Ditch the Curriculum Guides: Move to an Instructional Handbook

Dr. Renee Corneille, Superintendent, St. Anthony-New Brighton Schools (rcorneille@isd282.org)
Heidi Haagenson, Instructional Coach, St. Anthony Middle School (hhaagenson@isd282.org)

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 Story:
Our “Blue” and “Purple” at St. Anthony-New Brighton:

**ARCHITECTURE & CONSTRUCTION**
“the art and science of building structures”

**PHILOSOPHICAL ELEMENTS**

- **UNIVERSAL TRUTHS**
  - Rules of physics and engineering

- **3 PRINCIPLES**
  - Durability
  - Utility
  - Beauty

- **SYSTEMS & INFRASTRUCTURE:**
  - Electrical
  - Ventilation/ Heating and Air
  - Plumbing
  - Lighting

- **CODES**
  - “regulations that specify the minimum requirements to safeguard the safety and general welfare of building occupants”

**TEACHING & LEARNING**
“the art and science of educating students”

- **UNIVERSAL TRUTHS**
  - Success for all

- **3 PRINCIPLES**
  - Rigor
  - Relevance
  - Relationships

- **SYSTEMS & INFRASTRUCTURE:**
  - Equity
  - Engagement
  - Cognitive Load
  - Classroom Management
  - Assessment

- **CODES**
  - our guidelines that define our minimum expectations when it comes to teaching and learning for educators

**ARCHITECTURE & CONSTRUCTION**
“the art and science of building structures”

**SCHOOL & CLASSROOM APPLICATION**

- **BUILDING MATERIALS**
  - Resources
  - Raw materials

- **CRAFTSMANSHIP & TECHNIQUES**
  - Artistry
  - Style
  - Expertise of construction

- **TEACHING PREFERENCES & PHILOSOPHY**
  - Style
  - Classroom Climate
  - Routines and Systems

- **STYLE, DESIGN, AND BLUEPRINTS**
  - Stylistic elements
  - Plans for how the materials are assembled

- **BUILDING INSPECTIONS**
  - Check of functionality and safety
  - External compliance checks to codes and building requirements

- **CONTEXT & STANDARDS**
  - Students’ Prior Knowledge
  - Content & Skills

- **UNIT & LESSON PLANS**
  - Scope and Sequence
  - Plans for how the standards are delivered

- **CLASSROOM OBSERVATIONS AND ASSESSMENTS**
  - Check of understanding, proficiency, and application
  - External feedback on instruction and learning

**NOTE:** There are many more additional levels and details with which we could use to continue this metaphor.