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submission of assignments, if such engagement accounts for not less than one-half of the school day during [virtual] remote learning authorized pursuant to section 16 of [this act] public act 21-46. As used in this section, ["virtual learning"] "remote learning" means instruction by means of one or more Internet-based software platforms as part of [an in-person or] a remote learning model.

Sec. 394. (NEW) (*Effective July 1, 2021*) (a) For the school year commencing July 1, 2023, and each school year thereafter, each local and regional board of education shall implement a reading curriculum model or program for grades prekindergarten to grade three, inclusive, that has been reviewed and recommended pursuant to section 395 of this act.

(b) On or before July 1, 2023, and biennially thereafter, each local and regional board of education shall notify the Center for Literacy Research and Reading Success, established pursuant to section 402 of this act, of which reading curriculum model or program that the board is implementing pursuant to subsection (a) of this section.

(c) If a local or regional board of education demonstrates to the Commissioner of Education that such board has insufficient resources or funding to implement any of the reading curriculum model or programs reviewed and recommended pursuant to section 395 of this act, the commissioner shall grant such board an extension of time, if the commissioner determines that such board demonstrates continued efforts to commence implementation of a reviewed and recommended reading curriculum model or program in accordance with this section.

(d) The Commissioner of Education, in consultation with the director of the Center for Literacy Research and Reading Success, shall, upon request of a local or regional board of education, grant a waiver from the provisions of subsection (a) of this section to such board to implement a reading curriculum model or program other than a model

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or program reviewed and recommended pursuant to section 395 of this act, if the commissioner determines that such other reading curriculum or model is (1) evidenced-based and scientifically-based, and (2) focused on competency in the following areas of reading: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension. A request for a waiver under this subsection shall include (A) data collected from the reading assessments described in section 10-14t of the general statutes that has been disaggregated by race, ethnicity, gender, eligibility for free or reduced priced lunches, students whose primary language is not English and students with disabilities, and (B) a strategy to address remaining reading achievement gaps, as defined in section 10-14u of the general statutes.

Sec. 395. (NEW) (*Effective July 1, 2021*) Not later than July 1, 2022, the director of the Center for Literacy Research and Reading Success, in consultation with the Reading Leadership Implementation Council established pursuant to section 402 of this act, shall review and approve at least five reading curriculum models or programs to be implemented by local and regional boards of education according to the unique needs of each school district in accordance with the provisions of section 394 of this act. Such reading curriculum models or programs shall be (1) evidenced-based and scientifically-based, and (2) focused on competency in the following areas of reading: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension.

Sec. 396. Section 10-1600 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

Not later than July 1, 2012, the Department of Education shall approve and make available model curricula and frameworks in [reading and] mathematics for grades prekindergarten to grade four, inclusive, for use by local and regional boards of education for school

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districts or individual schools identified by the department as having [academic] achievement gaps, as defined in section 10-14u. Such curricula and frameworks shall be culturally relevant, research-based and aligned with student achievement standards adopted by the State Board of Education. [For purposes of this section, "achievement gaps" means the existence of a significant disparity in the academic performance of students among and between (1) racial groups, (2) ethnic groups, (3) socioeconomic groups, (4) genders, and (5) English language learners and students whose primary language is English.]

Sec. 397. Subsection (a) of section 10-16b of the general statutes, as amended by section 1 of public act 19-12, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2022*):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history

INSTRUCTION

Statement of Philosophy on Teaching and Learning

Language unlocks every content area door" is a statement that substantiates the importance of **listening**, speaking, reading, writing, and critical thinking in the curriculum of our classrooms and schools. Expressive and receptive language development and higher-order thinking are the core academic skills linked to academic and life success. Enhancing language development is a matter of particular concern to educators who work in poor urban school districts where a disproportionate number of students come to school with unearned social and economic disadvantages. Such disadvantages are primarily due to poverty and the historical factors that have limited the education of **caste groups** and assigned the children of the poor and marginalized to spaces deprived of life's necessities. Under such circumstances, children learn a first language different from the academic language in classrooms. **This distinction becomes more challenging as students move up in grade levels and across various content in the school curriculum. English language learners may be at a disadvantage in the school environment if they are poor and speak a home language different from the language used to transmit academic content in schools and classrooms. This disadvantage is true, to some extent, if the student's first language is a dialectical variation of English. However, language difference is not synonymous with deficiency. Effective teaching builds on students' strengths and makes no assumptions about student potential based on race, class, gender, or any individual or group characteristic that individuals and institutions have used to stereotype and label categories of human beings.**

Since our student population is predominantly poor and multilingual, the school district must develop and implement a linguistically rich curriculum based on students' strengths across classrooms and schools. The curriculum should be performance and outcomes-based, with student work products as evidence for the quality and quantity of instruction and student motivation and effort. Schools alone cannot do the heavy lifting necessary for students born behind in the race of life to excel. Students must be willing to match the commitment of their teachers and mentors. We must not abdicate our responsibility to students from all socio-economic backgrounds and continue to provide differentiated learning options for all the students we serve.

