



CORE 3

Navigator Learning

Navigator Schools' Core 3 is an adult coaching model that provides schools with practical tools and routines for building strong classroom culture, increasing academic rigor, and using data effectively.

OVERVIEW

The Core 3 model can act as an invaluable training playbook for schools looking to strengthen adult practices around three core areas: classroom culture, academic rigor, and data use. In this model, leaders are coached through a two-year implementation journey to transform their teachers' academic practices to strengthen students' sense of belonging in the classroom, improve their academic outcomes and engagement, and provide more personalized learning through the use and analysis of real-time data. Core 3 occurs through replicable training modules that can be integrated into almost any learning environment.

Scan QR code with your phone's camera to access this content online.



Currently, the Core 3 model reaches about 2,800 students across two Navigator schools and nine partner schools. Navigator Learning offers coaching and implementation support for leaders seeking to improve their school's Core 3 priorities. The model also offers regular workshops and videoconferencing to build academic leadership capacity in these three areas.

[▶ Navigator Schools Partnership Testimonials](#)



What Makes This Model Innovative?



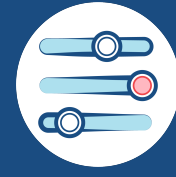
High Expectations with Unlimited Opportunities

Core 3's mission is to develop top-tier teams of educators who continuously improve and innovate at their schools and deliver phenomenal outcomes for all students, regardless of circumstance.



Rigorous Learning

Core 3 provides teachers with instructional practices that prioritize rigor and align learning standards to the Common Core so that students continuously experience productive struggle.



Customization

Core 3 helps school teams grow their data collection and analysis routines and teaching practices. Daily data enables teachers to redesign or pivot their instruction in the moment to meet the unique needs of individual students.

DESIGN

Goals

Core 3 aims for teachers to build a positive classroom environment so that students feel a sense of belonging and can master content knowledge as well as support the development of leaders seeking to strengthen their schools' culture and community.

Improve Academic Outcomes	Students are consistently engaged in rigorous learning that is more personalized, which leads to improved academic outcomes.
Strengthen School-Based Teacher Training	Teachers experience rich professional development and coaching and feel supported by their leaders.
Develop Top-Tier Academic Leaders	Leaders excel in their responsibilities to support and train their teachers.

Experience

This model prioritizes student learning through adult training focused on building a positive classroom culture, implementing personalized and rigorous instruction, and collecting and analyzing data. To achieve this, Core 3 offers coaching and training for teachers around these priorities, as well as strong leadership training for principals, assistant principals, and other school leaders in order to ensure that Core 3 is properly implemented across participating schools.



Core 3 Classroom Elements		
Building a Strong Classroom Culture	Implementing Personalized and Rigorous Instruction	Collecting and Using Data
Routines and Procedures are in place and reinforced with no wasted time.	Teachers have clearly completed Intellectual Preparation as evidenced through their IP Assets and instruction.	School employs a Short-Cycle Assessment Plan (daily and weekly) to monitor learning.
There is Mutual Respect between students and teachers that includes clear expectations of behavior and work ethic from all parties.	Students do the Heavy Lifting at all times, with ample student discussion, while teachers facilitate learning with targeted questions.	Teachers are Collecting Data throughout the day.
There is a high level of active student Engagement .	Students can Demonstrate and Defend their claims using RACE, CASE, thinking maps and prove/disprove methods.	Teachers are Analyzing Data and making the necessary plans to intervene.
SEL, Diversity, and Inclusion are evident in all classrooms, and organizational initiatives are being implemented effectively.	Personalized Instruction is occurring in small, leveled groups, and lessons are focused on power standards.	Teachers are Responding to Data in the moment as well as planning future interventions and instruction.
COACHING		

Core 3 Classrooms

The Core 3 consists of developing classes that are rigorous, data-driven, respectful, and engaging. School leaders receive development around these priorities and turnkey training for their staff. The following elements describe the key priorities of a Core 3 classroom:

- 1. Building a Positive Classroom Culture:** Teachers training under Core 3 first internalize what a positive classroom culture entails, set a vision for their classroom community, and

fill their “teacher toolbox” with new strategies that promote consistency through routines, respect, and engagement. Core 3 encourages teachers to do what best fits their students and leverage these strategies as often or as little as needed. Teachers are trained to use Positive Behavior Interventions and Supports (PBIS).

