Instructional Advocacy to Improve Practice

Participant Answers

**Question 1: What do you feel needs attention right now to make the biggest difference in achieving the potential of the Standards?**

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| Providing relevant instructional materials aligned to CCSS |
| I think there needs to needs to be an understanding of how to truly implement the standards. Our district focused so much on unpacking CCSS but never really said what does this look like when in the classroom. Teachers understand that shifts are necessary but not how to make them. |
| Structures for teacher professional learning, in order for them to engage in the shifts. |
| Eliminating the high stakes tests in order to give teachers an opportunity to master them. |
| I think, in my setting, I need to start at the beginning with unpacking the standards... |
| I wanted to copy and paste this quote |
| Developing teachers' understanding of how the math practices support the standards and help address the shifts in instruction. |
| Right now, to make the biggest difference in achieving the potential of the Standards, would be professional development on how students learn mathematics and how they make sense of the mathematics. |
| Understanding RIGOR, for what it really is. We are working on that in my district. |
| Training |
| Daily Formative Assessments - How do we really know students are learning what we think we are teaching? |
| Universal understanding and interpretation of the standards |
| The curriculum put in place by the district and how it connects to the standards for each grade level. |
| Paid Professional Learning from Content Teaching Experts |
| Teachers understanding the progression of the standards across grade levels |
| For full standards implementation to take place, teachers need to unpack the standards to thoroughly understand them to teach them  |
| Cultural relevance and competence, in other words teachers must be able to adapt these standards to the educational and sociopolitical context of students. |
| I can make a local impact when I volunteer with the state education department to write assessment questions for the state test.  |
| I think we need to be proactive in "busting myths" about what CCSS are and how they can impact student achievement. |
| Teachers need to have bought into the importance of the standards and feel prepared to teach them well |
| To explain coherence so teachers understand how the standards progress across grade levels. E.g... Use Models to multiply one year and then learn algorithm in a later year. |
| We can get better together! |
| Teacher, families, and administrator need to do the math and engage with math as a process of problem solving and not as answer getting. The biggest thing that needs attention right now is orientation and culture toward mathematics. |
| Crafting questions that are not only standards-aligned but move students to a rich understanding of the text and prepare them for a rigorous culminating task |
| It can start with 2 teachers from different grade levels teaching the same standard and then discussing what their expectations are for the standard. It can then grow throughout the school. |
| By sharing what is working and helping to implement with peers. |
| Consistent assessments - no more moving to less rigorous ones at the state level and local assessment literacy |
| This year I found a "partner in crime" in my district who believes in the work and has been essential for brainstorming ideas to spread the work. Multiple voices leading similar conversations and asking similar questions has started to have an impact within our district. |
| Breaking the standards down and explaining them a little better would help. The teachers that don't completely understand what they are supposed to be teaching (the newer teachers or the struggling teachers) are usually struggling because they don't understand what exactly the standards entail. |
| Aligning current curriculum to the depth of the standards. Teachers need to see the difference between what has always been done and what could be done with deep, engaging questions that require critical thinking.  |
| Understanding rigor and what that really means? |
| Getting standards based writing across curriculum |
| Understanding how what students do in the class room needs to change. |
| Teachers need to be able to take risks in the classroom, but teacher evaluation systems make them hesitant to do so. |
| Teachers understanding the standards....the material, the rigor, the ways to differentiate the material to meet the students |
| Grassroots efforts can change the world. |
| Share the examples and tasks from Illustrative mathematics and from the lessons on achieve so that teachers understand the changes needed in their own questions. |
| Students need to drive their learning. This happens when teachers have the pulse of the class. Develop Positive mindsets and include relevant topics. |
| A better understanding of each standard and strategies to teach it that really work. |
| I agree...how to get a rigor mindset across all teachers. |
| Teachers coming together to create a scope and sequence for their grade level in their district. |
| It helps SAP see if their resources are what teachers need and helps identify further areas to support. |
| How can the math classroom turn from a focus on skill development and then problem solving to rich task/open question presented to all students and skill be developed as needed? |
| Immersive Learning, using virtual world tools, in addition with the ones already in use. |
| There is no reason to reinvent anything. |
| Providing a safe environment for teachers to share and collaborate without a fear of judgement. |
| "Build it, Draw it, Talk it, Write it ...Own it." |
| Administrators and district leaders do not fully understand the standards. It is a battle to get them to understand the standards and to support materials and practices that align with the standards. |
| Model close reading of a Standards related text and guide teachers through a close reading lesson. |
| We are still battling the understanding of the three shifts especially Rigor! |
| Aligned assessments need the most attention right now! |
| Discussions around videos of classrooms across the nation where there is fidelity of implementation and the evidence of student growth in these classrooms. |
| Using sources that students can understand. The primary source material in 6th grade Soc. St. often had such a high reading level that teachers were challenged to understand the quotes. |
| A few things: 1) teachers reading the text and doing the math as a team to talk about what instruction should look like and 2) digging into the curriculum to understand what it requires of kids, if it is aligned to the rigor of the standards and what success looks like |
| Work on differentiating standards so that we do not create a tyranny of unattainably high standards for those who come into our setting academically and linguistically underprepared. |
| We can receive and share instructional insight among each other. That way we truly are not recreating. |
| The problem we are having is the over-reliance on high-stakes tests to judge the learning of the standards. As much ground as we are making with getting teachers and students to embrace the standards, the data-gathering trumps that. |
| Aligned materials, especially in math, is needed, and professional development for teachers to help them make the shifts! |
| Aligned Curriculum, Instruction and Assessment to the standards |
| I am an instructional coach in my district. As I collaboratively plan with them, I can ensure they understand the standard in order to teach it conceptually.  |
| How do you get the buy-in for this embedded work? From district leaders to fund to the teachers actually doing, talking, and refining? |
| Attention needs to be on the types of assessments and how they line up with the standards, as well as how does a standards based report card help to zoom into the common core standards  |
| breaking teachers of bad pedagogy (i.e. teacher-centered classrooms with little student-student interaction and leadership) |

