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CORE CONNECTIONS:

EXCELLENCE AND EQUITY IN THE CLASSROOM

A QUARTERLY MAGAZINE FOR EDUCATORS

CORE CONNECTIONS

EXCELLENCE AND EQUITY IN THE CLASSROOM

STUDENT ACHIEVEMENT PARTNERS

Jennie Beltramini	Mathematics Specialist
Susan Hitt	Digital Content Associate
Tara Martinez	Communications Associate
Claire Rivero	Digital Strategy Manager

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228 Park Avenue South #96810, New York, New York 10003-1502 | 212-510-8533

www.achievethecore.org

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Welcome

JOY DELIZO-OSBORNE
PROGRAM MANAGER
STUDENT ACHIEVEMENT PARTNERS

Hello and welcome to our second issue of Core Connections!

My name is Joy Delizo-Osborne and I am leading a redesign of the Core Advocate Network: rethinking what it means to be a Core Advocate, what the work of the Network is, and how we can better connect with one another. My background is in ELA--I have taught students from 6th-12th grades, been an instructional coach and a principal, and worked in both district and charter school settings. I have an amazing 5-month-old daughter, two dogs, and an obsession with Chimamanda Ngozi Adichie, my favorite author. I hope to bring my experience--as a queer, black woman educator--unabashedly to this work, and I encourage each and every one of you to continue to bring your authentic selves to the table with us as we work to create equitable classrooms for all students.

The Core Advocate Network has changed over the last few years: in our shift from regional networks, we needed to find our new approach to bringing people together in service of standards-aligned instruction and professional learning. In our next iteration, Student Achievement Partners' network will be focused on broader outreach, a clearer and constant focus on equity, and continued commitment to this community. We hope to diversify our online learning offerings, create opportunities for the network to connect "in real life," and continue to bring you excellent content through the magazine each quarter. Our vision for the future of this work is expansive, and I look forward to sharing it with you in early 2020!

In the meantime, please dig into the awesome content we have in store for you in this issue. We have free resources to try in your classroom, opportunities to advance your career, the latest in education news and research, and so much more.

I look forward to meeting many of you in the near future and working with you to reenvision the Network!

Best,
Joy

Welcome

APRIL PFORTS

@apriliowamathState
State Supervisor of Mathematics
Bureau of Leading, Teaching, Learning Services
Iowa Department of Education

Welcome, readers! I work at the Iowa Department of Education and serve as the mathematics consultant for the state for K-12 and support standards, curriculum, instruction, assessment, and professional development. I first became a Core Advocate in 2017, and I trust the Core Advocate Network and resources to be aligned not only to the standards for mathematics but also to the standards for mathematical practices and best practice pedagogy. These resources are my first go-tos.

Once I realized the power of educators having an aligned network and resources, I encouraged all the leaders, consultants, and coaches in Iowa to become Core Advocates and spend their time using the Core Advocate resources instead of using their time to reinvent the same wheels.

I love the new Core Connection magazine because it helps me learn more about the resources, and they are linked right in the magazine. Instructional equity is of the highest priority in our state; the Fall 2019 article, “Early Literacy by the Numbers,” really highlights this inequity and how we can respond in the beginning.

I invite you to join me in reading the November 2019 edition of Core Connections. This way, we can have information and resources that are aligned and focus on what really matters, impacting instruction for students.

Happy reading!

New Math Resources on Achieve the Core

High School Modeling Tasks

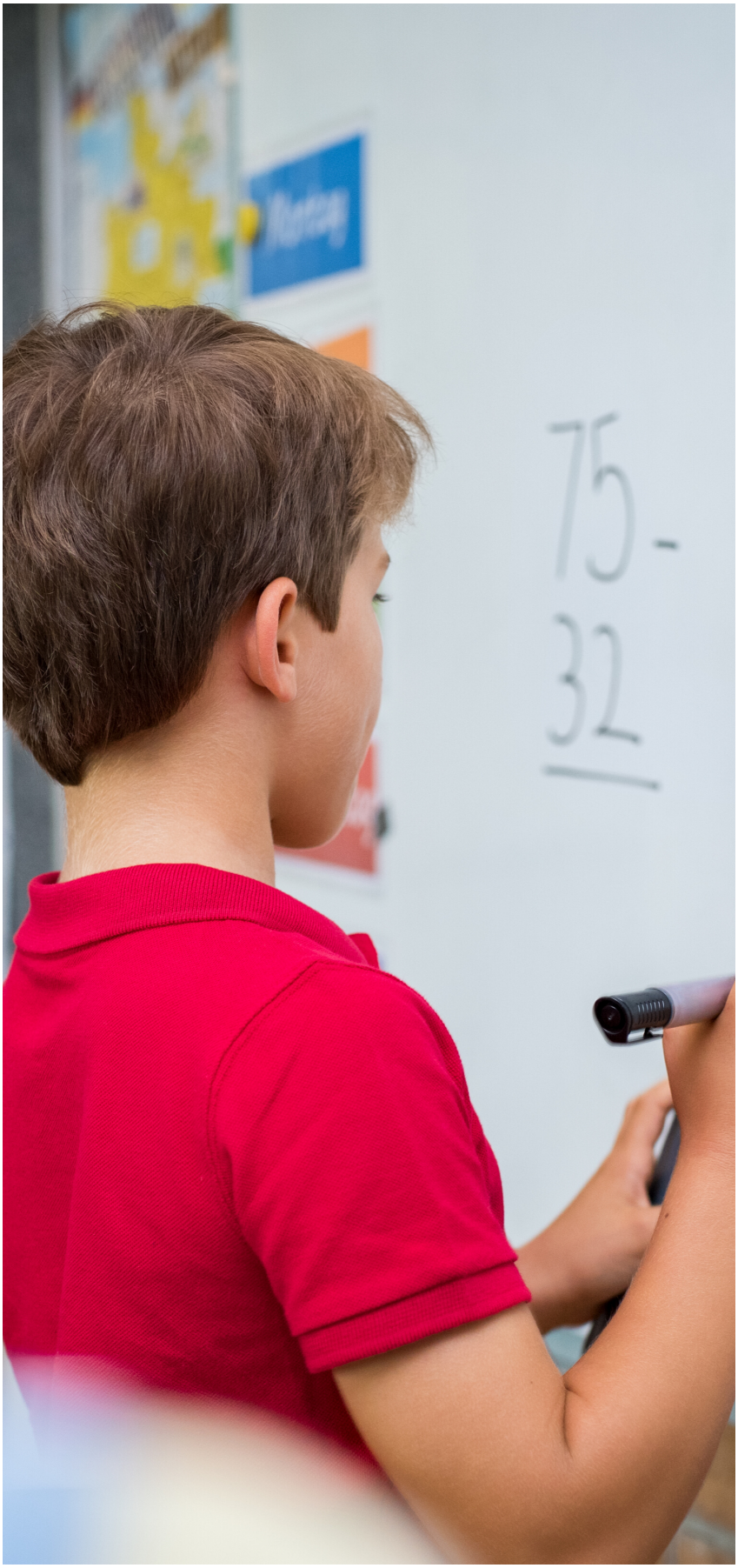
All-new modeling tasks are available in the Coherence Map. Organized by course, the tasks represent different levels of modeling, different aspects of the modeling cycle, and grade-appropriate content. New task titles include College Characteristics for Algebra 1, Climbing Mt. Fuji for Algebra 2, Scaling a Playground for Geometry, and many more!

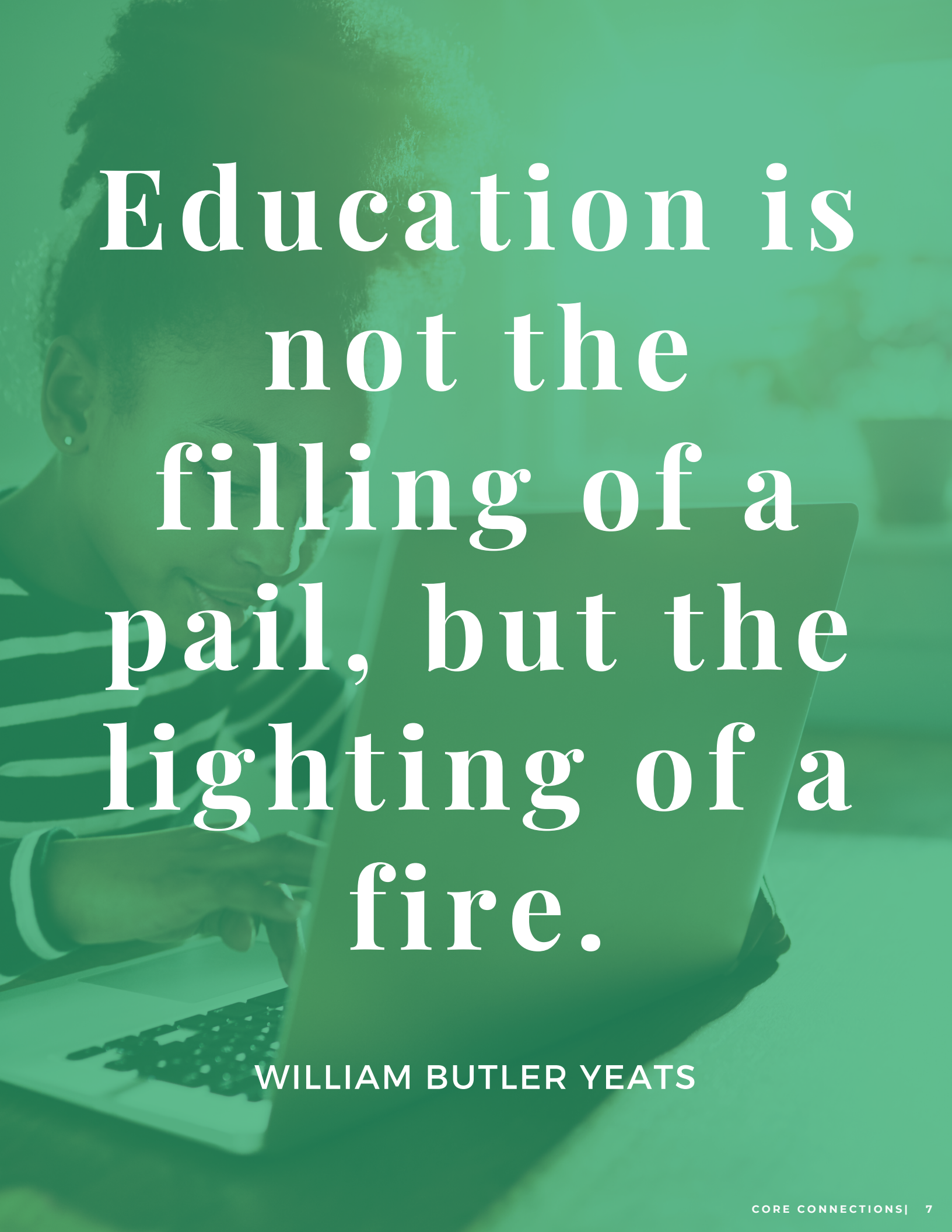
Coherence Map Math Tasks

There are now 45 brand new math tasks embedded throughout the Coherence Map for all grades K-8, including Teddy Bears for Kindergarten, Cobra vs. Iguana for Grade 4, Minerals at the Museum for Grade 6, and more.

