------------------------------|----------------------------------------|---------------------------------------------|----------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| White                           |                                                | YES               |                              |                          |                           | D                                                    | C                                                    | D                                      | E                               | Below | 53                                            | 651                                    | 37                                          | 739                                          | 37                                        | 32                                                                               | 58                                                   | 102                                                  |                                                      |
| White                           |                                                |                   |                              |                          | YES                       | C                                                    | C                                                    | C                                      | H                               | Below | 40                                            | 615                                    | 87                                          | 623                                          | 9                                         | 34                                                                               | 30                                                   | 90                                                   | 110                                                  |
| White                           |                                                |                   |                              |                          |                           | B                                                    | B                                                    | C                                      | E                               | Below | 10                                            | 506                                    | 36                                          | 756                                          | 45                                        | 32                                                                               | 39                                                   | 99                                                   | 103                                                  |
| Multiracial                     |                                                |                   |                              |                          |                           | D                                                    | I                                                    | I                                      | M                               | Above | 88                                            | 792                                    | 77                                          | 818                                          | 74                                        | 37                                                                               | 114                                                  | 122                                                  | 122                                                  |
| Multiracial                     |                                                |                   |                              |                          |                           | E                                                    | E                                                    | I                                      | J                               | On    | 42                                            | 620                                    | 16                                          | 767                                          | 49                                        | 37                                                                               | 119                                                  | 122                                                  | 122                                                  |
| Black or<br>African<br>American | 0                                              |                   | Commanding                   | Expanding                |                           | E                                                    | G                                                    | H                                      | I                               | On    | 89                                            | 797                                    | 66                                          | 851                                          | 90                                        | 37                                                                               | 107                                                  | 121                                                  | 120                                                  |
| Black or<br>African<br>American | 0                                              |                   | Expanding                    | Emerging                 |                           | C                                                    | C                                                    | C                                      | D                               | Below | 45                                            | 645                                    | 38                                          | 733                                          | 35                                        | 22                                                                               | 12                                                   | 61                                                   | 67                                                   |
| White                           |                                                |                   |                              |                          |                           | D                                                    | F                                                    | G                                      | M                               | Above | 40                                            | 612                                    | 66                                          | 792                                          | 62                                        | 37                                                                               | 109                                                  | 121                                                  | 120                                                  |
| White                           |                                                |                   |                              |                          |                           | K                                                    | L                                                    | L                                      | M                               | Above | 98                                            | 859                                    | 99                                          | 898                                          | 99                                        | 37                                                                               | 122                                                  | 122                                                  | 122                                                  |
| White                           |                                                |                   |                              |                          |                           | C                                                    | B                                                    | B                                      | F                               | Below | 47                                            | 631                                    | 49                                          | 813                                          | 72                                        | 29                                                                               | 28                                                   | 87                                                   | 102                                                  |
| White                           |                                                |                   |                              |                          |                           | D                                                    | D                                                    | F                                      | I                               | On    | 85                                            | 777                                    | 32                                          | 818                                          | 74                                        | 37                                                                               | 51                                                   | 99                                                   | 108                                                  |
|                                 |                                                |                   |                              |                          |                           |                                                      | F                                                    | I                                      | L                               | Above | 77                                            | 742                                    | 81                                          | 881                                          | 99                                        |                                                                                  | 114                                                  | 122                                                  | 122                                                  |
| White                           |                                                |                   |                              |                          |                           | E                                                    | H                                                    | I                                      | K                               | Above | 70                                            | 710                                    | 88                                          | 794                                          | 63                                        | 37                                                                               | 120                                                  | 122                                                  | 122                                                  |
| Hispanic or<br>Latino           |                                                |                   |                              |                          | YES- Exit<br>12/1/17      | D                                                    | C                                                    | E                                      | G                               | Below | 92                                            | 816                                    | 84                                          | 796                                          | 64                                        | 37                                                                               | 36                                                   | 98                                                   | 104                                                  |
| Black or<br>African<br>American | 1                                              |                   | Expanding                    | Expanding                |                           | D                                                    | G                                                    | H                                      | M*                              | Above | 62                                            | 682                                    | 77                                          | 802                                          | 67                                        | 37                                                                               | 120                                                  | 121                                                  | 121                                                  |

# School-Wide Systems for Student Success: A **Response to Intervention** (RTI) Model

## Academic Systems

### Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

### Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

## Behavioral Systems

### Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

### Tier 2/Secondary Interventions

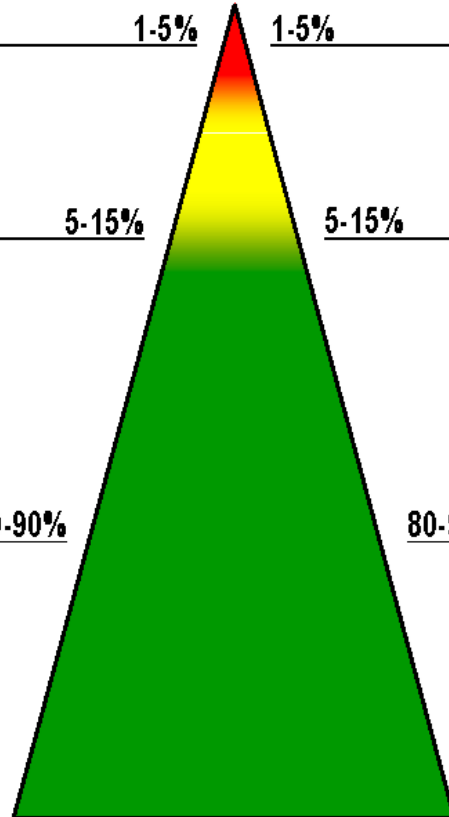
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

80-90%

- All settings, all students
- Preventive, proactive



Illinois PBS Network, Revised May 15, 2008.  
Adapted from "What is school-wide PBS?"  
OSEP Technical Assistance Center on Positive  
Behavioral Interventions and Supports  
Accessed at <http://pbis.org/schoolwide.htm>

**Tier I** – Core Instruction or primary intervention intended for all students in the general education classroom.

**Tier II** – Secondary intervention intended for 10-15% of students who are not making adequate progress with core instruction at Tier I.

**Tier III** – Tertiary intervention intended for about 1-5% of students who are not responding to instruction at Tiers 1 & 2.



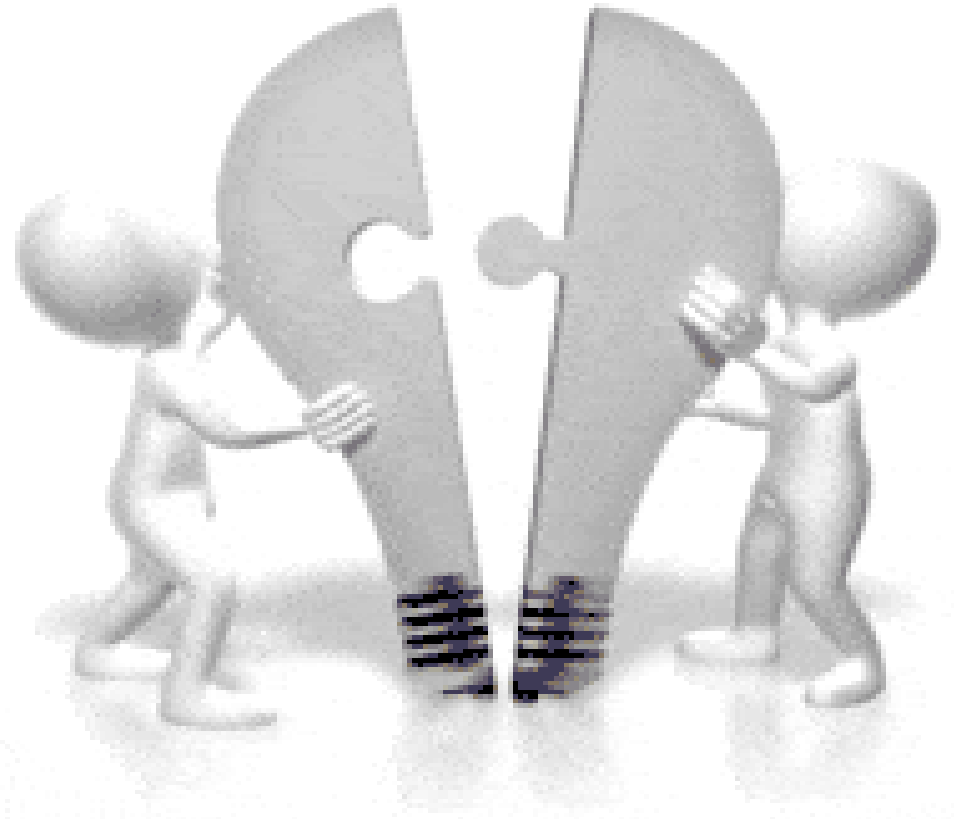
# Ongoing Professional Development:

WHY DOES IT MATTER  
FOR LEADERS &  
TEACHERS

## WHAT DOES THIS ALL MEAN & HOW HAVE WE USED IT?

**“The only way to improve student achievement at scale is for ongoing, continuous professional development investment in teachers and leaders with both internal and external personnel”.**

(Dylan William, 2019)



ELA CURRICULUM TIMELINE: *Where Are We?*

|     | 19-20                     | 20-21              | 21-22                                                           | 22-23     |
|-----|---------------------------|--------------------|-----------------------------------------------------------------|-----------|
| ELA | Initial Research & Review | Develop Curriculum | <div>Implement - K-5</div> <div>Develop Curriculum - 6-12</div> | Implement |

ongoing

# NYACK PUBLIC SCHOOLS ELA CURRICULUM BELIEF STATEMENT

## Literacy Curriculum Belief Statement

We believe that all students will become successful readers and writers when they are provided with appropriate support, as well as strategic, rigorous, and relevant instruction. A student-centered approach to learning will provide the framework for our instruction as we cultivate a love of reading and writing in our students. Instruction will incorporate the ELA Next Generation Learning Standards and 21st Century skills which include the building blocks of literacy: word study (phonological awareness, phonics, spelling, vocabulary, grammar, etc.) reading, writing, speaking, and listening.

