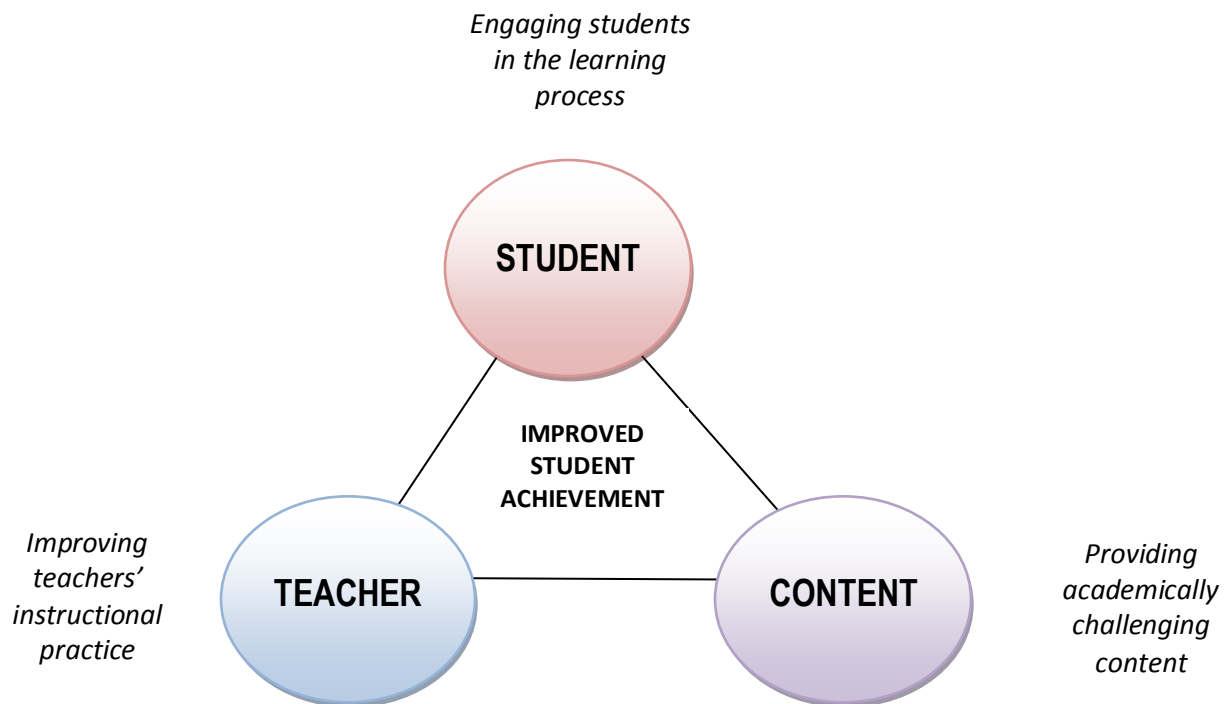


## THE INSTRUCTIONAL CORE



The **instructional core** includes three interdependent components: *teachers'* knowledge and skill, *students'* engagement in their own learning, and academically challenging *content*.

You don't change performance without changing the instructional core, the relationship between teacher and the student in the presence of content.

There are basically only three ways you can increase learning and performance. One is to increase the knowledge and skill of teachers. The other is to somehow affect content. And the third is to somehow alter the relationship of the student to the teacher and the content.

What the instructional core does is it helps us identify where we are trying to improve. If you change one, you have to change them all. Alter the skill and knowledge of the teacher and you stay in a low level curriculum, you've got tensions between what teachers can do and what the content is capable of doing.

If you alter the content without changing the skill and knowledge of teachers, you're asking teachers to teach to a level they can't – they don't have the skill and knowledge to teach to. If you do either one of those things without changing the role of the student in the instructional process, the likelihood that students will ever take control of their learning is pretty remote.

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