Math Mini-Assessment

There's also a new mini-assessment on *achievethecore.org* focused on conceptual understanding of fractions. Check out the mini-assessment here and read all about it in this blog post.





Education is not the filling of a pail, but the lighting of a fire.

WILLIAM BUTLER YEATS

JOSÉ GUADARRAMA

State: Louisiana
Role: Content Leader: K - 4 ELA

How has being a Core Advocate helped you in your job?

Being a Core Advocate has helped me develop a conviction about what equitable learning experiences look like in the primary classrooms and the related system-wide conditions needed for those learning experiences to thrive.

What is a recent professional, work-related success you've had?

As the content leader for Kindergarten through fourth-grade English Language Arts at FirstLine Schools in New Orleans, a five-school charter management organization, I recently completed a redesign of our primary ELA program to focus on foundational skills as opposed to guided reading. In my first year as a content leader, guided reading was a key feature in our ELA program. Today, guided reading doesn't exist in any of our schools. Our guided reading libraries have been reorganized so that students can develop background knowledge on a particular topic they are studying. We have preserved our small group reading structures, but instead of using leveled readers, we use our foundational skills curriculum and related resources to identify any unfinished learning related to foundational skills so that we can close those learning gaps. Though this change has been a long and difficult road, I am proud that guided reading is no longer a practice to which we subscribe.

Today, guided reading doesn't exist in any of our schools. Our guided reading libraries have been reorganized so that students can develop background knowledge on a particular topic they are studying.

What is a great professional book, article, website, resource, tool, etc. you would recommend, and why?

The work of Deborah Ball, professor of education at the University of Michigan, has taught me to consider how micro-moments she calls "discretionary spaces" can have an incredibly positive or damaging impact on students depending on how we as teachers navigate them. Dr. Ball's work calls out how racism and sexism creep into the classroom, and how educators can stop destructive "isms" from damaging sacred learning spaces. Watch "AERA 2018 Presidential Address: Deborah Loewenberg Ball" on YouTube and take notes!

What do you enjoy doing outside of work?

As the incumbent Vice President of a Mardi Gras krewe called “Krewe de Lune,” a social aid and pleasure club, I help create experiences where our 150 members can positively contribute to New Orleans through volunteer work. We also do a great job of spreading mirth through fundraising events that are otherworldly. Come to New Orleans and see for yourself!

What experiences or opportunities have you had as a result of being a Core Advocate?

Being a Core Advocate has afforded me learning experiences that serve as milestones in my journey of being an advocate for the standards. I’ve been fortunate to have several experiences as a result of being a Core Advocate, developing both my skill sets and mindset around working with the standards. Back in 2012, I attended a two day Core Advocate training in Philadelphia. The purpose of the convening was to deep dive into the standards and to practice how to speak about the standards to different stakeholders. Though I had a working knowledge of the standards, that experience helped me deepen my knowledge base around the English Language Arts standards, develop a perspective on why folks were pushing back on adoption, and connect with other educators from across the country who were making the transition to the standards. More recently, I worked with a team of educators led by Tori Filler, Student Achievement Partners (SAP) ELA specialist, that facilitated more than 300 educators in online learning around the foundational standards. That experience teed me up to join Tori and Amy Briggs, SAP President, in attending a convening with the Carnegie Foundation focused on curriculum-based professional learning earlier this year. That experience was incredible! I was fangirling HARD. Not only was I able to nerd out with Tori and Amy (!!!), but I also got to nerd out with folks from across the nation whom I’ve admired from afar.

Describe how the work you're doing in schools advances equity in education.

I believe that educational equity ensures that all children—regardless of circumstances—receive high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.

As a first-generation United States citizen, I have witnessed the connection between education and equity. UnBoundED, a non-profit I have the pleasure of working with, has helped me develop language on how to speak about this connection and how my work can advance equity within my organization. I believe that equity exists when the biases from the dominant culture do not influence how one fares in society. Additionally, I believe that educational equity ensures that all children—regardless of circumstances—receive high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources. The work that I do advances these premises by designing professional learning experiences that build content knowledge and also create space where teachers from across the organization convene and collaborate on how to best tailor curricular resources to the needs of our students.

"Back to School" Haikus

As summer came to a close, we took to Twitter to ask teachers to share their back-to-school sentiments in the form of a haiku poem. Here's what they shared:

Eager faces wait
For me to open their eyes
To new ideas
@JuliaMooreEvan1

The moments I love.
Lightbulbs, a-ha's, "I get it"!
And reasons I teach.
@HigbeeWilson

I must inspire
Deep thinking in mathematics
The beauty revealed
@JessicaTilli1

Teaching is my bliss
To teach, to impact futures
My path in this life...
@Epsteinptodays1

Loving the moments.
When students feel empowered.
Seeing a future.
@selina_fontaine

A teacher spends her life
learning with an endless
supply of great minds.
@Library_GCHS

Looking ahead to the new year, we'd love to know what your resolutions are for 2020. If you have one you'd like to share, let us know here!

CAREER OPPORTUNITIES

ANet

Director of School Support – California
Director of School Support – Nevada
Director, Partnership Development - West Region
Director, System Partnerships - West Region

EdReports

Director of Field Services

Illustrative Mathematics

K-5 Professional Learning Facilitator

Instruction Partners

New Orleans Math Lead
Director of Instructional Support - Remote
Director, Math Learning Design
Executive Director - District Partnerships

SAP

Administrative Coordinator
Director of Human Resources (Remote)

UnboundED

Director, Research and Design (Telecommute)

KARINA CALDERON

State: California
Role: Fifth grade dual immersion teacher

How has being a Core Advocate helped you in your job?

Being a Core Advocate has provided me the opportunity to continuously develop as an educator. Through webinars, blogs, and a network of supportive educators, I have enriched my instructional practices in the literacy and mathematical standards. The resources I have received as a Core Advocate have helped to improve my instruction and advocate for a change in equitable instructional practices among my colleagues.

What is a recent professional, work-related success you've had?

One of my favorite phrases to use in the classroom is “unfinished learning.” By reframing our thinking of students’ gaps in this manner we are promoting growth mindset. As conferences are approaching, my fifth grade students have spent some time reflecting on their learning and areas of unfinished learning to keep working on. My teacher heart has been filled with joy as students have reflected on their learning and analyzed their growth, sharing their successes and also their unfinished learning with their parents. Hearing them explain that their learning is unfinished has made me so proud of their self-monitoring skills.

What is a great professional book, article, website, resource, tool, etc. you would recommend, and why?

I recommend diving deep into the Coherence Map to get a clear understanding of the math standards. The Coherence Map can serve as a tool to enhance your lesson planning and instruction. The Coherence Map can help uncover prerequisites in understanding and resources to design interventions aligned to the Shifts that address students’ unfinished learning. Every time I go into The Coherence Map, which is quite often, I find myself gaining new insight.

I also recommend the book, *Intentional Talk*. *Intentional Talk* is a wonderful resource when planning lessons designed to facilitate purposeful mathematical discussions. It was one of the first books that I read cover to cover that helped me to navigate the work of facilitating mathematical discussions in my classroom. The book highlights practices that can help you create productive mathematical discussions in your classroom.

What do you enjoy doing outside of work?

Outside of work, I enjoy reading, hiking, going to the beach, and running. I love spending time outdoors!

What experiences or opportunities have you had as a result of being a Core Advocate?

I am eager to share my learning with my colleagues promoting the Shifts in instructional practice and assessment required by college- and career-ready standards. As a result of being a Core Advocate, I have had the opportunity to facilitate professional development to my colleagues around mathematical practices and instruction aligned to the standards. I have also had the opportunity to work alongside math specialist, Jennie Beltramini, as a Core Advocate Consultant for the virtual learning course: *Building Educator Content Knowledge in Fraction Concepts*. The experience of helping create content learning for educators inspired me to advocate for equity in education and the importance of educator content knowledge to increase student achievement.

Describe how the work you're doing in schools advances equity in education.

I have continued to enrich my content learning to improve my instructional practices that support students' sense making, cultivating classroom conversations, and maximizing students' participation in grade-level learning. College- and career-ready standards call for rigorous and high-quality equitable instruction. This high-quality instruction creates equitable opportunities for all students to engage in intellectually demanding tasks and content. To support equity in my students' education I have established routines and promoted student agency to support sense making of mathematical tasks and language learning. I continue to use tools, such as the Coherence Map, to design interventions that are aligned to the Shifts and the standards. I incorporate Math Language Routines (MLRs) into my instruction to support students' understanding of mathematics.

Learn more about the Math Language Routines! (Click the images below.)

Aligned Blog Post


CLASSROOM STRATEGIES, MATERIALS ADAPTATION, TOOLS AND RESOURCES

Developing the Math Language Routines

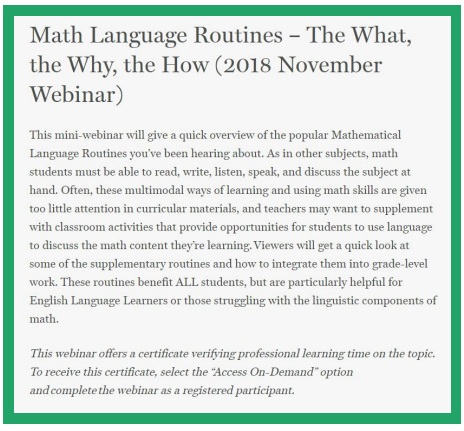
Foster Student Participation Through Building Math Language, Practices, and Content

By: Jack Dieckmann, Renae Skarin

POSTED: 10/28/19

For many years, math teachers have been thirsty for resources that help them to make math more inclusive of the diversity of learners in their classrooms. The Math Language Routines (MLRs) provide teachers with ways to foster student participation while building math language, practices, and content simultaneously. The MLRs were developed by a team of math and language specialists working together at Understanding Language (UL), a research center at Stanford University. The benefits of having an interdisciplinary team working together were tremendous! In this blog, we share the backstory of how the MLRs were developed.

