How is learning different from when we were in school?
From Teacher-Centered Instruction...
To Student-Centered Learning

Brennan Rogers students using iPads to enhance reading
From Textbook As Curriculum...
To...Curriculum is NOT a Textbook

Cooperative HS, Dance

John C. Daniels, Music

The Sound School, Shipbuilding & Sea Life
From “One-Size-Fits-All” Teaching
To Personalized Learning

ESUMS
Grade 9

Mauro Sheridan
Grade K
From Skills in Isolation...
To Application of Skills to Explore, Answer Questions & Solve Real World Problems

ALL ABOUT NATURAL DISASTERS

We are a group of 4th graders at Fair Haven Pre K - 8 School. We read the book Rescues, by Sandra Markle, which looked at various natural disasters. Then we began studying different natural disasters. This website is to share with you what we learned.

Earthquake  Tornado  Tsunami  Flood

Fair Haven School, Grade 4 Website Authoring Project
Sharing research findings to a global audience across the internet
AND the Curriculum…

- ENCOURAGES critical thinking
- EXPLORES concepts in depth
- CONNECTS across curricula
- INCORPORATES technology
- PROMOTES inquiry
- RELATES to the world around us
- DEVELOPS cross-content literacy skills

Earth Boxes at Barnard Environmental School
The New Haven Curricula:

Have ongoing revision cycles that incorporate:
- New national or state standards
- New teaching strategies
- New assessments, lessons, and texts
- Feedback from teachers & students

Are flexible and allow for:
- Teacher innovative practice, choice & creativity
- Students’ interests, abilities, career or college aspirations

Are written by teachers who:
- Receive ongoing, embedded professional development on new standards, strategies, best practices, & technology
- Have practical knowledge of the curricula-in-action
PURPOSEFUL
Rigorous curriculum written by NHPS teachers
Aligned to Standards

- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (2010)
- National Core Arts Standards (2014) and the State of Connecticut Arts Framework (under revision)
Students Are Ready for the Future

Our work with higher education partners (Southern CT, Gateway Community College) *informs* our curricula so that students are prepared for college and career expectations. The curricula:

- **Align to essential skills and content:**
  - Problem-solving
  - Critical thinking
  - Accessing and evaluating information
  - Analysis

- **Prepare our students to be:**
  - Clear and effective communicators
  - Innovative and creative thinkers
  - Self-directed and accountable students
  - Responsible and participating citizens
Common Design Elements

All curricula contain common elements based on principles of *Understanding by Design*

- Enduring Understandings and Essential Questions
- Clearly defined student goals & objectives
- Suggested learning activities
- Research components
- Gradual release model of instruction
- Performance tasks

MEANINGFUL

Students engage in real-world applications of concepts
Relevant to Our Students’ Lives

The Curricula:

- CONNECT to the real world
- REQUIRE authentic demonstrations of learning
- ENGAGE students
- Are culturally RELEVANT
- CONNECT to the community
- SUPPORT school magnet themes
Inter-disciplinary

- Literacy connects to science, social studies, math & other disciplines
- Curriculum maps show interdisciplinary connections
- Common strategies in all disciplines deepen content literacy skills
- 21st Century Competencies in the high schools
SUPPORTIVE

Teachera and students receive the support they need to learn & grow
For Students

- Opportunities for personalization and Mastery-Based Learning
- Differentiated instruction & assessment
- Special Ed & ELL supports
- Multiple methods of instruction including multimedia
- Intervention programs, especially in Math & ELA
For Teachers

Curriculum is:

- Flexible
  - Innovation
  - Choice
  - Creativity
- Resource rich
  - Enhanced with technology
  - Supported by text variety (print, digital, visual)
- Collaborative
  - Common planning time
  - Shared digital unit & lesson libraries
District Support for Teachers

Teachers are supported by the district through ongoing professional learning that includes:

• Curriculum, Instruction & Assessment Professional Development
• Math & Literacy coaches
• Job-embedded coaching
• New teacher mentoring
• Teacher leaders
• Curriculum Supervisors
MEASURABLE

Students demonstrate learning through a variety of high-quality assessments
How We Know our Students are Learning

Formative Assessment Processes
- Teacher Observations
- Running Records
- Peer Feedback
- Conferring Sessions

Summative Assessments & Rubrics
- Portfolios/Interdisciplinary Projects
- Performance Tasks
- Quarterly Assessments
- District Interims
- Labs

State-wide Assessments
- Smarter Balanced Math & Literacy
- SAT Math, Evidence-based Reading & Writing
- CMT/CAPT Science
- AP Exams
- CT Physical Fitness Assessment
Purpose of Assessment

Outcomes
• What do we want our students to learn?

Curriculum
• How do we engage students in learning it?

Assessment
• How and when will students show their learning?

Analysis of Results
• What does the assessment data tell us about student learning?

Curriculum Revisions
• How will we use assessment results to make changes in our curriculum?

“Teachers make the difference.”
Hattie, (2011)
Our Curriculum is Never Done!
Ever-changing to incorporate…

- New standards
- Best practices
- Emerging technologies
- More inquiry-based lessons
- More interdisciplinary units
- Student interests
Visiting The Curriculum Stations

While moving to tables, ask the presenters to share:

- How do we determine what students should be learning? *(Purposeful)*
- How do we engage students in learning? *(Meaningful)*
- How do we incorporate best practice to reach all learners? *(Supportive)*
- How do we measure student learning? *(Measurable)*
### Academic Team
**Imma Canelli – Deputy Superintendent**

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