▶ [Tight Transitions](#)  [Tight Transitions One-Pager](#)

▶ [Culture of Error](#)  [Culture of Error One-Pager](#)

2. Implementing Personalized and Rigorous Instruction: Core 3 ensures teachers are deeply prepared for every lesson, student misconceptions, and questions by training teachers on high-leverage intellectual preparation strategies. Teachers are coached to first deeply know and internalize the lesson’s content and the ways it aligns around a sequence, and plan for misconceptions by creating exemplars. Students participate in small-group work that is differentiated by their learning needs, as well as receive in-class and after-school interventions. Many lessons and activities utilize blended learning techniques.

▶ [Targeted Questions](#)

▶ [RACE Response](#)  [Habits of Discussion One-Pager](#)

3. Collecting and Using Data: Core 3 supports teachers in learning exactly what each of their students has and has not mastered. This can only be achieved through a constant and repeated cycle of action that is deeply informed by real-time data or routine data analysis. These practices range from in-the-moment interventions to planning monthly post-assessment analysis lessons to review highest-leverage exam questions. Teachers meet with students to set goals and check their progress on them.

Many of these strategies are inspired by and adapted from those found in Teach Like a Champion.

Coaching and Training

Navigator Schools believes that the primary job of a school leader is to develop their staff in areas of culture, personalized and rigorous instruction, and data. The Core 3 elements described above are strategically broken up into training modules that can be integrated into most professional development sessions and serve most student populations.

Coaching the Core 3 consists of integrating these modules with a deep understanding of the school community and culture and being responsive to your staff’s needs. There are several coaching methods prioritized in this model, and each one serves a unique purpose:

-
- Weekly Walkthroughs
 - Live Coaching
 - Conducting Observations & Providing Feedback
 - Staff Huddles
 - Coaching Around Intellectual Prep
 - Coaching Around Data Analysis

[Coaching the Core 3](#)

Leadership Development

This model also ensures that coaching the Core 3 is paired with frequent and purposeful professional development for its participating leaders. In the two-year implementation process, Navigator Learning hosts various Leadership workshops dedicated to:

- Developing individuals to work as a team
- Defining and understanding strong leadership
- Developing a positive adult culture
- Running productive and purposeful meetings

[5 Levels of Leadership](#) [The Ideal Team Player](#) [Coaching Mindset Professional Development](#)

Supporting Structures

The Core 3 model can be adapted to almost any learning environment that seeks to increase rigor and personalization for students. Below are a few supporting structure specifications that should help you begin thinking about how to implement this model in your context.



Core 3 requires that curricula align to rigorous learning objectives and that instruction offers opportunities for personalization and is driven by data.

Core 3 teachers receive training around properly understanding Common Core learning objectives and aligning their curriculum from other sources to rigorous standards. [▶Intellectual Prep Part 1 Unpacking Common Core Standards](#)

CURRICULUM, INSTRUCTION & ASSESSMENT

Instruction under Core 3 is personalized and rigorous. Students are encouraged to do the “heavy lifting” by leading discussions and answering questions that encourage productive struggle. Students are taught how to show their work, chunk their learning, and develop habits around discussion and writing. Read about a few of their instructional methods for ELA, math, and writing. [CASE One-Pager](#) [RACE Action Step One-Pager](#) [Everybody Writes Navi One-Pager](#)

Teachers must also gather student progress data every day and from various inputs. For example, exit tickets show students’ understanding of specific content over the course of the day, checks for understanding inform in-the-moment mastery, and spiral reviews track of students’ longer-term standards and skills.

Staff must train and learn together to feel like they are a part of a larger community while also developing a positive culture in their own classrooms.



Teachers also benefit from feeling like a part of a larger community. Under Core 3, school leaders implement a “staff huddle” daily that builds community among staff. During these community meetings, school staff receive authentic shout-outs for their excellence, important announcements for the day, and bite-size development sessions to improve instructional and cultural practices. [Morning Huddle](#) [Staff Huddle Checklist](#)

SCHOOL COMMUNITY & CULTURE

Core 3 believes that taking the time at the beginning of the year to build strong classroom culture—including clear expectations for classroom routines, mutual respect, and student engagement—will ultimately save instructional time and create a stronger sense of belonging for students.

