

[New Tools, Core Advocate Stories and Ways to Get Involved](#)[View this email in your browser](#)

Fall Core Advocate News!

It's fall and we at Student Achievement Partners couldn't be happier! Fall brings cooler weather, beautiful changing-color leaves, and teachers and students who are settled in to the school year. This school year, in addition to our great Core Advocate Webinar series, we have a line-up of virtual learning opportunities through our online mini-courses taught by SAP experts. This newsletter contains details about these virtual learning opportunities and many more.

Virtual Learning: Core Advocate Webinar Series

Mark your calendars and invite colleagues to join you the first Wednesday of each month at 7:00 p.m. ET for learning, collaboration, and opportunities to hear from Core Advocates about their classrooms and schools! In November we will learn about Math Language Routines that help all students, but especially English Language Learners, access grade-level mathematics while developing language skills and their ability to speak comfortably about math. In December and January, we will focus on literacy instruction and research-based practices to support all students. Register today for these upcoming Core Advocate Webinars! Even if you can't attend, your registration ensures you get notified once recordings are available! Topics include:

- [November 7: Math Language Routines - The What, the Why, the How](#)
- [December 5: Reading Instruction with the End in Mind: Rethinking "Reading Levels"](#)
- [January 9: Foundational Skills Instruction in Action](#)

[November Mini-Webinar: Math Language Routines - The What, the Why, the How](#)

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. Webinar participants 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. [Join us](#) on Wednesday, November 7 for this mini-webinar from 7:00 to 7:30 p.m. ET!

Register for the November Core Advocate Mini-Webinar!

[New Foundational Skills Observation Tool!](#)

Have you seen our new [Foundational Skills Observation Tool](#)? Designed to aid teacher development rather than evaluation, this tool can be used for coaching, as well as planning, reflection, and collaboration of K-2 teachers around foundational skills lessons. If you use this new tool, we'd love to know what you think. Send us feedback [here](#).



2019 Line-Up of SAP Virtual Mini-Courses!

During the 2018-2019 school year, Student Achievement Partners will host three virtual mini-courses to support college- and career-ready, standards-based instruction. The courses will center on practical, equitable, research-based instructional practices to advance achievement for all students. Each mini-course is an independent learning opportunity and participants are not required to take all three courses.

Mini-courses are open to all educators. We invite state, regional, or district Core Advocate networks and groups of colleagues to join the courses together.

- Winter Mini-Course: [Supporting English Language Learners with College- and Career-Ready Content, Math and Literacy](#): January 8 to February 26
- Spring Mini-Course: Foundational Skills Instruction in Action: Dates TBD, course starting late March/early April
- Summer Mini-Course: Building Teacher Content Knowledge of High-Leverage Math Topics: Dates TBD, course starting late May/early June

[Winter Virtual Mini-Course: Supporting English Language Learners with College- and Career-Ready Standards](#)

All learners, including those learning English as their second language, can be successful with grade-level math and ELA/literacy content aligned to college- and career-ready standards. Our English Language Learners (ELLs) deserve the same high expectations and the same high-quality content as their peers. And they're ready for it--they just need the right support. Strategic scaffolds and adaptations can allow ELLs to access

powerful, interesting academic content that will not only set them up for success later in their academic careers, but also help them love learning! This mini-course will focus on how to bring these scaffolds and adaptations to life in the classroom.

Who should attend:

- K–5 classroom teachers, coaches, school leaders, and anyone supporting K–5 teachers working with ELLs
- You can sign up individually, with a coworkers, or you can sign up as a cohort of up to 12 people in your setting.

The logistics:

- Dates: January 8, 2019--February 26, 2019 (8 weeks)
- Time commitment: Approximately 2–3 hours per week (This encompasses both online learning and time for “homework” and discussion.)

Structure: This will be a virtual learning format consisting of a mix of:

- Live webinars
- At-home (on-demand learning) and videos
- Opportunities to practice what you’re learning through hands-on applications
- Cohort-based work (feedback, sharing, and discussion) that allows you to build a support community

Why should you register?

- Access to dozens of free resources, guidance documents, and ELL-adapted content you can use right away
- Certificate of completion
- Possible opportunities for work with Student Achievement Partners on future ELL projects

Cost: Free!

Register for the Winter ELL Mini-Course!

Job Opportunities for Core Advocates

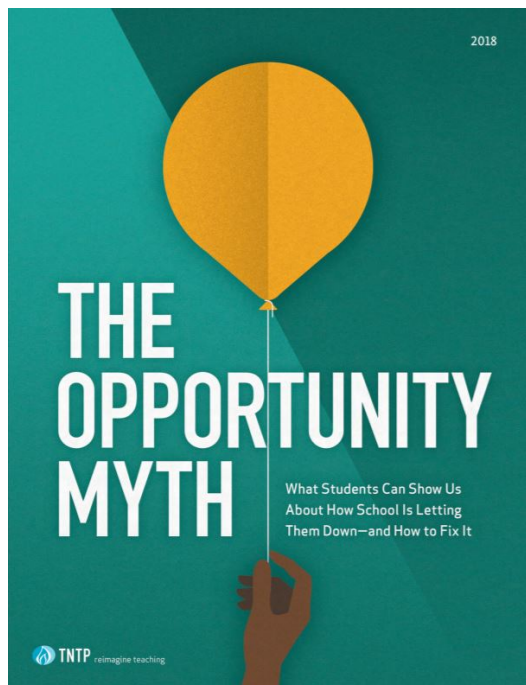
[Khan Academy](#) is hiring a Senior Math Content Manager and we think this would be a great opportunity for a Core Advocate! The [Math Content Manager](#) is broadly responsible for math content at Khan Academy, serving the needs of K–14 learners and teachers. You can learn more about the job [here](#).

