



Welcome to 2018!

As we begin a new year, all of us at Student Achievement Partners are excited to continue collaborating with you, learning from you, and hearing about all the great instructional advocacy you do in your classrooms and schools! The work you've done in 2017 has been inspiring. Here's to another great year of working together for students!

Jump to January 2017 Highlights

[Spotlight on Instructional Advocacy](#)

[Core Advocate Webinars](#)

[Apply to Attend the May Core Advocate Convening!](#)

Showcasing Our Network

Question of the Month

This Month

Share one professional organization do belong to, and share how your membership helps you as an educator. What do you learn or gain from collaboration with this organization?

Submit for a chance to win a \$25 Amazon gift card

Last Month

Question: What New Year's resolution are you going to work on in 2018 in your job for yourself, your students, or with your colleagues?

Winning Answer:

"My New Year's resolution is to improve giving and receiving feedback; giving feedback to my students and receiving feedback from peers/administrators. I've bought two books already to assist me in giving feedback to students in terms of their writing essays and I will be trying both oral and written feedback. In terms of receiving feedback, I just need to seek that out more!"

– Kelly Grotrian

Other Noteworthy Answers:

"My New Year's Resolution that I am going to work on is working on improving my curriculum for my high school students. I have always been a middle school teacher, until this year, and now I am revamping our high school curriculum. This has been a huge wake up call for the school, students, and myself. I am realizing the value of all the Achieve the Core tools. I am bringing new ideas to the math department and bridging the coherence from middle school to high school in monthly PLC meetings. We recently completed a FAL (formative assessment of learning) as a department. Every student from 7th grade to 12th grade completed the same FAL and we discuss the similarities and differences in student responses. AMAZING!!!"

– Stephanie Barnett

"I want to learn more about deepening my understanding of rigor in the Math Standards to then support instructional coaches, teachers, and admin in making sense of the tools available to them as they continue their curriculum work. I hope as I deepen my understanding I can increase the knowledge (content & practices) of those teacher teams who are asking for more supports to help build their conceptual knowledge. I hope to focus on Grades 6–8 EE & RP this year! Wish me luck and keep the support materials coming..."

– Shannon Pasvogel

"I am working on building collaborative relationships by soliciting diverse points of view and seeking understanding."

– Erin Coker

"My life New Year's Resolution is take time to do the things I love that fill me back up—like trail running, drawing & painting, dancing, exploring new cities. I keep emptying my emotional tank and need to fill it back up. My teaching New Year's Resolution is to try to hold the students accountable for their efforts and help them see how important it is to just try their best when the math gets difficult."

– Meaghan Kehoegreen

Showcasing Instructional Advocacy

Instructional Advocacy Action Form Spotlight

Core Advocates from around the country are making an impact on educators and students through their instructional advocacy! We love to hear stories about the great work being done by Core Advocates in classrooms, schools, districts, states, and beyond! You can share your stories by filling out the quick [Instructional Advocacy Action](#)

Form survey each time you engage in work related to aligned instructional practice, materials, and assessment. In the newsletter each month, we will be highlighting a response by one of the Core Advocates. Be sure to tell us about your action for a chance to be selected and win Core Advocate gear!

January Spotlight

Stephanie Stephens, a Florida Core Advocate, is the Associate Director of PACE Center for Girls where she serves 19 schools in Florida. Stephanie recently presented about **Text Sets** at the Educational Strategies and Student Engagement Institute in Florida. Stephanie said, "As part of the conference presentation, we used the text sets to present reading and writing across the curriculum for secondary educators in alternative education. Most often, our educators believe that their students cannot read or access complex text. Additionally, many of our science and social studies teachers report that students have a difficult time with content in their classrooms due to a lack of background knowledge. We used the text sets as an example of building knowledge and vocabulary of science and social studies content prior to students opening the textbooks. Teachers left with examples of text sets from Achieve the Core. They also stated how this would be helpful for the students they serve. A follow-up email and survey will go out to them next week. Teachers will also have the opportunity to present the PD to teachers at their centers around the state."

Thank you for sharing your instructional advocacy Stephanie! We're happy you have been able to help Florida educators learn about Text Sets!

Share your Instructional Advocacy!

