

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 increase consistency within and among instructional programs, schools, grade levels, and content areas across a district. Design thinking guides 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 available 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. The CSDE Model Curricula includes K-8 Math, Science, Social Studies, English Language Arts (ELA), Computer Science, 6-12 Financial Literacy and 9-12 African American/Black and Puerto Rican/Latino Course of Studies.
- 3. GoOpenCT** provides two options to support districts share resources in a collaborative environment. One is to [Create a Group](#). The other is to [Create a Resource with Open Author](#). Combined, [GoOpenCT](#) can provide 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](#) provide 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 individual academic plan for students to enroll in advanced course or program. 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). Learn more about [Dual Credit Opportunities \(ct.gov\)](#) to reimagine curriculum, pathways, and programs.
- 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 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. On demand professional learning resources are available like the [Future Ready Curricula Design, Development and Evaluation PD Playlist](#).
- 8. Connecticut Interim Assessments** are a useful way to check student progress and to gather information about learning to inform the instruction. 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 with students or for professional development.
- 9. CSDE Learning Acceleration Cycle** outlines intentional habits school systems can adopt to support educator's 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 learning plan designed by and aligned with local curricula expectations, progressions, and outcomes.
- 10. K-12 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 or lessons). The [Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12](#) represents the knowledge, skills, and dispositions students need for college and career readiness and to achieve academic success.