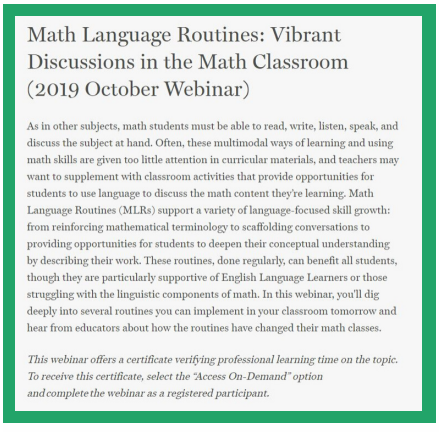
Webinar


Math Language Routines – The What, the Why, the How (2018 November Webinar)

This mini-webinar will give a quick overview of the popular Mathematical Language Routines you've been hearing about. As in other subjects, math students must be able to read, write, listen, speak, and discuss the subject at hand. Often, these multimodal ways of learning and using math skills are given too little attention in curricular materials, and teachers may want to supplement with classroom activities that provide opportunities for students to use language to discuss the math content they're learning. Viewers will get a quick look at some of the supplementary routines and how to integrate them into grade-level work. These routines benefit ALL students, but are particularly helpful for English Language Learners or those struggling with the linguistic components of math.

This webinar offers a certificate verifying professional learning time on the topic. To receive this certificate, select the "Access On-Demand" option and complete the webinar as a registered participant.

Webinar


Math Language Routines: Vibrant Discussions in the Math Classroom (2019 October Webinar)

As in other subjects, math students must be able to read, write, listen, speak, and discuss the subject at hand. Often, these multimodal ways of learning and using math skills are given too little attention in curricular materials, and teachers may want to supplement with classroom activities that provide opportunities for students to use language to discuss the math content they're learning. Math Language Routines (MLRs) support a variety of language-focused skill growth: from reinforcing mathematical terminology to scaffolding conversations to providing opportunities for students to deepen their conceptual understanding by describing their work. These routines, done regularly, can benefit all students, though they are particularly supportive of English Language Learners or those struggling with the linguistic components of math. In this webinar, you'll dig deeply into several routines you can implement in your classroom tomorrow and hear from educators about how the routines have changed their math classes.

This webinar offers a certificate verifying professional learning time on the topic. To receive this certificate, select the "Access On-Demand" option and complete the webinar as a registered participant.

ALIGNED BLOG

Do you read Achieve the Core's blog, Aligned? Many of the articles are authored by Core Advocates and are filled with practical advice, new resources, and honest reflections. Here are just a few! Feel free to reach out to these Core Advocate authors if you have questions or want to learn more about their work.

PROFESSIONAL LEARNING IS PERSONAL

Learning Requires Trust, Especially for Teachers

By: Carrie Rosebrock
@cmrosebrock

CREATING CHOICE BOARDS TO MEET THE NEEDS OF EVERY STUDENT

FAQs about using choice boards

By: Tika Epstein
@tikaee

MOST MISUNDERSTOOD MATH STANDARDS IN GRADE 1

Are these instructional mistakes happening in your classroom?

By: Angie Miller
@mrsmillergrade1

ROBUST VOCABULARY INSTRUCTION

Bringing Knowledge-Rich Curricula to Life

By: Jon Gustafson
@MrGmpls

THE MAGICAL WORLD OF TWITTER

How Twitter Changed the Way I Learn

By: Amy Youngblood
@EduOptimus1

STRIVING FOR FOUNDATIONAL EXCELLENCE

Country Heights' Journey Through Foundational Skills Instruction

By: Shiryl McAdams, Allie Lindow

PROFESSIONAL LEARNING DESIGN 101

How to Craft a Meaningful Professional Learning Experience for a Room Full of Strangers

By: Carrie Rosebrock
@cmrosebrock

LAYING A SOLID FOUNDATION OF LITERACY

Building Teacher Capacity with the Reading Foundational Skills

By: Darla O'Leary

DESIGNING AND INTEGRATING A GRADE 3 ASSESSMENT ON FRACTIONS

A Q&A With Raven Redmond and Jennifer Ahearn

ALIGNED BLOG
FEATURED POST

What Makes a High-Quality Diverse Text and How to Get These Texts Into Your Classroom

Resources and guidance for educators

This article originally appeared on *Aligned* here.

If you were asked to sum up your classroom library or read aloud collection with five adjectives, what would you say? Would the word “diverse” make the list?

Our classroom library bookshelves and mentor texts should feel intentional, purposeful, and transforming; to that end, many educators and administrators are eager to infuse more culturally responsive, multicultural, and inclusive stories into the classroom. It can be overwhelming to figure out where to begin with this process, however. As Director of Curriculum & Literacy Strategy at Lee & Low Books, I step into schools and districts to advise on the key components of a culturally responsive book collection and action steps required to evaluate current collections for equity, diversity, and inclusion.

Whether you survey your collection in grade-level teams, with parent volunteers, or on your own, this blog post will share some of the best resources and strategies we at Lee & Low Books have seen over the past thirty years from schools and districts across the nation.

It is my hope your major takeaway with these resources is two-fold:

- How to move forward in building the equitable, contemporary, intentional, purposeful, transformative book collection your students want and need
- How NOT to feel overwhelmed

What is a High-Quality Diverse Text? What Features Might It Include?

Amazing definitions abound and I will share some of my current favorite guides here:

- Guide for Selecting Anti-Bias Children's Books from Social Justice Books, A Teaching for Change Project
- A Guide to Selecting Multicultural Literature by Dr. Barbara D. Brown, African Studies Center, Boston University
- A Checklist for Evaluating Diverse Children's Media from The Joan Ganz Cooney Center at Sesame Workshop
- 10 Criteria for Choosing Diverse Texts in Your Classroom from the Writing Mindset
- Classroom Libraries as Windows and Mirrors: Ensuring Diverse, Representative Books for Our Students 2018 ILA expert panel (Answer starts at minute 03:05)
- Assessing Children's Literature from the Anti-Defamation League
- Diverse Classroom Libraries for K–6 Students from Reading Rockets

Why Should Diverse Texts Be Included in Literacy Instruction? What Are the Benefits to Students?

- Read the first person account from Rethinking Schools magazine by Dr. Sandra Osorio: "'¿QUÉ ES DEPORTAR?' Teaching from students' lives" where she describes the changes in her classroom when she replaced her basal-reading program with diverse children's literature relevant to her students and families (Spanish edition here)
- Listen to co-founder of #Disrupttexts Kim Parker's interview on Harvard EdCast: Putting Diverse Books into Practice in which she challenges educators to think about "what are the best books at the moment that actually speak to young people"
- Review emerging evidence that shows increased GPA in all courses, attendance, and credit accumulation when black and Latino students are enrolled in high school courses featuring culturally relevant themes and texts
- Explore the research that shows culturally relevant texts are "integral to learning" and exposure to culturally relevant texts leads to comprehension growth for African American elementary students
- Dig into research on how a Mexican-American Studies curriculum provided academic gains to Latino students
- Build your understanding of how multicultural, diverse books have also been shown to be critical to white students' learning

How to Get Started

Adding more culturally responsive and relevant books to your instruction does not have to be overwhelming, expensive, or time intensive. Be tactical with your time, wallet, and mental load by identifying the gaps or areas of growth in your collections: What is working? What is missing? Use these answers as your blueprint or road map to improving your collections or curriculum year over year. Ready to get started?

Step 1: Evaluate

Think about what will make the most immediate impact for your students in putting an action into place for equitable educational outcomes for your students and families. Are you evaluating a few books or a full curriculum? In order to know what you need, identify your gaps with these resources:

- One Book: If you are analyzing a specific children's book for its cultural responsiveness and representation, here is the Teaching Diversity tool from Teaching Tolerance (PDF here)
- Collection of Books: If you are analyzing your classroom library, guided reading bookroom, or scope & sequence's mentor texts, here is the Lee & Low Books one-page audit questionnaire (PDF here)
- A Whole Curriculum: If you are analyzing your curriculum, whether it is district-made or purchased from a curriculum company, here is the Culturally Relevant Curriculum Scorecard designed and published by The Metropolitan Center for Research on Equity and Transformation of Schools (NYU Metro Center) (PDF here, Spanish edition here). In addition, English Learner Success Forum works with district leaders and educators on evaluating instructional materials for English Language Learners and Re-Imagining Migration has a framework for representing immigration in curriculum and the classroom.

Step 2: Find and Obtain

Don't go at this alone! Just as we really shouldn't rely on search engines for medical advice, be wary of search results and picture boards to help you find the high-quality, diverse, rigorous books you need. It can be hard to find diverse books and there are nearly 4,000 children's books published in the United States every year. Seek out educator experts who are doing the heavy lifting in reviewing, analyzing, and comparing texts to meet your students' academic needs and interests.

- Diverse Book Finder
- Embrace Race
- #DisruptTexts
- The Brown Bookshelf
- We Need Diverse Books
- American Indians in Children's Literature
- Diversity Resources from Society of Children's Book Writers and Illustrators
- Small Presses Owned/Operated by People of Color and First/Native Nations from the Cooperative Children's Book Center
- Latinxs in Kid Lit
- ¡Colorín Colorado!
- Reading While White
- CrazyQuiltEdi

Awards

Association for Library Service to Children (ALSC), a division of the American Library Association, has a comprehensive list of book awards and recommended reading lists that highlight outstanding literature and nonfiction for young people about diverse peoples.

Your Public Library

I can't say this enough—this is your closest, in-person expert in children's literature who won't charge you and knows your students and community intimately. Also, you can explore and use books without buying. Here is a map of all the public libraries, their branches, and bookmobiles in the United States—now you have every excuse to visit the library!

ALIGNED

Blog Contest

Creating Equity in the Classroom

How to enter:

Step 1: Write an 800-word (or less!) blog post that answers the question: *What's one action educators can take to create more inclusive and equitable classrooms that foster a culture of high academic expectations for all students?*

Step 2: Submit your entry via email to crivero@studentsachieve.net by December 31, 2019

Then:

Three entries will be selected as finalists by an internal panel. The winner will be determined by visitor traffic during "competition weeks." Grand prize: $150 Amazon gift card.

Non-finalists whose posts are selected for publication will be eligible for upcoming competitions open only to *Aligned* authors.

Deadline: December 31, 2019

CORE ADVOCATE WEBINARS

4 December

High School Modeling: Best Practices for Implementing High-Intensity Tasks for All Students

Modeling is a Standard for Mathematical Practice and a conceptual category, but how and when should students engage in high-intensity modeling, and how can modeling be a tool for connecting math to equity and social justice? Join us to investigate how modeling in high school provides all students with access to the crucial math skills and understandings needed for college and career.

