



Leadership & Capacity Building Professional Learning Services

RESOURCES AND COACHING TO BUILD ELA AND MATH
LEADERSHIP CAPACITY



Consortium on Reaching Excellence in Education®

www.corelearn.com

True Instructional Change Begins with Strong Leadership

Professional learning that delivers lasting instructional change

This overview of CORE's professional learning services will help you select the offerings and products that align best with the needs of your district or school. If you'd like a free consultation with a CORE Professional Learning Expert about leveraging our expertise and experience to prepare your team to lead transformative instructional change, please call us at **888.249.6155** or email **info@corelearn.com**.

Knowledgeable and skillful leadership is critical to ensuring ELA and math instructional effectiveness, teacher satisfaction and student achievement.

CORE's approach to instructional change starts with building leadership skills and institutional capacity. Over multiple site visits, a CORE Instructional Implementation Expert works side by side with site leaders to:

- Share knowledge
- Mentor
- Implement Multi-Tiered System of Supports (MTSS)
- Facilitate data-study
- Develop plans to ensure ongoing professional learning and sustained academic achievement
- Conduct learning walks to see instruction

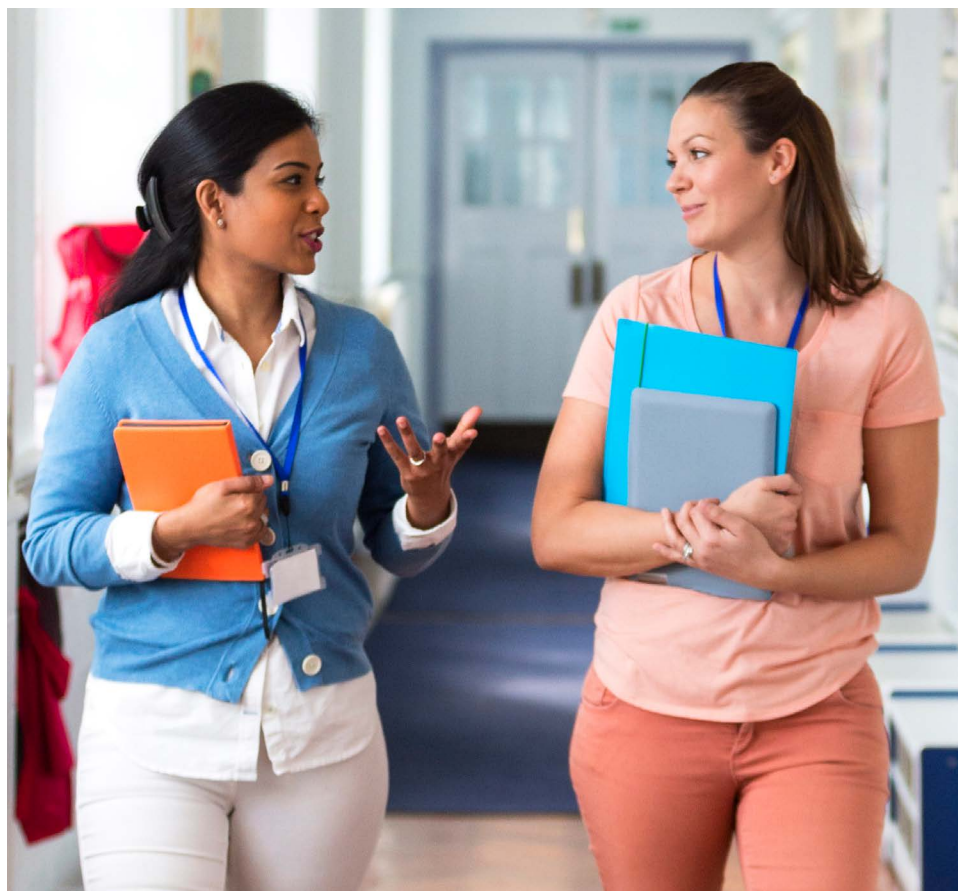


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LEADING FOR LEARNING: LEADERSHIP CAPACITY BUILDING

District Implementation Advisor

Levels: Elementary and/or middle and high school

Audience: District leadership, including superintendents, instructional team, CAOs, principals