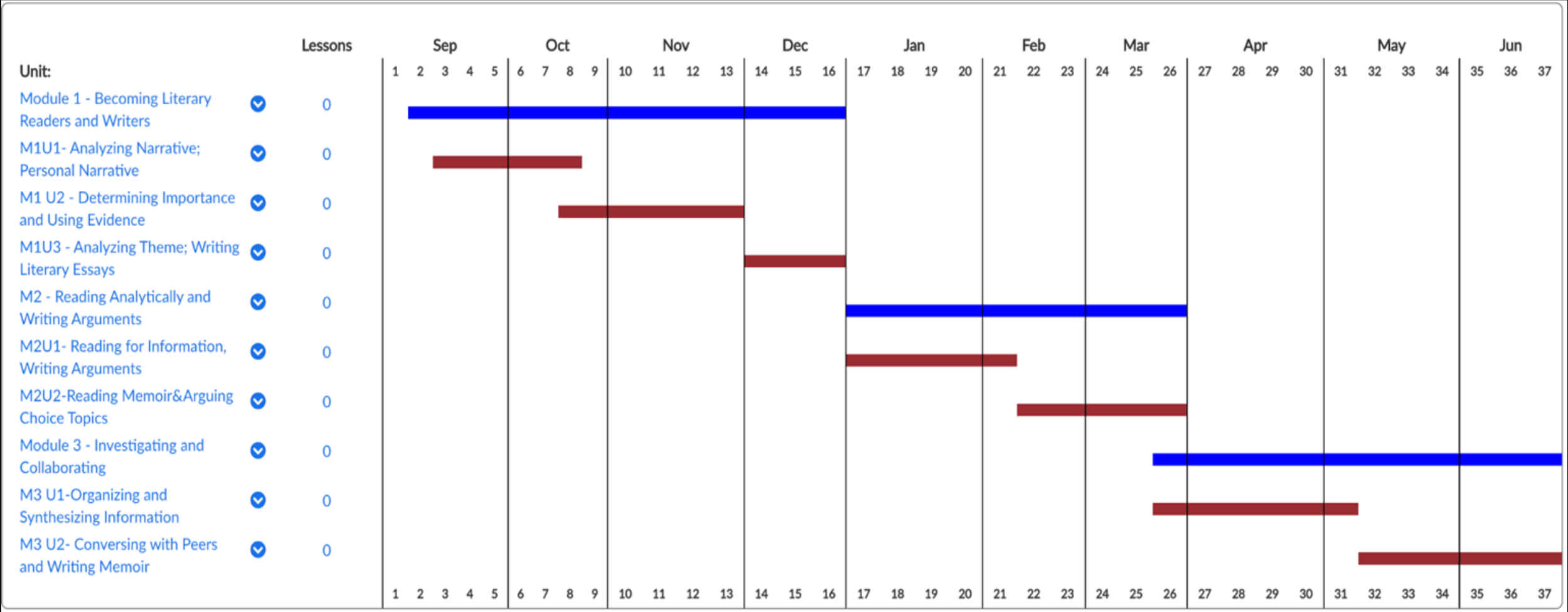
Our guiding principles are:

- Students learn from experiences, collaborations, exposure to ideas, and a variety of texts and media from diverse authors, experiences, cultures, and perspectives.
- Students learn best when they are engaged.
- Students are naturally curious and creative.
- Students need to “own” their learning, make choices, and see the value
- Students *will* rise to challenges and have a Growth Mindset.

Our goal is to instill in our students habits of mind that will enable them to become life-long learners and critical thinkers.

# K-12 ENGLISH LANGUAGE ARTS CURRICULUM

A Year of ELA



Each year has 2-3 modules

Each module has 2-3 units

Essential questions, content, skills, texts are common

## **COHERENCE IS KEY**

- 1. Coherence between students, standards and subjects**
- 2. Coherence between curriculum and resources**
- 3. Coherence between curriculum and culturally responsive teaching: NYS Framework, Nyack Pillars, Facing History and Ourselves**

# COHERENCE BETWEEN CURRICULUM AND RESOURCES: A CURRICULUM OF TEXTS

## CHOICE READING FOR STUDENTS: INDEPENDENT READING AND THE DIVERSE INDEPENDENT READING LIBRARY INITIATIVE 2015 - PRESENT

The district supported the building of diverse independent reading classroom libraries. Texts were added to existing libraries with a focus on diverse authors, characters, structures, genres, and levels.



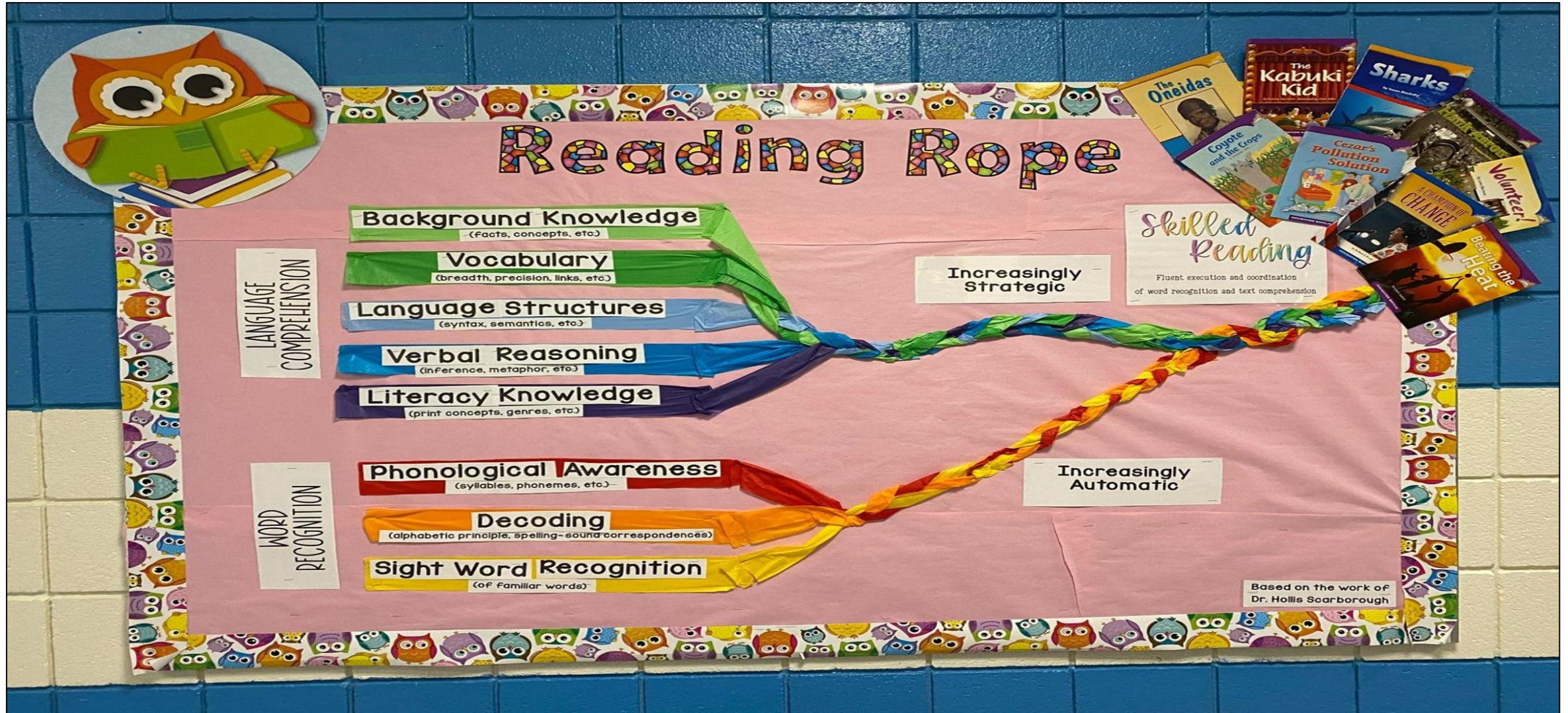
# CURRICULAR CORE TEXTS: AN ONGOING JOURNEY

1. A change in curricular resources resulted in an immediate increase of more representation.
2. Social studies integration at the K-5 level also increased the range of diversity.
3. K-12 curriculum teams *are working to* revise core text choices to be more culturally authentic, inclusive, and reflective of the Nyack student body.
4. After the 2022 Revision Cycle, students will have many opportunities to participate in book clubs. Choices provide all students access to engaging, contemporary and culturally relevant texts across a range of readability.