8 January

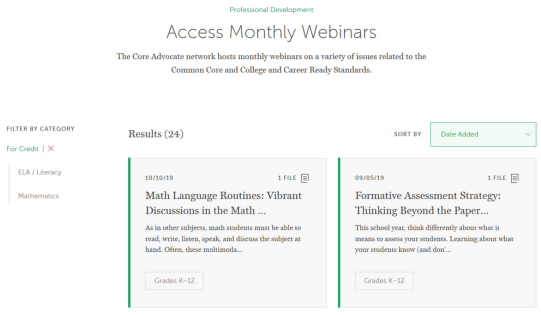
New Year, New Perspective: Questions Every Educator Should Ask Themselves When Planning and Reflecting

In this 30-minute, "mini" webinar attendees will be the first to see our new Quick Reference Question Guides for ELA/literacy and Math. Hear from the creators of these reference documents on the multitude of ways these can be utilized in your role: whether it's for lesson planning, coaching, or professional development. Discussions with colleagues as well as personal reflection can be incredibly impactful professional learning experiences, and these questions will help educators make the most of the time they dedicate to thinking about their instructional practice. These question lists are ideal for:

- Personal lesson planning
- Personal reflection on a lesson
- Peer-to-peer or coaching discussions
- Discussion within a PLC or other professional learning setting

Webinar Certifcates

Did you know that we now have professional learning certificates available for 24 of our 36 webinars? Access the "on-demand" version of these webinars to leverage this new opportunity. Upon completion of the one-hour webinar, you'll receive an email with a certificate showing one hour of professional learning.



Share Your Favorites

We're launching a new social media campaign where we're highlighting our audience's favorite webinars. We'd love to feature your voice! Simply select a webinar and share why that particular one is your favorite. Are you a newer Core Advocate and unfamiliar with our webinars? Access our archive here!

Select Your Favorite Webinar

Math Instructional Routines: Creating Opportunities for Students With Disabilities to Grapple with Grade-Level Math

A Q&A with Grace Kelemanik and Amy Lucenta, co-founders of Fostering Math Practices

What are some of the most common reasons students with disabilities struggle to engage with grade-level math?

There are a myriad of reasons that students with disabilities struggle to engage in grade-level math, ranging from perceived gaps in prerequisite concept understanding to experiencing math education in ways that don't support their learning. In response, with good intentions, we often break down content and procedures into bite-size pieces so that students will have short-term success in a given lesson or unit. This provides students and teachers with an illusion of learning; however, students then struggle to remember the procedure and/or which procedure to apply outside of a specific context. The illusion of learning is short-lived.

What is missing from traditional instructional materials and/or instructional practice that makes it challenging for students with disabilities to be successful in grade-level math?

We are fond of saying, "It's not the instructional materials, it's what you do with them." Of course, that's assuming the materials are aligned to the content and practice standards! Implementing standards-aligned materials in a way that engages and supports each and every learner in meaningful mathematics means integrating specific designs that allow students to make sense of and process concepts through multimodal- and discourse-based experiences. Here are some things to consider implementing in your classes to enhance your curriculum to better support all students, including those with disabilities:

- **Supporting Language Development**: Language plays an essential role in concept development so students need to be doing the majority of talking in the classroom. Instructional strategies like 4Rs --Repeat, Rephrase, Reword, and Record--and Sentence Frames and Starters support students with learning disabilities to engage in critical conversations

Sample Sentence Frames and Starters
- I noticed _____.
- One difference between ___and ____ is___.
- I represented ___ by ____.
- I asked myself____.

- **Creating Multiple Opportunities to Learn**: It takes time and multiple passes to develop understanding, so students need regular opportunities to think about, talk through, and refine ideas with a partner. Implementing Turn and Talks is critical to providing students such opportunities regularly.

Turn and Talk Steps
- Frame and display the question to discuss and provide a timeframe (that you can adjust as needed).
- Listen to student pairs discuss and transition back to the full group before conversation dwindles.
- Restate the prompt and elicit student responses.

- **Showing Multiple Representations**: In order to develop and solidify ideas, students need to be able to connect what they are saying and hearing to a visual representation of the mathematics, so students need multiple representations available. Annotation of visuals--either by the student or teacher--allows students to track ideas and connect language and concepts.
- **Supporting Internal Sense-Making**: It's critical that students develop their own internal sense-making process to get started and to "jump start" their thinking when they get stuck. In addition to asking direct questions of students, it's important to develop students' capacities to ask themselves questions to foster independence and combat learned helplessness. Implementing "Ask Yourself Questions" is a high-leverage instructional strategy to orient students to the thinking without telling them how to think.

Sample Ask-Yourself Questions:
- What is this problem about?
- What can I count or measure in this situation?
- How are the quantities related?
- Does this problem remind me of another problem I've solved?
- How can I get the answer without doing all the calculations?
- What do I keep doing the same each time?

What are Math Instructional Routines? What can teachers find on the Fostering Math Practices Website? What goals were the routines designed to address?

Math Instructional Routines are repeatable activity structures with consistent designs for interaction between and among students, teachers, and content. Teachers can use these routines with a variety of content at the center of them. More specifically, Routines for Reasoning integrates essential strategies to engage each and every learner in developing critical mathematical thinking. Routines for Reasoning were developed in order to foster the Standards for MathematicalPractice in ALL students, and out of the fear that some students wouldn't have access to the thinking articulated by Common Core State Standards. Each routine fosters a specific avenue of thinking articulated in the Standards for Mathematical Practice. Currently, there are resources for six reasoning routines at www.fosteringmathpractices.com.

How can the routines specifically support some of the most common needs for students with disabilities?

Routines for Reasoning support students in three ways. For starters, reasoning routines integrate five essential strategies that are high-leverage supports for all learners and critical supports for students with learning disabilities: Annotation, Ask Yourself Questions, Four R's, Sentence Frames and Starters, and Turn and Talks. As we discussed above, these strategies create learning situations to provide students opportunities to develop language, process ideas, synthesize concepts, and develop agency. Secondly, when students engage in instructional routines, they no longer have to think about the flow of the lesson, the

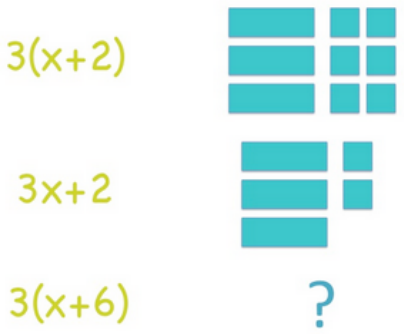
directions, or how they will engage. This predictability lowers anxiety and increases comfort and engagement. Ultimately, students' minds are freed up to do the heavy lifting of developing mathematical thinking and reasoning.

Finally, when these routines are implemented consistently, every student can have access to grade-level mathematics and will see themselves as the mathematicians they are.

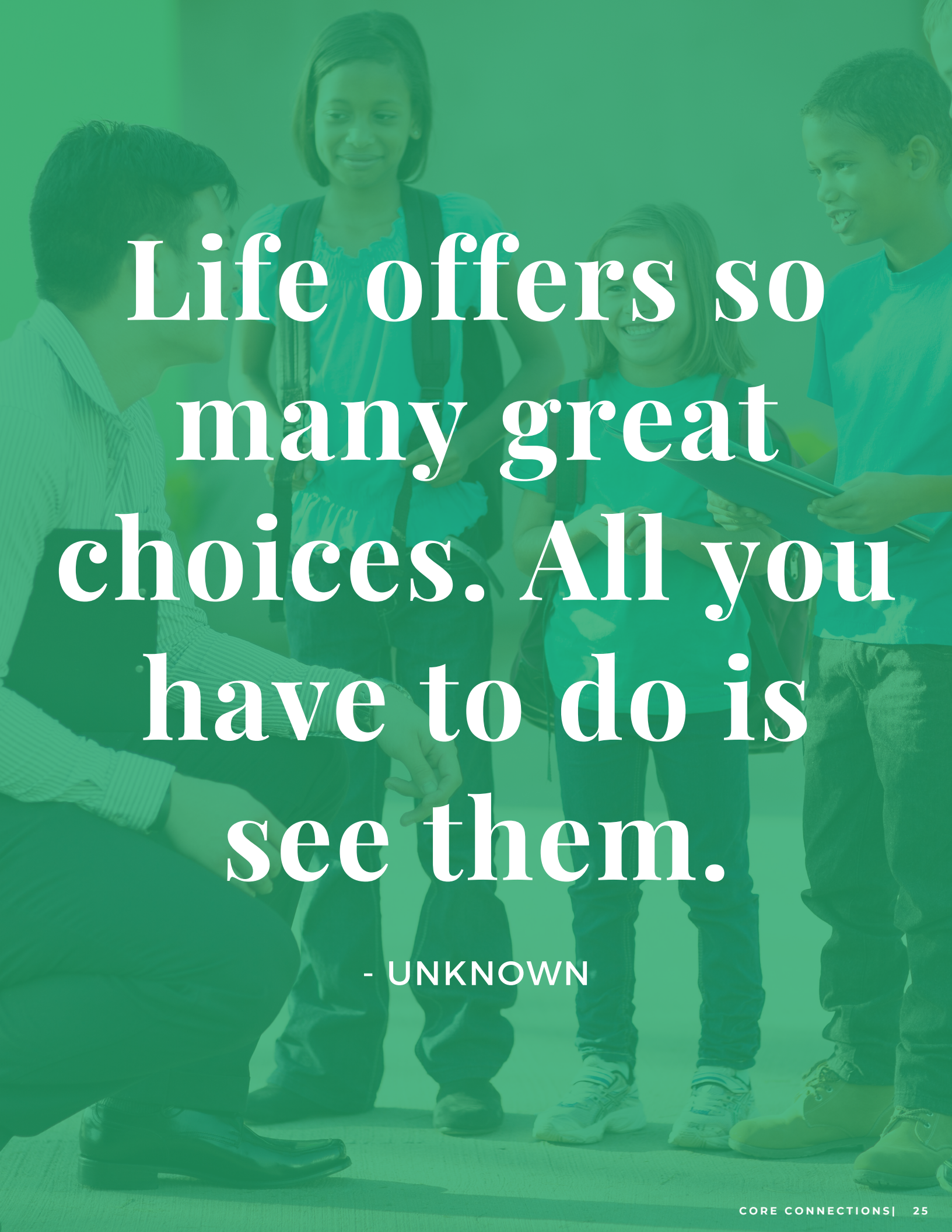
What does this look like in practice?