Format: On-site and electronic and phone contact

Materials: Selected applicable resource and observation materials, templates and forms developed during work, customized to your needs

As schools and districts implement the Common Core and other state standards, intensive implementation support may become necessary. CORE is known for its technical expertise in turning around struggling districts. Our consultants provide specific and rigorous implementation support for many published programs, both core and intervention, and we get results! Full district implementation of a comprehensive and effective literacy and math plan designed to prepare students for your academic standards is essential to ensure aligned and coherent instruction. In districtwide projects, CORE assigns a District Implementation Advisor, an expert who works closely with the superintendent and district and site administrators and coaches, and serves as the liaison to CORE.

The Implementation Advisor provides the following services.

In the District

- Plan and strategize with the superintendent and cabinet
- Facilitate the alignment of ELA and math curriculum to standards, including the Common Core State Standards
- Implement MTSS/RtI
- Plan, develop, or fine-tune literacy/math plans with district leadership
- Lead walk-through visits to established demonstration sites to calibrate observations
- Develop and implement an assessment system, pacing plans, and intervention plans
- Review and provide training in program elements and routines to leadership
- Perform regular implementation status checks and problem-solve implementation challenges
- Mentor and train literacy and math specialists/coaches to be effective in their roles
- Facilitate district-level data study
- Conduct board presentations as requested

Outside the District

- Prepare reports and analysis (from CORE)
- Provide electronic and phone communication
- Coordinate communication with other CORE team members
- Develop special templates, forms, and agendas as needed

Participant Outcomes

- Build capacity of site and district administrators to manage and monitor literacy/mathematics instruction.
- Facilitate district literacy/ mathematics planning, communication, and coordination.

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Instruction and Curriculum Audits

Levels: PreK–12

Audience: District leadership, including superintendents, instructional team, CAOs, principals, teachers, instructional teacher leaders

The purpose of an Instruction and Curriculum Audit is to look carefully at the instructional program, including curriculum, assessment, professional development, leadership, classroom instruction, and support services. The focus is on the quality of implementation of evidence-based practices and curricula in literacy and math leading to mastery of rigorous standards. The service includes the following:

- An online pre-visit teacher survey
- Pre-visit collection of assessment data
- Pre-visit information of curriculum and assessment products currently in use
- Visitation to identified sites to observe classroom instruction
- Focus group interviews, including teachers, administrators, parents and students when appropriate
- Curriculum materials review

Following the visit, a comprehensive report of findings is provided to the contracting party and the schools participating. Findings will include strengths as well as areas requiring attention and recommendations for improvement, including recommended professional development and curriculum selection.

Participant Outcomes

- A report of findings and next steps and recommended actions for the school/district leadership to implement
- A recommended plan for professional development

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Executive Coaching and Support

During Site Implementation visits, a CORE leadership expert will work closely with the building administrators in a mentoring relationship to provide deep support, planning and just-in-time information. Each site visit will include ongoing standards implementation work, collaborative planning between the CORE staff and the site administration, problem-solving discussions, review of data and plans for interventions for staff and students, and ongoing classroom walk-throughs. Each session will culminate with joint planning and follow-up. The CORE staff will continue to support the administrators through email and periodic phone conferences. Every monthly visit cycle will be followed by a written summary report.

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Designing and Implementing Multi-Tiered Systems of Support (MTSS)

Levels: PreK–12

Audience: School administrators and key school-site leadership team members

Format: Three days, consecutive or separate, depending on the situation

Materials: Participant Resource Guide; Internet access will be necessary

This three-day institute is designed to support school leadership teams to implement MTSS as a coordinated PreK–12 system of academic and behavior support designed to ensure that all students get off to a healthy start (prevention) and facilitate early and appropriately intensive evidence-based intervention(s) for students at risk. This institute focuses on academics within MTSS. Beginning with key yet compact background knowledge that differentiates MTSS from Response to Intervention (RtI), including 10 of the most important lessons learned in decades of school-based implementation, the MTSS Institute systematically details the following:

- The key roles of school leaders, including principals and teachers.
- Which school-based teams perform which roles and functions
- Comprehensive and proactive design of coordinated reading and language arts and mathematics evidence-based instruction and interventions across tiers of increasing intensity, including strategies to increase intensity.
- The use of scientifically sound measures for universal screening to identify students at risk.
- The use of scientifically sound measures for more frequent progress monitoring for students in interventions to determine efficacy of the intervention and any changes that might be needed.
- Processes for determining whether students qualify for special education due to a specific learning disability, and the creation of more appropriately specific and rigorous individualized education program (IEP) goals.

