

ACHIEVE THE CORE

Core Advocate Newsletter

New Tools, Core Advocate Stories and Ways to Get Involved

Spring Refresh on Achieve the Core

March is here, and that means it is practically spring! Achieve the Core has undergone some early spring cleaning with a new, fresh look. But, you'll still find all your favorite resources for implementing the Standards and the Shifts in your classroom, including lesson plans, mini-assessments, text sets, math tasks, and the popular **Coherence Map** and **Academic Word Finder!** New features of the redesigned website include

- a more streamlined structure to help you find what you're looking for, faster;
- new features for account holders, including a customized homepage;
- the option to preview, print or save-for-later with a single click.

Check out the redesign today at achievethecore.org, and be sure to set up your account to access Core Advocates-only content.



Arizona Core Advocates Meeting

A great group of Arizona educators came together for a weekend in Scottsdale to learn about the Shifts, and to launch the Arizona math and ELA/literacy Core Advocate campaigns. These Arizona ELA teachers will lead trainings on writing quality questions and tasks, while math teachers will focus on Coherence in math as a way to support all students in accessing grade level mathematics.



New Jersey Core Advocates Meeting

Middletown High School South was the gathering place for over 50 New Jersey educators on March 5. During a day packed with learning about the Standards and the Shifts, these educators became the newest New Jersey Core Advocates, and many will be instrumental in launching a state-wide campaign in New Jersey next fall.

Core Advocate Question of the Month

Core Advocate Chris Kalmbach shared his response to last month's question, ***How do you engage your students in mathematical discourse?*** and earned a \$25 Amazon Gift Card! Read Chris' response, as well as other great entries, then submit your answer to this month's question for your chance at a \$25 Amazon Gift Card!



Scaffold rather than show them how

To engage students in mathematical discourse, I start by communicating that everyone has ideas worth sharing. I incorporate mathematically rich tasks that have a variety of entry points so everyone can engage, then I ask a lot of questions. We look for connections between different solutions and between solutions and the problem. I prefer to find ways to scaffold student understanding rather than show them how to do something.

-Chris Kalmbach



Teacher as facilitator and activator

To engage students in mathematical discourse, I design tasks that are real-life, engaging, and rigorous, and that have multiple entry points. I strategically select student work to have students share and discuss. I see my role as a facilitator and an activator in discourse, helping students press for justification, make predictions, make mathematical connections, and critique the work of their peers. Everything revolves around the discourse.

-Travis Burke



Students listen to one another

To engage students in mathematical discourse, I encourage my students to listen to one another. Instead of providing immediate evaluative feedback on their responses, I'll ask a question like "What do you think about that?" or "Who can add on to that answer?" Students have a hand signal they use to nonverbally indicate when they agree with a classmate, which also encourages them to volunteer their ideas.

-Dayna Burke

More great responses

To engage students in mathematical discourse, I get students thinking about a topic that they are interested in, such as popular movies or nerf guns. I take that topic and tie it in to what we are learning. By having the students engaged, I have their buy-in. *-Leann Brannock*

To engage students in mathematical discourse, I ask students to simply talk about what the problem is asking them to do. They share out their response and the other students get a chance to agree, disagree, or add on. Students must support their answers with evidence.
-Kimbria Jackson

To engage students in mathematical discourse, I gain my students' insights on topics. We determine how we can connect what is going on in the world around us to what is happening in the classroom. We reason through difficult problems together.
-Stephanie Barnett

To engage students in mathematical discourse, I think conceptually. I don't teach math, but I asked math teachers in my school for a real-world example of a positive number times a negative number. Shout out to Greta Lumsden who offered, "The temperature dropped three degrees every hour for four hours. How much did the temperature drop in total?" Although I didn't learn math conceptually, I find the CCSS makes me want to talk about math!
-Joanna Schimizzi

**This month's question:
What questions do you have or hear about high quality assessments?**

High-Quality Assessments

The topic of assessment is receiving a lot of press in recent months. As teachers, we value assessment as a necessary part of the teaching and learning cycle. We assess, both formally and informally, on a regular basis. These assessments help us know how students are progressing in their learning, and what instructional moves would best support them in reaching the expectations of the Standards. High-stakes summative assessments can serve the same instructional purpose, and when they are well-aligned to the Standards, it is not necessary for teachers to change their regular instructional practice to prepare students for these assessments.