Let's take a look at an important mathematical property: the distributive property. Often, students learn to apply the property by completing problem sets and drawing arches from the factor outside the parentheses to each of the addends inside the parentheses. Yet, students still forget to apply the multiplication all the way through the parentheses. Using the Connecting Representations reasoning routine pushes against the procedural approach and presses for a structural and conceptual understanding.

You can watch the "Connections Representations: Algebra I Distributive Property" video on this page to see the routine in action. The class will consider the following task, and the students will work to make connections between the expressions and the visual



As you watch, look for how students engage, how they develop their capacity to listen to each other, and how they think and talk about the distributive property structurally and conceptually. In addition, look for the strategies we've named (Annotation, Ask Yourself Questions, Four R's, Sentence Frames and Starters, and Turn and Talks) and how they support the development of students' understanding.



Life offers so many great choices. All you have to do is see them.

- UNKNOWN

Congratulations to the following Core Advocates:

Megan Smith from Corona, CA (@MksmithCA)

Megan was named a PAEMST Awardee for Mathematics. This Presidential Award for Excellence in Mathematics and Science Teaching is a huge feat!

Lauren Lampron from Tarboro, NC (@Llampron)

Lauren helped redesign her school's PLCs to dive into Achieve the Core resources and is celebrating that the students and teachers are stronger because of it!

Amy Deslattes from Lafayette, LA (@amy_deslattes)

Amy just earned her renewal for her National Board Certification in English!

Tamela Johnson from Humboldt, IA (@tjj123)

Tamela received a $10,000 grant and formed a team of Alternative Assessment teachers to study and support their work around Specialized Designed Instruction for students with Significant Disabilities.

Jennifer Stewart from Humboldt, IA

Jennifer was awarded a grant through the Iowa Governor's STEM Advisory Council for Differentiated Math Center kits for each teacher in each grade level (K-4) at Mease and Taft. They are in the exciting process of implementation!

Click here to share your celebrations!

NEW RESOURCES FROM OUR PARTNERS

THE LEARNING PROFESSIONAL MAGAZINE: RESILIENT LEADERSHIP

FROM
LEARNING FORWARD

For education leaders, stress and challenges are part of the job – but resilience can be, too. This issue highlights how professional learning enables leaders to manage stress, navigate competing priorities, and maintain focus on instructional leadership. Building resilient leadership helps everyone in schools thrive.

Be sure to check out *Tackling instructional mismatch: Targeted, intentional learning can build leaders' content knowledge*

FRAMEWORKS FOR EVALUATING COGNITIVE COMPLEXITY

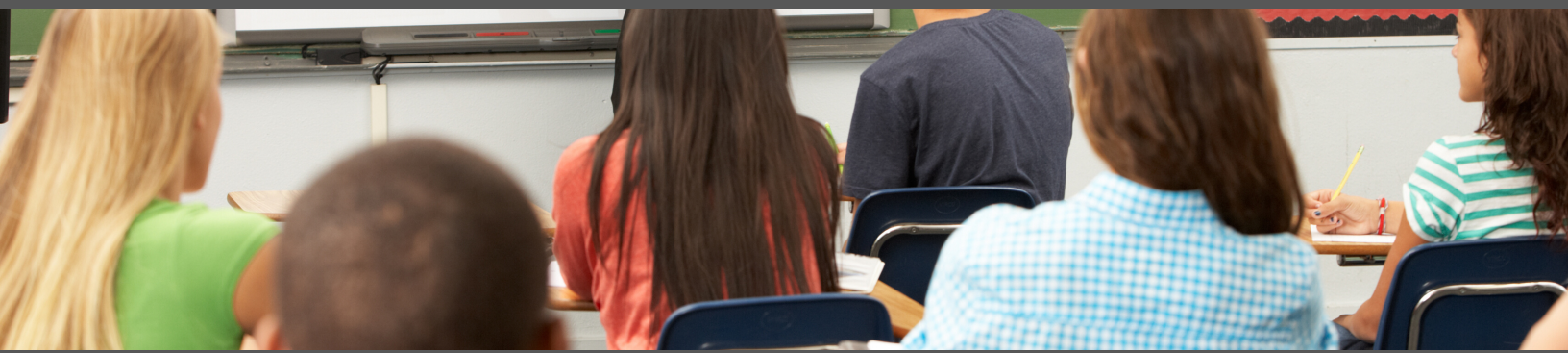
FROM
ACHIEVE

Achieve has developed three new frameworks - one each for mathematics, reading, and science - that can be used to evaluate the cognitive complexity of assessment tasks. Each framework is comprised of criteria and processes specific to its discipline and has been developed by content experts and practitioners. The frameworks are intended to help those who design, develop, and evaluate assessments ensure that the full depth and breadth of the state's academic standards are being measured.

GOOD TO GREAT: COACHING EXPERIENCED TEACHERS

FROM
TNTP

Good to Great is a learning experience that helps experienced teachers combine high expectations with strong instruction to make grade-level content accessible to all their students—and see that their students can rise to the challenge. Through individualized coaching, practice in real classrooms, and real-time feedback, participants learn how to align their practice with the belief that every student can master challenging content.

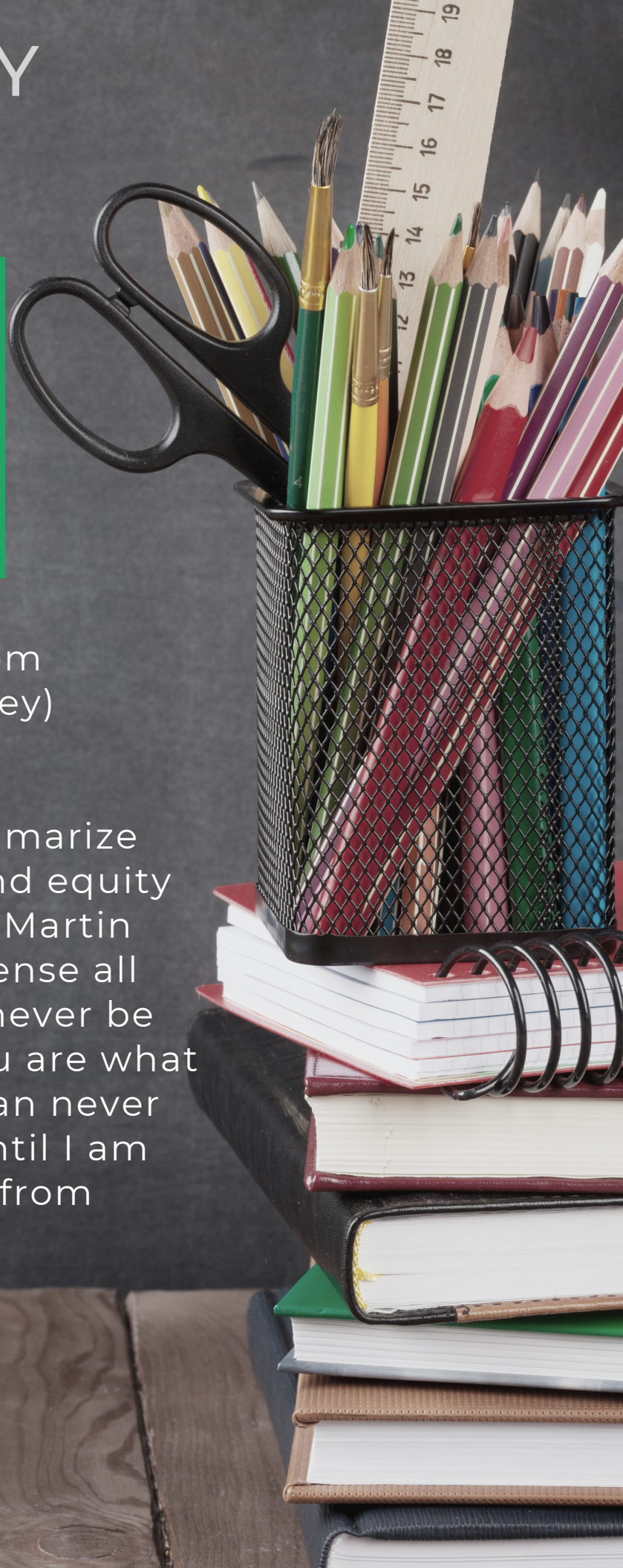


QUARTERLY QUESTION

Last month we asked: What do the terms diversity, inclusion, & equity mean to you as an educator, and how are they reflected in your classroom?

Our winning reply came from Andre Byerley (@andybyerley) who wrote:

To me, the best way to summarize what diversity, inclusion, and equity mean is in the words of Dr. Martin Luther King, Jr.: "In a real sense all life is inter-related.... I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be" (Letter from Birmingham jail).