The MTSS Institute includes selected key readings, opinions of implementation status, and tools to evaluate fidelity of implementation.

Daily Content Coverage

Day 1 focuses on what MTSS is and isn't, the similarities and differences between MTSS and Response to Intervention (RtI), and lessons learned in attempts to implement RtI over the last decade. Key roles of site personnel are also covered this day.

Day 2 focuses on the elements in implementing the academic side of MTSS. The morning looks at "what we do," identifying the essential core elements in reading and mathematics; "whom do we support," the use of universal screening to support early identification of students needing additional support; and "how we do it," issues around the logistics of time, size, and duration for intervention. The afternoon also covers the essential element of progress monitoring, the "how do we know an intervention is working."

Day 3 takes a closer look at effective instruction, Tier 3, and special education. Participants also have an opportunity to explore some of the resources identified in the institute. The afternoon focuses on full implementation, issues related to sustaining systems, and a variety of planning tools for school teams.

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Academic Leader Institute

Levels: K–12

Audience: Superintendents, district administrators, school principals, instructional coaches, and other school leadership team members

Format: Three days

Materials: Participant Resource Guide; CORE's *Teaching Reading Sourcebook*; CORE's *Assessing Reading Multiple Measures*; CORE's *Spend Some Time with 1 to 9 – Building Number Sense and Fluency Through Problem Solving for K–8*; CORE's *Spend Some Time with 1 to 9 – Mathematical Challenges for Increasing Number Sense and Fluency in Grades 6-12*

Research shows conclusively that the greatest impediment to sustained change is the lack of consistent and effective implementation support. This institute equips district administrators, site administrators, instructional coaches, and leadership teams with a solid understanding of the issues for leadership focused on program implementation and alignment to state standards. Participants will practice with resources used to analyze data, observe classroom teaching, monitor implementation over time, and plan intervention with teachers and students. The institute also includes research readings that focus on implementation and leadership. This institute can support any evidence-based program a district/school has adopted.

Daily Content Coverage

Day 1 will focus on the role of the instructional leader, implementation science, and the challenges of implementation. Instructional coaching and effective instruction, including an instructional rubric to measure effective instruction will also be a major focus of this day.

Day 2 focuses on the scientific research on reading and mathematics. Assessment, particularly progress monitoring, and data analysis is a focus of the afternoon, including learning a process for leading data meetings.

Day 3 addresses differentiation and MTSS/RtI and professional development, including strategies for evaluating the effectiveness of professional development and ways to build a learning culture. The afternoon will focus on strategies and resources to monitor implementation including classroom observation protocols and also address issues around organizational change and sustainability of implementation efforts.

Participant Outcomes

- Understand the leadership issues that impact program implementation.
- Use data to identify what is working and who needs intervention.
- Implement data team meetings as tools to support achievement growth.
- Complete an on-going self-evaluation of components addressed during the training.

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Academic Leader Practicum, Elementary or Adolescent Level

Levels: PreK–12

Audience: Leadership/administrators, principals

Format: Three to eight days at selected school venues for walk-throughs and facilitated collaboration

Prerequisite: Previous participation in either Academic Leader Institute or prior district leadership professional development

This series of support sessions and classroom visits provides state and district administrators and school leaders with practice using skills introduced during the Academic Leader Institute. These sessions combine additional professional development with discussion of instructional materials, analysis of assessment data, and actual visits to selected classrooms to observe and practice coaching and feedback. During these visits, content can be applied to any of several widely used textbook series. The client (district, regional organization, or state) selects sites for demonstrations and arranges classroom visits. Practicum days are arranged and budgeted separately from regular Site Implementation Visits. (For individual school clients, practicum work occurs during regular site visits.)