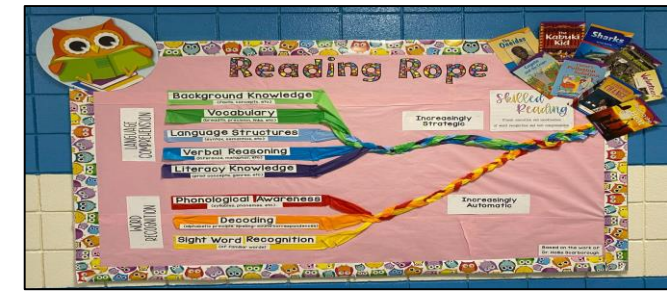
# COHERENCE BETWEEN CURRICULUM AND RESOURCES: EARLY LITERACY AND THE LENS OF EQUITY

# HOW IS READING DEFINED?



Liberty Elementary Reading Rooms Bulletin Board

# HOW IS READING DEFINED?



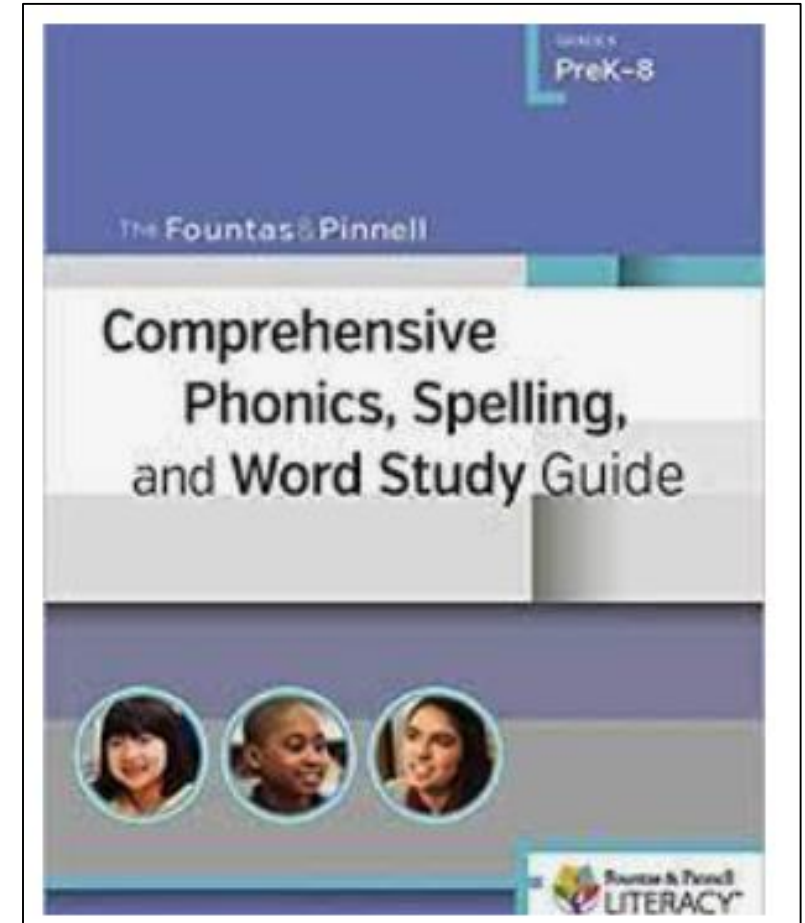
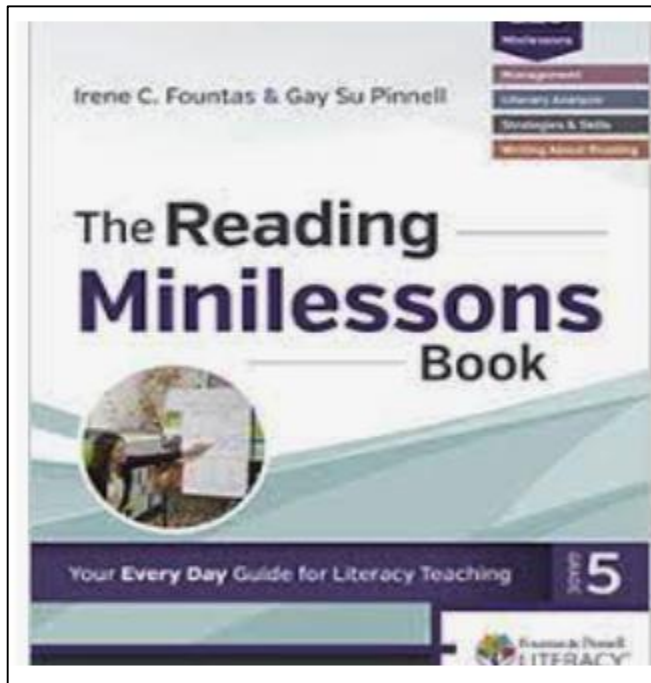
- Dr. Hollis Scarborough, leading reading researcher and scientist, created this **visual** to depict the complex process of reading.
- Simply outlined, effective reading is comprised of **language comprehension** and **word recognition**.
- When analyzing outcome data, **disparities** exist along *racial, ethnic, economic, and differently-abled students*.
- **Word recognition skills**, especially early literacy skills **vary greatly**.

## BASED ON THE RESEARCH-BASED DEFINITION, HOW IS READING TAUGHT?

At the elementary level, reading is taught systematically and according to research:

1. **Word study**, defined as phonological awareness, phonics, spelling, word structure, grammar, and vocabulary is taught in a structured, systematic, explicit, and multimodal way.
2. Beyond word study, students receive daily **reading instruction** in **genre**, **comprehension**, **fluency**, and other elements of the **reading process**, and **read** texts **chosen** from their **classroom** library.
3. **Guided reading** **read aloud** and **shared reading** provide students with collaborative and supportive contexts to engage with texts and practice and extend skills.

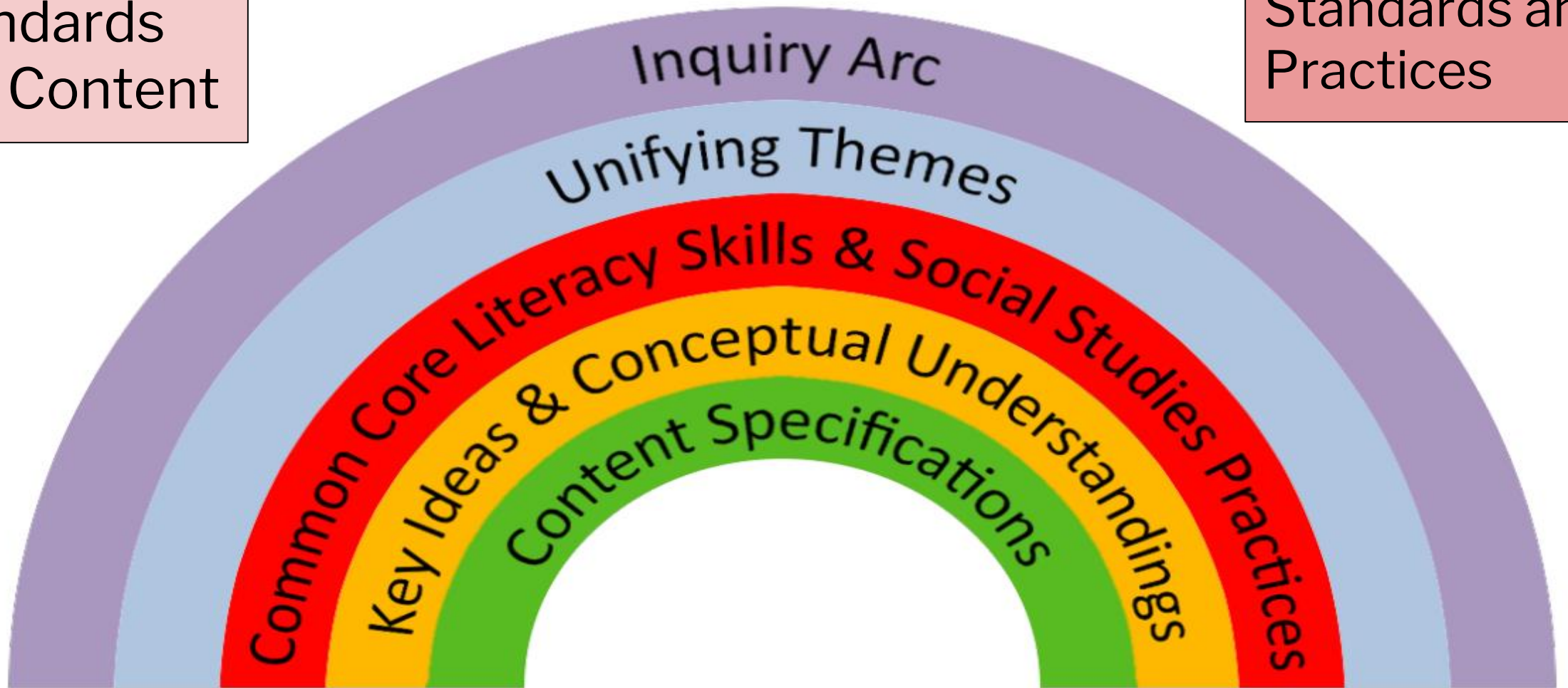
# ELEMENTARY LITERACY RESOURCES HAVE ALWAYS BEEN CHOSEN WITH THE GOAL OF ELIMINATING THIS EQUITY GAP