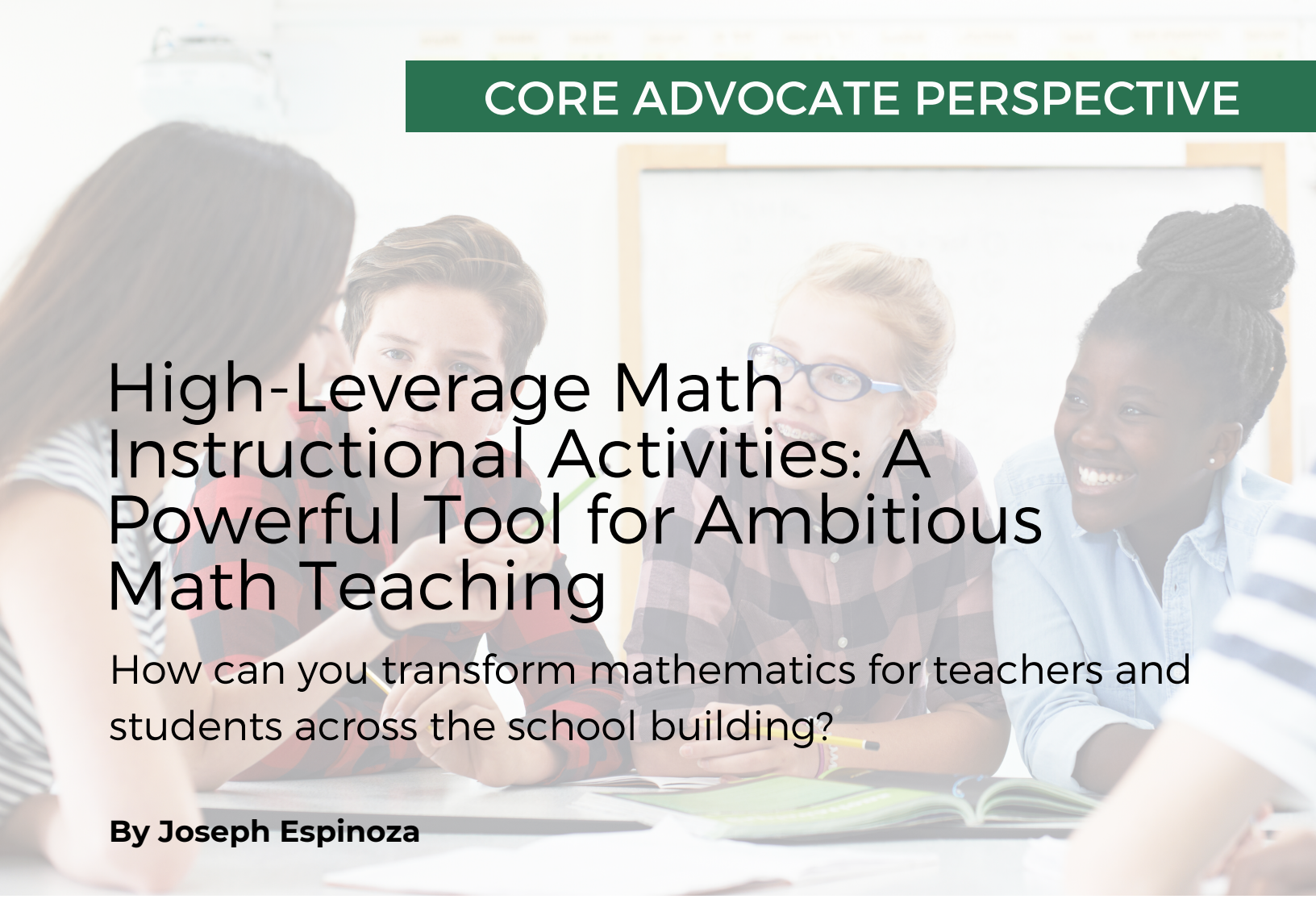
QUARTERLY QUESTION

Submit your answer for a chance to win a $25 gift card! (click here)

What are your go-to resources/strategies for meeting the needs of diverse learners in your classroom?

Here is another one of our favorite replies from the last issue:

As an educator, the terms diversity, inclusion, and equity are reflected in a classroom when teaching and learning are cultivating and sustaining a learning environment that responsively and actively acknowledging and affirming diverse linguistic, cultural, and ethnic backgrounds. The education is preparing students to navigate, interact, appreciate, and thrive within an increasingly culturally diverse society and global economy with a focus on inclusivity. The classroom is a living representation that incorporates knowledge, positive views, and affirmation of all students' cultural backgrounds. The classroom has collective agreements about the values, relationships, and behaviors that are grounded in respect and harness trust and kindness. The classroom bridges the home and school cultures to cultivate a sense of trust, acknowledgment and high regard for the multiple identities of students. - Beatrice Lopez. @blopeztucker



High-Leverage Math Instructional Activities: A Powerful Tool for Ambitious Math Teaching

How can you transform mathematics for teachers and students across the school building?

By Joseph Espinoza

What are high-leverage math instructional activities and how do they foster instructional equity for teachers and students?

High-leverage math instructional activities are student-centered math activities. Examples include number talks, number strings, choral counting, and problem-based lessons. High-leverage math instructional activities are containers for core teaching practices which articulate ambitious math teaching for all students (Learning in, from, and for Teaching Practice (LTP) Project, 2010). Many high-leverage math instructional activities can be used in any grade level from Kindergarten all the way through 12th grade. They purposely address important mathematics of the grade and review previous mathematics ideas from earlier in the grade or from prior grade levels. High-leverage math instructional activities also help bring instructional equity to the forefront in the classroom.

One definition of instructional equity is that all students have the opportunity to learn rigorous and relevant mathematics inclusive of who they are in any aspect of their identity as a human being such that every student not only has equitable access to a world-class mathematics education, but also to equitable attainment and advancement (Aguirre, Mayfield-Ingram, and Martin, 2014).

"Inequity in any classroom is a threat to equity everywhere in the school because of the negative impact it can have on students' mathematical identities and agency, with the larger impact on our society being that human potential is not maximized."

-JOSEPH ESPINOZA

The goal for achieving instructional equity should be to address instructional equity across the whole school in every single classroom so that all students, by the time they enter middle school, have a positive, productive mathematical identity and see themselves as true mathematicians no matter their race or any other aspect of who they are or are perceived to be. Inequity in any classroom is a threat to equity everywhere in the school because of the negative impact it can have on students' mathematical identities and agency, with the larger impact on our society being that human potential is not maximized. High-leverage math instructional activities can address some of these issues by allowing a teacher to be responsive to the whole child during math teaching and learning.

The teacher's role in high-leverage math instructional activities, unlike in a direct instruction lesson ("I do, we do, you do"), is more of a facilitator, listener, and questioner. This allows the teacher to take a more student-centered approach by attending to the details of children's mathematical thinking, interpreting what they know mathematically, and then responding to their thinking in the moment with teaching moves that access and advance students' mathematical thinking (Jacobs et. al, 2011).

High-leverage math instructional activities are student-centered because students' mathematics thinking is at the center of every teaching move made by the teacher throughout the activities, which also includes moves for orienting students to important mathematics through the task and orienting students to each other's mathematical ideas. Furthermore, these activities are student-centered because they rehumanize math learning by framing mathematics through an instructional equity lens: lessons build on student identities and the unique strengths they bring to the classroom.

Ways that High-Leverage Math Instructional Activities Promote Instructional Equity for Schools, Teachers, and Students

Schools

Schools can adopt high-leverage math instructional activities to promote instructional excellence and equity school-wide. Adoption of an activity such as Number Talk or Choral Counting would include investment in time for training and collaboration, materials important for implementing the activity such as supplemental curriculum, books and supplies, and a math coach/expert who can provide professional learning on the activity along with implementation support such as coaching or math learning labs. Illustrative Mathematics' new K-5 beta, 6-8, and High School curriculum includes opportunities for teachers to use high-leverage math instructional activities such as Which One Doesn't Belong, Notice and Wonder, Number Talks, and problem-based activities as part of daily lessons.

Ultimately, instructional equity will not be

reached for all students unless a whole school is on board. One of the most important jobs of the school leadership team is to build buy-in by providing ongoing material support, time, and space for teachers to engage in professional learning collaborative inquiry around these activities, and discussing feedback from school leadership and peers. Supporting teachers with the resources and time they need to succeed and continuously improve as math teachers is an important way to promote instructional equity. As a result, they more effectively and equitably facilitate math learning for all students. Eventually this leads to a new math teaching and learning identity for teachers, individually, and when engaged in regular collaboration, collectively.

Teachers

Teachers who use high-leverage math instructional activities on a daily basis systematically transform the math culture in their classrooms to promote instructional excellence and equity. An important role teachers' play at the beginning of the school year is introducing norms for doing mathematics that create a safe space for students to participate and engage with important mathematics and each other's ideas (Jo Boaler's YouCubed website or Kazemi et. al, 2013). These norms can be learned simultaneously while engaging students with high-leverage math instructional activities.

Shifts for the teacher in using high-leverage math instructional activities daily and their impact on the class culture include a focus on students' sharing their reasoning and strategies rather than a focus on the teacher teaching strategies and explaining solutions, listening to students rather than listening for a specific response, finding out how students solved the problem rather than showing them how to solve a problem, and being responsive to where students' thinking leads rather than following the lesson plan rigidly based on where it was planned to go (Parker and Humphreys, 2018). In addition, teachers using Number Talks as a routine activity also are addressing the college- and career-ready standards Shift of Rigor with respect to building conceptual understanding and procedural skill and fluency (see Achieve the Core for more information on the Common Core Instructional Shift of Rigor). Furthermore, the high-leverage math instructional activities can be adapted or modified to support access for English Language Learners using scaffolds like the Math Language Routines (Zwiers et. al 2017, UL/SCALE).

Students

When a teacher engages students in high-leverage instructional practices, students will demonstrate the authentic use of the Standards for Mathematical Practice. Given the opportunity to engage in high-leverage math instructional activities with their classmates either in small groups or in a whole group, students learn to respectfully engage in mathematical discourse with each other during discussions around big ideas in mathematics that come up during the activity and by questioning and adding onto each other's mathematical reasoning. Moreover, with the

use of high-leverage math instructional activities, additional benefits for students include becoming flexible in their mathematical reasoning and thinking, higher student engagement with mathematics and the development of perseverance in solving problems, an increase in students' math confidence and, finally, the building of positive math identities and agency for all students, especially those that are marginalized in school and with respect to mathematics.

Call to Action

We have a choice as educators in the activities we use for math teaching and learning; however, not all activities promote instructional excellence and equity. Some teacher- and textbook-centered activities such as discrete or basic skill activities, timed basic fact tests or drills, and any lesson that doesn't address the CCR math Shifts or Standards for Mathematical Practices in any meaningful way promote instructional inequity over instructional equity. The good news is that high-leverage math instructional activities are becoming more widely used and are structured to support teachers in learning how to use rigorous and relevant mathematics tasks that lend themselves to multiple solutions or mathematical strategies, productive mathematics discourse, and which connect to the lives and experiences of students.

In reflecting on the use of high-leverage math instructional activities as the main lever to address both instructional excellence and equity, what actions might you take? Will you investigate and learn more about one or two activities? Who might you invite on this journey of learning as a trusted support and feedback partner? What might you need to adopt a high-leverage math instructional activity if you are a teacher or part of a team of teachers? If you support teachers as a school leader or math coach, how might you support a team of teachers or the school with adopting one or two high-leverage math instructional activities materially, in terms of systems and structures for collaboration time, with training, or with regular opportunities for feedback? Investigating and then adopting high-leverage math instructional activities as a team either as a grade level, grade span, department, or school is a powerful approach for eradicating instructional inequity across classrooms and across schools. As an approach for the transformation of math teaching and learning for schools and classrooms, in a practical sense it is has been shown to have an impact on teaching for pre-service and in-service teachers while also supporting instructional equity for both teachers and students by building positive, productive math identities, and agency and transforming the culture of the math classroom for all students.

For more information about elementary and secondary high-leverage math instructional activities and what math teaching practices and standards for mathematical practice they address see this link.

For examples of high-level instructional activities, see these *Aligned* blog posts on Choral Counting, Yarn Number Line, and Professional Learning to support implementation of these instructional routines.

Written by
Core Advocate
Joseph Espinoza
@jaespi02

You could be a magazine author!

Submit a Core Advocate Perspective Article!