Participant Outcomes

- Gain new skills essential to managing successful academic programs aligned to state standards.
- Plan how to manage a seamless implementation in conjunction with academic team leaders.

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TRAINING OF TRAINERS AND CERTIFICATIONS

Sound Beginnings Training of Trainers

Levels: PreK–K educators, administrators

Audience: Early childhood administrators, literacy coaches, special educators, early childhood specialists, and/or PreK lead teachers

Materials: Sound Beginnings Instructor Guide, Sound Beginnings presentation slides (on DVD or memory drive), Participant Resource Guide for Sound Beginnings Training of Trainers, including CORE’s Instructor Toolkit

Prerequisite: Prior completion of the three-day Sound Beginnings workshop

This two-day Training of Trainers provides districts and states the opportunity to build local expertise and capacity in early literacy that will prepare children to enter elementary school ready for state standards-aligned instruction. Following the three-day Sound Beginnings Workshop, the Training of Trainers is intended to provide early childhood administrators, literacy coaches, special educators, specialists and/or lead teachers with the knowledge and skills they need to present and effectively deliver the CORE training Sound Beginnings: A Workshop on Early Literacy within the district. The two-day Training of Trainers will focus on deepening understanding and gaining presentation practice, preparing attendees to present the training to district early childhood program administrators, special educators and specialists, classroom teachers, paraprofessionals, and members of student study teams. During the training, participants will be responsible for presenting, asking questions, and working interactively to prepare. The presenter will focus on challenging content within the Sound Beginnings Workshop and effective presentation methodology. Additionally, a CORE consultant will spend three days working with the district participants from the Training of Trainers session as a follow-up to the training, to address questions and if possible observe presentations to other staff.

Outcomes/Deliverables

- Discuss presentation tips and best practices for CORE trainings.
- Practice using the Sound Beginnings Instructor Guide.
- Analyze the content of the Sound Beginnings Workshop, day by day and/or block by block from the presenter’s point of view using the provided PowerPoint slides and Instructor Guide, and guided through group discussion.
- Learn how to best group, troubleshoot, and pace Sound Beginnings content.
- Practice planning and delivering selected sessions of Sound Beginnings to a small group of supportive peers and consultants.
- Receive feedback, encouragement, and technical support to strengthen delivery of the Sound Beginnings content.
- Review the Preschool Classroom Early Literacy Observation Checklist and follow-up practices to support the teachers whom participants will train in their classrooms.

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Reading Academy Training of Trainers

Levels: K–12

Audience: All literacy educators

Format: Four days

Prerequisite: Prior completion of the current Reading Academy workshop

This four-day intensive training led by two consultants will prepare attendees to present the CORE Reading Academy to district teachers. During the training, participants will be responsible for presenting, asking questions, and working interactively to prepare. The presenter will focus on challenging content within the Academy and effective presentation methodology. Included within the four days will be a targeted review of selected assessments in *Assessing Reading: Multiple Measures, 2nd Edition*. Presenters will make connections explicit to special education, English learners, and other target populations. Attendees should bring core and intervention texts.

Outcomes/Deliverables

The local district will have a cadre of knowledgeable and skillful presenters of the CORE Reading Academy.

The district will build capacity and save money by being able deliver high-quality content from the CORE Reading Academy using CORE's materials, instructor scripts, and PowerPoint presentations.

Licenses: Following successful completion of the training event and the on-site follow-up, districts/schools receive licenses to redeliver CORE events.

To become a Certified CORE Associate Trainer, in addition to the Training of Trainers course noted above, participants will receive four to eight days (depending on number of in-district trainers) of in-district support and mentoring from CORE experts and will be observed delivering their first in-district Reading Academies. Upon completion, participants receive CORE Certified Trainer status. Call for details.