Our April Core Advocate Webinar will feature Astrid Fossum and Katie Keown from Student Achievement Partners' assessment team discussing important information about assessment, and helping educators know:

- What does high-quality assessment, aligned to the Shifts, look like?
- How do I prepare my students for high-quality assessments?

- What resources are available to help me?

We hope you'll join us on Tuesday, April 19, 2016 from 7:00 - 8:00 PM EDT. Register [here](#) for the webinar, and share the link with your friends and colleagues!

Network News

State Core Advocate Captains' Retreat:

On February 27-28, Core Advocate captains from thirteen states came together in Philadelphia, PA for a weekend of learning and planning. These state leaders discussed the needs and the work of Core Advocate networks in their states, and everyone left energized to support and activate their state colleagues. If you live in AZ, CA, CO, CT, DC, FL, KY, LA, NC, NJ, NV, OH, or WA, we hope you will connect with your state captain soon!



Pictured here: (Bottom row, left to right) Char Shryock, OH; Jessica Cuthbertson, CO; Natalie Franzi, NJ; Amanda Pesci, DC. (Second row, left to right) Jana Bryant, KY; Amy Deslattes, LA; Joanna Schimizzi, NC. (Third row, left to right) Donna Wood, NV; Craig Creller, CT; Arpi Lajinian, NJ; Amy Spies, FL; Jennie Beltramini, WA. (Top row, left to right) Janelle Fann, Student Achievement Partners; Tara Warren, CA.

Upcoming Core Advocate Events:

North Carolina Catalyst Meeting: Greensboro, NC, April 23-24, 2016
National Core Advocates Conference: Denver, CO, May 14-15, 2016

Resources for Your Classroom



Teachers Pay Teachers

Achieve the Core is joining the Teachers Pay Teachers community! Now teachers around the world can access our free instructional materials on TpT. As we celebrate the launch of our TpT store, we need the help of our amazing Core Advocates to spread the word. For those of you with TpT stores and blogs, please give a friendly shout out to the new Achieve the Core store to introduce our resources to teacher-authors that may not be familiar with our website. Address any questions to [Haile Bennett](#), and please check out the new TpT store [here!](#)

Core Advocates Speak Up

Coherence in Math:

Core Advocate Christ Kalmbach recently published [this blog post](#) about Coherence, highlighting Achieve the Core's Coherence Map and Coherence Card Activity. "The importance of the coherence of the standards can't be overstated. Mathematics is not a set of meaningless rules, procedures, and facts that need to be memorized, but a collection of interrelated concepts that have application to everyday life." Thanks, Chris, for sharing great information!

Teaching and Learning Conference:

Core Advocates Jana Bryant, Joanna Schimizzi and Dayna Burke joined Student Achievement Partners' Sandra Alberti for a panel discussion at the National Board Teaching and Learning Conference in Washington, DC March 11-12, 2016. These women shared great thoughts about Instructional Advocacy and supporting the work of teachers across the country. Thanks for your wisdom and expertise!



Upcoming Opportunities

Elevating Instructional Advocacy:

We are excited to see many of you in Denver on May 14-15 for our second annual Core Advocates conference. We were overwhelmed with many qualified applications and wish we had the capacity to accommodate everyone! If your application was accepted, please be sure to register ASAP. Those on the waitlist will be notified of their acceptance status no later than Friday, April 8.

Illustrative Mathematics Seeking Math Educators:

Our friends at Illustrative Math are recruiting math educators to work on their curriculum project for grades 7 and 8, launching at the end of April. Applications are being accepted now, and you can access the application [here](#).

Women's History Month Twitter campaign:

March is Women's History Month and we'd like you to help us celebrate. Let's combat the stereotype that girls aren't good at math by highlighting women educators in mathematics! Tweet at us (@achievethecore) throughout the month telling us why you love being a woman in math. We'll share your stories and prove that women do math and do it well. Short videos are welcome!

