



## Happy March, Core Advocates!

March is here, and that means daylight saving time, spring break, and the start of state testing season. While spring is springing, we hope you'll find motivation, learning, and ideas for your work in this month's Core Advocate newsletter. Here at SAP, plans are underway for our May Core Advocate convening, upcoming webinars, and releasing some exciting new resources on Achieve the Core. Be sure to check out the great work your fellow Core Advocates are doing in this month's Core Advocate spotlight, and complete the [Instructional Advocacy Action Form](#) so we know about the great work you are doing, too!

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## Jump to March 2018 Highlights

[Spotlight on Instructional Advocacy](#)

[Classroom Connections](#)

[Opportunities to Get Involved](#)

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## Core Advocate Learning

### Webinars

#### Monthly Core Advocate Webinar Series

##### [Supporting English Language Learners with College- and Career-Ready Content](#)

College- and career-ready (CCR) standards are for ALL students, but how do we help our English Language Learners (ELLs) access grade-level, CCR-aligned content when they are still acquiring English language skills? This webinar will introduce key research behind best practices for supporting ELLs, preview some of the new adaptations being integrated into Achieve the Core resources, and spotlight some of the reflections of Core

Advocates who worked, first-hand, with the newly adapted resources. We hope you can join us on Wednesday, April 4 from 7:00–8:00 Eastern Time. [Register now!](#)

Register for the April Core Advocate Webinar!

### [ELA/literacy Mini-Assessments: Beyond the Classroom](#)

SAP's literacy mini-assessments were designed to provide teachers with ready-to-use assessments for their classrooms. These resources, however, are far more than an individual assessment tool: they can serve as a model for the creation of higher-level assessments in your classroom. In this session, Core Advocates will discuss how they used the mini-assessments in their district, and will explain concrete steps you can take to integrate the mini-assessments into your classrooms, PLCs, and districts.

Additionally, the webinar will help you determine how to use the mini-assessments as a model to create your own rigorous assessments. Mark your calendar for May 2, 2018 from 7:00–8:00 pm Eastern, [register today](#), and invite a colleague to join you on the webinar!

Register for the May Core Advocate Webinar!

## Core Advocate Convening

Plans are underway for the May 2018 Core Advocate Convening *Learn, Lead, Impact!* in Denver, Colorado at the Stapleton Renaissance Hotel on May 19 and 20, 2018.

Applications are closed and acceptances and waitlist notifications will be sent no later than March 16th. If you aren't able to attend, we hope you'll join us for virtual learning through Twitter by following [#coreadvocates](#).

Core Advocates accepted to attend will have the opportunity to submit a proposal for a 60-minute Core Advocate Showcase session, where others can hear about and learn from the great work happening across the country. Additionally, the convening will once again conclude with inspiring *Ignite!* sessions presented by select Core Advocates.

When you get your acceptance email, consider submitting a proposal for a Showcase session or *Ignite!* talk. We can't wait to learn from you!



## In the News

Tired of school and teacher bashing in the news?

In the current political climate, the news is often full of bad news and unsuccessful reforms in education. [This opinion piece](#), authored by Louisiana's state superintendent John White, reminds us that much of teachers' hard work IS paying off for students!



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## Showcasing Our Network

### Question of the Month

#### This Month

What spring rituals, celebrations, and activities keep you and your students motivated and engaged in learning?

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

#### Last Month

Question: What strategy, resource, or teaching practice has been effective in helping you

meet the needs of diverse learners in your classroom?

Winning Answer:

"The 5 Practices framework for orchestrating productive mathematics discussions has strengthened my capacity as well as my colleagues' to be more thoughtful and purposeful in our planning. I use this framework in my role as an instructional coach to help other teachers strengthen their teaching. Together we are thinking more deeply about the math concepts that our students are grappling with, and in turn we are better equipped to troubleshoot misconceptions that arise. In the classroom, we can see that the teacher is no longer the focal point of the lesson, and there is a buzz as students are at the center of the lesson unpacking their understanding of the concept with the teacher providing support to meet the learning goals."

–Robin Moore

Other Noteworthy Answers:

"I have incorporated the help of my Google Classroom tools and other Google extensions. I am totally in love with Quizizz.com as I am able to do quick assessments to see where students are in their learning, and make adjustments to lessons based on their needs. We do a great deal of hands on learning in my middle school math class. Food is also one way to bring all the kids to the table of learning. I have designed and incorporated several lessons where food is the manipulative so they eat after they learn."