Note: A shorter Training of Trainers may be provided to go with the three-day Reading Fundamentals Course

Materials

Participants receive the following:

- Training of Trainers Participant Resource Guide
- The Instructor Notebook, which contains agendas and presentation scripts, and Participant Resource Notebook
- PowerPoint presentation slides on a flash drive
- Participants bring materials from the prerequisite course to the Training of Trainers

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Adolescent Solutions Training of Trainers

Levels: 6–12

Audience: Intervention teachers, English learner teachers, special education teachers, reading teachers, and coaches

Format: Three days

Prerequisite: Prior completion of the current Adolescent Solutions workshop

This three-day intensive training led by two consultants will prepare attendees to present the CORE Adolescent Solutions course to district teachers. During the training, participants will be responsible for presenting, asking questions, and working interactively to prepare. The presenter will focus on challenging content within the Academy and effective presentation methodology. Included within the four days will be a targeted review of selected assessments in *Assessing Reading: Multiple Measures, 2nd Edition*. Presenters will make connections explicit to special education, English learners, and other target populations. Attendees should bring core and intervention texts.

Outcomes/Deliverables

The local district will have a cadre of knowledgeable and skillful presenters of the CORE Adolescent Solutions course.

The district will build capacity and save money by being able deliver high-quality content from the CORE Reading Academy using CORE's materials, instructor scripts, and PowerPoint presentations.

Licenses: Following successful completion of the training event and the on-site follow-up, districts/schools receive licenses to redeliver the CORE event.

To become a Certified CORE Associate Trainer, in addition to the Training of Trainers course noted above, participants will receive four to eight days (depending on number of in-district trainers) of in-district support and mentoring from CORE experts and will be observed delivering their first in-district Adolescent Solutions. Upon completion, participants receive CORE Certified Trainer status. Call for details.

Materials

Participants receive the following:

- Training of Trainers Participant Resource Guide
- The Instructor Notebook, which contains agendas and presentation scripts, and Participant Resource Notebook
- PowerPoint presentation slides on a flash drive
- Participants also bring with them the materials they received as participants in the actual training

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CORE Certified Trainer Program – Math Math Academy Training of Trainers

Levels: K–12

Audience: All math educators

Format: Four days

Materials: Instructor Resource Guide, Training of Trainers Participant Resource Guide, PowerPoint presentation slides, one professional book, *Principals to Actions, Ensuring Mathematical Success for All* from NCTM

Prerequisite: Prior completion of the corresponding five-day Math Academy workshop

This four-day intensive training will prepare attendees to present the CORE Math Academy (Elementary, Middle, or High School Academy) to district teachers. During the training, participants will be responsible for presenting, asking questions, and working interactively to prepare. The trainer will focus on challenging content within the Academy and effective presentation methodology. Presenters will make connections explicit to special education, English learners, and other target populations. Attendees should bring core and intervention texts.

Outcomes/Deliverables

The local district will have a cadre of knowledgeable and skillful presenters of the CORE Math Academy.

The district will build capacity and save money by being able deliver high-quality content from the CORE Math Academy using CORE's materials, instructor scripts, and PowerPoint presentations.

Licenses: Following successful completion of the training event and the on-site follow-up, districts/schools receive licenses to redeliver CORE events. When the initial license runs out, a renewal process for additional licenses requires attendance at the annual CORE Leadership Summit or participation in a webinar review.

To become a Certified CORE Associate Trainer, in addition to the Training of Trainers course noted above, participants will receive six days of in-district support and mentoring from CORE experts and will be observed delivering their first in-district Math Academies. Upon completion, participants receive CORE Certified Trainer status, and access to 10 hours of electronic support. Call for details.

Materials

Participants receive the following:

- Training of Trainers Participant Resource Guide
- The Instructor Notebook, which contains agendas and presentation scripts, and Participant Resource Notebook
- PowerPoint presentation slides
- One professional book: *Principals to Actions, Ensuring Mathematical Success for All* from NCTM
- The agency (district or state) receives materials for participants in locally delivered events

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SITE IMPLEMENTATION AND COACHING SUPPORT SERVICES

Site Implementation and Coaching Support Services for Sustainable Improvement in Literacy and Mathematics

Levels: PreK–12

Audience: Specific services are determined during planning for each visit. The principal or site administrator and other instructional leaders are requested to participate in all visits.