April 1st Twitter Campaign #knowyourStandards:

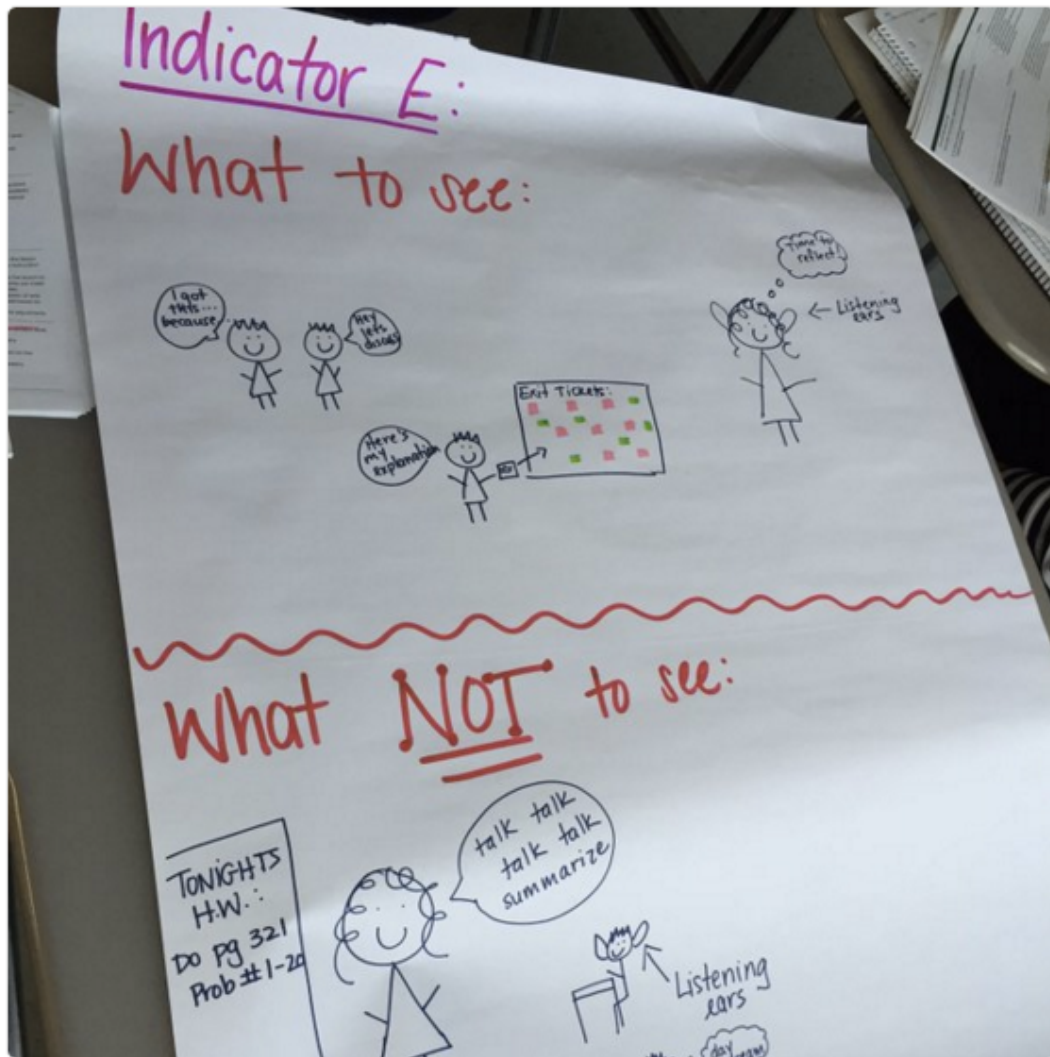
You may remember the fun we had on Twitter last April 1 with @achievethecore's *Pets for Common Core* campaign. If you've checked your social media feeds recently, it may seem like a lot of people aren't fond of the Standards, but that's just because they haven't gotten to know them yet! Join us in showing the world that the Common Core State Standards aren't as scary as they've heard...in fact, they're just like you and me. Use #knowyourStandards to share pictures of the Standards doing everyday activities just like the rest of us. Do the Standards like to watch Netflix? Do they have to commute each morning? Do they Google themselves on the sly? Tweet your pictures using #knowyourStandards **by March 23**, and we'll retweet them from @achievethecore on April 1 along with our own shots.