Resources

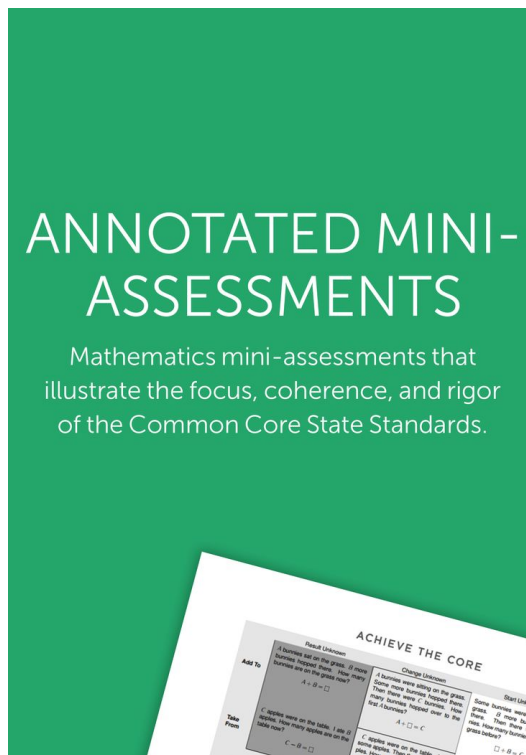
Classroom Connections

Assessment Tools You Can Use!

Looking for quality ways to assess students in your math classroom? Check out the growing bank of **K-12 math mini-assessments** available on Achieve the Core! All of the mini-assessments on Achieve the Core are designed to highlight one or more aspects of the math Shifts. Although aligned to the CCSS, these items also represent the demands of all college- and career-readiness standards in their call for Focus, Coherence, and Rigor. The CCR standards-aligned assessments can be used as formative checks alongside any math curricula.

ANNOTATED MINI-ASSESSMENTS

Mathematics mini-assessments that illustrate the focus, coherence, and rigor of the Common Core State Standards.



Quick Video Learning Resources

Need a refresher on [the Matthew Effect](#) or [vocabulary worth teaching](#)? Looking for a way to start the conversation with colleagues about these important literacy ideas? Searching for vocabulary professional learning resources to use in your PLC? Check out the short YouTube videos produced by the Washington State Core Advocates! You can find these and other videos on the [WA Core Advocates YouTube channel](#).

Top 25 *Aligned* Blog Posts of 2017!

2017 has been a year of insightful, practical, and thought-provoking posts on the [Aligned](#) blog! We've checked the year's stats and collected a [list of the 25 most-visited posts](#). In this list, you'll find posts authored by a diverse collection of writers: classroom teachers, district leaders, and subject matter experts. This blending of voices and perspectives is what we need in order to create thoughtful change and improve student outcomes. Take a moment to check the list, see if your favorites made the top-picks, and discover new posts you may have missed.

Your Own Learning

Webinars

Monthly Core Advocate Webinar Series

February: Math Modeling Myths

Ask your colleagues what it means to model with mathematics and you will probably get different answers from each one. Join us on Wednesday, February 7 at 7:00 p.m. ET as we look at a variety of K-12 activities intended to build a student's ability to model with

mathematics. Bring a colleague or two and develop a deeper understanding of what it means to meet the demands of Math Practice 4!

Register for the February Core Advocate Webinar!

March: enVisionmath 2.0 MAP

Does your district use enVision Math in grades K–5? Join us for an exclusive sneak peek of the yet-to-be-released adaptation guidance documents for the mathematics program enVisionmath 2.0. Throughout 2017, SAP partnered with districts using enVisionmath 2.0 to develop guidance documents to better align the program to the math Shifts and Standards. The guidance documents were piloted in classrooms over the fall and winter and will be published on achievethecore.org in May 2018. Get together with your colleagues and join us for the webinar on Wednesday, March 7 at 7:00 p.m. ET! You'll hear from pilot users, learn more about the adaptations made to the program, and receive early access to the guidance documents.

Register for the March Core Advocate Webinar!

In the News

Five Components of High-Quality Professional Learning

ESSA gives district and school leaders a unique opportunity to improve the quality and impact of professional learning, leading to better classroom instruction and student outcomes. Educators for High Standards partnered with Learning Forward and Teach Plus with the shared goal of highlighting and showcasing educators who are leading high-quality, redefined professional learning in their own schools or districts. Through this work, they found five components of redefined professional learning that made a difference for teacher practice and student learning: classroom-focused, sustained, job-embedded, data-driven, and teacher-led. Read the [report](#) to learn more!



Bulletin Board

Apply to Attend the May 2018 Core Advocate Convening in Denver!

Student Achievement Partners is excited for the fourth annual Core Advocates convening: *Learn, Lead, Impact!* in Denver, Colorado May 19 – 20, 2018. This year, attendees will have the opportunity to dive deeply into learning around important Instructional Advocacy topics, including the Instructional Practice Toolkit, supporting special student populations, foundational skills for reading, and more!

To be considered for attendance at the convening, complete the [application](#). Due to limited space, responses to these questions will help us to select a diverse and knowledgeable group of attendees. Please be specific in your responses.

There is \$300 registration fee to attend. Participants' travel and hotel accommodations will be paid by Student Achievement Partners. If you have any questions, reach out to Janelle Fann at jfann@studentsachieve.net.

