

## Using *Success at the Core* to Address Issues of Practice

*Success at the Core* (SaC) is a professional development **tool**, designed to help you advance your school’s improvement agenda. Unlike a program – which you adopt, implement, and eventually conclude – you can utilize *Success at the Core* materials in whatever way is most relevant to your context. SaC materials address **issues of practice** crucial to advancing student achievement, regardless of your school’s curriculum or district’s instructional framework.

This document connects SaC’s resources to issues of practice by focusing on questions you might be asking and then suggesting SaC materials to help you work on that issue. Note that for each issue, the Leadership Development modules and/or the Teacher Development strategies most connected to it are highlighted in bold. These are good starting points for you. Other connected SaC resources offer opportunities for further exploration.

As you open a Leadership Development module for the first time, we recommend that you take a look through the *Facilitator Guide* and the handouts for the module. They will provide you with a good overview of the module’s content. If you want to learn a bit more about the module, and preview the videos connected to it, you can also flip through the *Multimedia Presentation*. As you come to a Teacher Development strategy for the first time, we recommend that you start by watching the *Featured Video*. This video, and its accompanying artifacts, best illustrate the strategy. For more on the organization of the modules and strategies and how to use them, read through the *Leadership Development Overview* and *Teacher Development Overview*. Both are found on the “About the Materials” page under the “About *Success at the Core*” menu bar.

Issue of Practice	Components	<b>Success at the Core Starting Points</b> <small>Note: Module = Leadership Development resource                      Strategy = Teacher Development resource</small>
<b>What and how should students learn?</b>	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Learning Goals</li> <li>Instructional Outcomes</li> </ul>	<ul style="list-style-type: none"> <li><b>Leadership Teams and Quality Instruction</b> module – Builds awareness of what quality instruction means and looks like, and how leadership teams can promote it</li> <li>Also:                             <ul style="list-style-type: none"> <li>Aligning Curriculum module</li> <li>Implementing New Programs module</li> </ul> </li> </ul>
<b>How can we implement the Common Core State Standards?</b>	<ul style="list-style-type: none"> <li>Rigorous and relevant learning</li> <li>College readiness</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher Development strategies</b> illustrate effective instructional practices for the delivery of common core content in English language arts, mathematics, and science</li> <li>Also:                             <ul style="list-style-type: none"> <li><i>Success at the Core</i> materials illustrate effective team and teacher practices that are conceptually aligned with Common Core State Standards</li> </ul> </li> </ul>
<b>How can classroom instruction be improved?</b>	<ul style="list-style-type: none"> <li>Teaching strategies</li> <li>Effective instruction</li> </ul>	<ul style="list-style-type: none"> <li><b>Instructional Expertise</b> module – Examines how to identify and use instructional expertise to improve teaching and learning</li> <li>Also:                             <ul style="list-style-type: none"> <li>All Teacher Development strategies illustrate instructional best practices</li> <li>Leadership Teams and Quality Instruction module</li> </ul> </li> </ul>