Social Media Spotlight



Xanthi Karamanos @Xanth_K · Mar 5

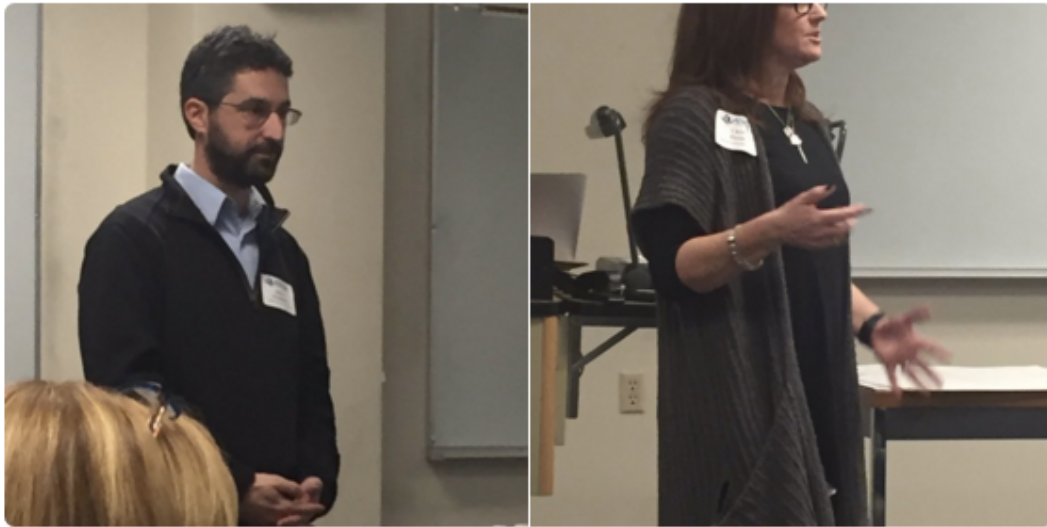
Breaking apart the Instructional Practice Coaching Model with an anchor chart.
#coreadvocates





Donna Wood @wood3rd · Mar 5

Leaning more about DBQs with @coretaskproject @3Chayes #coreadvocates #teachNVACS #NNCSS2016

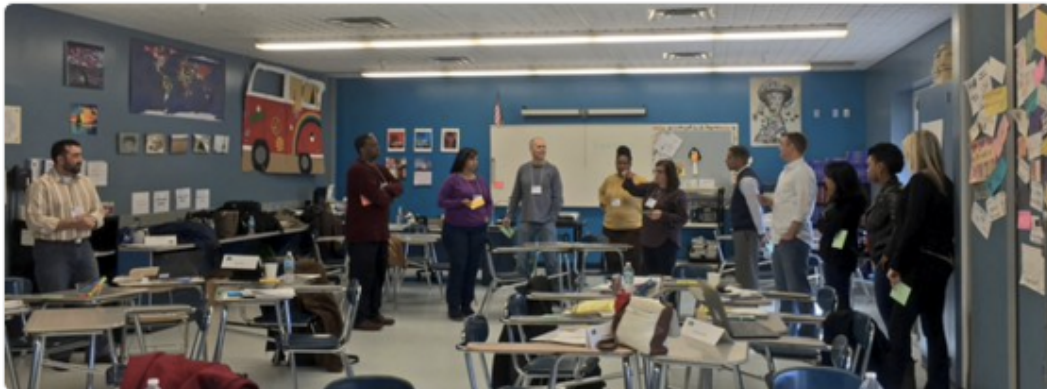


↩️ ↻️ 5 ❤️ 4 ⋮



Natalie Franzi @NatalieFranzi · Mar 5

Sorting #CCSS by the shifts #coreadvocates #njed



↩️ ↻️ 8 ❤️ 9 ⋮

 Tricia Ebner and 5 others follow



Tara Dale @TaraCDale · Feb 21

As a teacher, I use text-specific ?s so my Ss think while they read. Thinking...it is the place to be!! #CommonCore #CoreAdvocates

↩️ ↻️ ❤️ ⋮

Join the Twitter Conversation



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