# NYACK'S WORK TO CREATE COHERENCE BETWEEN DISCIPLINES

ELA  
Standards  
and Content

Social Studies  
Standards and  
Practices



## THE TEACHING OF WRITING K-12

Writing instruction is taught via a ***workshop approach***:

- Students develop their own writing process by studying the **craft of mentor authors**
- Students rehearse writing utilizing a variety of strategies, **creating, revising, and publishing texts** for **authentic audiences**
- Students respond to **feedback** from their **teacher and peers**



# COHERENCE BETWEEN CURRICULUM AND CULTURALLY RESPONSIVE TEACHING

English Language Arts Instruction in the  
Nyack Public Schools

## CULTURALLY RESPONSIVE- SUSTAINING FRAMEWORK



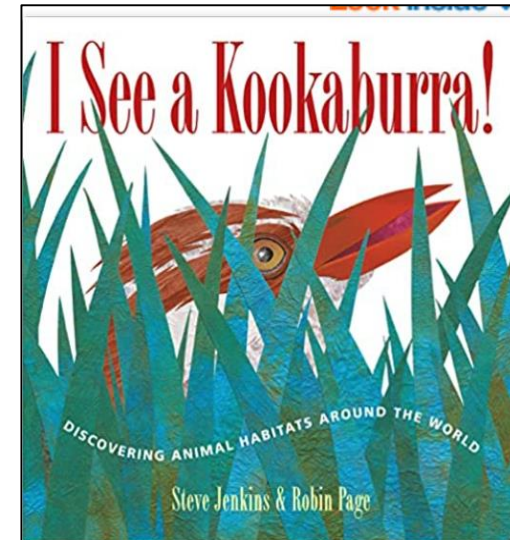
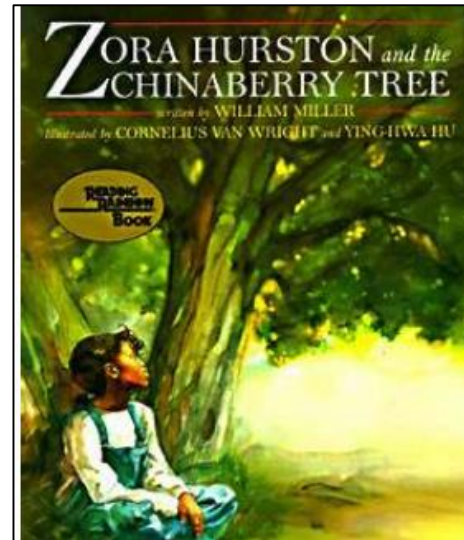
This includes the belief in creating student-centered environments that:

1. Affirm the racial, linguistic, and cultural identities of students.
2. Foster **positive academic outcomes**.
3. Develop students' **abilities** to connect across lines of difference.
4. Elevate historically marginalized voices.
5. Empower **students** as agents of social change.
6. **Contribute** to an individual's engagement, learning, growth, and achievement through the **cultivation** of critical thinking.

## CURRENT EXAMPLES OF THIS WORK - Grade 2

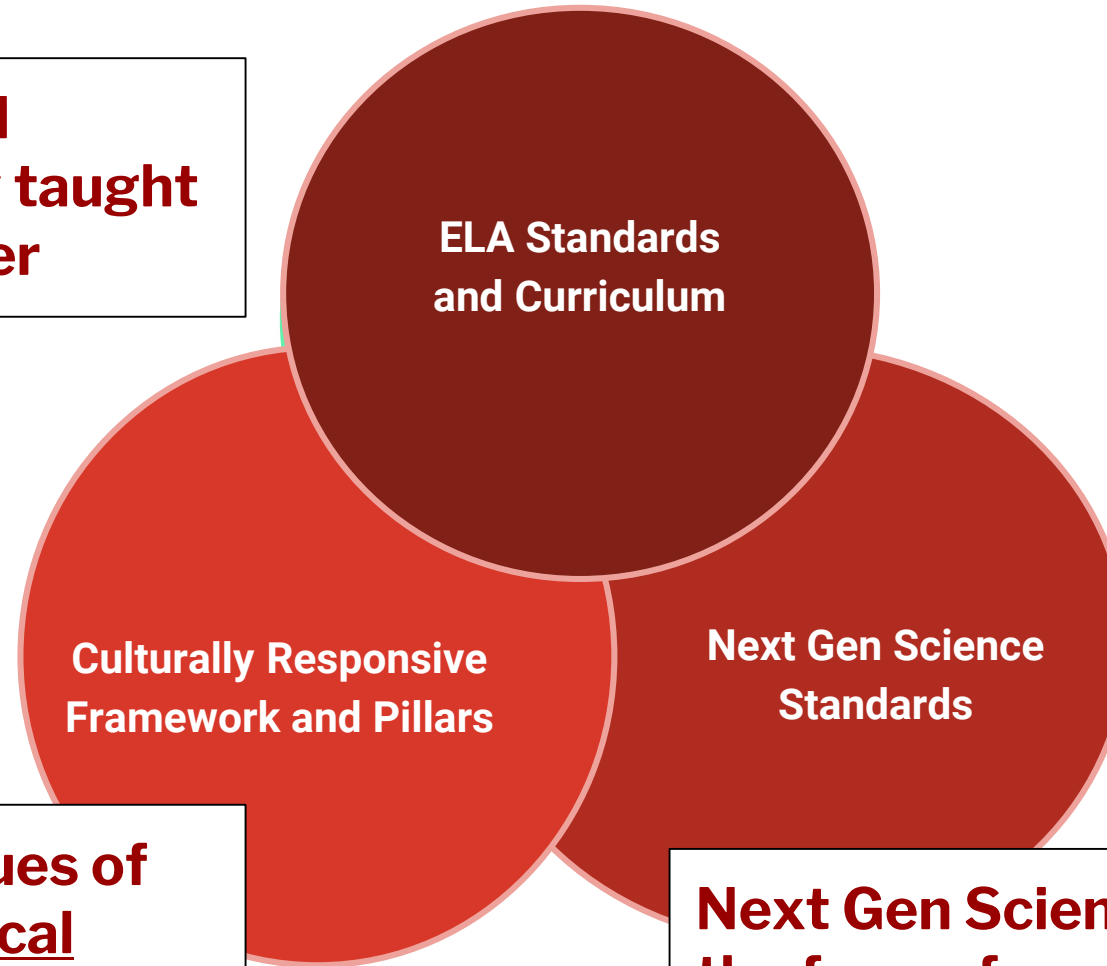
### **PBA: Digging into Diversity**

This reading, writing, and science interdisciplinary unit about plants and animals and their diverse habitats will engage students in quest to research a self-selected topic under the umbrella of biodiversity. After a variety of learning activities, students will draft, revise, edit and publish a scientific book all about their topic. The goal is to have students expand their scientific knowledge via observation, experimentation, reading, and research and then teach an authentic audience.