Format: The needs of each school determine the focus of visits. Four to 14 days are recommended.

CORE Site Implementation, Standards Alignment, and Consultation

Research and CORE's own experience have shown that coaching and support are vital for professional development to be effective. CORE's Site Implementation, Standards Alignment, and Consultation are essential components of CORE expert support. Site assistance is provided in tandem with whole district implementation to develop a seamless system that ensures equity across all sites. Specific content is determined in consultation between CORE and the school and/or district leadership. During the site visit, CORE Educational Consultants work informally with small groups of teachers, coaches, and administrators.

Site visits and/or demonstration site visits provide the following important services:

Collaborative Planning

The first CORE site visit is a crucial planning day to identify specific implementation issues and plan for organization, resources, and support needs. A CORE Educational Consultant initiates or reviews your comprehensive school literacy and/or mathematics plan, including organization of instruction, implementation of a multi-tiered model, student grouping, time allocations, materials, personnel usage, and planned staff development. In addition, the Consultant helps you develop a pacing calendar. The Consultant conducts initial walk-through visits to classrooms. This session should include your leadership team.

Classroom Teacher Coaching, Lesson Study, Program Planning

The Consultant provides a number of services directly to classroom teachers. With the local coach, she or he coaches classroom teachers based on direct observation and feedback. The Consultant also conducts collaboratively planned demonstration lessons, using your adopted materials. With the coach, the Consultant works with small groups of teachers to plan grade-level grouping and interventions based on analysis of assessment data. The Consultant also works with small groups of teachers to provide review and deeper understanding of adopted instructional materials, resolve implementation issues, and provide coaching on implementing effective instructional techniques. The number of classrooms and teachers visited during any one day depends on the priorities of the school leadership and the specific issues the Consultant needs to address.

Multi-tiered System of Supports/ Response to Instruction and Intervention

A CORE Consultant can provide support with data analysis, planning for robust materials and appropriate assessments, and goal setting and problem solving.

Executive Coaching

For school administrators, the Consultant provides personal coaching sessions that combine professional development with a discussion of instructional materials and visits to selected classrooms to calibrate observations and monitor program implementation. The Consultant works closely with the building administrator to ensure he or she understands how the instructional program is designed, what effective implementation of a core curriculum and supplemental intervention programs looks like, and how to use data to leverage improved achievement. Through regular classroom walk-throughs and facilitated sessions, the CORE Consultant supports the building leadership to have the knowledge, tools, and confidence to lead sustained literacy and/or mathematics improvement efforts.

Mentored Practice for Coaches

Part of the site visit allocation is devoted to building expertise of coaches and teacher leaders. The Consultant mentors the coaches as they model lessons, observe and debrief teachers, conduct data study sessions, and analyze test data. The Consultant assists the coaches to facilitate on-site collaborative conversations and develop solutions to implementation challenges.

Alignment of Instruction to Standards

The CORE Consultant will work with staff to map instruction and your curriculum materials to ensure tight alignment of instruction to your state standards.

Assessment Support

Regular use of screening and progress-monitoring data can make intervention planning dramatically more effective. The Consultant provides assistance in the use of assessment instruments, including diagnostic data, screening and progress-monitoring instruments, both CBM and curriculum-embedded assessments. The Consultant works closely with teachers, the principal, curriculum specialists, and coaches to show them how to analyze the data to plan student groupings and specific interventions. Teachers who have learned to incorporate such data into their teaching practice frequently respond positively to the growth they see in their own students' reading and/or mathematics proficiency.

Implementation of Scientifically-based Instructional Materials

The Consultant can provide, if needed, help with an analysis of your program needs and your choice of the optimal program. Since CORE does not publish instructional materials and is not aligned with any one textbook publisher, the Consultant can provide impartial advice. The CORE Consultant team is familiar with many comprehensive, intervention, and supplemental materials supported by scientific research.