–Brianna McDowell

"Project based learning allows everyone to achieve at their own personal best. As students are researching, collaborating, and synthesizing in their small groups, I'm able to scaffold for some students and push others outside their comfort zones by introducing them to a new resource, questioning them to lead to deeper understanding, or just chat with them to meet social and emotional needs. When I'm not the 'sage on the stage' but the facilitator to their learning, I can spend my time building relationships and helping students learn to learn on their own."

–Amber Chandler

"By using a structured phonics program that includes decodable readers with my 3rd graders, I have seen significant growth from my struggling readers and EL students. Also, by monitoring my students' phonics knowledge throughout the year, I can see that I am on my way to plugging holes in their phonics knowledge during intervention time."

–Alicia Mayers

## Showcasing Instructional Advocacy

### Instructional Advocacy Action Form Spotlight

Core Advocates from around the country are making an impact on educators and students through their instructional advocacy. We love to hear stories about the great work being done by Core Advocates in classrooms, schools, districts, states, and beyond! You can share your stories by filling out the quick [Instructional Advocacy Action Form](#) survey each time you engage in work related to aligned instructional practice, materials, and assessment. Each month in the Core Advocate newsletter, we will be

highlighting one of the responses. Be sure to tell us about your action for a chance to be selected and win Core Advocate gear!

## February Spotlight

Adrienne Sublett, a Tennessee Core Advocate, is a Instructional Literacy Advisor for Shelby County Schools in Memphis. Adrienne reported working with over 1000 teachers using the Instructional Practice Toolkit (IPT), Instructional Practice Guide: Coaching Tool, Beyond the Lesson Guide, and Teaching the Core videos. Adrienne said, "My current role provides support for teachers through curriculum and professional learning experiences. External partners with my district conducted a literacy quality review to determine the level of application of the shifts. Based on the data collected using IPG, an increase was noted during the year for use of appropriately complex and challenging text which was a focus area for PD." Adrienne also said, "Melissa Collins is a Core Advocate who inspired me to share my voice around instructional advocacy so that my impact could be spread to others. She introduced me to the work of Student Achievement Partners and the tools such as IPG to support the work. "

Thank you Melissa and Adrienne for the work you are doing in Tennessee!

Share your Instructional Advocacy!

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## Resources

### Classroom Connections

#### Free Middle School Math Curriculum

Our friends at [Illustrative Mathematics](#) have released a new open-source middle school math curriculum available through [Open Up Resources](#). The curriculum has earned the top score awarded to a math curriculum in its review [by EdReports](#). It becomes the first middle school curriculum series to meet expectations in all three EdReports review categories, from alignment to usability. Check out the full review [here](#).

#### Daily Writing

Daily writing practice is critical for students, but it can be daunting to think about building that time into a busy school day. There's good news: you don't need a separate writing block. Try some of [these strategies](#) for incorporating daily writing practice activities into your existing content blocks.

#### Foundational Skills Mini-Course



Warm-up

What do you notice? What do you wonder?

sports team	total points in game 1	total points in game 2
football team	22	30
basketball team	100	108
baseball team	4	12

#LearnwithIM

Did you miss the Foundational Skills Mini–Course for K–2 classrooms? All of the [course materials](#) are now available on [Achieve the Core](#), including pre–recorded learning modules, PowerPoints and handouts. Watch the course on your own, engage in the work collaboratively with colleagues, or run the course yourself by personalizing [professional learning resources](#) to your setting.

Are you interested in learning even more about foundational skills? Be sure to check out our [Foundational Skills blog series](#) on Aligned.

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## Bulletin Board

### Get Involved

The [Share My Lesson Virtual Convening](#) is coming March 13–15! Don't miss the opportunity to sign up for dozens of free webinars held across the three days. They will offer powerful professional learning and lots of new ideas for your instruction! Student Achievement Partners will be hosting three webinars:

- [Achieve the Core: ELL Adaptation Project](#), a sneak peek at our new ELL–adapted resources, March 13 8 p.m. ET
- [Making Wonders Work: A Guide to Adapting the K–6 Literacy Program](#), March 14, 3 p.m. ET
- [Making enVisionmath 2.0 Work: A Guide to Adapting the K–5 Math Program](#), March 15, 4 p.m. ET

### Math Conferences in Washington, DC

Attention math Core Advocates! The NCTM and NCSM conferences in Washington, DC are just over a month away and we are compiling a list of Core Advocate–led sessions. Are you presenting this year? Please [complete this brief survey](#) to let us know so we can promote your session!

