



Improving the Instructional Core

Transforming Education Where it Matters
Most

Agenda



1 Instructional Core

Tier 1 Instruction

Instructional Core

2 Strategies

Instructional Practices

Using Technology

3 Overview

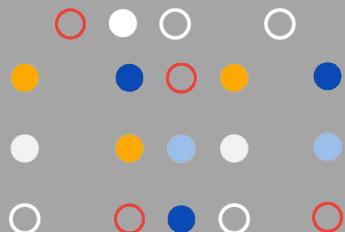
ThinkCERCA Overview

Tier 1 Instruction



RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.



Engaging students in the
learning process

STUDENTS

Improving teachers'
instructional practice

TEACHERS

Providing academically
challenging content

The Instructional Core

CONTENT

Seven Principles of the Instructional Core

1. Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two.
3. If you can't see it in the core, it's not there.
4. Task predicts performance.
5. The real accountability system is in the tasks that students are asked to do.
6. We learn to do the work by doing the work, **not** by telling other people to do the work, **not** by having done the work at some time in the past, and **not** by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

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The Instructional Core

Differentiate



Example Task Set Variable: The Road Not Taken



Highlight patterns that you find in the sounds used in the poem.

What is the student doing cognitively?

Understanding and analyzing the author's use of rhyme.

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Example Task Set Variable: The Road Not Taken



Highlight patterns that you find in the images described in the poem.

What is the student doing cognitively?

Analyzing the author's use of imagery.

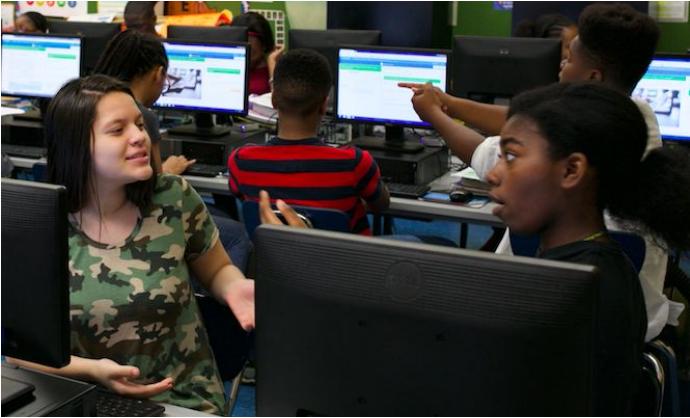
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Example Task Set Variable: The Road Not Taken



What is Robert Frost's argument about the nature of choice?

What is the student doing cognitively?

Evaluating the poet's technical choices and synthesizing the evidence of the poem to support a claim using text evidence.

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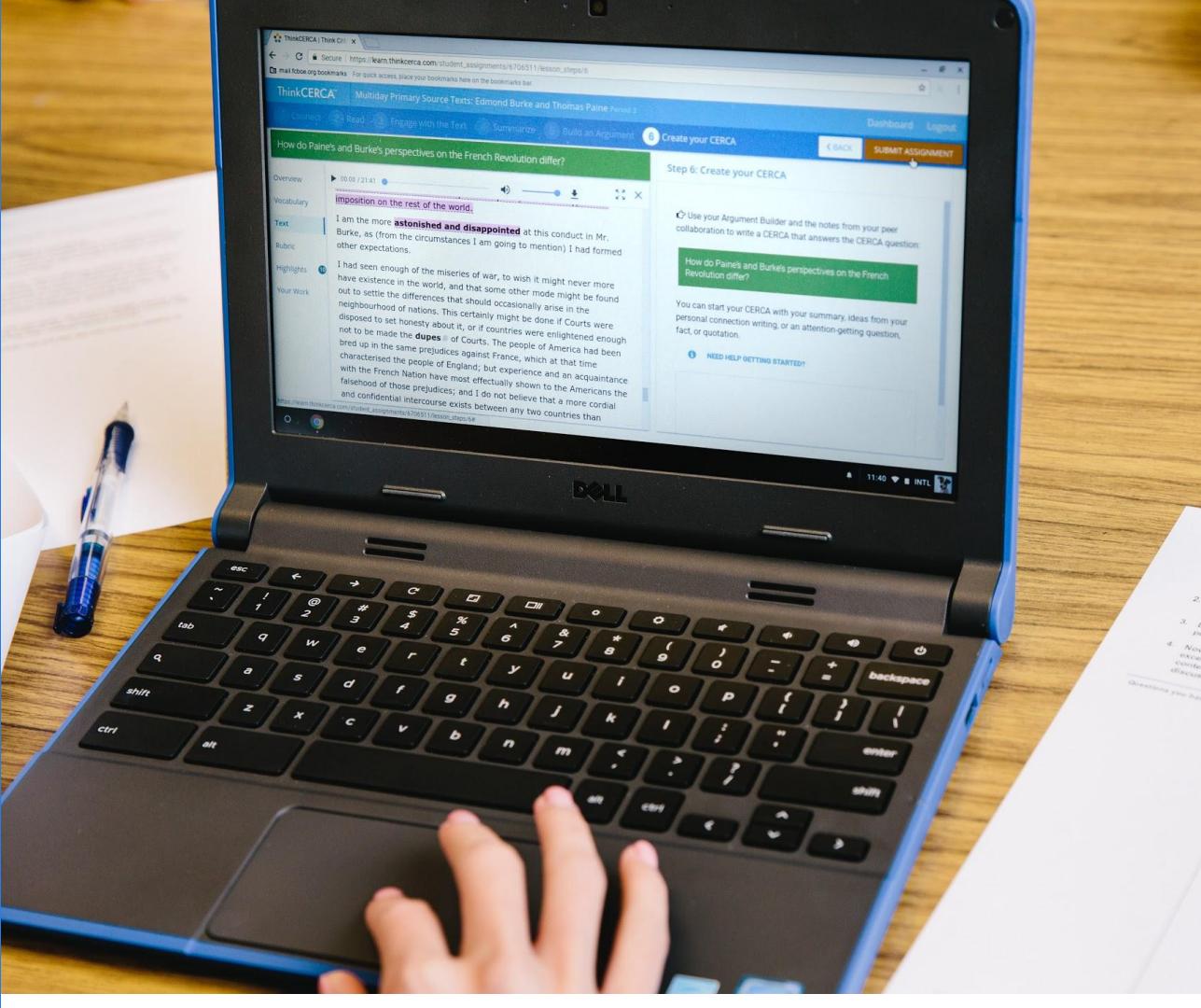
Planning for All: Universal Design for Learning



The Instructional Core

Giving Feedback

*With and
without
technology*



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