

CURRICULUM NEWS

A Commitment to Excellence!

GO RED Framework

Best instructional and teaching practices are crucial for promoting effective student learning and academic achievement. These practices are informed by evidence-based strategies that have been shown to have a positive impact on student outcomes. John Hattie, a prominent education researcher, has contributed significantly to the understanding of what works best in the classroom through his meta-analyses of numerous studies. It is this foundational understanding that led to the creation of our Northern Local Instructional Framework, now simply known as GO RED. As stated in the Framework's Purpose, we want to provide students with consistency and continuity in order to improve social and academic performance across all subject areas and grade levels. Our goal is for students to recognize and be familiar with the best practices addressed in GO RED no matter what classroom they enter.

Building positive relationships, one of our foundational principles, is the at the center of GO RED. Research consistently underscores the impact of these relationships on student motivation, engagement, and overall academic success. Beyond the academic realm, these relationships contribute to the development of social and emotional skills, preparing students for



The Impact of Positivity!

Research shows that our attitude helps create a self-fulfilling prophecy. Because optimists believe in a positive future, they actually *delude* themselves into working more to make it possible...They lead with optimism and belief and address and transform the negativity that too often sabotages teams and organizations...They believe in what's possible, so they act and do, connect and create, build and transform their team and organization—and change the world.

The Power of Positive Leadership
John Gordon



success both inside and outside the classroom. There is no way to overemphasize the importance of building positive relationships, especially with the challenges we face as a society in today’s culture.

The rest of GO RED addresses research-based best practices from maximizing instructional time at the beginning and end of a lesson with Bell Ringers and Exit Tickets to providing regular Feedback for all students throughout a lesson. Along with these best teaching practices, there is a GO RED Framework for students that addresses the important role they play within their own education. Two key aspects of the students’ GO RED are: Respect learning by maximizing their time on task and Engaging in their lessons.

The commitment to excellence that our district has challenged itself with requires that we keep finding ways to better ourselves. This process can be seen within the principles of GO RED as well as the day to day dedication of our staff, students and community as a whole.

Go Generals,
 Clint Rhodes
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KeyLinks:

GO RED Framework - Find the fully updated framework [here](#).

Hattie Effect Size - 252 Influences and their Effect Size on student achievement can be found [here](#).

Educator’s Mind-frame and Why it Matters - Find a video of Hattie’s presentation [here](#) and find the slides that go with that presentation [here](#).

Key Terms:

Bell Ringer - The initial work and/or routine to maximize the instructional time at the beginning of a class or lesson.

Objectives - The standards and goals that will be addressed in a given lesson. Clearly communicating learning goals, expectations, and instructional objectives is crucial. When teachers are explicit about what students are expected to learn, it positively influences student achievement.

Feedback - A teacher’s information and comments as they relate to a student’s performance. Providing timely and constructive feedback to students is a high-impact teaching practice. Feedback helps students understand their strengths and areas for improvement, guiding them toward enhanced learning outcomes.

Exit Ticket - A simple and quick assessment that takes place at the end of a lesson. This assessment helps teachers know what students learned and where to go next with their instruction.

Northern Local Instructional Framework					
Framework Purpose: Provide students with consistency and continuity in order to improve social and academic performance across all subject areas and grade levels.					
Provide teachers with a simplified approach for quality daily instruction while building positive student/teacher relationships.					
G	O	SHERIDAN S GENERALS	R	E	D!
Get Started Immediately	Objectives Posted		Reach All Students	Everyone Gets Feedback	Dedicated Ending
<ul style="list-style-type: none"> Greet students at the door. Bellringer: Students start working without teacher direction. 	<ul style="list-style-type: none"> Target skill 6-12 I Can Statements K-5 		<ul style="list-style-type: none"> "I do, we do, you do" "Strategic Hands Policy" 	<ul style="list-style-type: none"> Students working: teachers checking Praise, prompt, leave (Come Back!) 	<ul style="list-style-type: none"> Exit ticket Quick Check
		Foundational Principles			
		Every Day in Every Classroom Every Student Will Read, Write and Speak Build Relationships!	-Students engaged in the teaching -Cold calling with life line and circle back -No opt out of answering question	-Students engaged in the work -Goal is to create independent learners	-Use exit ticket to guide next day's lesson -Maximize the last 10 min of class
					-Maximize the first 10 min of class