### Teaching Lab is Hiring

[Teaching Lab](#) is a non–profit that aims to change the fundamental paradigm for professional learning in the U.S. to dramatically improve outcomes for low–income and minority students. Several part–time content consultant positions are available starting this summer. Read the full job description [here](#) and apply using [this link](#).

Teaching Lab is also hiring a full–time Director of Content based in Washington, DC, available immediately. A job description and application information can be found [here](#).

### Upcoming Events

April 4  
Core Advocate Webinar  
Supporting English Language Learners

7 p.m. – 8 p.m. (ET)

May 2  
Core Advocate Webinar  
ELA/literacy Mini-Assessments  
7 p.m. – 8 p.m. (ET)

May Core Advocate Convening  
*Learn, Lead, Impact!*  
Denver, CO  
May 19–20



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## Social Media Spotlight

**Denise Rawding** @DeniseRawding · Feb 7

Use three read strategy to introduce rich tasks 1st read: What is the gist of the problem? 2nd read: What's important to notice and remember? What are you being asked to figure out? 3rd read: What do you already know in math that might help you solve it? #coreadvocates

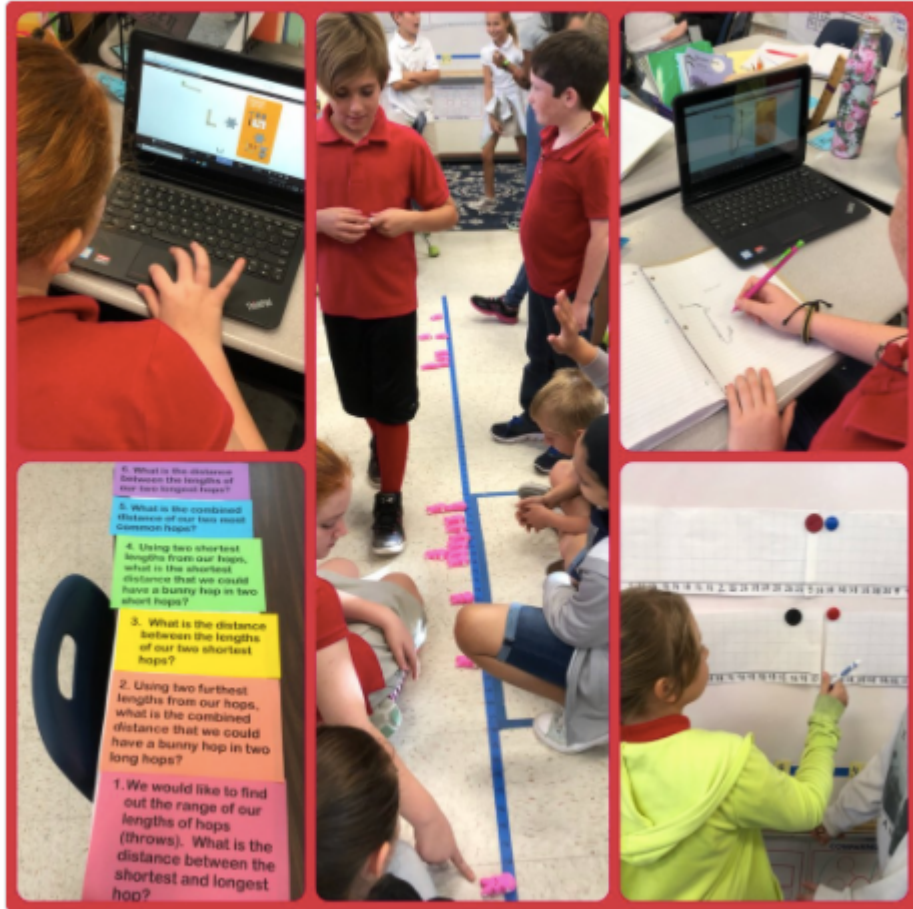
8 17

A screenshot of a tweet from Denise Rawding (@DeniseRawding) dated February 7. The tweet text reads: "Use three read strategy to introduce rich tasks 1st read: What is the gist of the problem? 2nd read: What's important to notice and remember? What are you being asked to figure out? 3rd read: What do you already know in math that might help you solve it? #coreadvocates". Below the text are icons for replies, retweets (8), likes (17), and direct messages.



