



EMPOWER LEARNERS TO THRIVE

HORIZON MIDDLE SCHOOL

INSTRUCTIONAL FRAMEWORK

A CULTURE OF COLLECTIVE EFFICACY

At Horizon Middle School, we believe in the power of Collective Efficacy. We hold the collective belief that teachers have the greatest ability to positively affect students, despite other influences in the students' lives that may challenge their success. With an effect size of 1.57, Collective Teacher Efficacy is strongly correlated with student achievement (0.4 = 1 year's worth of growth). The instructional framework along with this belief reveal how we can influence positive student outcomes. These outcomes are achieved through research-based strategies that present a cohesive, consistent approach to learning. Read more about Collective Teacher Efficacy here. (Hattie, J., 2018)

DISCIPLINARY LITERACY

Using reading and writing to learn (Effect Size: .40-.75)

Learners...

Monitor reading and writing

Write to remember

#HMS

Summary Writing

Focused Notes

Small Groups/Jigsaw/Reciprocal Teaching

Philosophical Chairs/Socratic Seminar

Academic Vocabulary

TEACHER/STUDENT CLARITY

A deep understanding of what teachers intend for students to learn and what proficient work looks and sounds like (Effect size: .75)

Learning Targets/EQs are posted

Proficiency scales design instruction

Provide scaffolded instruction

Co-construct success criteria w/PLC and/or students

Provide effective student feedback

Utilize effective peer-to-peer feedback

Student self-assessment w/progress monitoring tools
Share learning/progress w/students and PLC

COLLABORATION

Working together to produce or create (Effect Size: 1.57)

Content Teams follow the PLC Process

Learners...

Purposeful group learning

Work toward a common goal

Intentional collaborative activities

Experience productive struggle

TEACHER/STUDENT RELATIONSHIPS

Students are known and appreciated for who they are (Effect size: .72)

Teachers help to foster resiliency

Teachers model empathy and kindness

Teachers recognize and respect what a child brings to class (home life, cultural background, socio-economic status, etc.)

Students are safe and welcome

Students have positive relationships with adults
in school and with their classmates