**Question 2: In what ways could you make a local impact?**

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| By forming instructional alliance and buy-in from grades level math teachers |
| Create targeted PD or teachers and school leaders to get to common understanding of implementation |
| Become more familiar with the standards and dedicate time to honing my own skill set then sharing it with others. |
| All the teachers need to be involved. |
| I believe often times fear of implementing proper exposure to the shift and what it looks like often stifles the desire to further expound on pedagogy I hope that we visit opportunities to motive our colleagues to achieve the work and take the risk |
| I can work within my current position to build a team of teacher leader cadres |
| We should share what we are doing, so we can learn from each other and get better at our practice! |
| I brought back a team after attending/presetting at the AZ catalyst training that will focus on math. The admin. has provided us time & space to share the work monthly. |
| Looking at student work as a group. |
| Telling our stories builds community |
| I have taken on the leadership for math and science at my school to help find resources and lead PD for teachers |
| As a building mentor, I would like to help new teachers learn effective ways to unpack the standards. |
| Continuing to help publishers "get it right"-- really align materials to the shifts... in all subjects. No more stickers on covers that fib! |
| How do you get teachers to join a network when they are so busy during the day, and exhausted to meet after school? |
| We can coordinate efforts within states and regions to scale the impact. |
| As a Literacy Instructional Coach, I will gave significant impact at the school level...I'd like to empower my teachers to take charge and do the work to impact their classwork |
| Engage parents and other community stakeholders in order to pool resources and support which could enhance instruction |
| I have control over our ELA PLC. ELA and SS teachers need to be involved, as well as the principal and AP. |
| I am in a great position to share the success stories I hear from teachers and from students. |
| I could impact by sharing lessons and techniques with colleagues, giving positive support to the work that we are doing, leading PD |
| Start in my building and hope to get other teachers as excited as I am. Hopefully it is reproduce itself and from building to building and district to district. |
| The have other examples of ways to modify the "wheel" instead of create. |
| The progression of text dependent questions |
| Networking is a powerful tool. We should expect our students to share daily. Sharing benefits them and us. |
| Help superintendents and principals understand what they need to be seeing in the classrooms |
| Some of the power of the standards are so many states participating in a national conversation about content, lesson planning, assessment, etc...SAP is the network to share that work. |
| Continue to work on mapping the 6-12 English curriculum for our district and to use the EQUIP rubric to analyze alignment to the Standards |
| work with other teachers to share data to improve testing scores |
| I can help guide what the focus will be for PD |
| Share at the school level with my teaching team (and beyond). Join the math teachers group (become a representative) across the district and share there. |
| New ideas may be generated that you as an organization can consider and share. |
| Participate in district Institutes and local forums. |
| What strategies can we use to engage teachers in the professional learning work vs. training? |
| How can we train admin who have never taught the CCSS to properly evaluate their teachers who are now doing so? |
| It would make a difference for teachers to easily see and experiment with making the standards come alive - it's a dauntingly large collection at first glance, and there have been other standards. So what are ways to make these real? To get a grasp on them? I went to a Math training like that and it was fabulous. |
| I have control over the work we do with math leaders in each school but principals need to be more involved. |
| Because when I hear that someone has done something, then I feel more motivated that \*I\* can do it. And vice versa. |
| Funding for after school classes. |
| I'm going to help teachers learn about the standards rather than train them on the standards. |
| Model mathematics practices. |
| I could join my administrator’s organization and begin to advocate more at that level now that I am in that role. I also can begin to do more for the teachers in my school to understand CCSS. |
| I want to seek ways to include the work in every project I work on. |
| Teachers need to see other teachers being successful with the shifts to be inspired. |
| I would have to be completely sold on CC. If I was, I would talk to others about the strong beliefs I had in relationship to it. |
| Consider how to utilize the tools to build habits with other coaches and school leaders. Focus on the Core Actions to support observation/feedback processes in schools |
| So we can share the knowledge |
| The collection of our ideas and minds is far greater than the ideas and mind of an individual. |
| I love the quote "if you do not see it in the classroom, it is not happening." - I think this is from Richard Elmore. |
| At the local level, I can make an impact at PLC meetings, share resources at meetings, invite others to attend free webinars like the edWeb.net webinars, and develop pacing guides aligned with the standards with concrete examples to use in the classroom. |
| leading district-sponsored PD for teachers |