**Amy Spies** @auspies · Mar 3

Thanks @tweetcpalms for standards aligned engaging lessons @rjCardinals loved Tinker Ball exploring force & motion & Marshmallow Math "Bunny Hop" investigating line plots & frac op #CoreAdvocates @AshFrenchSaid @rjlucas28 @jlwatson11 @kascaccia @christina81883 @tkisker3



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**Susan Hitt** @SusanHitt · Feb 28

A3: I love the resource @flipgrid. Students create 90 second videos to share what they've learned. Students have fun watching classmates videos. #coreadvocates

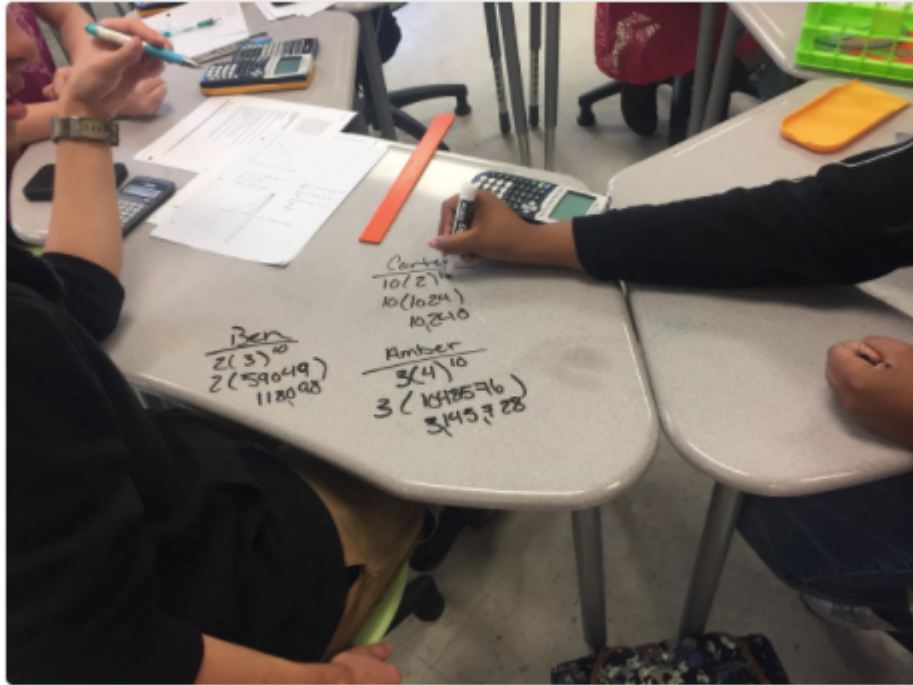
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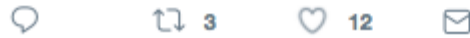


**Brian Dean** @FLMathNinja · Feb 13

Core Action 3D on point in this @RBSStewartMS Alg 1 classroom! #InstructUP  
#CoreAdvocates



Deborah Pickett, Instruction Partners, achievethecore.org and FL StandardsAdvocate



**John Drake** @DrakeJcdrake1 · Mar 1

Building our capacity! NMUSD Secondary Principals doing math together. Trying to figure out if it's possible for a person to drink all of the water in a swimming pool. Supporting the Shift! #nmusdlearns #coreadvocates

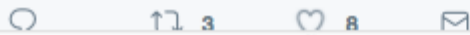


I Teach Math Retweeted



**Katy Scherr** @KatyScherr1 · Feb 23

Creating and solving math professional development with @steve\_leinwand!  
Amazing ideas. Can't wait for Breakfast & Math tomorrow to learn@more.  
[#iteachmath](#) [#coreadvocates](#) [#NVCoreAdvocates](#)



## ACHIEVE THE CORE

Assembled by Student Achievement Partners  
58 East 11th Street  
New York, New York 10003  
a 501(c)(3) nonprofit organization

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