

10 Things You Can Do to Renew District Curricula this Summer



- 1. Curriculum Development and Design Thinking** provides a clear process for the development, design and renewal of district curricula, including a common language and structure to support consistency within and among instructional programs, schools, grade levels, and content areas across the district. Use the [K-12 Universal Curricula Design Principles: A Handbook for Evaluation, Renewal, and Development of District Curricula](#) to communicate important considerations for districts to create a collaborative curricula-development process committed to designing curricula that embodies six core design principles.
- 2. CSDE Model Curricula** is being developed and deployed through [GoOpenCT](#), Connecticut's digital library. All digitized curricula for sets of grades and content provide high level, research-based models for districts to implement, evaluate, or supplement district curricula. Districts can use the [CSDE Model K-8 Mathematics](#), [CSDE 6-12 Model Financial Literacy](#), and the recently released [CSDE K-8 Model Science](#) curricula to support district analysis and curriculum development.
- 3. GoOpenCT** provides two options to support districts in curricular and instructional resource development to share in a collaborative environment. One is to [Create a Group](#). The other is to [Create a resource with Open Author](#). Combined, [GoOpenCT](#) can provide districts with an online space for curriculum development, mapping, and curation of resources at no cost to districts.
- 4. CSDE Evidence-Based Practice Guides** inform school and district decision-making regarding instructional and student support programming. The nine [Connecticut State Department of Education Evidence-Based Practice Guides](#) can provide districts with evidence-based activities, strategies, and interventions to strengthen local investment and change learner outcomes.
- 5. Expanding Access to Advanced Courses and Programs** provides guidance for the creation of an academic plan that is designed to enroll each student in one or more advanced courses or programs. The [Expanding Access to Advanced Courses and Programs \(ct.gov\)](#) guidance can assist curricula and course designers in evaluating eligibility criteria for student enrollment in an advanced course or program(s).
- 6. CT English Language Proficiency (CELP) Standards** can assist curricula designers to understand the language used for grade-level instruction in English language arts, mathematics, science, social studies, and other content areas for English learners (ELs). The [CELP Standards \(ct.gov\)](#) highlight and amplify the critical language, knowledge about language, and skills for using language that are necessary for ELs to be successful in school.
- 7. CT Learning Hub** provides districts with a centralized space for accessing resources for teachers, students, and families. Each sub hub of the [CT Learning Hub](#) links to model curricula, virtual tools, and student-centered resources that can be embedded in the local curricula or provided as supplemental resources for teaching and learning.
- 8. Connecticut Interim Assessments** are a useful way to check student progress and to gather information about learning that can alter the instruction provided. Curriculum leaders and designers can plan how to align and embed [Smarter Balanced Interim Assessments \(ct.gov\)](#) in the local curricula. Interims offer flexibility and can be used for professional development or in class with students in a variety of ways.
- 9. CSDE Learning Acceleration Cycle** provides school systems with best assessment practices to support educators' ability to determine the most appropriate entry point of learning. The [Learning Acceleration, Academic Renewal, and Student Enrichment \(ct.gov\)](#) process can assist in developing an intentional learning plan designed by and aligned with local curricula expectations, progressions, and outcomes.
- 10. K-3 Social, Emotional, and Intellectual Habits Framework** serve as resources to teachers, administrators, and curriculum developers for integrating social/emotional learning into current curriculum documents (e.g., units of study, lessons). The [Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3](#) represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness to achieve academic success and social/emotional learning.