Schools must ensure that school leaders and instructional coaches receive training and can develop their teachers on each Core 3 element.



ADULT ROLES, HIRING & LEARNING

As part of leadership development and coaching, Navigator coaches support school leaders in developing their Core 3 skills through regular workshops and videoconferencing. Most schools spend two years building Core 3 capacity in the leadership team and managing change at the classroom level. By the end of coaching, school leaders will be empowered to support

their staff with similar weekly professional development and coaching to build a top-tier team of educators. [📄 Classroom Walkthrough One-Pager](#)
[📄 Observation & Feedback Meeting: Implementation Checklist](#) ▶ [Live Coaching Modeling](#)

Core 3 provides school leader training to coach their teachers around the Core 3 elements and priorities, especially around intellectual preparation and data analysis. [📄 Intellectual Prep PD](#)
▶ [Daily Data Analysis Meeting](#) [📄 Post-Assessment Analysis Form](#)

Core 3 training can be adapted into many learning environments and schedules, but requires dedicated and protected time for teacher and leader professional development, coaching, and data analysis.

Teachers and leaders must have dedicated time in the day to plan instruction and review and analyze student data. Teachers spend between thirty minutes to one hour a week on data meetings led by academic coaches. Whole-staff professional development session topics vary based on needs, but teachers often spend a dedicated one hour planning instruction or training around instructional techniques. School-based leaders and coaches also receive weekly and monthly training on how to lead meetings, provide feedback, and support teachers on goal-setting and time management.



SCHEDULE & USE OF TIME

In Year 1, Navigator supports Core 3 school leaders around observation and feedback systems and routines. Academic coaches set weekly and monthly meeting cadences, participate in training, and assess teacher moves during scheduled walkthroughs. Teachers meet with their coaches to discuss progress, participate in 1:1 goal-setting, and huddle as a staff to discuss school-wide feedback. In Year 2 of implementation, school leaders receive more focused training on mastering data meetings. These happen once a week and are led by academic coaches. [📄 BOY Core 3 Coaching PL Structures - Observation & Feedback Meetings](#)

IMPLEMENTATION

Supports Offered

[Navigator Learning](#) offers its comprehensive coaching program and resources as a partnership to leaders seeking to strengthen their school culture, rigor in learning, and data management systems. Review the [Readiness Criteria Form](#) to evaluate if Core 3 is right for your learning environment.

Core 3 Resources and Implementation Supports

Free



Core 3 is broken into replicable training modules that can be integrated by academic leaders into most school models and student populations. Navigator Learning has uploaded videos and training resources to their website. By accessing these, you can:

- Watch over two dozen videos of Core 3 training modules and practices in action.
- Explore one-page summaries and descriptions of these modules, as well as checklists and other implementation tools.
- Explore sample professional development presentations that can be turnkeyed to staff.
- Explore open-source literature units.
- Read resources and books that are foundational to Core 3's philosophy.

[Access Now](#)

School Partnership: Leadership Training

Cost Associated



The central goal of a partnership with Navigator Schools is to build Core 3 capacity in the leadership team so that they become self-sustaining over the course of two years. A school partnership provides the following:

- Site visits and school tours to see Navigator's Core 3 practices in action.
 - A needs analysis around Core 3 priorities that helps shape a personalized strategic plan.
 - Regular workshops and video conferencing to build the capacity of academic leadership around Core 3 goals.
-



- Weekly professional development and coaching to build coaching mindsets for a top-tier team of educators and leaders.
- Leadership training, coaching, and development on turnkeying Core 3 coaching practices to school-based staff.

[Get in Touch](#)

Reach

2

Founding
Schools

12

Partner
Schools

5,300

Students
Served

80

Teachers
Coached

Impact

Students whose teachers and leaders are trained on Core 3 practices and leadership tend to perform better than their district and state averages in English language arts.

- Schools that implement the Core 3 model perform in the **top 10% of schools in the state of California and in the top 5% of schools in Central California.**
- **84% of economically disadvantaged students at Navigator's public charter schools met or exceeded standards in English language arts**, compared to just 38% of students in California and 25% of students in the district.
- **89% of non-economically disadvantaged students at Navigator's public charter schools met or exceeded standards in English Language Arts**, compared to just 69% of students in California and 60% of students in the district.

All data are reported directly by Navigator Schools for the 2021-2022 academic year.

