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.