**Question 3: In what ways do you have control over your next work? Who needs to be involved?**

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| I have control over my students and PLC |
| I'm going to ask school leaders and teachers about their implementation status. I would like the PD to be targeted to school needs since the district has done implementation overview. |
| PLCs have been a useful time; Get principal involved plus other colleagues. Less outsiders teaching us and more teaching each other. |
| What instruction tool do you suggest as a starting point for sharing with teachers who don't think they need to change? |
| I have control during my district-wide PD sessions. I need to have committed teacher leaders involved as well as the heads of school and division heads to garner buy in |
| Administrators need to support the work, as well as contribute from the sources they have, and fellow teachers need to join wholeheartedly and be a positive influence on the change that needs to happen |
| As part of a new 'writing workshop' being rolled out this year, I have control over sharing samples from my classroom that supports the need for more writing. My administrators, teachers, parents and of course students need to be involved. |
| So that you can address the needs of educators, to continue your impact!!! |
| contacts/network available at my organization |
| Are documents available showing how districts/schools have unpacked the standards? |
| Humans are attracted to a success story, and it helps everyone see the possibilities of the work we can do. |
| I can choose to be a positive influence in my PLC. I can share/learn with other teachers in my state, I can be a voice on social media for change, I can decide how to spend my PD time accessing valuable resources and sharing |
| We should tell you what we're doing because what is SAP without teachers? If the work doesn't reach the classroom what is the point? Lots of us know about SAP but not enough. Teachers will realize that lots of what they do is already important work. |
| Plan support around teacher, student and district-wide data. |
| Do you have reading resources you would recommend for understanding teacher group dynamics aka how to engage teachers who don't trust the new process? |
| I have control over my classroom and I have a voice in my grade-level teams and some district-level projects. My department colleagues need encouragement to continue to be involved.  |
| So we can learn new ways of doing them and bring them back into our classrooms. |
| We are lifelong learners. Why not share and learn from others? |
| Business leaders need an input into all of this. We are not graduating students who are career ready. |
| Also, I know the earlier quote said this was new, but it would also help to make connections to the ways in which we are already teaching to these standards, thus highlighting the ways in which we are not. |
| Others should share what they are doing so that we, teachers and teacher leaders can decide if it would enrich/complement our own experiences and work we are doing now! |
| I have control over my classroom however the instructional directors need to be involve, with administrators |
| To share what's working with a larger audience. We can learn from each other. |
| I have total control over my next work. I just need to plan carefully and be very intentional in my next steps. I will reach out to a thought partner to help me in my work though. |
| I am going to research if anyone has facilitated an SAP discussion at the GA Math conference. |
| I control what happens in my class in relation to the standards. Autonomy is important. |
| I think we all get better by learning from each other.  |
| Where can I find the "Teaching the Core" videos, as well as the Lesson Planning Tool? |
| Teacher need to be able to see how the shift in instruction actually helps kids and ultimately them. They need to be able to do baby steps that are doable. |
| As a lead teacher, I can direct the topic of discussion. All team members on the grade level need to be involved and contribute. |
| talking to principals about what quality, standards-aligned instruction looks like |

