

## **Instruction**

### **Curriculum Guides**

Curriculum guides, covering various areas of instruction, shall be compiled for use by the teaching and supervisory staffs. These guides shall be revised as necessary to keep them current and effective.

### **Proposed New Language:**

#### **Instructional Practices**

The academic team, working in consultation with the Superintendent and Assistant Superintendent for Curriculum and Instruction, shall compile guidance on research- and evidenced-based instructional practices and publish findings as the New Haven Public Schools Instructional Frameworks, covering all areas of instruction, and to serve as expectations for quality instruction for all teachers to follow. These instructional frameworks shall be revised as necessary by the academic team, to keep them current, aligned to the latest research on teaching and learning, and to support the delivery of effective and culturally relevant instruction.

The Instructional Frameworks include foundational principles across content areas that all students, inclusive of students with disabilities, multilingual learners and students of diverse backgrounds, including:

**Student achievement increases when students set their own goals.** Students' goals should meet the student where they are and build the skill set needed to progress through their learning toward grade level expectations. Teachers assist students in setting goals, picking strategies to meet those goals, monitoring their progress, and giving feedback. Research has documented a strong, positive correlation between setting student achievement goals and student achievement.

**Students engage more fully with learning when they see real-world connections and relevance to their own lives.** Students' understanding of these connections happens when they engage in real-world applications of what they are learning. There should also be purposeful attempts to make learning relevant to students' individual interests, cultures, and community. The more teachers get to know individual students, the more this is possible; however, teachers need not have in-depth knowledge of every aspect of the students in their classroom to create relevant lessons. It is most important that teachers create a space for students to express their perspectives, make their own connections to the learning, and appreciate that their classmates might think differently.

**Students learn by interacting with subject-specific texts.** The term "text" includes fiction and non-fiction texts as well as directions, forms, and all types of information visually displayed in graphs, charts, or maps; music, art, and digital sources on a range of topics. Students must interact with subject-specific texts, process the information included, make conclusions, and communicate their ideas with others in order to develop their learning. These interactions will also require the development of appropriate academic vocabulary in each subject area.

**Students learn by talking.** This is the important process of making their thinking visible, listening to others, and revising their understanding by reasoning out loud. Students learn from discourse with their peers around subject concepts, ideas and issues by explaining, critiquing and building common understanding. Discourse is one of the most effective ways for students to practice sense-making and decision-making, as they explain to others their evidence based conclusions.

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.