When school leaders create evidence-based policies, goals, administrative procedures, and instructional methodologies by working collaboratively with teachers, parents, and students, teaching and learning outcomes are improved. In addition, building relationships with parents and other community stakeholders provides the web of support that reinforces students' learning in schools and classrooms. Therefore, the scope of this policy is to institutionalize best administrative, instructional, and parenting practices across all content areas to provide students with the skills, knowledge, and dispositions to achieve in school and life.

DEVELOPMENTAL PATHWAYS AND THE WHOLE CHILD

Comer, Joyner, and Haynes (1999) have identified six pathways that should serve both as a framework for analysis when assessing child and adolescent growth and development and as focal points for activities and programs designed to facilitate such development.

The emphasis on the developmental pathways is at the heart of the School Development Program, which distinguishes it from other school reforms. The six pathways include:

- ***The Physical Pathway.*** The environment must meet the child's basic physical needs to grow and develop at the most basic level. These needs include food, rest, shelter, and freedom from pain or illness. If these needs are not met, the physical distress that results will affect the child's functioning in all the other areas of development.
- ***The Cognitive-Intellectual Pathway.*** All children are born with the potential to reason and solve problems. This pathway allows children to make sense of the world and to absorb the knowledge and skills (through experiences with other human beings) that will enable them to gain a measure of control over how they develop in the other five areas.
- ***The Psycho-Emotional Pathway.*** Children need to develop a sense of self-regard, an attitude that tells them that they "count," that they have talents and attributes which will allow them to contribute to the world in meaningful, socially approved ways. This developing self is primarily determined by the quality of human interactions experienced first by children in the family and later in other social networks such as the school and other social institutions. When significant adults do not esteem children, their ability to function well in the different pathways is impaired.
- ***The Social-Interactive Pathway.*** Children must develop the ability to interact in a wide range of social settings because their development in other areas is dependent on the transmission of the values, knowledge, and skills necessary to live successfully in a particular place and time. Adults are more likely to engage in productive relationships with children and adolescents who respond to them in ways they deem to be "acceptable." On the other hand, children are dependent on these same adults to model and teach them what is socially acceptable. Early in the child's development, the home and community provide the child with the knowledge of interpersonal interaction patterns or prescriptions for the appropriate attitudes, verbal responses, and gestures acceptable in particular social

contexts. A win/win environment is created when behaviors learned in the home are congruent with those learned in school. Sharing common values allows for a bond among parent, child, and teacher that helps the child gain the favored status most children need to learn in school and at home. When significant adults negatively view the child's social skills, a lose/lose relationship ensues, and neither party benefits. When influential adults label students as social outcasts, they create conditions that threaten growth and development in all areas.

- ***The Speech and Language Pathway.*** Language has two primary functions in human development: communication and knowledge representation. Early in life, children learn that language can convey messages to the self and others. They understand the oral and behavioral cues for imparting messages and simultaneously learn to interpret the statements of others. These acquired words and symbols also become the categories through which children express reasoning ability.
- ***The Moral-Ethical Pathway.*** Crucial to all human interactions is the child's understanding and possession of sound and moral and ethical standards, as well as the inclination to act upon these values. Such behavior is based on socially transmitted principles by significant others in the lives of young people that delineate the acts for which the individual is held morally responsible and prescribe just and fair consequences for moral transgression. Typically, developing children acquire ethical standards from the family, religious institutions, and schools. However, the norms and values reflected in popular culture and mass media have become, in some instances, increasingly influential in the lives of children and adolescents.

In an age of significant influence by mass media, children may also be motivated by individuals that they deem to be substantial because of popularity and achievement in sports, entertainment, and other high-profile areas. When role models behave in ways consistent with such values, and when social institutions concur, children can function across such institutions and exhibit the behaviors that reflect the collective wisdom of significant adults. However, when one or more of these institutions fail to instill shared values or impart values that conflict with primary caregivers, the child becomes confused and may make wrong choices.

