**Description of Components**

The TCSD Instructional Framework is a structure for sound daily instruction to deliberately support learner success. The framework provides TCSD with a common language and model for instructional practice. The following is a basic overview of each component in the framework.

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| **Desired Academic Outcome** | A statement of the lesson objective(s) to include the learning intention and success criteria. This is shared with students and referenced throughout the lesson. | 1. “I can explain the value of each step in the engineering design process.”
2. “Students will be able to locate key details in an informational text.” |
| **Bell Ringer**            | An activity at the beginning of each lesson that immediately engages students in academic thinking to support the learning of the day or prior lessons. | 1. Students answer three questions about yesterday’s lesson independently.
2. Students write what they know about the topic being introduced today. |
| **Core Instruction**       | Teacher directed instruction on new content in which students are continuously engaged in thinking and making sense of the information. Skills and strategies are modeled by the teacher and students attempt with heavy teacher support. Students are primed to begin applying with less teacher guidance. | 1. The procedure for creating the project of the day are modeled while explaining important details and warning of common errors.
2. The thinking required to analyze a scientific phenomenon is explained aloud while the key points to be remembered are emphasized. |
Student learning is monitored to ensure that the instruction is effective. This provides feedback to the teacher and students continuously throughout the lesson.  

1. The teacher poses a question, provides think time, and then calls on a randomly selected student.  
2. After teaching a process clearly, the teacher watches students work to determine the level of understanding and to guide students forward.

In alignment with the DAO, students apply and practice the information or skills from the core instruction. Ongoing instruction, feedback, and individual supports are differentiated according to student need.  

1. After teaching how to add mixed fractions, students solve a series of increasingly rigorous problems with teacher support.  
2. While students apply a new writing strategy, the teacher monitors student work and poses questions to prompt student thinking and extend understanding.

To ensure students have reached the success criteria of the lesson’s DAO, a simple yet precise daily assessment is utilized at the close of every lesson. A DAO assessment should provide feedback about how well each student achieved the success criteria of the lesson.  

1. Following a lesson on calculating standard deviation, students practice solving multiple examples and receive descriptive feedback. At the conclusion of the lesson, each student is required to calculate the standard deviation three times independently and explain their thinking.  
2. After the teacher demonstrates how to write a simple digital circuit, students attempt to replicate the same circuit with a partner. After receiving feedback on any errors and trying again, each student must wire a similar circuit independently and show the teacher prior to the end of the class period.

Based on assessments from previous lessons, teacher supports students based on individual needs by placing students in flexible groups based on the skill/strategy needed.  

1. After giving a unit test the following week, students struggling to write the letters of the unit are taught in a small group until they demonstrate they have gained the skill.  
2. As a result of a performance assessment requiring students to perform basic experiment procedures, students who were unable to perform the procedures are given additional instruction until they are successful.