## This Grade 2 Example is a Confluence of ELA, Science, AND CR-S

**Reading, writing, and research are directly taught alongside one another**



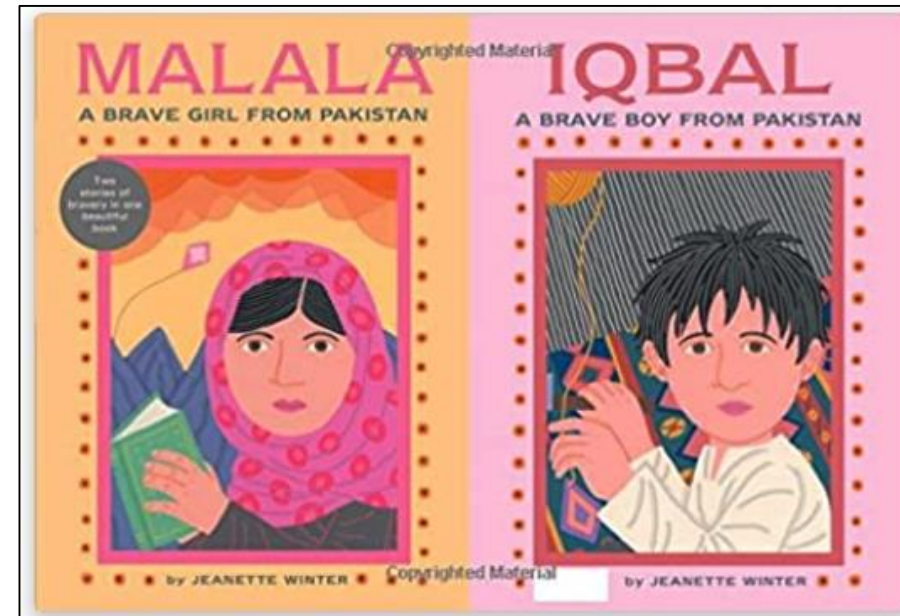
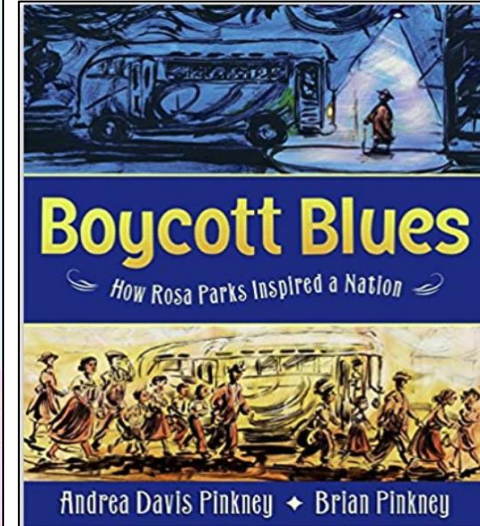
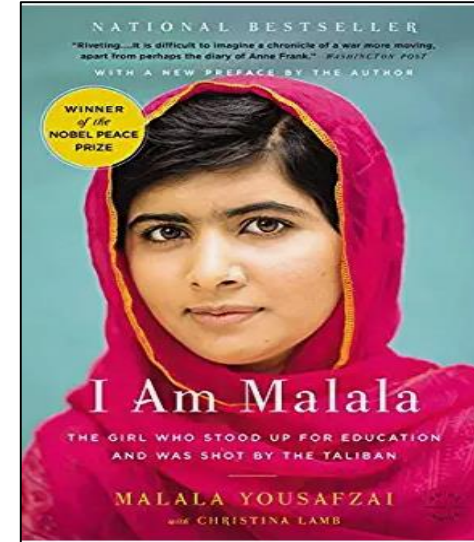
**CR-S Framework core values of engagement, growth, critical thinking are explored; Nyack CR Pillar of authentic learning experiences and curiosity**

**Next Gen Science Standards provide the frame for an authentic and engaging PBA question**

## CURRENT EXAMPLES OF THIS WORK- Grade 5

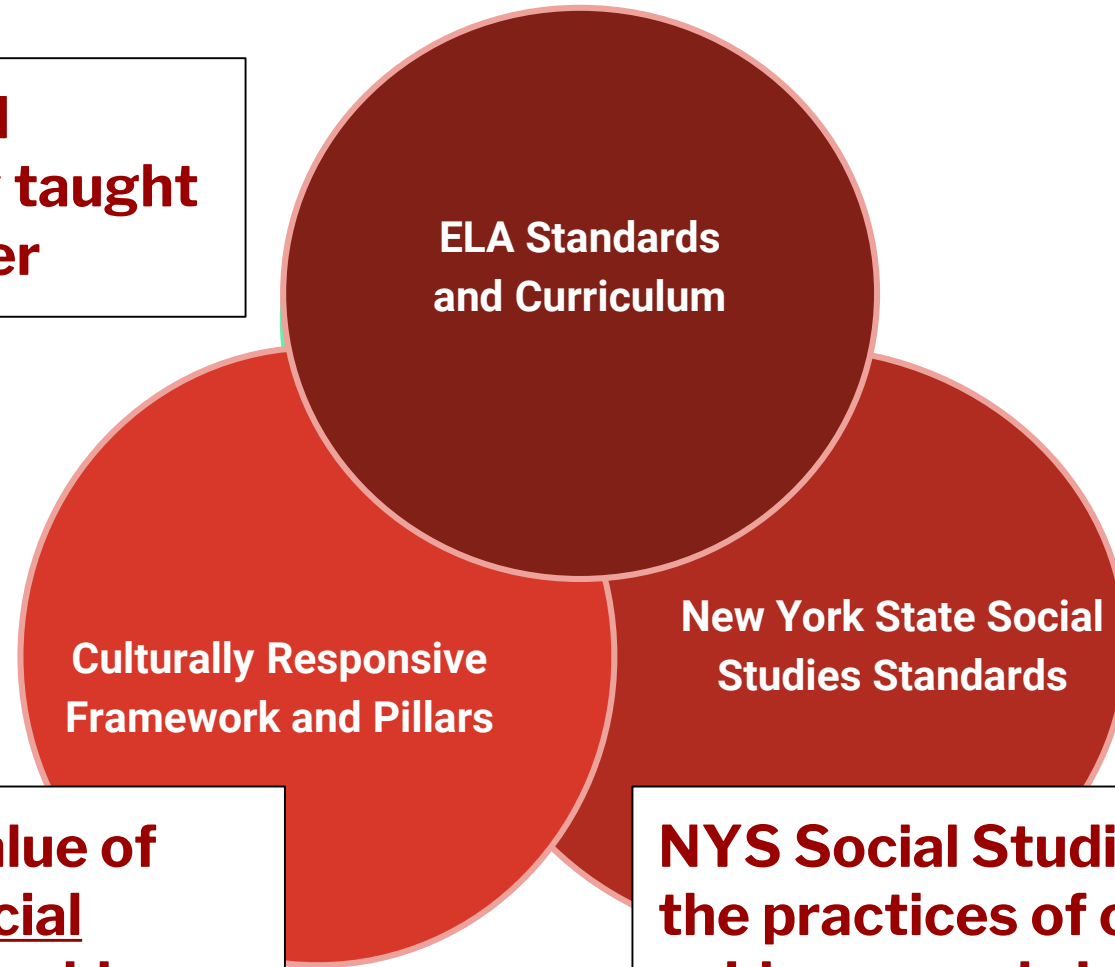
### PBA: The Road to Social Justice

Malala once said, one child, one teacher, one book, one pen can change the world.” She is right. You too can right a wrong or work to make equal an inequality. Gender-based inequality is what Malala was fighting against. Inequality existed in her life, affecting her everywhere, every day. She could not ignore it. How about us? Does inequality or inequity exist in our lives or our culture? Do we take notice? Are we the ones being “favored” or “disfavored”? Awareness is key! Your mission is to discover inequality and expose it to people who can help change it. You can create a website, a PSA, create a screencast...



# This Grade 5 Example is a Confluence of ELA, Social Studies, CR-S

**Reading, writing, and research are directly taught alongside one another**



**CR-S Framework core value of students as agents of social change and Nyack CR Teaching and Learning pillar of creating units about diverse cultures**

**NYS Social Studies standards 5.6c and the practices of comparison, using evidence, and civic participation provide the frame for an authentic and engaging PBA call to action**

## NYACK CURRICULUM AND INSTRUCTION IDEALS AFFIRMED BY AUDIT

- The quality of the curriculum, assessed for:
  - **Clarity** and **specificity** of objectives
  - **Coherence** between assessments and curriculum
  - **Delineation/Connection** of major instructional tools
  - **Clear approaches** for culturally responsive classroom use
- was scored as distinguished! (11/12)
- Over 50% of the **protagonists** in the texts utilized are characters of color.
- The curriculum is **up-to-date**, responding to the **four-year cycle** and district ideal of responsiveness.

