

Table 1 describes the Core Instructional Practices—what they are and are not. As noted in Table 1, these Core Instructional Practices describe integrated instructional approaches to teaching academic content; they do not detail specific instructional strategies or curricula, nor are they a replacement for teaching performance standards. Besides describing the shifts in instruction that need to occur for many teachers with the implementation of the Common Core, they are intended to clearly articulate what all teachers need to do well to teach ELA/literacy and mathematics effectively.

Table 1. Common Core Instructional Practices

What the Core Instructional Practices Are (and Are Not)	
ARE	ARE NOT
<ul style="list-style-type: none"> ■ Are based on research and practice. ■ Are developed in collaboration with teachers, curriculum experts, teacher educators, assessment developers, and other experts. ■ Are a working set of content-specific teaching practices that, if enacted by teachers or teams of teachers, should help all students attain mastery of the Common Core State Standards by the end of Grade 12. ■ Are meant for use in systems-alignment work. ■ Are subject to revision based on new evidence of utility. 	<ul style="list-style-type: none"> ■ Are not the one best way to teach. ■ Are not a comprehensive set of teaching performance standards. ■ Are not the specific learner “mathematical practices” or ELA/literacy “anchor standards” detailed in the Common Core. ■ Are not meant to be a checklist or one-size-fits-all or prescribed approach to pedagogy. ■ Are not inclusive of all important teaching practices, competencies, skills, performances, and dispositions—such as organizing and managing classrooms, reflecting on or analyzing instruction for the purpose of improving it, building relationships with students, or collaborating with colleagues.