Learning is mediated through relationships between oral and written responses to text and rigorous discourse characterized by exciting and meaningful content. Providing teachers with the resources, support, and freedom to teach creatively and effectively using research-based principles and findings is additive. Developing instrumentation and protocols to monitor, evaluate, and provide constructive feedback provides helpful mechanisms for continuous improvement.

Language development across the curriculum provides the volume of **listening, speaking, reading, writing, and critical thinking** that will likely improve student achievement as measured by criterion and standardized assessments. **Since each content domain has a specialized vocabulary, by necessity, we must establish instruction across all content areas emphasizing word knowledge, comprehension of written and oral text, critical thinking, and the skill to communicate what one has learned.** Critical thinking and receptive and expressive language development should be the core of our instructional programming across all content areas. This effort is broad in scope and requires a robust commitment by every stakeholder—students, parents, educators, community members—in the education enterprise. We must mobilize the village to educate the hearts and minds of our students.

The New Haven Public Schools Board will develop teaching and learning policies to "establish direction for the district, set goals, and assign authority." Concerning effective teaching, curriculum content, assessment, program evaluation, professional development, and other areas of schooling, school boards must create policies that establish criteria for practices associated with evidence-based education reform at all levels of the system. District administrative procedures further define the policy and provide guidelines for its implementation. To avoid role confusion, the school board establishes policies, and the Superintendent and professional staff execute the administrative procedures and teaching protocols to implement policy. Policy development is the product of collaboration between experienced educators and the school board with participation structures that engage parents and members of the broader community. We must create policies on teaching and learning based on the best evidence and collective wisdom at the time of policy formulation with a process for revision to accommodate new knowledge in the specific policy domain. The School Board must hear the voice of teachers, support staff, students, parents, and school administrators at every step of the policy-making process.

Teaching and Learning Elements to Incorporate into District Policy

The following practices serve to organize and provide direction for teaching and learning initiatives throughout New Haven Public Schools:

Need a glossary and citations for specific terms, including those listed below

Models of teaching
Instructional materials

Authentic formative and summative assessment of student learning
 Instructional grouping and scheduling
 Efficient use of instructional time
 High expectations
 Student effort (independent reading, writing, research)
 Professional learning and development
 Administrative practices and procedures
 Affective education
 Parent and community support

District staff will use the following principles for choosing content and teaching methodologies to maximize students learning opportunities:

Student achievement increases when students set their own goals. In collaboration with peers, the classroom teacher conducts a baseline inventory of cognitive and affective skills to develop the systematic instruction designed for students to meet grade-level expectations. Teachers assist students in setting goals, picking strategies to meet those goals, monitoring their progress, and providing feedback and correctives. Research and conventional wisdom have documented a strong, positive correlation between students setting their own achievement goals and student achievement. (Chung, Chen, & Olson, 2021)

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 knowledge. Teachers must use culturally relevant pedagogy to establish high expectations for all students, engage students in a critical analysis of their learning, and prepare them to advocate for a socially just world. There should also be purposeful attempts to make learning relevant to students' interests, cultures, and communities. 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 to create relevant lessons. It is essential that teachers create a space for students to express their perspectives, make their 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 to develop their learning. These interactions will also require the development of appropriate academic vocabulary in each subject area.

Language mediates student learning. Receptive and expressive language contribute to the vital process of making thinking visible, listening to others, and revising meanings and understandings through critical thinking. Students learn subject concepts, ideas, and issues by explaining, critiquing, and building shared knowledge through discourse. Discourse is one of the most effective ways for students to practice sense-making and decision-making and justify their conclusions with facts pertinent to the issue.

Students learn when provided with appropriate materials, rubrics, and clear directions for the learning task(s).

Students learn when provided with sufficient time, feedback, and correctives.

Students learn when given tasks at the appropriate level of difficulty and when the teacher sets a standard for mastery.

Social and emotional growth and development are the underpinnings of academic learning.

Effective teaching depends on parental and administrative support.

Guidance on Instruction

The New Haven Public Schools shall publish and revise bi-annually instructional frameworks based on effective teaching and learning practices to support educators planning effective instruction. The instructional frameworks will describe instructional arrangements across content areas to help students graduate from each successive grade level with the knowledge, literacy, and critical skills necessary to succeed. The New Haven Public Schools instructional frameworks, aligned to standard principles of instruction, will emphasize independent reading, vocabulary development, writing, project learning, oral discourse across the disciplines, and critical thinking.

References

Chung, H.Q., Chen, V., & Booth Olson, C. (2021) The impact of self-assessment, planning and goal setting, and reflection before and after revision on student self-efficacy and writing performance. *Reading and Writing*, 34, 1885-1913.

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