Issue of Practice	Components	<i>Success at the Core</i> Starting Points
<p><b>How can teachers and students assess learning within a lesson or unit of study?</b></p>	<ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Student assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Checking for Understanding</b> strategy – Demonstrates how to assess student learning throughout a lesson</li> <li>• <b>Guiding Self-Assessment</b> strategy – Considers how students can check their understanding during a lesson</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Reviewing Homework strategy</li> <li>• Structuring Peer-Assessment strategy</li> <li>• Using Rubrics strategy</li> </ul>
<p><b>How can we differentiate and personalize learning?</b></p>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Scaffolds for learning</li> <li>• Personalization</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Differentiating Instruction</b> strategy – Explores how to create and adapt lessons to meet students’ learning needs</li> <li>• <b>Using Multiple Approaches</b> strategy – Shows how to address the varied learning styles and needs of students</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Using Data Effectively module</li> <li>• Scaffolding a Lesson strategy</li> </ul>
<p><b>How can we build a collaborative culture to improve teaching and learning?</b></p>	<ul style="list-style-type: none"> <li>• Professional Learning Communities (PLCs)</li> <li>• Leadership teams</li> <li>• Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional Development</b> module – Fosters professional learning that improves instruction</li> <li>• <b>Leadership Teams and Quality Instruction</b> module – Prepares teams to advocate for quality instruction</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• All modules are team-based learning experiences</li> <li>• Teacher Development User Guide suggests how strategies can be explored in team settings</li> </ul>
<p><b>How can we use data to improve instruction at our school?</b></p>	<ul style="list-style-type: none"> <li>• Evaluating student data</li> <li>• Data-driven instruction</li> <li>• Multiple data sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Using Data Effectively</b> module – Articulates how data can be used to improve instruction</li> <li>• <b>Guiding Self-Assessment</b> strategy – Illustrates how teacher adjusts instruction based on student self-assessments</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Common Formative Assessments module</li> <li>• Checking for Understanding strategy</li> </ul>
<p><b>How can students be more engaged in their learning?</b></p>	<ul style="list-style-type: none"> <li>• Effective questioning</li> <li>• Discussion techniques</li> <li>• Student ownership of learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Facilitating Student Centered Discussion</b> strategy – Looks at how students learn by talking and listening to one another</li> <li>• <b>Cooperative Learning</b> strategy – Demonstrates how students gain a sense of individual and group accountability through working with their peers</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• All Teacher Development strategies illustrate classroom strategies that engage students in the learning and assessment process</li> </ul>
<p><b>How can we design effective school-based professional development?</b></p>	<ul style="list-style-type: none"> <li>• Job-embedded, ongoing PD</li> <li>• Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional Development</b> module – Examines the goals of quality professional development and the strategies to achieve them</li> <li>• <b>Instructional Expertise</b> module – Identifies how staff with instructional expertise can share their knowledge with peers</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• All modules utilize in-house facilitators to guide team through the learning experience</li> <li>• Teacher Development User Guide suggests how strategies can be explored in team settings</li> </ul>

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<b>How can we use schoolwide student assessments to inform instruction?</b>	<ul style="list-style-type: none"> <li>• Common formative assessment</li> <li>• Summative assessment</li> <li>• Standards-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common Formative Assessment</b> module – Develops a shared understanding of common formative assessment concepts and skills</li> <li>• <b>Using Data Effectively</b> module – Develops a shared understanding of how the use of multiple data sources can improve instruction</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Using Rubrics strategy</li> </ul>
<b>How can we build capacity around new educator evaluations?</b>	<ul style="list-style-type: none"> <li>• Teacher evaluation</li> <li>• Principal evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional Development</b> module examines the goals of quality professional development and the strategies needs to achieve them</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Teacher Development strategies illustrate effective instruction and best practice strategies and align with the revised Interstate Teacher Assessment and Support Consortium (InTASC) standards</li> <li>• Leadership Development modules spotlight the work of effective leadership teams</li> </ul>
<b>How can we align our curriculum?</b>	<ul style="list-style-type: none"> <li>• Vertical alignment</li> <li>• Horizontal alignment</li> <li>• Standards alignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Aligning Curriculum</b> module – Builds a shared understanding of curriculum alignment and explores how to assess alignment efforts</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Leadership Teams and Quality Instruction module</li> <li>• Common Formative Assessments module</li> </ul>
<b>How can our school avoid “programitis?”</b>	<ul style="list-style-type: none"> <li>• “Flavor-of-the-month” innovations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implementing New Programs</b> module – Identifies how leadership teams can advocate for effective new program implementation</li> <li>• <b>Leadership Development and Quality Instruction</b> module – Explores practices to help teams stay focused on quality instruction</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Using Data Effectively module</li> <li>• Common Formative Assessments module</li> </ul>
<b>How can we best support English Language Learners?</b>	<ul style="list-style-type: none"> <li>• Literacy development</li> <li>• Sheltered instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building Content Vocabulary</b> strategy – Helps students learn and apply content-specific terms</li> <li>• <b>Scaffolding a Lesson</b> strategy – Discusses how to help students understand the structure of a lesson</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Professional Development module</li> <li>• Implementing New Programs module</li> <li>• Making Inferences strategy</li> </ul>
<b>How can we turn around our low-performing school?</b>	<ul style="list-style-type: none"> <li>• School improvement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Leadership Development</b> modules all explore topics that align with research on turning around low-performing schools</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Teacher Development strategies offer examples of effective instructional practices for engaging and challenging students</li> </ul>