

# HASTINGS HIGHLIGHTS

*The monthly newsletter of highlights in Curriculum, Instruction, and Assessment*

The Race Matters Committee and the PTSA Inclusion Working Group present

## MULTICULTURAL BOOK FAIR & FESTIVAL

JUNE 1 - 4, 2022

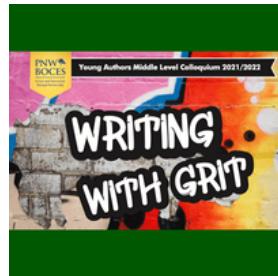
Hastings High School Cochran Gym  
(Hillside Ave entrance)

Book Fair  
Wed, June 1 - Fri, June 3  
8 am - 4 pm

FESTIVAL  
Sat, June 4  
10 am - 3 pm  
Books, live music, school clubs & more!

In partnership with Word Up Community Bookshop  
<http://www.wordupbooks.com/2022bookfair>

Inspire: [mtf@hastings.org](mailto:mtf@hastings.org)



*In this Issue:*

**K-12 MATHEMATICS  
COMMITTEE**

**CULTURALLY RESPONSIVE  
PEDAGOGIES**

**CURRICULUM REVIEW  
CYCLE**

**TRI-STATE VISIT TO  
HASTINGS**



## K-12 MATHEMATICS COMMITTEE

The K-12 Mathematics Committee met monthly over the course of the 2021-22 school year. This year, the group finalized a Hastings Mathematical Mindset rubric. This rubric has been adapted from the Stanford University [youcubed](#) MindsetGuide, and aligns with the shared vision work around the *nature of mathematics* and *approaches to promote mathematics learning* the committee did last year. It features important indicators to promote a creative, student-centered, research-based approach to mathematics. Intended to foster a growth mindset among teachers and students, the rubric identifies the essential stages of teaching and learning practices in mathematics. The Hastings rubric is applicable across grades K-12 and can be accessed [here](#). We are very proud of the work of this committee and would like to acknowledge Cathy Williams, from Stanford University, who served as a key thought partner along our journey.

## CULTURALLY RESPONSIVE PEDAGOGIES

In partnership with district and building leaders, Dr. Jenice Mateo-Toledo has focused on the year one Diversity, Equity, and Inclusion [goals](#) that were presented to the Board of Education this fall. These goals take into account the State guidance and the voices of Hastings educators. Some examples include (a) leading the Diversity Committee to create a digital toolkit with resources for stakeholders and develop familiarity with the New York State Culturally Responsive-Sustaining Education Framework; (b) designing and providing district-wide professional learning workshops focused on culturally responsive-sustaining pedagogies; (c) reviewing current curriculum units with groups of educators to consider opportunities for including culturally responsive practices; (d) updating and designing Sparks and Courageous Conversations curriculum with teams of educators; (e) pushing into classrooms with educators to co-teach lessons; (f) working closely with administrators and educators to consider and prepare for our collaboration with Facing History and Ourselves; (f) participating on various interview committees to support diversity recruitment efforts; (g) collaborating with the Inclusion Working Group (IWG) of the PTSA to finalize an incidents of bias protocol; (h) serving as a resource for students, educators, and administrators who requested support, such as when selecting diverse books and considering established protocols from diverse perspectives; (i) spearheading diversity, equity and inclusion initiatives, such as Racial Equity Days, beautification projects, and the Multicultural Book Fair; and (j) supporting district initiatives, including Superintendent's Conference Days.

## CURRICULUM REVIEW CYCLE

The Professional Learning Committee, with input from administrators, department chairpersons, and teachers, created a [Curriculum Review Cycle](#). This process document is designed to support our ability to prioritize our curriculum efforts over multiple years, strengthen our annual Professional Development Plan, and enhance opportunities for learning during Superintendent Conference Days. The Curriculum Review Cycle was presented to the Board of Education at the June 6, 2022 meeting. A link to this presentation can be found [here](#).

## TRI-STATE VISIT TO HASTINGS

The [Tri-State Consortium](#) is an alliance of public schools working together as critical friends and partners. One of the benefits of being a member district is the opportunity to periodically enlist the fresh eyes and input of colleagues from throughout the region to support us in our continuous improvement efforts in service to students. Hastings is fortunate to have had a consultancy visit from our Tri-State regional colleagues, which took place from March 9-11. The focus of our visit was collaboration, as determined with our Chair Council. Strong, collaborative efforts are critical to foster a professional community that promotes each student's success and well-being.

The essential questions for our visit were as follows:

1. To what extent, and in what areas, does the district have clear and well understood protocols for systemic communication in service to a [professional community for teachers and staff](#)?
2. To what extent are stakeholder roles and responsibilities understood and adhered to in service to a [professional community for teachers and staff](#), a shared vision and environment for change, and parent and community support?
3. How might we strengthen protocols, structures and norms to enhance intradistrict collaboration in service to a [professional community for teachers and staff](#)?

Feedback from the Visiting Team has been provided in [this report](#). The team recognized a number of successes we have shared in the area of collaboration, while also providing important suggestions to push us forward in our efforts to strengthen it.