10 Things You Can Do to **Renew District Curricula**

CONNECTICUT Education

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: From Design to Classroom: A Complete Guide to Curriculum for Educators 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, 8-9 Algebra 1, 9-12 African American/Black and Puerto Rican/Latino Course of Studies, and K-12 Digital Citizenship.

3. **GoOpenCT** provides two options to support districts in sharing 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 an 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. **Content standards adopted by the Connecticut Board of Education** ensure that students have access to high-quality, high-impact teaching and learning so that Connecticut students have equitable access and opportunities to succeed with a culture of high expectations.

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 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. **Connecting Assessment Data to Curriculum Planning: Tools for Connecticut Educators** is a curated PD playlist of resources that can transform assessment data into actionable insights that strengthen curriculum planning and reveal meaningful student growth patterns. EdSight's comprehensive resources including tools for integrating interim assessments and analyzing student performance data makes this evidence-based approach both practical and sustainable for busy educators.

10. **The K-12 Social, Emotional, and Intellectual Habits Framework** serves as a resource to teachers, administrators, and curriculum developers for integrating social/emotional learning into current curriculum documents (e.g., units 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.