**Question 4: Why should you tell us what you’re doing?**

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| The field of education is predicted on the need to help learners learn better. Thus the need to share can help alleviate ignorance somewhere in the world |
| Ideally so you can provide a resource for the different levels of implementation to assist.  |
| It goes along with idea of not reinventing the wheel- those in the trench have a better understanding of how teachers feel. We learn better from one another. |
| we all learn best from collaboration |
| Sharing is caring! In sharing we become another arm of the PLC that will help facilitate a united understanding and implementation of the CCSS. |
| Because some practices work GREAT! |
| Help set up vertical PLE's for teachers-- so they can see the coherence and have REAL conversations. |
| When will the Journeys adaptation project be available? |
| To provide support and resources for others seeking to successfully implement |
| Little sparks light big fires. Education in this country will not change unless we believe it and do it...and if we tell others, they are more likely to believe and do it also. |
| How do you engage teachers without making them feel like they are "doing it wrong" and therefore they need to receive his information? Might have been addressed? |
| If we believe that teachers should drive the work in entrenching the Standards, then our experiences can be used to inform the tools and supports that SAP provides. We can encourage and elevate the work of each other as we collaborate to reach our national audience.  |
| While we are tasked to prepare our students to be career ready, by the time my 4th graders graduate, I have no idea the myriad of jobs that will be available in their futures. |
| I now work in PD for our state. So I have the potential to make an impact through the PD we offer but don't yet have a good way of really knowing if the impact is happening. For example I've made a narrated PPT introducing the ELA standards and shifts but I don't know if people see it or if it helps them when they do see it! |
| We learn from each other. |
| You need to know what fabulous work all of these #coreadvocates catalysts are doing across the nation! It also helps you to develop new tools and resources to share with everyone. |
| Principals do need to be involved for the greatest impact. |
| Evidence is huge! If all we do is require evidence of rigor we would be so much further ahead. |
| by writing proposals to educational agencies who can fund PD for teachers |

**Q5\_Other Questions?**

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| How do I pace instruction effectively to be able to cover the ccss |
| Do you have a resource of how to best implement CCSS along with WIDA? I am in a district that has many ELLs. Finiding resources that are aligned is difficult |
| Sharing stories inspires others to share. Sharing stories engages others in learning & leading. |
| What do you believe is the biggest reason that so many continue to fight the CCSS? What can be done to counter this attitude? |
| How can teachers effectively use vertical articulation when unpacking the standards? |
| So you can help us tell our stories! Teachers have to share the good work we are doing--can't let others make up stories in the absence of our own. |
| Is anybody working on promoting the Next Generation Science Standards that are being implemented in about 26 states? |
| "Instructional advocacy means advocating for the resources and supports that will help students achieve success, focusing on assessments, instructional materials, and professional learning aligned to rigorous college and career ready standards." How do we attain this? |
| I can see all the other questions submitted. |
| There are great resources from learning from each other. |
| Thanks! |
| So that others outside our district can consider and collaborate on what might work best in our unique situations. |
| How do we make sure all knows what that evidence is that demonstrates rigor and how do we make sure all administrators are versed and knows how to look for it? |
| We should do this because it extends the pool of ideas that are out there. It makes one realize there are a lot of free resources out there. We can be resources for each other! |
| ditto to the last comment..."having influence to get teachers to change their mindset" |