Contact

Crystal O'Rourke

Director of Model Implementation

crystal.orourke@navigatorschools.org

RESOURCES



[Partnership Testimonials](#)

A video that shows how teachers discuss the impact of the Core 3 coaching model.



[Tight Transitions](#)

A video that shows what tight transitions look like in action.

Navigator Schools Tight Transitions	
Why	Whether it's lining up after recess, or moving to the next center group, smooth and efficient transitions are essential in maintaining a safe classroom environment that maximizes instructional time. When there is a void in this critical routine, the learning environment can feel somewhat chaotic and even unsafe. By practicing transitions until they are "just right," teachers ensure that they are making every minute matter for their scholars.
Action Step	What: Instructional staff will become proficient in Tight Transitions in order to maintain safe and consistent classrooms that maximize instructional time.
Break It Down	How: <ul style="list-style-type: none"> <input type="checkbox"/> Start with an attention getter (chime, "Class, class," etc.) <input type="checkbox"/> Indicate the start of the transition with a word or hand signal <input type="checkbox"/> Set a timer and Work the Clock during each transition <input type="checkbox"/> Use Praise/Praise with PBIS points and Least Invasive to reinforce transition expectations <input type="checkbox"/> When first introducing the transition, practice in isolation from academic time until the transition is at 100%

[Tight Transitions One-Pager](#)

A one-page summary of Tight Transitions that includes how to prepare, action items, and more resources.



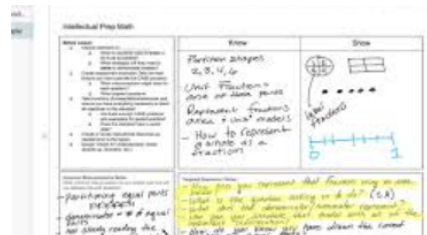
[Culture of Error](#)

A video that shows what a culture of error looks like in action.

Navigator Schools Core 3 Culture of Error	
Action Step	What: Educators will build a Culture of Error in their classrooms so that students may build self-efficacy by feeling safe making and discussing mistakes.
Break It Down	How: <ul style="list-style-type: none"> <input type="checkbox"/> Expect Error <ul style="list-style-type: none"> <input type="checkbox"/> Make a list of the reasons that you tend to make mistakes. <input type="checkbox"/> How would you like others to think of you when you make mistakes? <input type="checkbox"/> How can you apply this to your thinking about student error? <input type="checkbox"/> Withhold the Answer <ul style="list-style-type: none"> <input type="checkbox"/> Pose a question, and then allow multiple students to provide their answers. <input type="checkbox"/> Allow ample time for students to discuss which answer is correct and why. <input type="checkbox"/> The teacher then stamps the correct answer and why the answer is correct after ample student discussion time. <input type="checkbox"/> Praise and Reward the Pursuit of Knowledge <ul style="list-style-type: none"> <input type="checkbox"/> Encourage students to ask questions and talk through their productive struggle while learning.

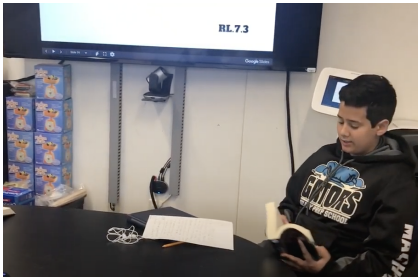
[Culture of Error One-Pager](#)

A one-page summary of Culture of Error that includes how to prepare, action items, and more resources.



[Targeted Questions](#)

A video that shows how teachers intellectually prepare for targeted questions.



[RACE Response](#)

A video that shows what RACE strategies look like in action.

Navigator Schools Action Step: Habits of Discussion	
Why	<p>“One of our most important goals as teachers is to cause students to do as much of the cognitive work: the writing, the thinking, the analyzing, the talking - as possible.” -Doug Lemov, Teach Like a Champion</p> <p>Habits of Discussion is essential for teaching students to be collaborative teammates, good conversationalists and critical thinkers.</p>
Action Step	<p>What:</p> <p>All students will use HABITS OF DISCUSSION (HOD) appropriate to their grade level and current ability in order to increase the ratio of student to teacher talk</p>
Break It Down	<p>How:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use Habits of Discussion Scope and Sequence to determine appropriate HOD levels <input type="checkbox"/> Pre-plan rigorous lesson questions that incorporate HOD (see Resources for planning rigorous questions for HOD*) <input type="checkbox"/> Teacher explicitly models the HOD expectations as needed <input type="checkbox"/> Use Precise Praise, Least Invasive and Do It Again as needed to reinforce 100% expectation for students using HOD

