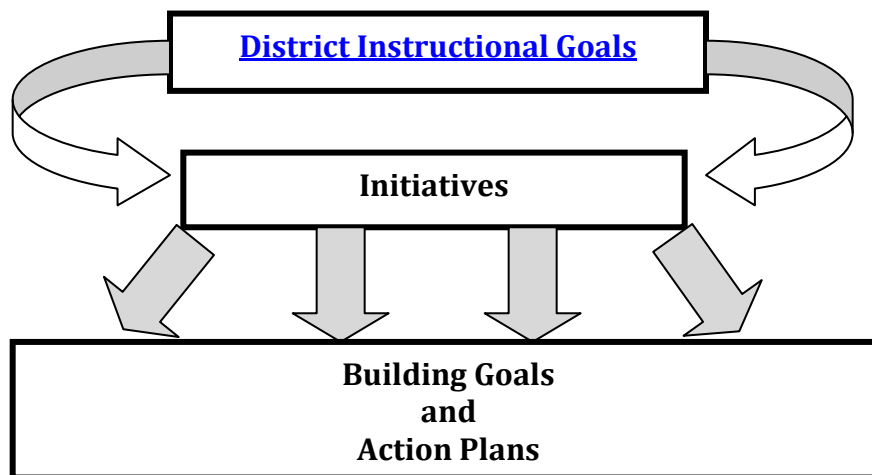


Instructional Plan for 2009-2010

Each year, our District Instructional Goals help us to focus our work and identify ways that we will improve student learning during the coming school year. These goals are consistent with the district's [Framework for 21st Century Teaching and Learning](#)

Once these goals are drafted and related curriculum initiatives identified, each building drafts their own building instructional goals and in turn, creates action plans and plans staff development opportunities. District wide, we engage in professional conversations and experiences that help us to proceed along our intended path.



The following pages outline initiatives that will be in place in relation to each of the District's Instructional Goals. They represent just a sampling of the work that takes place in our schools each day.

At the end of the page, you'll find a list of Board of Education Workshops that will focus on Curriculum and Instruction.

Check individual school web pages to see Curriculum Goals related to our district work. [PES](#), [SIS](#), [SMS](#), [SHS](#)

We hope that these initiatives give you a greater understanding about how our professional work and student learning are linked.

In order to prepare students with the knowledge, skills and habits of mind necessary to be responsible and productive citizens of the 21st century, Somers teachers, staff and administrators will:

Advance critical thinking and thoughtful learning environments through the use of carefully planned instructional units, methodology, and assessments that ask all students to demonstrate deep understanding and skillful application of knowledge in the areas of literacy, mathematical analysis, scientific inquiry and logical reasoning.

- *Focus on the examination of student work and classroom practices to highlight evidence of student learning. Time during professional meetings and staff development days, department and faculty meetings will be dedicated to this work.*
- *Host a [Tri-State Consortium](#) visit to examine our science curriculum. This will involve collecting samples of student work, compiling documentation of our science curriculum and assessment results and surveying teachers, students and parents about science in our schools. The Tri-State visit will provide feedback from professional colleagues about our work and recommendations for possible next steps.*
- *Continue the focus on the development of literacy and mathematical proficiency as teachers K-12 work to refine curriculum and instructional practices in these areas. Staff development will support this effort.*

Focus on developing the use of well-crafted questions and instructional routines that promote students' intellectual engagement in the classroom setting and foster a classroom and school-wide culture of thinking.

- *Continue our study of "Making Thinking Visible". [Visible Thinking](#) has grown from work out of Harvard University's Graduate School of Education. Through teacher questions that dig deeper and the encouragement of students to ask their own questions thinking is revealed in classrooms. Use of routines that encourage students to share their thinking helps teachers plan instruction that challenges all students and makes learning meaningful.*

Incorporate both global awareness and environmentally sustainable practices with the implementation of units of study that enhance student understanding about world issues and respect for and appreciation of differences while highlighting our role in the protection and preservation of the health and well being of our planet.

- *Mindful of the importance of a [“global perspective” in 21st century education](#), we will continue to examine ways to broaden students’ horizons – including the use of varied literature and resources, expanding opportunities to use technology – the internet, video conferencing, skypeing, etc. – to reach beyond our community. We will also continue to build our students’ capabilities as responsible world citizens and seek ways to encourage social action – both locally and globally.*
- *An implementation of [Education for Sustainability](#) curriculum units in mathematics, science, social studies, ELA and the Arts will take place at the Middle School. Similar units of study will be developed in the Intermediate School and will be piloted this year by a small group of teachers. We continue working toward our goals of educating students for sustainability by expanding existing courses and units of study. Somers is working in partnership with the PNWBOCES to develop this curriculum.*
- *Continue to explore ways to encourage appreciation of differences and responsible and respectful behavior through programs in all four schools.*

Provide students with opportunities to explore the integration of science, technology, engineering and mathematics in a supportive, hands-on environment in order to design solutions to real world problems.

- *Continue to identify new ways to expand course offerings related to engineering in the secondary schools. At all levels, teachers of Science, Technology, Engineering and Mathematics will create opportunities for students to integrate these important areas in order to solve real-world problems.*

BOARD OF EDUCATION WORKSHOPS

- **October 6, 2009: Annual District Report**
- **November 4, 2009: K-12 Literacy Instruction**
- **January 12, 2009: 21st Century Teaching and Learning**