

New Tools, Core Advocate Stories and Ways to Get Involved

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Spring Core Advocate News!

Happy Spring Core Advocates! April showers bring May flowers, and also Core Advocate news. This edition of the Core Advocates newsletter is full of free professional learning opportunities, ways for Core Advocates to give us feedback, and resources to use in your classrooms. Enjoy!

[May Core Advocate Webinar – Equity-Focused Professional Learning: A Classroom-Centered Approach](#)

[Join us](#) for our May Core Advocate webinar, "Equity-Centered Professional Learning: A Classroom-Centered Approach." In this webinar, you'll learn about an innovative professional learning model in which teacher learning is developed within the actual work of teaching students. Come hear about how to build a deeper understanding of equitable practices and how they can be developed through instructional routines in this classroom-embedded professional learning model. A Core Advocate who participated in this professional learning will share how she has implemented the routines in her classroom. Join us on Wednesday, May 1 at 7:00 p.m. ET!

Register for the May Core Advocate Webinar!

[SAP and Learning Forward team up for Summer Institute: Core Advocates are invited!](#)

Core Advocates – Did you miss spending time with Student Achievement Partners this May? Did you never have a chance to attend an in-person Core Advocate convening? Student Achievement Partners will be joining [Learning Forward](#) this summer in Boston for Learning Forward's



Summer Institute on July 18–21, 2019!
We hope many of our Core Advocate friends will attend the Summer Institute and will bring colleagues with them! The Learning Forward Summer Institute is for everyone, from classroom teachers, to school-based instructional leaders, to district-level leaders and school and district teams are encouraged to attend together. The Summer Institute theme is: Advancing Equity and Excellence: Aligning College and Career Ready Standards, Curriculum, Instructional Materials, and Effective Professional Learning. SAP staff will be keynote speaking, leading a panel, and presenting math/literacy breakout sessions. For details and to register, check out the [Learning Forward Summer Institute website](#).



[Free Text Sets and Professional Learning: Earn a Text Set Microcredential!](#)

The Kentucky Core Advocates have been building up a bank of text sets available online. There are text sets for elementary, middle school, and high school levels. Check out the free resources at the [Kentucky Text Set website](#).

Also available from Kentucky Core Advocates is a free, self-paced online course to learn about text sets. This five-part online course offers a "learn anytime" and "at your own pace" professional learning experience focusing on why and how to build effective Text Sets. If you complete the course and submit a text set, expert pack, or book basket, you can earn a [Text Set Design Microcredential!](#) You may earn also hours for completion of individual modules (from 0.5 – 3 hours) and 18 hours for submitting the completed text

set. Certificates of completion will be sent as you complete modules.

[Coherence Map Update and Opportunities!](#)

Have you heard that the [Coherence Map](#) has recently been updated to include high school standards? Explore the extensions, then dig in more deeply by:

- Watching [this webinar](#) for an overview of the new features.
- Taking our [quiz](#) about using the Coherence Map.
- Submitting a math modeling task. Email your task to modelingtasks@studentsachieve.net, including the course, time spent, and any annotations.
- Signing up for a 20-minute [virtual feedback session](#) about your experience with the Coherence Map. (Participants will receive a \$20 Amazon gift card)
- Filling out a quick [feedback survey](#) about your experience with the Coherence Map.

[Systematic Phonics Instruction: It's Not Just for Students With Dyslexia](#)

It seems like every day there is a new article or op ed lately about addressing evidence based reading instruction. This piece points to the benefits of systematic foundational skills for ALL students (including but not at all limited to the benefits to students with dyslexia).

[Check out the article](#) and consider ways to add your voice to these stories!



[Upcoming Online Learning Opportunity from SAP](#)

We're excited to announce that later this year we are launching two online, self-paced professional learning courses--one for math and one for ELA. In order to ensure that we're creating the kind of courses you'd want to take, we need your feedback on potential courses via a few [survey questions](#).

[Building Knowledge Mini-Course](#)

Wondering what "building knowledge through content-rich nonfiction" looks like in practice? Take our [newest mini-course](#) which focuses on what it means to "build knowledge" through English Language Arts instruction through the use of high-quality complex text combined with content-rich nonfiction.