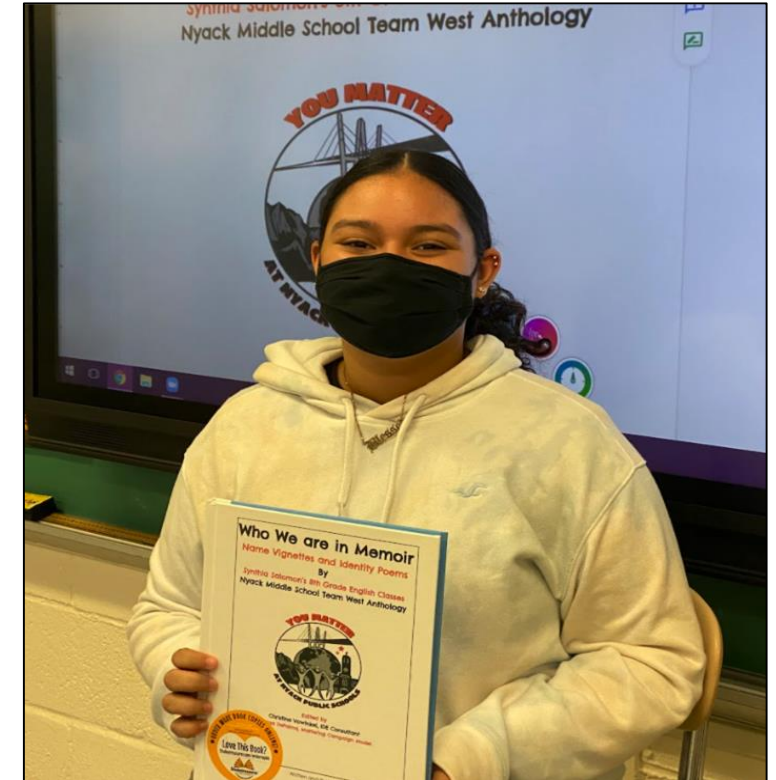
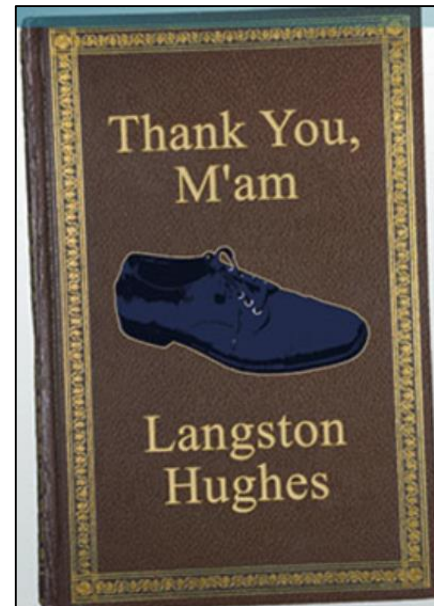
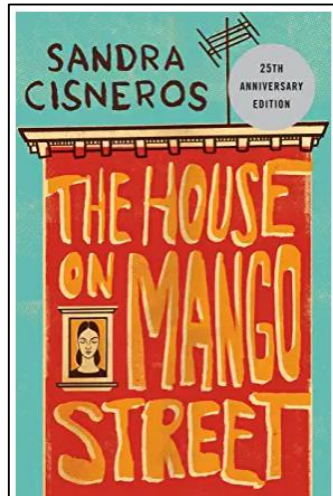
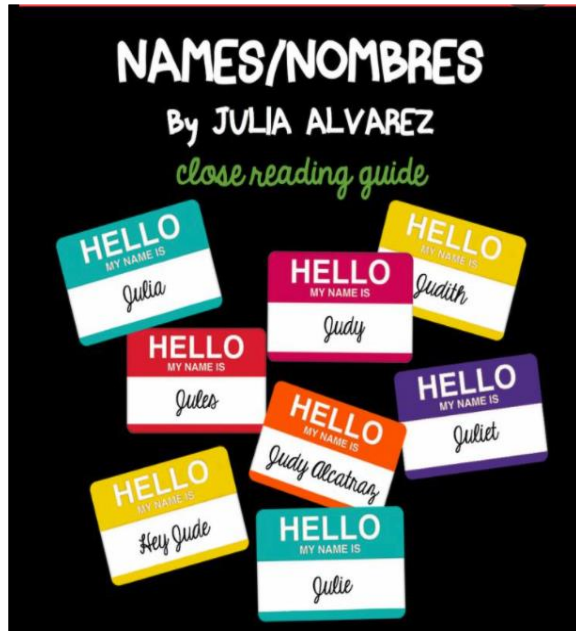
## NYACK CURRICULUM AND INSTRUCTION IDEALS ENHANCED BY AUDIT

- **Reframe essential questions** according to Dr. Gholdy Muhammad's framework that "celebrates joy, identity, and criticality." E.g. the essential question, What is a good reader? becomes, How does your development as a reader help you grow in perseverance, intellect, or identity?
- **Include more diversity** in representation of character and author including disability representation and texts from the Latinx, Asian, Middle Eastern, and Indigenous perspective
- Incorporate the **social justice texts** more formally and consistently in the curriculum, with support for critical conversations.

## CURRENT EXAMPLES OF THIS WORK - Grade 8

### Identity of the Self: Reading and Writing Memoir

*How many books are about someone like you? Did you see yourself or aspects of your childhood in the books that you read growing up? How does it feel to be excluded from mainstream literature? For our first unit, we will address the problem of the lack of diversity in books by creating a reflective memoir.*



# This Grade 8 Example is a Confluence of ELA, CR-S, Pillar 2

**ELA Next Gen Standards:  
Reading, Writing, Speaking,  
Listening, and Research**

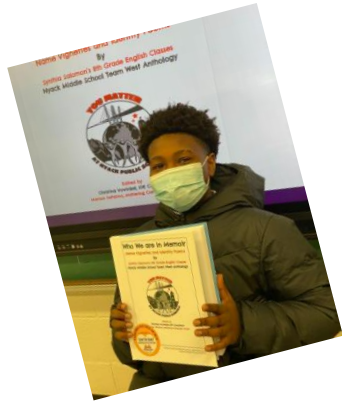
**ELA Standards  
and Curriculum**

**NYS Culturally  
Responsive Framework**

**Nyack Pillar for Culturally  
Responsive Teaching and  
Learning**

**CR-S Framework - Affirm racial and  
cultural identities, elevate voices,  
and empower students as agents of  
social change.**

**Pillar II - Create units with culturally  
authentic learning experiences that  
include texts with diverse identities**

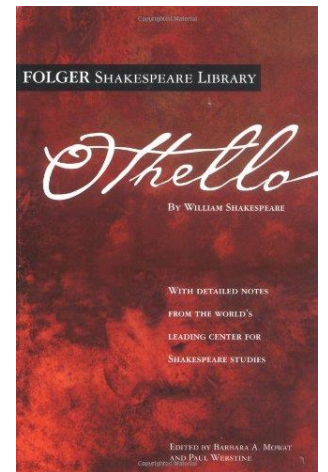
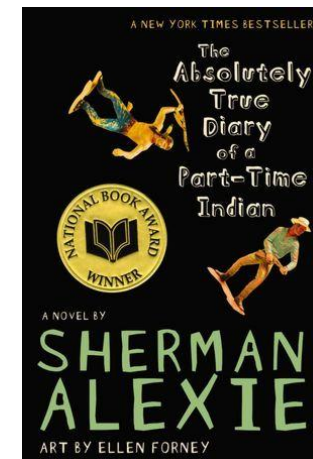
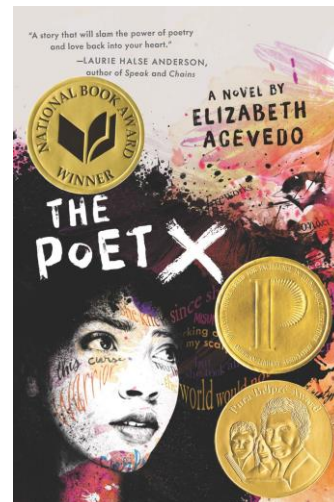
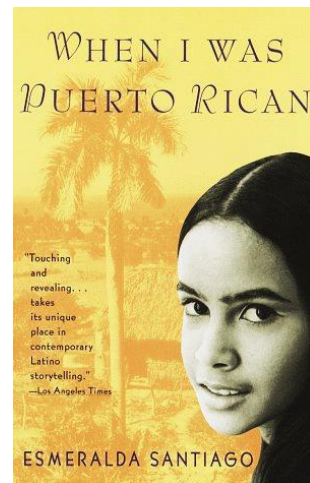
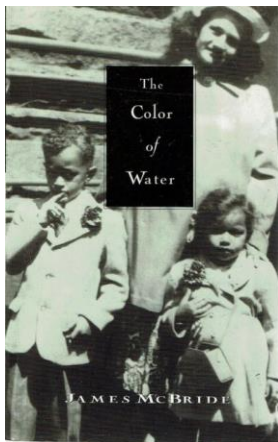


## CURRENT EXAMPLES OF THIS WORK - Grade 10

- Narrative Unit Task Statement: “We All Have a Story”

*The stories we will read in this unit explore a number of important questions about culture, family, and identity. Some of the texts deal with conflicts between different generations in the same family. Others portray immense cultural shifts as newer, more modern cultures confront more traditional ones - characters feeling trapped between two worlds. It is our hope that you will see parts of yourself in all of them. You will then compose a personal narrative in the form of a belief statement that will be shared through a gallery walk.*

- PBA - Personal Belief Narrative - Composing and Sharing a Belief Statement
- PBA - Human Rights Project (NYS Seal of Biliteracy Requirement in English)



