The Principal's Role in Implementing School-wide Literacy Strategies (Part 4)

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High-Quality Classroom Instruction

Less is More!

What Matters Most
1. Teacher Expectations (Hattie, Dweck)
2. Relationships (Hattie)
3. Use of Time (MET, Sutton)
4. Purposeful Reading, Writing, and Discussion (Schmoker)
5. Formative Assessment (William, Hattie)
6. Feedback (Hattie)
7. Chunking (Willingham)
8. Engagement OTR (numerous studies)
9. Mastery (Hattie)

Elements of the Instructional Framework
1. Consistent Beginning (Focusing Activity)
2. Solid Ending (Formative Assessment)
3. Engaged Students (OTR)
4. Checks for Understanding & Feedback

+ Purposeful Reading, Writing, Discussion

Instructional Time
We control...

"Maximizing learning time is one of the most effective means for increasing student achievement."

No down time

“Purposeful”

Stuart High School
Instructional Framework

Instructional Framework

B E P E

B E End

Beginning Bell Ringer Essential Question
Activating Strategy Engagement
Vocabulary Reading Comprehension Writing
Check for Understanding Application Summarize
Formative Assessment

Teacher Leads Students Work

B E End

Beginning Focus Learning Target
Instructional Framework

Ending Formative Assessment
Consistent Beginning

How do you focus students at the beginning of a lesson?

Learning begins when you enter the classroom.

“Learning continues when you enter teacher’s room.”

Connect with students!

“Learning begins when you enter this building.”
Essential Question

How do you decide what to teach in the next lesson?

Essential Question

What strategy can double student learning gains?

Formative Assessment

1.7 years of growth
Tomorrow’s Lesson

Assessment of Learning

Essential Question
What strategies do you use to keep students engaged?

Assessment for Learning

Scaffolding, Sequencing or Differentiation
Gradual Release...of Responsibility

Focus Lesson
Guided Instruction
Guided Practice
Independent

“I do it”
“We do it”
“You do it together”
“You do it alone”

While checking for understanding

Teachers
Watch
Students Work

“Teach Less
Practice More”

“The brain that does the work does the learning.”
- David C. Sousa

Every Day in Every Classroom

1. Consistent ________ (Focusing Activity)
2. Solid ________ (Formative Assessment)
3. E_______ Students (OTR)
4. Checks for Understanding & ________
   + Purposeful _______, _______, and ________

Every Day in Every Classroom

1. Consistent Beginning (Focusing Activity)
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4. Checks for Understanding & Feedback
   + Purposeful Reading, Writing, Discussion