Get Involved

[Assessment Survey!](#)

[The State of Our Classrooms – Assessment](#) questionnaire is open! We're interested in the supports that educators have in their school and district settings around assessments and we want to ask you for your input. We will hold a weekly raffle every Thursday until early February 2018 for questionnaire participants to win Core Advocate promotional materials and \$25 Amazon gift cards. Lend your voice to help us better understand how assessment works in your school or district.

[Presidential Award for Excellence in Mathematics and Science Teaching](#)

Do you teach mathematics or science (including computer science) at the K–6 grade level in a public, charter, or private school? You can apply for the [Presidential Award for Excellence in Mathematics and Science Teaching](#)! Past Core Advocates receiving the award include Melissa Collins (TN), Kristin Gray (DE), Sarah Luvaas (OR), Kareen Borders (WA), Jamie Garner (CA), Melissa Romano (MT), Becky Pittard (FL), and more! The award recognizes those teachers who develop and implement a high-quality instructional program that is informed by content knowledge and enhances student learning. Award recipients serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of STEM (including computer science) education. The National Science Foundation administers PAEMST. [Applications](#) are due by May 1, 2018.

Job Opportunities

[Instruction Partners](#) is launching a series of Standards Bootcamps in [Tennessee](#) and [Florida](#) in summer 2018. Standards Bootcamps are two-day, intensive trainings for teachers offered in math and ELA at each grade level, focused on the content of the two most challenging domains of the standards. These learning opportunities are led by current educators who receive high quality training and support to prepare to lead their peers. This is an opportunity for teachers to expand their impact beyond their own classroom while continuing to teach their students. Core Advocates should consider applying! To find out more, please visit the Instruction Partners Bootcamps webpage. Or check out the information about the [Content Coach role in Tennessee](#) and the [Content Coach role in Florida](#). If you are interested, apply quickly! Applications are due January 16.

Upcoming Events

February 7
Core Advocate Webinar
7 p.m. – 8 p.m. (ET)

March 7
Core Advocate Webinar
7 p.m. – 8 p.m. (ET)

April 4
Core Advocate Webinar
7 p.m. – 8 p.m. (ET)

May 19–20
May Core Advocate Convening
Denver, CO



Social Media Spotlight



Meagan England Ed.S @oodlesofteach · Dec 6

RT @achievethecore "For teachers, receiving feedback that isn't actionable, or that they don't understand, is frustrating. Develop shared, commonly understood expectations using the Instructional Practice Guide. #CoreAdvocates "
ow.ly/aDMY30h44P1

INSTRUCTIONAL PRACTICE GUIDE: COACHING

MATH	K-8	LESSON
SUBJECT	GRADES	GUIDE TYPE

Date _____

Teacher Name _____

School _____

Coach/Observer Name _____

Topic/Lesson Title _____

Learning Goal _____

Standards Addressed in This Lesson _____

The Coaching Tool helps teachers, and those who support teachers, to build understanding and experience with Common Core State Standards (CCSS)-aligned instruction. Designed as a development tool rather than an evaluation tool, it can be used for planning, reflection, and collaboration, in addition to coaching. For all uses, refer to the CCSS for Mathematics (ccss.illustrations.org/math) and the grade-level focus areas (achievethecore.org/focus).

The three Shifts in Instruction for Mathematics provide the framing for this tool:

- Focus:** Focus strongly where the Standards focus.
- Coherence:** Think across grades, and link to major topics within grades.
- Rigor:** In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

This guide is organized around three Core Actions which encompass the Shifts; each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Common Core-aligned instruction.

The Core Actions and indicators should be evident in planning and observable in instruction. For each lesson, evidence might include a lesson plan, exercises, tests and assessments, teacher instruction, student discussion and behavior, and student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or only a portion of a lesson is observed, leaving some indicators unobserved and some portions of the tool blank.

Common observations are most effective when followed by a coaching conversation based on evidence collected during the observation. After discussing the observed lesson using this Coaching Tool as a support, use the Beyond the Lesson Discussion Guide to put the content of the lesson in the context of the broader instructional plan for the unit or year. The questions in the Beyond the Lesson Discussion Guide help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the Shifts into the classroom.





Maureen Hill @maureenhill_ · Dec 13



A9 @jimknight99 offers great webinars and mini-PD's for coaching, #Coreadvocates have also been my go to this year for ideas and PD! #NHCSchat



Aaron Grossman @ClassroomD4 · Dec 20



Students leading our fluency warm-up activity as we dive deeper into fractions @NVCoreAdvocates #CoreAdvocates #TeachNVACS



Anyonga D. Blackwell @naturalmathgirl · Dec 22



My scholars are AMAZING! #coreadvocates #ciechs #ncaeil



achievethecore.org @achievethecore

To celebrate our students, we asked educators to describe their scholars in one word @diane_mackinnon #coreadvocates



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Assembled by Student Achievement Partners

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