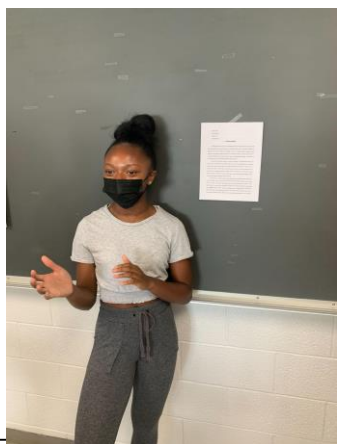
# This Grade 10 Example is a Confluence of ELA, SS and CR-S

**ELA Next Gen Standards:  
Reading, Writing, Speaking,  
Listening, and Research**

**ELA Standards  
and Curriculum**

**Culturally Responsive  
Framework**

**NYS Social  
Studies Standards**



**CR-S Framework - affirms racial and cultural identities, develops students' abilities to connect across cultures, empowers students as agents of social change.**

**Identify, compare, and evaluate multiple perspectives on a given historical experience. Produce clear and coherent writing in which development, organization, and style are appropriate to the task.**

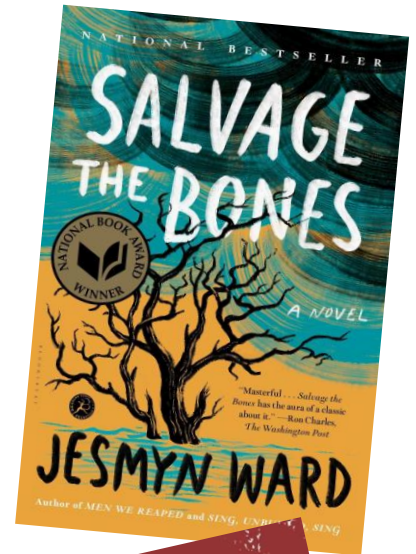
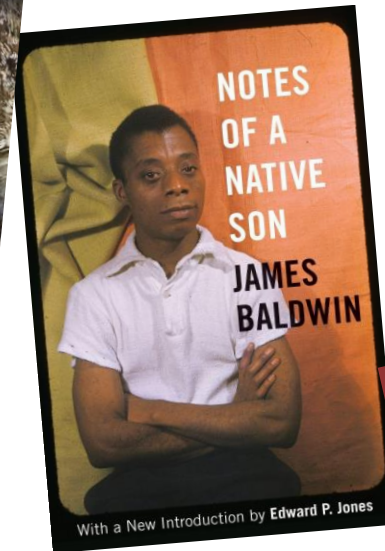
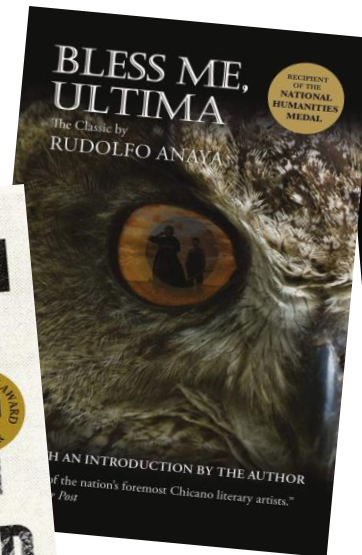
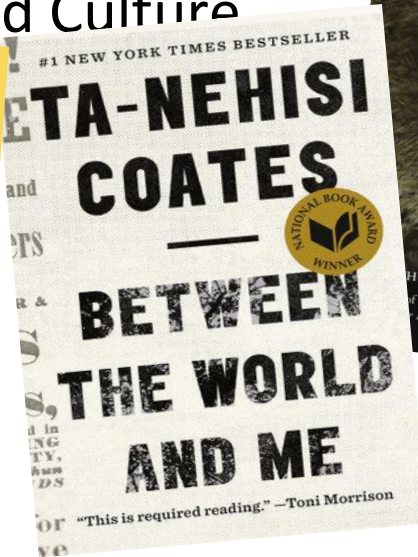
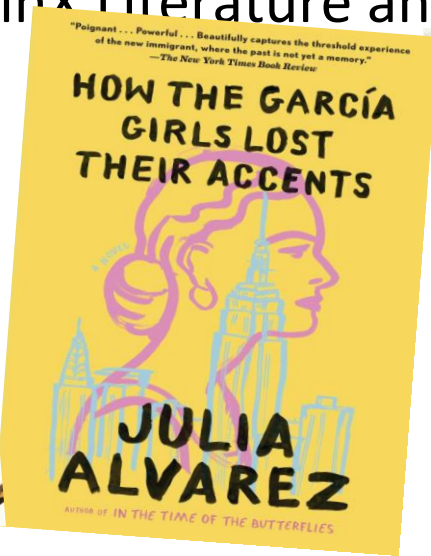
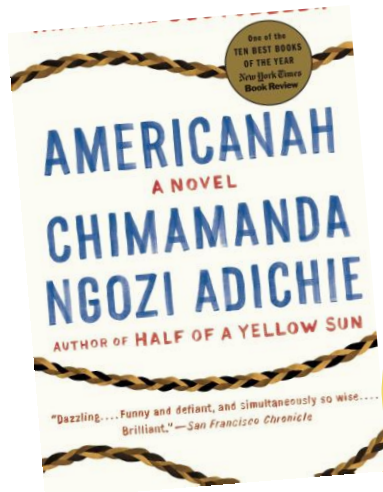
## CURRENT EXAMPLES OF THIS WORK - Grade 12

Full Year Course Options - AP English Literature or RCC English (college credit)

Semester Options - Students choose 2 based on interest. [Complete List](#)

Topics in African American Studies

Survey of LatinX Literature and Culture



Gender Studies, Asian American Studies, Indigenous Studies

## **This Grade 12 Example is a Confluence of ELA, Social Studies and CR-S GRADE 12**

**ELA Next Gen Standards:  
Reading, Writing, Speaking,  
Listening, and Research**

**ELA Standards  
and Curriculum**

**Culturally Responsive  
Framework**

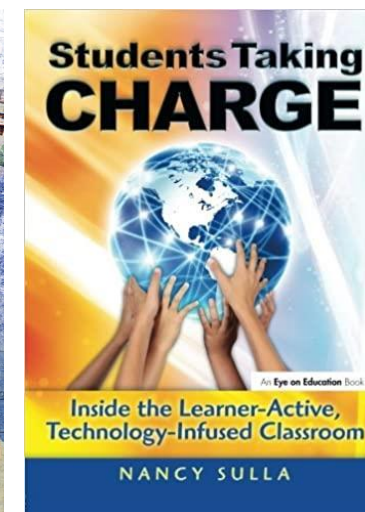
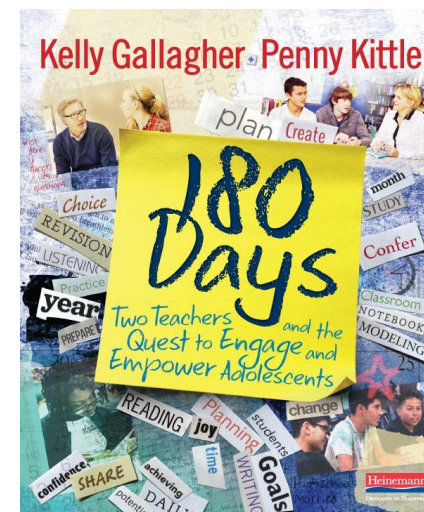
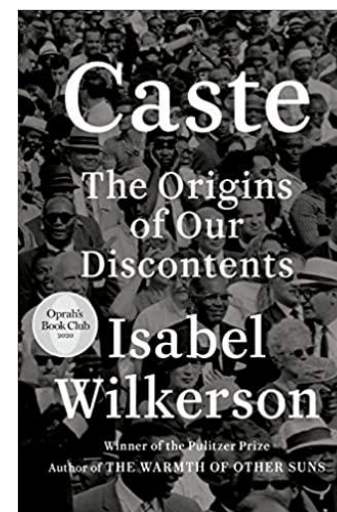
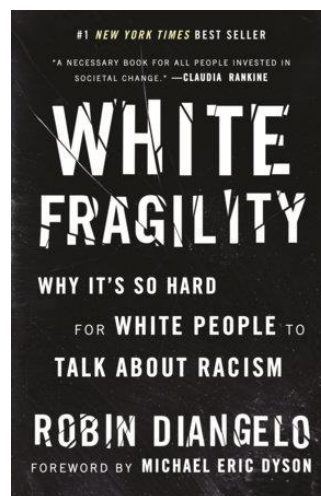
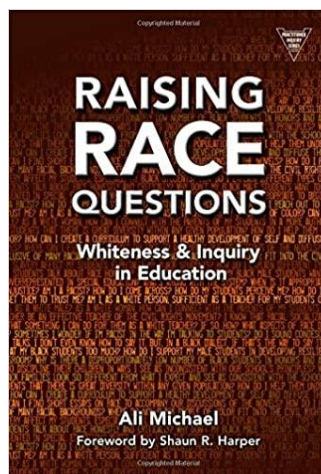
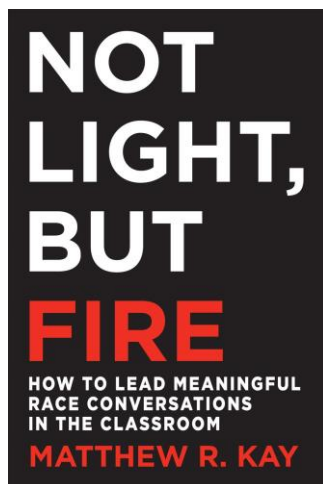
**NYS Social  
Studies Standards**