[Open Up Resources and Mathematics Vision Project \(MVP\) Partner to Provide Free, High-Quality Mathematics Curriculum for High School](#)

[Open Up Resources](#) just announced a partnership with MVP to provide the non-profit's first free high school math curriculum. Open Up Resources and MVP will work together to provide two high school mathematics programs: an integrated high school mathematics curriculum and a traditional high school mathematics curriculum. The curriculum will be available for 2019–20 adoption. Check out the details [here](#).

Question of the Month

What great professional book have you read recently, or plan to read soon?

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

February's Question of the Month Winner!

Question: What makes professional learning effective; what content, structures, and/or processes have you experienced in effective professional learning?

Winning Answer:

"Using protocols helps to make professional learning effective! When we start with a shared experience like a reading, a video, or student data, and then reflect or analyze using a structured protocol deep learning happens and all voices are heard."

–Jen McMillan

Other Noteworthy Answers:

"I find that the best practices that we implement with our students are usually just as successful with adult learners! Professional learning opportunities need to clarify learning intentions, be engaging and relevant to the learner, as well as allow for opportunities for productive struggle. I also believe that it is essential to model and nurture a growth mindset for all involved."

–Robin Moore

"For me, professional learning is most effective when it is "clinical." Medical professionals engage in clinical learning during their preparation and continuing education. The learning takes place in the context of their work, such as a clinic, hospital, medical office, etc. As an educator, when my professional learning occurs in the context of my work, such as in a classroom, school, with students and with my colleagues, I feel the learning is more authentic, relevant and personalized. One way I have experienced clinical professional learning is through peer observations. These observations are not "evaluative" but are just a chance for me to observe my colleagues and learn from their professional practice. We have even experimented with Pineapple Charts to create this type of inviting culture! I have also earned micro-credentials.

Micro-credentials are a way for professional learning to occur around my own learning needs and allow me to develop and demonstrate a skill or competency within the context of profession. Anytime I can learn WITH and FROM my students and colleagues, the learning is valuable."

–Jennifer Carroll

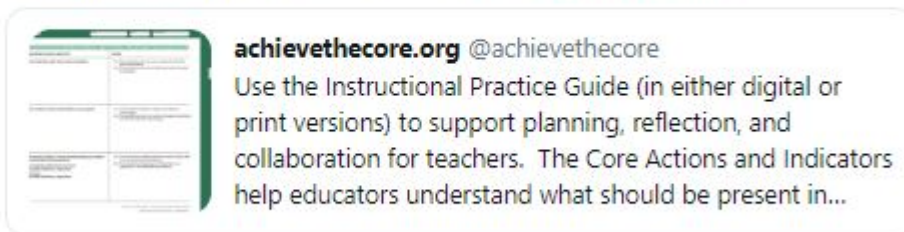
Social Media Spotlight

Looking to grow your professional network on Twitter? Follow some of these outstanding educators. Just click the images below to go directly to their Twitter profiles. Don't forget to follow #CoreAdvocates for great conversations and tips.



Tiffany_M @TifftheSTEMist · Feb 4

Love, love, love the IPG and Lesson Planning Tool! I've been waiting on the release of the updated versions. The revisions are great. [#coreadvocates](#)



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Andrea Cottrill @Chaves_Cottrill · Feb 5

Replying to [@achievethecore](#)

[#coreadvocates](#) [#candyheartchallenge](#) I love teaching because it allows me to continue to be a learner. I love the aha moment kids have when they have a mathematical discovery. I love that that aha moment usually teaches me something as well.