[Teaching Lab](#) is hiring for two positions, a Chief Program Officer and a Managing Director of Learning and Research. Teaching Lab is a non-profit organization devoted to creating educational equity through instructional improvement. The [Chief Program Officer](#) will have several roles, including leading the creation of original professional learning content across Teaching Lab’s curriculum-specific ELA and math areas and engaging in partnership development efforts. The [Managing Director of Learning and Research](#) will oversee all of Teaching Lab’s internal data and learning strategy as well as be the organization’s point person for external research and learning.

[Illustrative Mathematics](#) is currently accepting applications for their next [IM Certified facilitator](#) training. If you are accepted and successfully complete the training process, you will be hired by IM to train schools and districts who have adopted IM's middle school curriculum. Applications are accepted on a rolling basis, however, the next IM certified facilitator training is scheduled for November 6–8, 2018 in Chicago, IL. If you'd like to be considered for this event, please complete the application no later than Friday, October 12, 2018. You can find the application [HERE](#). Please note that although the training itself comes at no cost to you (three days of training, breakfast, and lunch), you will be responsible for your own travel expenses to Chicago (flight, hotel, dinners, and other miscellaneous travel expenses).

[The Opportunity Myth](#)

TNTP has released a new research report, [The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It](#). Three years in the making, this in-depth study of almost 4,000 students, 5,000 assignments and 20,000 individual work samples shows what many in the field have long suspected: students just aren't getting the access to the academic resources and high expectations they need to achieve their aspirations. Read the [report](#) to learn more about the findings and recommendations.



Provide Feedback to SAP on the *Aligned* Blog

Do you read the [Aligned](#) blog? We're remodeling and looking for feedback. If you're interested in previewing new features and layout, and letting us know what you think, [sign up here](#).

Question of the Month

What resources or strategies do you use to communicate with families about the grade-level expectations, curriculum, and content of your grade level?

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

August's Question of the Month Winner!

Question: What is one professional goal that you plan to work on to improve your practice this school year?

Winning Answer:

"I'm really excited to dig into the Coherence Map with my lower elementary teachers I'm supporting this year to increase their understanding of their grade-level Major Work as well as vertical alignment. Hoping to start really using it to help plan ahead for unfinished learning as well!"

–Shannon Pasvogel

Other Noteworthy Answers:

"One professional goal I have for myself this year is to create more time and opportunities for collaboration and self-reflection. For me, it's about creating opportunities for growth that will improve the quality of learning and teaching for all of my students."

–Giavanni Coleman

"The professional goal that I will work on this year to improve my practice is to work with my PLC to consistently use the languages of math, language arts, science, and social studies in the core classrooms so that my language learners can build on that consistent foundation to acquire English. As an ESL teacher, I need to be consistent in my own use of academic vocabulary to provide scaffolding for my students, but if it is not continued outside of my class, student achievement will suffer."

– Beth Maloney

"This year I am using the end of day journal. I give the students a prompt to complete at dismissal each day that is reflective in nature. I am planning to read over them as soon as students leave and just leave some quick acknowledgement to let the students know I am interested in their thoughts. My professional goal this year is to give prompt and effective feedback to students."

–Sarah Todorow

Social Media Spotlight

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



Celia Jimenez @segarrac · Sep 22

@BrowardMath Ts looking for questions to forster and support student's mathematical thinking? We got you cover, check out this great resource! #coreadvocates @4flstandards



Barbara Beske @beske3

Another great resource with questions to ask students to support developing their mathematical thinking. Laminate this and keep it handy! bit.ly/2poe00M @achievethecore #Coreadvocates #mtbos #iteachmath





Karen Delay @KarenDelay2 · Sep 27

How do the CCSS-M build across K-5?? RRRPS Ts are digging in! #CoreAdvocates



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♥️ Brooke Halsey liked



Andy McKee @wamckee · Sep 30

These are awesome. Thanks, #coreadvocates.



achievethecore.org @achievethecore

Looking for FREE #EDUpd that you can access anytime, anywhere? Check out our ever-growing list of webinars: bit.ly/2mbPE1F #mathchat #engchat #materialsmatter

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Angel Sánchez @sanrau · Oct 1

RT achievethecore: Wondering about the connection of math materials and assessments? Take a look at this latest Aligned post: bit.ly/2NVJXVS #mathchat #iteachmath #coreadvocates bit.ly/2y1stMP



The Connection Between Math Materials and Asses...

Why is it the case that some students' test scores look so different across assessments of the same content? The short answer is that not all assessments assess the st...

achievethecore.org

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