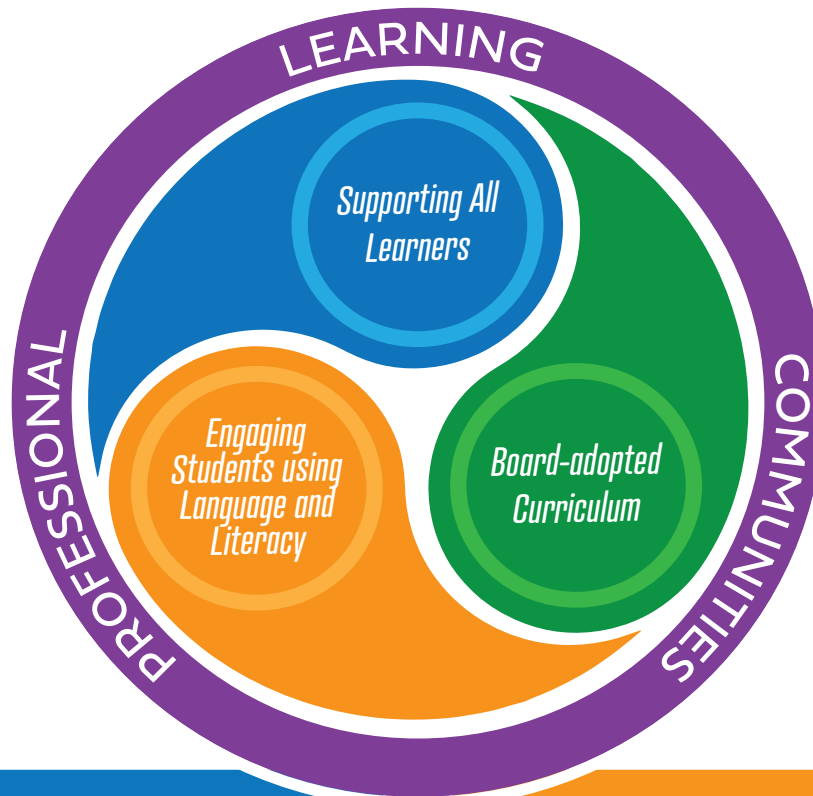# Modesto City Schools
Instructional Core

VISION | Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.

LEARNING

PROFESSIONAL

COMMUNITIES

Supporting All Learners

Engaging Students using Language and Literacy

Board-adopted Curriculum

Supporting All Learners
Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.

Engaging Students using Language and Literacy
Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.

Board-adopted Curriculum
Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students' progression over time.

Professional Learning Communities
PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don't reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All Learners | All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

What do each of these instructional core values look like in the classroom?
Below are a few examples of how a teacher or student, or other classroom visitor might observe these in practice.

What are teachers doing?

What are students doing?

Supporting All Learners

- Intentional, well planned lessons - based on grade level and ELD standards - that include frequent opportunities for student engagement
- Intentionally designed lessons with opportunities for differentiation for all students including EL and SpED
- Lessons that include pre-teaching, re-teaching, remediation, intervention, GRR, etc.
- Excellent tier I instruction (GIFT) with scaffolds
- Provide frequent, relevant and timely feedback so students can articulate their strengths and areas for growth

- Know and understand the learning objective AND can demonstrate mastery of the content/concepts/skills through the use of spoken and written language
- Actively engaged in the learning (reading, writing, listening and speaking)
- Provide non-linguistic responses (gesturing)
- Student collaborative conversations
- Using of sentence stems/word banks
- Using of graphic organizers
- Frequent opportunities for structured student talk
- Use of choice charts

Engaging Students using Language and Literacy

- Intentional planning based on deep knowledge of student needs and data including EL data, benchmarks, and state assessments
- Maximizing instructional minutes
- Knowledge of content and ELD standards
- Success criteria aligned with content and ELD standards and shared with students
- Intentional CFUs that target engagement
- Including content and language objectives
- Strategies meet student needs such as SADIE strategies
- Strategic partnering and strategies (EL, RFEP, EO, etc.)
- Uses Assessment Data
- Chunks Lessons to provide processing time for all students, including EL and SpED.

- Respond using academic language
- Responds using sentence stems as needed
- Engaged all day, every day in reading, writing, listening, and speaking
- Know their level and next steps in their learning journey
- Receives and acts on teacher/peer feedback
- Affective filter is lowered due to strategic lesson delivery (focus on the new learning, not the way it is being delivered)

Board-adopted Curriculum

- Posted learning and language objective refers to adopted curriculum and links provided in Schoology when appropriate
- Consistency between classrooms
- PLC teams utilize ancillary support items based on data and student groups
- CFUs aligned with the pacing of the curriculum
- Common curriculum and pacing support students that move from one MCS school to another at the same grade level

- Use adopted curriculum
- Proficiency in routines and procedures
- Know how to use the online tools associated with the curriculum
- Common language
- Appropriate homework from the adopted curriculum

Professional Learning Communities

- PLC conversations aligned
- Addressing student academic needs based on data
- Utilize and address all four PLC questions for all students including EL and SpED
- Identification of differentiation strategies to address student academic needs
- Focus on teaching and learning
- Use of curriculum and common assessments
- Grade is based on mastery, not completion of work
- Identify common instructional strategies and pacing based on student data
- Identify what mastery looks like and th scaffolds needed to reach mastery
- Administrator feedback/coaching to PLC's that align to Instructional Core