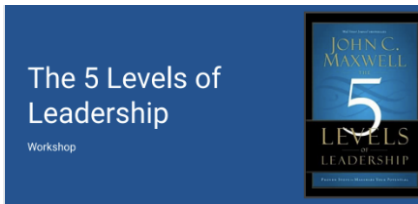


[Coaching the Core 3 Website](#)

A link to Navigator School's Core 3 Coaching website that includes videos, resources, tools, and more.

[Habits of Discussion One-Pager](#)

A one-page summary of Habits of Discussion that includes how to prepare, action items, and more resources.



[5 Levels of Leadership](#)

A professional development presentation for leaders to reflect on and discuss the different types of leadership.



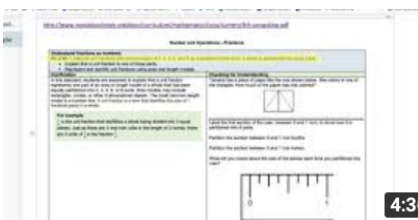
[The Ideal Team Player](#)

A professional development presentation for leaders to reflect on their coaching skills and how to inspire their teachers.



[Coaching Mindset PD](#)

A professional development presentation for leaders around coaching the Core 3.



[Intellectual Prep Part 1 Unpacking Common Core Standards](#)

A video that shows how teachers unpack Common Core standards to create student learning questions and plans.

Navigator Schools Action Step: CASE	
Why	<p>Holding students accountable to showing their work, or DEMONSTRATING & DEFENDING THEIR CLAIMS (D&D), ensures that you know exactly what your next steps will be to meet the needs of the group. D&D strategies, such as CASE, give students tools and processes that help them not just think critically but to be academic scholars who can organize a clear defense of their thinking. Something they will use for their entire lives.</p>
Action Step	<p>What:</p> <p>Students will use the CASE strategy to demonstrate and defend their thinking and be creative mathematical problem solvers.</p>
Break It Down	<p>How:</p> <ul style="list-style-type: none"> <input type="checkbox"/> During Intellectual Prep: <ul style="list-style-type: none"> <input type="checkbox"/> Create teacher exemplars for CFUs and quizzes using CASE <input type="checkbox"/> To promote full inclusion, identify students who may need accommodations or modifications such as partial CASE, use of manipulatives instead of drawing it, or modified problems (consult with special ed staff) <input type="checkbox"/> Explicitly teach CASE to the class & why proving conceptual knowledge of

[CASE One-Pager](#)

A one-page summary of CASE that includes how to prepare, action items, and more resources.

RACE Action Step	
Why	<p>Holding students accountable to showing their work, or DEMONSTRATING & DEFENDING THEIR CLAIMS (D&D), ensures that you know exactly what your next steps will be to meet the needs of the group. D&D strategies, such as RACE, give students tools and processes that help them not just think critically but to be academic scholars who can organize a clear defense of their thinking. Something they will use for their entire lives.</p>
Action Step	<p>What:</p> <p>Students will use the RACE strategy to demonstrate and defend their thinking through oral responses and written work.</p>
Break It Down	<p>How:</p> <ul style="list-style-type: none"> <input type="checkbox"/> During Intellectual Prep, create teacher exemplars for CFUs and quizzes using RACE <input type="checkbox"/> To promote full inclusion, the teacher, with the support staff member, identifies any students who may need modification or accommodations such as orally retelling RACE (vs writing) or completing a partial RACE <input type="checkbox"/> Explicitly teach RACE to the class & why citing evidence is so important for scholars in primary, secondary and in college <input type="checkbox"/> Ensure that students can use RACE with the appropriate questions that require citations as defense <input type="checkbox"/> Allow students to practice RACE in both discussions and in their written responses <input type="checkbox"/> Incorporate RACE into writing informational and opinion essays <input type="checkbox"/> Have RACE posted for student reference

[RACE Action Step One-Pager](#)

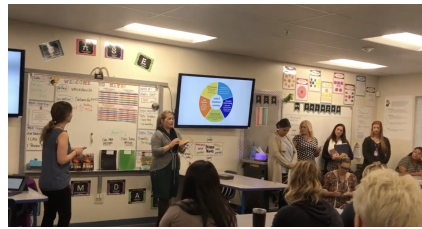
A one-page summary of RACE that includes how to prepare, action items, and more resources.