**CR-S Framework: Inclusive  
curriculum and assessment, a  
welcoming environment where  
students find themselves  
represented and valued**

**Key Ideas - Individual Development  
and Cultural Identity; Civil Rights and  
Civil Liberties; Rights, Responsibilities  
and Duties of Citizenship**

# THE ENGLISH DEPARTMENT APPROACH: A SUSTAINED COMMITMENT TO PROFESSIONAL INTROSPECTION AND DEVELOPMENT

- Undoing Racism; Getting to the Root
- Equity Teams & Courageous Conversations
- Facing History & Ourselves:
  - Inclusive Pedagogy in Brave Classroom Environments
- LATIC Student-Centered Classrooms
- Adherence to 5-Year Curriculum Review Cycle
- Professional Book Studies and Constant Reexamination



# FACING HISTORY AND OURSELVES

## An Interdisciplinary Humanities Approach to Culturally Responsive Teaching and Learning

- ***Mindset***
  - Reflection
  - Student-centered, equitable classrooms
- ***Pedagogy***
  - Student voice and empowerment
  - Value student identity
  - Fostering civil discourse
  - Critical thinking
- ***Content and Resources***
  - Complexities of history
  - Multiple perspectives
  - Civic readiness



FACING  
HISTORY  
AND  
OURSELVES

People make choices. Choices make history.

# FACING HISTORY AND OURSELVES

## An Interdisciplinary Humanities Approach to Culturally Responsive Teaching and Learning



FACING  
HISTORY  
AND  
OURSELVES

People make choices. Choices make history.

*By integrating the study of history, literature, and human behavior with ethical decision making and innovative teaching strategies, the FHAO program enables secondary school teachers to promote students' historical understanding, critical thinking, and social-emotional learning. As students explore the complexities of history, and make connections to current events, they reflect on the choices they confront today and consider how they can make a difference.*

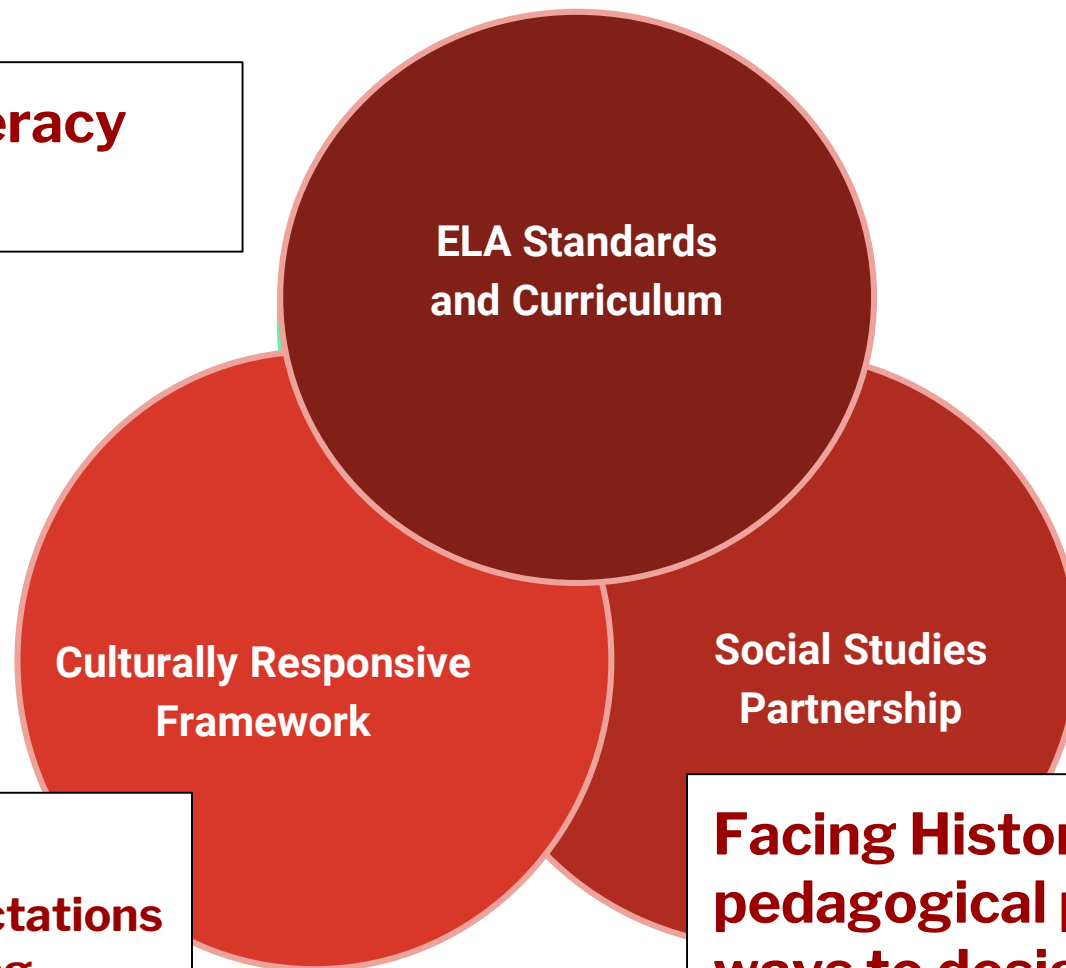
### Examples:

ELA Resource: [Coming of Age in a Complex World](#)

Pedagogical Resource: [Centering Student Voice and Choice: A Bookclub Guide](#)

# ELA, SOCIAL STUDIES, AND CRF: A HUMANITIES APPROACH

## Next Generation Literacy Standards in ELA



## CR-S Framework:

Inclusive curriculum, high expectations and rigorous instruction, ongoing professional learning and sharpening of critically conscious lenses toward instruction.

**Facing History and Ourselves**  
pedagogical practices, expanding ways to design, implement, and evaluate an interdisciplinary humanities curriculum.

## NYACK CURRICULUM AND INSTRUCTION IDEALS AFFIRMED BY AUDIT

- The quality of the English curriculum 6-12, assessed for:
  - **Clarity** and **specificity** of objectives
  - **Coherence** between assessments and curriculum
  - **Delineation/Connection** of major instructional tools
  - **Clear approaches** for culturally responsive classroom use was scored as **9.5/12**
- Over 50% of the **protagonists** in the texts utilized are characters of color.
- The English curriculum provides multiple opportunities for students to explore personal Identity, to combat bias, and examine alternate narratives

## NYACK CURRICULUM AND INSTRUCTION IDEALS ENHANCED BY AUDIT

- Include more diversity in representation of character and author including
  - Latinx/Hispanic
  - disability representation
  - Female protagonists
  - LGBTQ+
  - Asian and Indigenous perspective
- Curricular units can be framed in alternative ways with positive and unique lenses that accurately portray and humanize historical experiences and empower students to build agency and activism.
- Curriculum needs to be up-to-date and available according to the four-year cycle and district ideal of responsiveness.

# NEXT STEPS TO CONTINUE THIS WORK

Refine pedagogical practices to further differentiate for students and maximize student potential and learning outcomes

Further develop and craft school/middle level leaders' instructional leadership capabilities to lead the work

Embed components of STREAM – (Science, Technology, Research, English, Art and Math)

Within the curriculum renewal process, review data to inform strategic decision-making regarding Algebra for All

Continue process of implementing and crafting Project/Problem-Based learning as district wide vehicle for rigorous teaching and learning

Further develop the Data Literacy capabilities of all staff to inform strategic decision making regarding culturally responsive and quality teaching and learning to meet the needs of every student every day.

Continue data-informed and differentiated professional development in all content areas to continually build, refine and craft teachers' and leaders' capabilities

Continue to develop educators' familiarity with NYS Next Generation Learning Standards to best inform curriculum, assessment and pedagogical decisions.

Strategic Equity Plan  
Enhance Instructional/Systems  
Leadership  
Student Voice



**We have been, and continue to be, on a collective journey,  
getting better all the time and based on ongoing quality  
professional development to craft pedagogy and leadership.**

**We embrace the quest, and have a sense that every month,  
every term, every year, we can and do find new and better  
ways to improve rigorous and culturally responsive teaching  
and learning practices in Nyack Schools.**

**The learning continues for everyone!**