

HASTINGS HIGHLIGHTS

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



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IN THIS ISSUE

This February issue of the Curriculum, Instruction, and Assessment Newsletter coincides with the release of the State of the District Mid-Year Update, posted within Boarddocs. Embedded links within this newsletter will bring you to additional information related to important work that is taking place.

PORTRAIT OF A HASTINGS LEARNER

Our Portrait of a Hastings Learner initiative is well underway. Please reference the [State of the District Mid-Year Update](#) to explore our journey and upcoming efforts.

HILLSIDE MATHEMATICS INQUIRY

The recent work of the Hillside Mathematics Committee has continued to focus on exploring and assessing mathematics resources that are of potential interest. A representative from one of the resources, *Reveal*, facilitated a lesson so teachers could experience the instruction as students. While *Bridges*, the other resource, was not able to send a facilitator, teachers engaged collaboratively in lesson exploration. On February 13th, the Hillside Mathematics Committee, along with two members of the 5th Grade team, went on site visits to see each of the two mathematics curriculum resources in action with students and to speak with teachers about their lived experiences with adopting and implementing the resource. The mathematics committee debriefed the site visit experiences and Hillside teachers agreed to pilot lessons with students to inform their upcoming decision-making.

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CULTURALLY RESPONSIVE PEDAGOGIES

Professional learning in the area of restorative practices happened over the week of February 6th. Participants were mainly members of the middle school faculty and members of the Diversity Committee. As noted in the [Restorative Practices Training memo](#) that was included as a business item on the January 24th BOE agenda, the purpose of this professional learning was, “training teachers to build communities in their classrooms, give space for students to speak their truths, and listen wholeheartedly to gain insight in showing others a new lens on hard issues.”

COMPUTER SCIENCE AND DIGITAL FLUENCY

Leslie Accardo, our partner from the Lower Hudson Regional Information Center, met with Sorin Mihalcescu, HHS computer science and mathematics teacher, and Ivan Espinosa, FMS computer science teacher to raise awareness about the new New York State Computer Science and Digital Fluency Standards. At the high school level, they reviewed an alignment “heat map” and discussed ways to enhance alignment to the new standards. At the middle school level, they reviewed a scope and sequence document, identifying areas of the standards that were already being implemented.

Additionally, the technology “lead learners” group came together with Leslie and Melissa Szymanski to plan for the facilitation of district-wide faculty meetings in March and April to introduce the new standards.