Bookmark this tab
Everybody Writes
Action Step

Why	<p>"One of our most important goals as teachers is to cause students to do as much of the cognitive work- the writing, the thinking, the analyzing, the talking - as possible." -Doug Lemov, Teach Like a Champion</p> <p>Teaching students how to think critically is an abstract concept. Carving out time and space in each lesson to shift the cognitive heavy lifting onto students helps them build and flex their critical thinking muscles.</p>
Action Step	<p>What: Instructional staff will use Everybody Writes in every ELA lesson in order to increase the student academic lift.</p>
Break it Down	<p>How:</p> <ul style="list-style-type: none"> During Intellectual Prep, teacher selects CPU point in their lesson to use "Everybody Writes" and creates an exemplar for the ideal written response During the lesson, teacher implements the following Sequence: <ul style="list-style-type: none"> Teacher poses a question about the literature

Everybody Writes One-Pager

A one-page summary of Everybody Writes that includes how to prepare, action items, and more resources.



Morning Huddle

A video that shows what Morning Huddle meetings can look like.

Staff Huddle - Implementation Checklist

Component	Preparation Criteria	Notes
Daily Communications	<ul style="list-style-type: none"> Site leadership team met in a "pre-huddle" to establish the essential daily communications in the following areas: <ul style="list-style-type: none"> Events (school-wide, community, athletics, etc., birthdays, etc.) Data (reminders, recognitions) 	
Core 3 Exemplar Video	<ul style="list-style-type: none"> Leader chose a high leverage Core 3 technique that aligns with the Data Cycle Leader selected staff members who exemplify the focus technique using that site Dashboard Leader front loaded the staff member prior to filming the exemplar video Leader prepared framing questions that focused the staff on what to look for while watching the video 	"I've noticed your outstanding implementation in the area of ____ I'm going to come to your class during ____ to film an exemplar of ____"
Shout Outs	<ul style="list-style-type: none"> Leaders had pre-planned shout outs that highlighted staff members exemplifying: <ul style="list-style-type: none"> Values & Mission SEL Implementing Core 3 Techniques 	

Component	Criteria	Notes
-----------	----------	-------

Staff Huddle Checklist

This checklist outlines how leaders can plan for Staff Huddles around Core 3 priorities.

Review your school-wide dashboard data in the following areas of Core 3 and select your focus

CORE 3 CLASSROOM ELEMENTS		
BUILDING A STRONG CLASSROOM CULTURE	IMPLEMENTING PERSONALIZED & RIGOROUS INSTRUCTION	COLLECTING & USING DATA
<p>ROUTINES & PROCEDURES are in place and reinforced with no wasted time</p> <p>Teachers have clearly completed INTELLECTUAL PREPARATION as evidenced through their IP assets and rubric</p> <p>There is MUTUAL RESPECT between students and teachers that includes clear expectations of behavior and work ethic from all parties</p> <p>There is a high level of active student ENGAGEMENT</p>	<p>School employs a SHORT-CYCLE ASSESSMENT PLAN (daily and weekly) to monitor learning</p> <p>Teachers are COLLECTING DATA throughout the day</p> <p>Students can DEMONSTRATE & DEFEND their claims using RACE, CASE, Evidence maps and present/improve methods</p> <p>Teachers are ANALYZING DATA and making the necessary plans to intervene</p>	<p>Teachers are RESPONDING TO DATA in the moment, as well as planning future interventions and instruction</p>
	PERSONALIZED INSTRUCTION is occurring in small, leveled groups and lessons are focused on power standards	

Classroom Walkthrough One-Pager

This walkthrough tool shows how leaders observe and provide feedback to teachers around Core 3 priorities.

