<u>Ditch the Curriculum Guides: Move to an Instructional Handbook</u>

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Questions We Ask Ourselves (and that you should ask yourself, too):

- Are you comfortable with the disproportionality (in achievement, access, success, resources, etc.) in your school?
- What story does the data in our district tell us when it comes to teaching and learning? How are you triangulating your data?
- What strategic thinking and planning have you done to try to change the system?
- How do you, your teachers, your students, and your families define success?
- In what ways are you prioritizing teaching and learning in your district and in your work?
- What steps are you taking to bring all stakeholders together to discuss and learn about effective instruction?
- What are your non-negotiables when it comes to teaching and learning in your district? And, how are we communicating these expectations?
- What research are you and your teachers reading around instruction, learning, and leadership?
- Who is carrying the cognitive load when it comes to professional learning?
- How are you, as the instructional leader in your district, modeling the type of learning you want to see in classrooms?



Our "Blue" and "Purple" at St. Anthony-New Brighton:

ARCHITECTURE & TEACHING & CONSTRUCTION LEARNING **PHILOSOPHICAL** "the art and science of "the art and science of **ELEMENTS** building structures" educating students" **UNIVERSAL TRUTHS** UNIVERSAL TRUTHS Rules of physics and Success for all engineering **3 PRINCIPLES 3 PRINCIPLES** Durability Rigor Utility Relevance Artistry Style Beauty Relationships **SYSTEMS &** SYSTEMS & INFRASTRUCTURE: INFRASTRUCTURE: Electrical Equity Ventilation/ Engagement Heating and Air Cognitive Load Plumbing Classroom Management Lighting Assessment CODES CODES "regulations that our guidelines that specify the minimum define our minimum requirements to expectations when it safeguard the safety comes to teaching and general welfare and learning for of building educators occupants"

ARCHITECTURE & TEACHING & SCHOOL & CONSTRUCTION **LEARNING** "the art and science of **CLASSROOM** "the art and science of building structures" educating students" **APPLICATION** BUILDING **CONTEXT & MATERIALS STANDARDS** Resources Students' Prior Raw materials Knowledge Content & Skills **CRAFTSMANSHIP & TEACHING TECHNIQUES** PREFERENCES & PHILOSOPHY Style Expertise of Classroom Climate construction Routines and Systems STYLE, DESIGN, AND **UNIT & LESSON PLANS BLUEPRINTS** Scope and Sequence Stylistic elements Plans for how the Plans for how the standards are delivered materials are assembled BUILDING CLASSROOM INSPECTIONS OBSERVATIONS AND Check of functionality **ASSESSMENTS** and safety Check of understanding. External compliance proficiency, and checks to codes and application building requirements External feedback on instruction and learning NOTE: There are many more additional levels and details with which we could use to continue this metaphor.