Do you have an idea for a magazine article topic? We are looking for Core Advocates to submit article ideas they would like to write about to be featured in an upcoming edition of the Core Connections magazine! Articles should reflect the magazine's theme of Excellence and Equity in the Classroom.

Email your idea for a Core Advocate Perspective article to Jennie Beltramini at **jbeltramini@studentsachieve.net**

Every accomplishment starts with the decision to try.

JOHN F. KENNEDY

How Has Being a Core Advocate Impacted Your Career?

Jenni Aberli
@JenniAberli

Replying to @JanaBryant14 and @achievethecore

Being a Core Advocate in the @achievethecore network has been the best professional experience. I've learned from a group of committed experts & colleagues about what high quality teaching, learning & resources look like. Achieve the Core is my go-to for excellence in education.

Xanthy Karamanos
@Xanth_K

Replying to @achievethecore

Being a #coreadvocate has connected me with an amazing network of people from across the country that I probably wouldn't have met on my own. My knowledge of standards and high quality instructional practices grew so much from the collaboration and support from @achievethecore

We asked, and you answered! Take a look at what being a Core Advocate means to these educators. Do you have a story to tell? We'd love for you to share it with us via Twitter! Use #coreadvocates and make sure to tag @achievethecore! Or submit via this form.

Laura Vittum
@lbvteach

Replying to @achievethecore

Being a core advocate has allowed me to network with other educators, pushed me out of my comfort zone, and helped me reflect on my practice. It has also given me access to fantastic tools to support my work in classrooms.

Richard Bobinchuck
@RBobinchuck

Replying to @achievethecore

As a #CoreAdvocate I have been given the opportunity to collaborate with some amazing and like minded professionals with the same goal to provide high quality learning experiences for ALL of our scholars.

Dee Crescitelli
@dcrescitelli

Replying to @achievethecore

Being a CA gave me access to some amazing learning about quality activities & tasks and then opportunities to share that learning with other teachers. Most importantly, it gave me a chance to connect w/ other folks working for real equity in education. @achievethecore

Jana Bryant, NBCT
@JanaBryant14

Replying to @achievethecore

@achievethecore #coreadvocates connected me with the best professional learning network EVERY teacher deserves. You empowered and inspired me to become a catalyst for ensuring that teachers have a voice in curriculum selection, standards implementation and policy.

Writing Resources

We know that CCR standards (and life!) require students to write frequently over both extended and shorter time frames for a range of tasks, purposes, and audiences. But helping them attain this skill can be challenging. That's why we have curated a series of resources to help!

1

Have you explored our Writing 101 series on our blog, *Aligned*? This three-part series was penned by Zachory Kirk, the Director of Curriculum and Instruction for the Atlanta Public Schools District.

Click the image below to be redirected to our blog, *Aligned*.

WRITING 101

CLASSROOM STRATEGIES, RESEARCH AND REFLECTIONS, TOOLS AND RESOURCES

PART 1

Addressing Common Challenges with Student Writing

Why aren't students successful writers and what can teachers do to help?

10/09/18, ZACKORY KIRK

CLASSROOM STRATEGIES

PART 2

Designing High-Quality Writing Tasks

Three steps for creating an effective writing assignment

11/11/18, ZACKORY KIRK

CLASSROOM STRATEGIES

PART 3

Providing Feedback on Student Writing

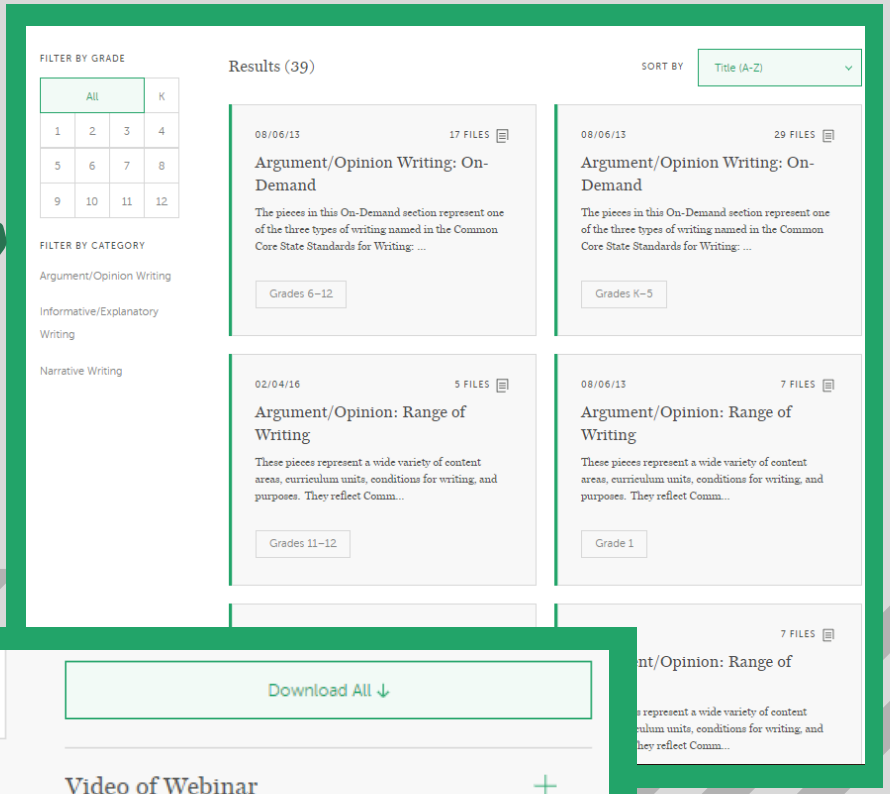
Strategies to deliver positive, focused feedback to improve a aspects of student writing

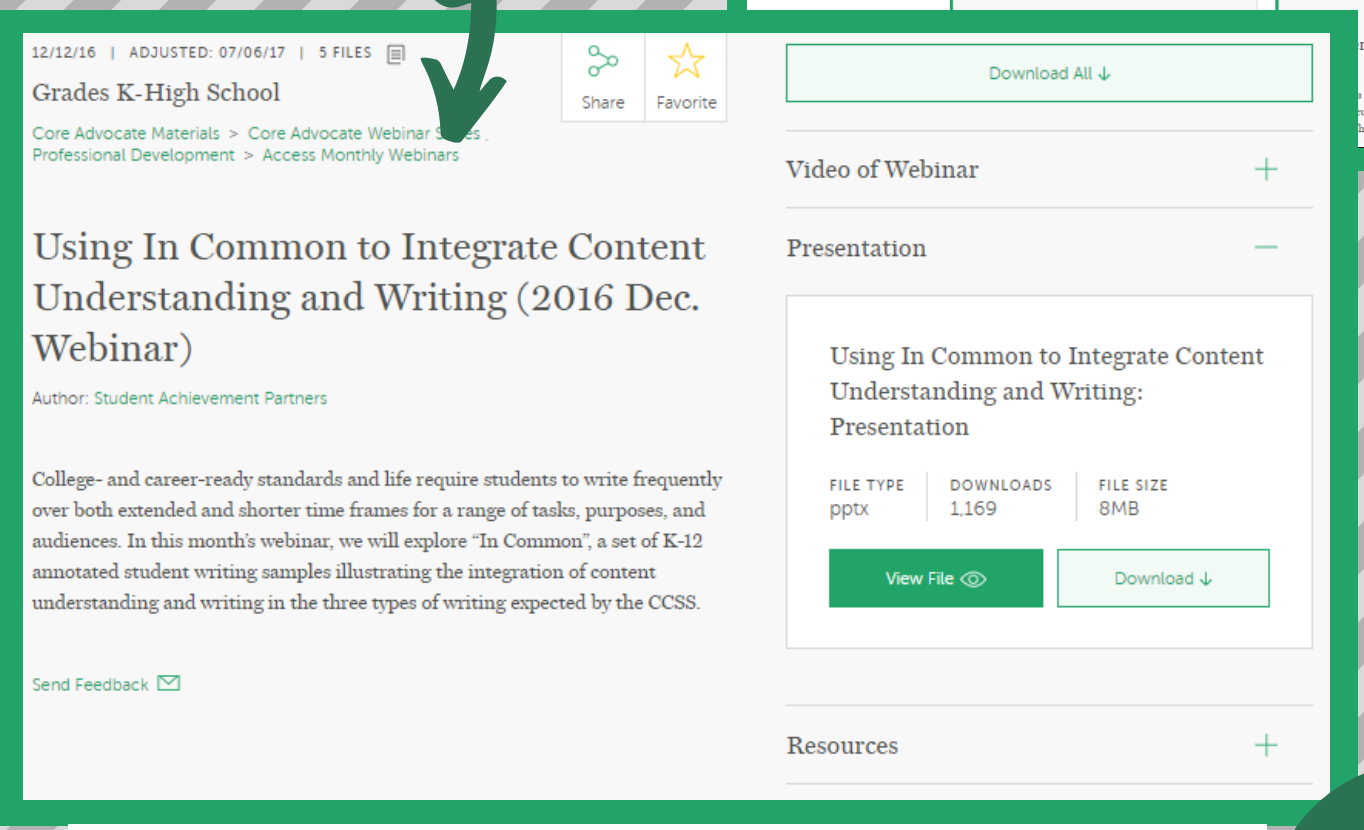
01/22/19, ZACKORY KIRK

2

Have you explored our annotated student writing samples illustrating the integration of content understanding and writing in the three types of writing expected by CCR standards? The resources presented are from *In Common: Effective Writing for All Students*, authored by the Vermont Writing Collaborative with Student Achievement Partners and CCSSO.

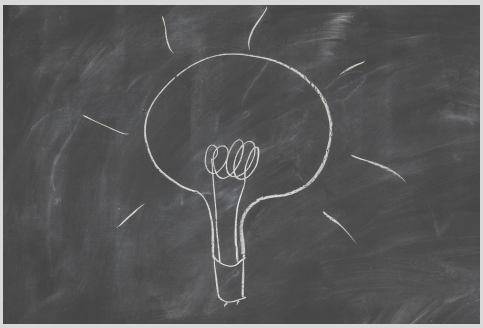
Click the images to check these resources out!





Watch our webinar—or even just view the PowerPoint and handouts—for lots of additional help and ideas for using InCommon!

3



Not sure how to use the InCommon Resources? Try one of these ideas!

- Use one of the professional development activities at your next staff meeting or with your PLC.
- Use the CCR standards to annotate one of the un-annotated pieces. Discuss your observations with your colleagues, and compare the observations to the annotated version in the collection.
- Analyze a span of on-demand prompted pieces in a single writing type (for example, K–5 opinion pieces) to develop a clearer understanding of the developmental progression across grade levels.
- Use the "Revised and Edited" version of a piece as a model for students when you are teaching writing. Discuss the elements of effective writing described in your standards. In what ways is this an effective piece? How might this piece be improved?
- Compare the on-demand prompted piece at your grade level with the range of writing pieces. What are the similarities and differences in writing independently from a prompt and writing that stems from classroom content and instruction? What does this imply for your practice?