Specialized Program Review Sessions for Preschool, Elementary School, or Middle/High School Intervention or Core Programs

The Consultant can provide a two-day customized review and refresher for teachers new to a program. A third day can focus on setting up the classrooms. Following initial publisher training, the CORE Consultant will work for two days with elementary or middle/high school staffs by grade level or team to review routines as follows:

Day 1: Preschool, K, and grade 1, each for three hours

Day 2: Grades 2–3 and 4–6, each for three hours

For middle/high school intervention programs, teachers may be supported in teams.

Demonstration Site Implementation and Practice

When CORE is supporting the implementation of a comprehensive, district-wide literacy and/or mathematics approach, selected sites are identified by the district to serve as the venues for district literacy and/or math specialist, coach, and site and district administrator practice. During visits to demonstration sites, district leadership will practice their observation skills, calibrate observations, observe model lessons, and observe data study. Coaches will practice their coaching skills together and also calibrate observations and practice model lessons.

Off-site Continued Support

Through a combination of on-site, phone and email support, reports, and development of client resources (agendas, planning templates) the Consultant manages the CORE program of services closely with site administrators and teacher leaders, and serves as the liaison to CORE.

Participant Outcomes

- Identify specific implementation issues and plan for organization, resources, and support needs.
- Deepen the expertise of school leaders through training on instructional materials and assessment, as well as visits to selected classrooms to observe instruction and practice coaching and feedback.
- Improve classroom instruction as the CORE Consultant models lessons in classrooms and conducts classroom observations and coaching
- Help teachers more deeply understand adopted instructional materials and resolve implementation-related issues.
- Enable all instructional staff to use data to plan student groupings and interventions.
- Help coaches learn to analyze test data, facilitate on-site collaborative conversations, and develop solutions to implementation challenges.
- Alignment of instruction to standards.

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Standards Mapping Facilitated Work Group, ELA and Mathematics

Levels: K–12

Audience: Classroom teachers, literacy coaches, district and school leadership, and specialists

Format: Half day to a full day, often attached to site visits or other half-day sessions

Materials: Participants provide their own set of standards and their existing textbook and other text resources. Presentation packet provided by CORE.

This working session is not intended to be a workshop, but rather a roll-up-your-sleeves work group that provides a framework for Curriculum teams to map programs/courses/units of instruction to the standards. Participants will identify how the standards are addressed in their units of instruction, and identify gaps, grade-level shifts, and extraneous content in their programs. Participants will complete a series of activities to analyze how units of instruction within their programs address and accomplish the standards.

Participant Outcomes

- Describe how to map ELA and Math programs/courses to the standards.
- Identify which standards are covered in a specific program or unit(s) of instruction and if and where gaps occur.
- Identify unnecessary content in a program/course or content that has been moved to other grades/courses.
- Connect the standards to important subskills and prior knowledge and insure these are included in planned instruction.

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Program Planning: Connecting Objectives, Assessments, and Key Topics

Levels: K–12

Audience: Administrators, all content-area teachers, coaches, and specialists

Format: One day

Materials: Participant Resource Guide

This content may be part of a site visit or may be presented as a workshop depending on district/school need. It is designed to prepare teachers for coherent and effective instruction by focusing on the connections between objectives, assessments, and key learning topics for nine or more weeks of instruction.

The service emphasizes the following:

- Identifying key concepts and skills
- Articulating clear, measurable objectives
- Connecting objectives to standards
- Identifying or developing assessments to match objectives
- Understanding the development of concepts and skills within the course curriculum
- Planning to address areas of weakness if needed in the curriculum
- Anticipating and preparing for common misconceptions and issues