Lesson Observation & Feedback - Implementation Checklist

STEP	CRITERIA	COACH REFERENCE
Leader Preparation	<ul style="list-style-type: none"> Deep understanding of the grade level standards Thirty minute lesson observation Selection of the highest leverage action step <ul style="list-style-type: none"> Right level of action for this teacher Measurable Transferable to other practices Targeted questions prepared Appropriate videos selected & cued up 	Leader should go through the jobcoach prep detailed in the Data Cycle Notes
DURING THE MEETING		
Glow (2 min)	<ul style="list-style-type: none"> Two minute maximum Tell to tell action steps Teacher was asked to reflect 	"Last week we were working on ... and when I observed this week I saw ... Excellent job..." What made this successful? What was the impact of this (positive action)?"
See it	<ul style="list-style-type: none"> Appropriate exemplar chosen 	"During my observation I noticed..."

Observation & Feedback Meeting: Implementation Checklist

This checklist details how leaders at Navigator Schools prepare for and deliver observations and feedback to their teachers around Core 3 priorities.



Live Coaching Modeling

A video that shows how coaching around Core 3 takes place.



Navigator Data Cycle
Intellectual Prep

Intellectual Prep PD

A beginning-of-year presentation designed to



Data Analysis Meeting

A video that shows what a

Post-Assessment Analysis

<p>Before Meeting</p> <ul style="list-style-type: none"> Look at data from the question (check) Select 2-3 weeks to analyze Identify patterns in the data (check) What are all the steps of analysis needed to answer the question (check) (check) Check 2-3 weeks of your exemplar 	<p>During Meeting Discussion</p> <ol style="list-style-type: none"> Why is this data important to your students (check) What are the key points of the question (check) What are all the steps of analysis needed to answer the question (check) (check) What are the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check) 	<p>Action Plan</p> <p>80% (check) as a class and address misconceptions in individual groups. Always spend 5 minutes reflecting.</p> <ul style="list-style-type: none"> Identify the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check) What are the key points of the question (check)
---	---	--

Post-Assessment Analysis Form

prepare teachers and leaders for using the “data cycle” as an intellectual preparation tool.

data analysis meeting typically looks like when leaders implement Core 3 coaching practices.

A resource that shows one way to evaluate student progress with this post-assessment data analysis table.

Item	Item Description	Item Type	Item ID
<input type="checkbox"/>	Item 1: Core 3 Coaching/PL Structures	Table	101
<input type="checkbox"/>	Item 2: Core 3 Coaching/PL Structures	Table	102
<input type="checkbox"/>	Item 3: Core 3 Coaching/PL Structures	Table	103
<input type="checkbox"/>	Item 4: Core 3 Coaching/PL Structures	Table	104
<input type="checkbox"/>	Item 5: Core 3 Coaching/PL Structures	Table	105
<input type="checkbox"/>	Item 6: Core 3 Coaching/PL Structures	Table	106
<input type="checkbox"/>	Item 7: Core 3 Coaching/PL Structures	Table	107
<input type="checkbox"/>	Item 8: Core 3 Coaching/PL Structures	Table	108
<input type="checkbox"/>	Item 9: Core 3 Coaching/PL Structures	Table	109
<input type="checkbox"/>	Item 10: Core 3 Coaching/PL Structures	Table	110
<input type="checkbox"/>	Item 11: Core 3 Coaching/PL Structures	Table	111
<input type="checkbox"/>	Item 12: Core 3 Coaching/PL Structures	Table	112
<input type="checkbox"/>	Item 13: Core 3 Coaching/PL Structures	Table	113
<input type="checkbox"/>	Item 14: Core 3 Coaching/PL Structures	Table	114
<input type="checkbox"/>	Item 15: Core 3 Coaching/PL Structures	Table	115
<input type="checkbox"/>	Item 16: Core 3 Coaching/PL Structures	Table	116
<input type="checkbox"/>	Item 17: Core 3 Coaching/PL Structures	Table	117
<input type="checkbox"/>	Item 18: Core 3 Coaching/PL Structures	Table	118
<input type="checkbox"/>	Item 19: Core 3 Coaching/PL Structures	Table	119
<input type="checkbox"/>	Item 20: Core 3 Coaching/PL Structures	Table	120



[BOY Core 3 Coaching/PL Structures](#)
An outline of Navigator Schools’ Coaching and Professional Learning structures for the beginning of the year.

[Navi Learning Website](#)
The Navigator Website is full of rich resources, videos, and tools that explain and show how Core 3 is implemented in schools.

[Navigator Partnership Readiness Checklist](#)
[Readiness Criteria Form](#)
This Readiness Criteria helps Navi Schools better understand how the Core 3 might fit into your learning environment.