Like these ideas? Want more? Check out our entire "How to Use" Guide!

What We're Reading

01

What happens when students from cities with struggling schools head to college?

-- Patrick Wall & Philissa Cramer, *ChalkBeat*

02

If You Listen, We Will Stay

-- Davis Dixon & Ashley Griffin, *EdTrust*

03

Everyone Has Invisible Bias. This Lesson Shows Students How to Recognize It

-- Jacquelyn Whiting, *EdSurge*

04

Seattle Public Schools Want to Teach Social Justice in Math Class. That Hurts Minorities.

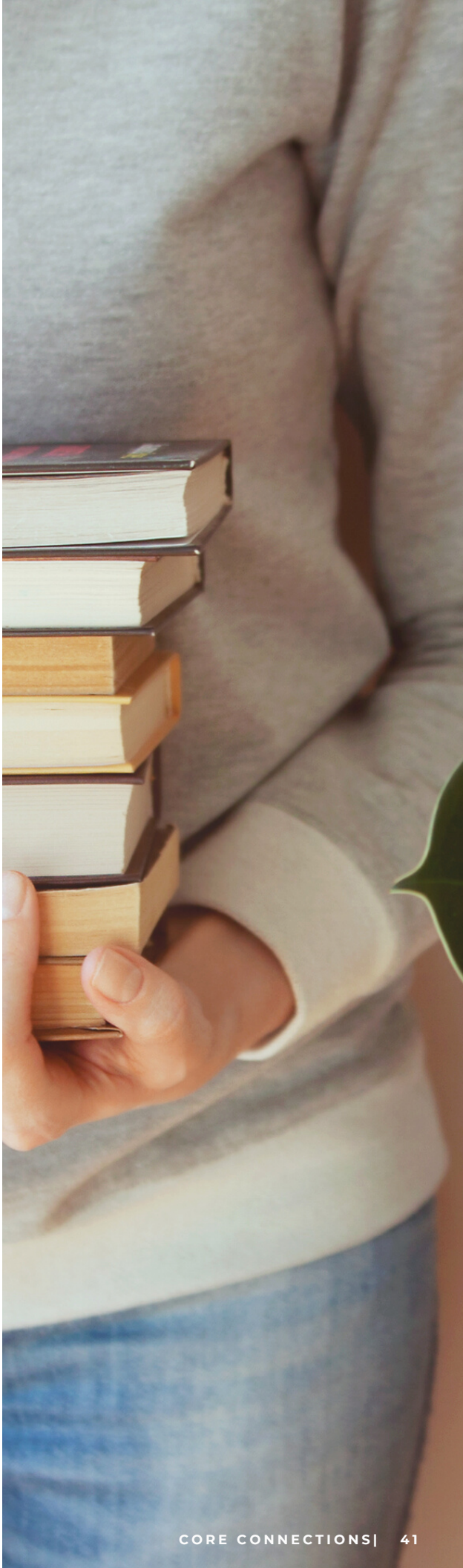
-- Katherine Timpf, *National Review*

05

Teachers won't embrace research until it embraces them

--The Right to Read Project

Let us know what you're currently reading here!



MATH TASK CHALLENGE

We are exited to launch a new regular feature of the Core Advocate Magazine this month, the Math Task Challenge! We will be highlighting Modeling Tasks available on the expanded Coherence Map for teachers to complete. We hope you will do the math task yourself, complete it with colleagues, or even do the task along with your class!

We'd love to see your solutions! Snap a photo of your work on the math task and share it on Twitter.

Use #CoreAdvocates and #mathtask to share your solution and be entered into a raffle for a $25 gift card!

A pizzeria serves two round pizzas of the same thickness in different sizes. The smaller one has a diameter of 30 cm and costs 30 zeds. The larger one has a diameter of 40 cm and costs 40 zeds.

Which pizza is better value for money? Show your reasoning.

Check out this modeling task and others on the Coherence Map!

DIGITAL AMBASSADOR PROGRAM

#coreadvocates

Congratulations to our newest cohort of Digital Ambassadors!

Richard Bobinchuck @RBobinchuck
Tamela Johnson @tjj123
Shawn Parkhurst @ShawnParkhurst
Lyndsay Nottingham @lyndsayteaches
Felice Hybert @find8fences
Robin Moore @mooreintomath
Char Shryock @edtechgirl
Brianne McDowell @BrianneMcDowel2
Annie Smith @anniesmith821
Tamika Washington @iamtamikaL
Tika Epstein @tikaee
Ledon Sarah @SarahLedon
Teresa Ranieri @Teresa_Teaches
Tina Peck @PeckTinacpeck
Scott Geisler @ScottGeisler12
Cassandra Gardner @Cassand96481444
Karen Parrino @kkparrino
Maureen Gibson @MrsGibson17
Donna Wall @donnawall00
Sarah Martin @Sarah3Martin
Melissa Reed @ReedsResourceRm
Amanda Austin @dr_amandaaustin
Marlene Collins @CanDoCollins
Gloria Orozco @glrorozco

THE MAGICAL WORLD OF TWITTER

How Twitter Changed the Way I Learn

by Amy Youngblood, @EduOptimus1
A Digital Ambassador

The following is an excerpt from Amy Youngblood's blog post. In the entire article, she includes instructions on how to start a Twitter account, as well as how to navigate Twitter chats and hashtags!

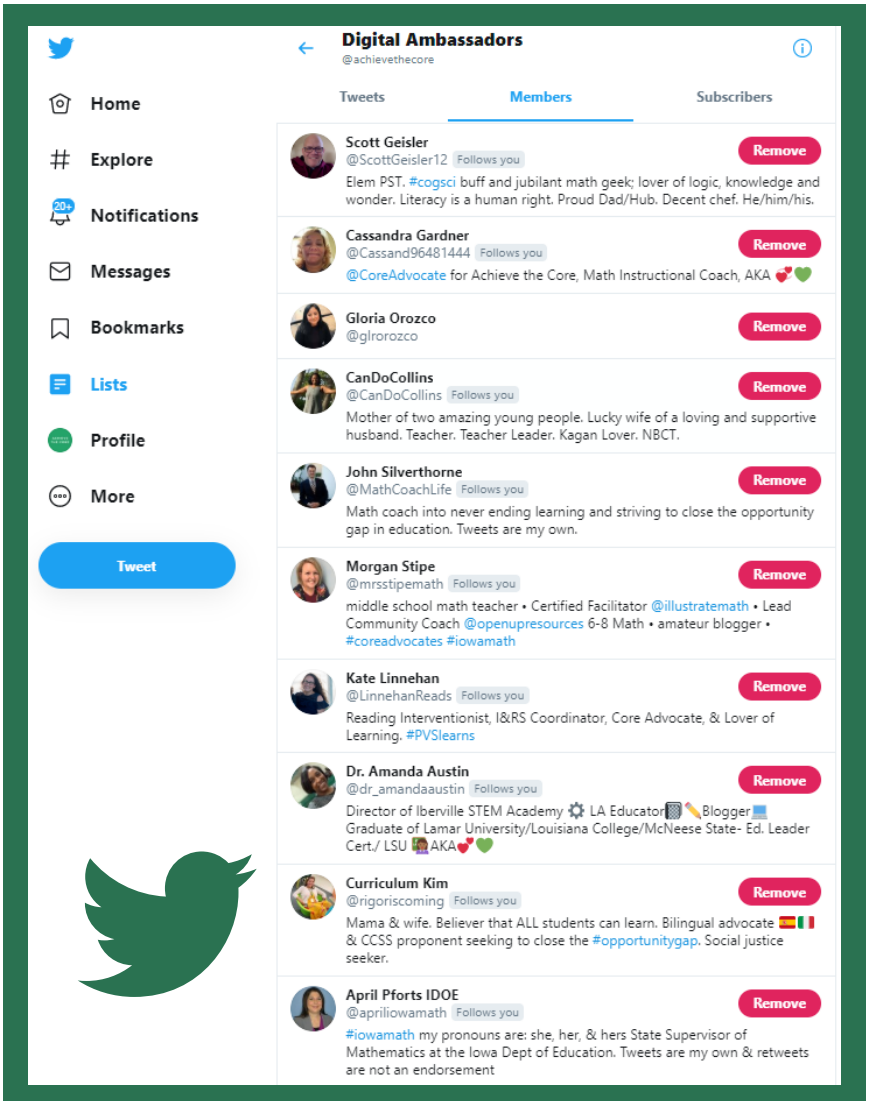
Once upon a time on a dark and stormy morning, I created a Twitter handle. I started reading, and when I looked up it was 5 p.m.! I was hooked and little did I know, but I would be forever changed.

Twitter provides a place for educators to interact with each other across the world. With Twitter, my PLN (Personal Learning Network) grew from people who live close to me (and with whom I interact face-to-face) to anyone, anywhere in the world. Edutweeps (Tweeters who tweet about education) are caring and helpful. I've learned new strategies and routines from people I would have never met before like, @mathkaveli, @pearse_margie, and @MHS_Ferguson. Before Twitter, I would have only been able to learn from @TracyZager, @bloomberg_paul, and @smventura by reading their books or attending a conference session, but now I have access to their ideas—and them—much more frequently and directly. I have learned about Numberless Word Problems from @bstockus. I've discovered from @MrNiksMathClass factoring puzzles that can be used much earlier than when students begin working with trinomials, and Same But Different from @LooneyMath via @robertkaplinsky. If you haven't figured it out yet, I'm kinda a math nerd! But math isn't the only thing teachers can learn on Twitter. Twitter is full of resources, no matter your content, role, or passion. Twitter can be the place you come to learn what you want, when you want. It is the professional development you have always dreamed about: timely, relevant, and self-directed. (continued to next page)

The quote from Helen Keller pictured in the graphic above makes me think of Twitter. Alone, or even with the teacher down the hall, there is only so much we can do. However, when I leverage Twitter, there is so much that can be accomplished and so many ideas I can use. Whether you are new to Twitter or you've dabbled in it, I encourage you to jump in! My Twitter handle is @EduOptimus1, and I'm here to help you get started.

Click here to read Amy's article in its entirety!

Inspired to try Twitter? Click the image to the right to explore our list of all three cohorts of Digital Ambassadors!



JOIN THE CORE ADVOCATE NETWORK

JOIN NOW