Participant Outcomes

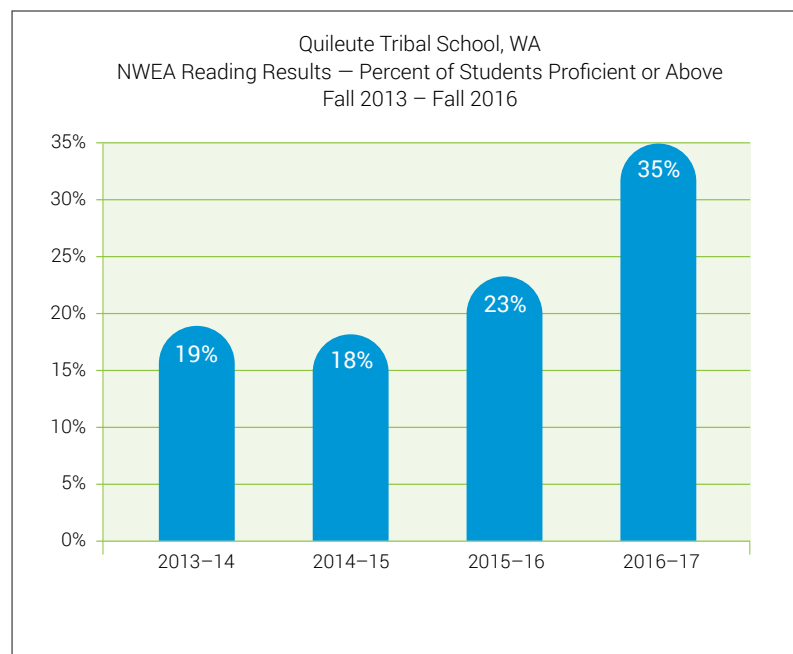
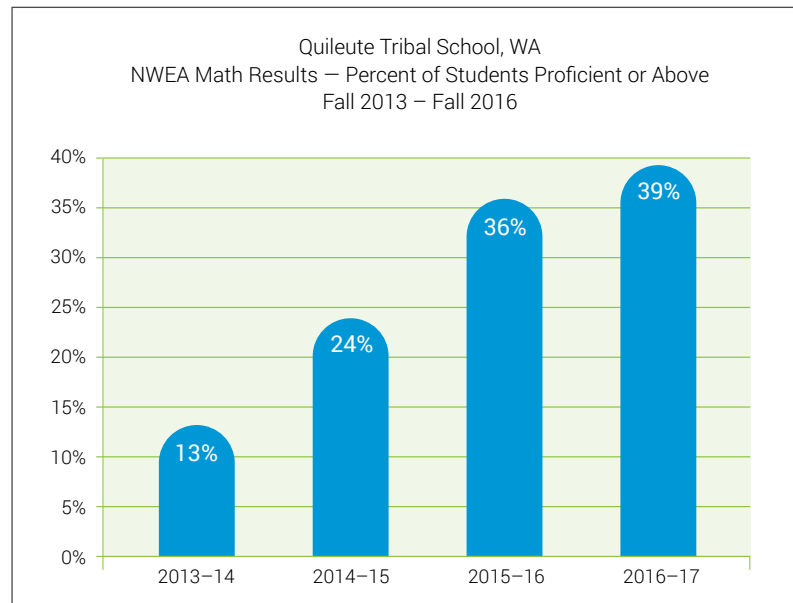
- Develop an outline or plan for instruction based on your curriculum.
- Describe objectives that are aligned with standards.
- Identify assessments that are aligned with objectives.
- Prepare for teaching by understanding the key concepts and skills that must be learned, the common misconceptions to be addressed, and how assessments will be used to evaluate and guide instruction.

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SUCCESS STORIES

Educator Professional Learning that Leads to Sustained Improvement in Student Achievement

CORE has helped elementary, middle and high schools across the country build their instructional practices and improve reading, writing, language, and math results by equipping administrators and teachers with the knowledge and skills they need to implement effective, evidence-based classroom practices that result in sustainable academic excellence.



“Our teachers benefit so much from CORE’s expertise. They provide support and assistance in a non-threatening, non-evaluative way. They’re helping our teachers gain confidence in what they’re doing in the classroom and give them ideas on how to continue to improve. Thanks to CORE, our teachers our learning and growing in ways that measurably benefit our students.”

– Mark Jacobson, Superintendent
Quileute Tribal School, WA



Visit www.corelearn.com/success-stories to learn more about the successes the schools we’ve worked with have had. We’re here to support your district or school achieve similar positive results. Schedule a free consultation with a CORE Instructional Implementation Expert to review your current instructional practices and professional learning program. Call 888.249.6155 or email info@corelearn.com.

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