ACADEMIC INFO

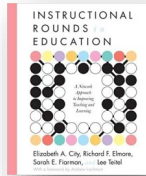**Busch Middle School of Character**

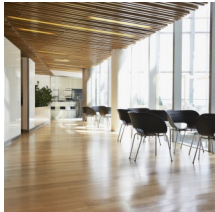**Instructional Practices**   **Instructional Core**   **Cross Content Literacy**   **Blended Learning**

Instructional Practices

Blackboard Configuration

Required in every classroom consists of the following:

Do Now:

Short. Plan it taking no more than 3–5 minutes.
Active. Tell students what to do, starting directions with a verb. Task should be at students' independent learning level and accomplished without the help of teacher.
Ready. Have it posted when students enter, in the same place every day.
Relevant. Connect the task to the previous or upcoming lesson.
Purpose of Do Now is to set expectation for students to work right away when entering classroom. It keeps the classroom managed and increases time on task while teacher takes attendance.

Example: List the three states of matter. In at least three sentences, give examples using the periodic table. Draw an image for each.

Instructional Standard: Posted on the board and referenced before and during lesson.

Example: 8.EEI.A.1 (Radicals and Integer Exponents Properties)

Lesson Objective:

Posted on the board as learning target and lesson outcome. What are students going to know and will be able to do as result of instructions? ("What" and "How")

Example: Students will be able to understand that a function assigns to each input exactly one output using real life applications, graphs, tables, and input-output maps as evidenced by at least 80% proficiency on their work samples.

SMART objectives are: specific, measurable, attainable, result driven and time bound.

Language Objective for ELL co-taught classes: Students will be able to use transitional phrases (e.g., as a result) in writing
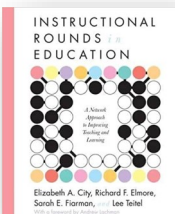
Academic Vocabulary:

Evidence that content vocabulary is intentionally thought in multiple ways (Fryer model, Kinsella model, context clues, visual representations, pronounced chorally, used in sentence frames).

Exit Ticket:

Assessment of learning is aligned with proficiency scales and learning outcome (lesson objective).

Instructional Core

Increases in student learning occur only as a consequence of improvements in the level of content, teacher knowledge and skill, and student engagement (City, et al, 2011).

This is the first principle of the instructional core. The instructional task is at the center of instructional core according to Walter Doyle (p.23). The model of the instructional core provides the basic framework for how to intervene in the instructional process in order to improve the quality and level of student learning.

Seven Principles guide 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 to affect student learning. (How is student learning affected by teacher's knowledge and skills, level of content in classroom, role of student in instructional practice, and relationship between teacher, student and content).

3. If you can't see it in the core, its not there (teaching causes learning).

4. Task predicts performance. (examine what students are actually doing, how they are expected to do it –specify the knowledge and skill involved)

Instructional Core Cont.

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 point 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 (creating school-wide commonly understood language of how good teaching looks, feels, and sounds like).

Cross Content Literacy

Reading Fluency

At least 70% of our student population is below instructional reading level. This means that most of our students are in Tier 2 and 3 of the RTI levels (Response to Intervention). One way to help students is focusing on reading fluency. Some RTI models combine both the intensity and quantity of reading instruction. It is critical that students in Tier 2 receive additional cross-content reading instructions at least 15 minutes per day for 5 days per week, while those in Tier 3 receive 20 minutes per day, five days per week, in all content areas. Below are links of various strategies that impact reading fluency. Reading strategies need to be part of daily instructions in order to improve students reading levels.

	Before Reading	During Reading	After Reading
Audio-Assisted Reading		⬤	
Choral Reading		⬤	
Paired (Partner)		⬤	
Reader's Theater		⬤	
Shared Reading	⬤	⬤	⬤
Timed Repeated Reading		⬤	

Blended Learning

In order to address equitable learning for students who are absent please make sure you have the following practices in place:

- Lessons in TEAMs are posted and current
- Links provided in resources/lessons are active and working
- Weekly learning road map is clear and easy to navigate
- Daily or weekly objectives are posted and are standard based
- Students are provided with learning resources (PowerPoints, Nearpod, videos, your lesson recordings, curriculum links)
- Chats/e-mails from students are answered in a timely manner
- Meaningful feedback to students on work submitted is provided

For all instructional inquiries: instructional feedback, coaching, short PD/training, lesson planning, curriculum questions, and instructional technology implementation, please reach out to me.

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