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UCSD_CRLP @CRLP_UCSD · Feb 9

From the moment I started taking TEP classes at @EDSucsds, I have admired Kathy Melanese of @rancho_nacion. She's been a source of inspiration and leadership since 2005 ❤️ #CoreAdvocates #Candyheartchallenge

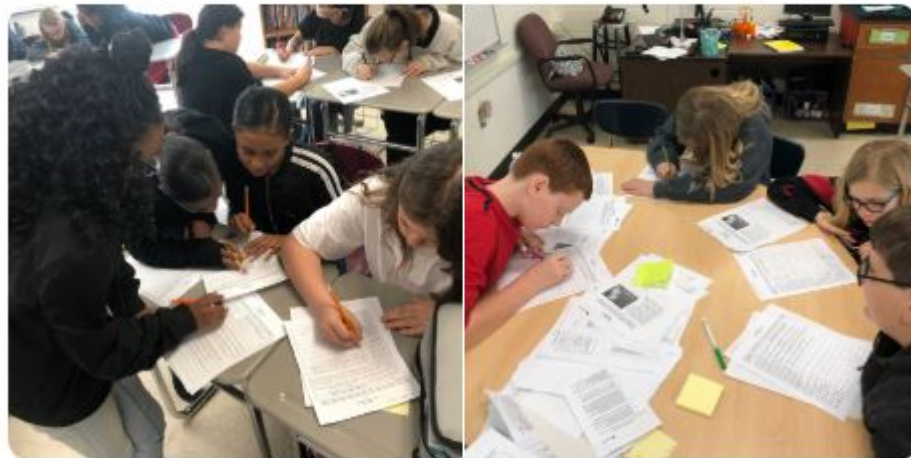


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Liz Rappold @LizRappold · Mar 6

Our 6th graders were rock stars at analyzing Shakespeare today using the jigsaw strategy! @bivins_ela @MskSmith8 #traskmiddle #complextxts #dohardthings #coreadvocates #nhcschat



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Monica Roberts @iamMonicaR220 · Mar 6

@achievethecore has included high school coherence maps. We had the chance to preview today with @BakerFCSMATH. The #coreadvocates webinar tonight was confirmation that our work is moving in the right direction. Check it out achievethecore.org 🤔🤔 #StandardsMasteryFCS

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Celia Jimenez @segarrac · Mar 6

Looking for tasks that model the process for modeling standards? Look no more... check out the HS coherence map from @achievethecore 😊 Tasks have been added for each modeling standards 🙌😊 #CoreAdvocates

☆ achievethecore.org ↻

COHERENCE MAP

Modeling

What is Modeling?

College- and career-ready students generalizing concepts and processes in high school for good reason. Modeling is the key to solve the mathematics students learn in school and the problems they will face in college, career, and life. Time spent on modeling in high school is critical as it prepares students to use math to handle technical subjects in their further studies, and problem solve a variety of decisions that a skilled worker frequently encounters.

The modeling cycle is represented in graph below (2012):



[Learn More About Modeling](#)

Modeling Tasks

Modeling tasks can be found in two locations on the Coherence Map depending on whether they are designated for low-, medium-, or high-visibility.

- Low-visibility modeling tasks require a short amount of time, often represent a subset of the stages of the modeling cycle, and are well-tagged to a particular standard. These tasks appear as more specific tasks under specific modeling content standards.
- Medium- and high-visibility modeling tasks can range from a short amount of time to multiple days, can represent many or all of the stages of the modeling cycle, and are tagged more closely to the conceptual category of modeling than to any particular standard or group of standards.

[View Modeling Tasks](#)



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Alicia Holt @iamAliciaHolt · Apr 1

RT @achievethecore: Looking for ways to give students choice and voice in their learning? Take a look at how @tikaee uses Choice Boards in her classroom: bit.ly/2EJGwJ4 #coreadvocates #teachervoices #teachers

Use CHOICE BOARDS to Foster Differentiation in Your Classroom

Secondary Science Homework Choice Board		
What will students learn?		
<p>Students will understand the scientific process and how to apply it to a real-world situation. They will be able to identify the variables in an experiment and explain how they affect the outcome. They will also be able to design their own experiment and collect data.</p> <p>Student's name: _____</p>	<p>Students will understand the scientific process and how to apply it to a real-world situation. They will be able to identify the variables in an experiment and explain how they affect the outcome. They will also be able to design their own experiment and collect data.</p> <p>Student's name: _____</p>	<p>Students will understand the scientific process and how to apply it to a real-world situation. They will be able to identify the variables in an experiment and explain how they affect the outcome. They will also be able to design their own experiment and collect data.</p> <p>Student's name: _____</p>
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