

Module 1
Participant Guide

Focus on Practice Standards

Section 7

Connecticut Core Standards for
Mathematics



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Section 7

Section 7: Planning for Change

Supporting Change

Use the space below to think through how you will communicate the Key Messages from each of the activities presented in this module. Also, think about questions that the teachers you work with may have.

Section 1: Understanding the Foundations of the Connecticut Core Standards

Key Messages:

Method of Communication:

Possible Questions:

Section 2: Supporting Change

Key Messages:

Method of Communication:

Possible Questions:

Section 3: Understanding the Standards for Mathematical Practice: Developing Mathematical Expertise

Key Messages:

Method of Communication:

Possible Questions:

Section 4: Supporting Students to “Make sense of problems and persevere in solving them.”

Key Messages:

Method of Communication:

Possible Questions:

Section 5: Attending to Precision in Every Lesson

Key Messages:

Method of Communication:

Possible Questions:

Section 6: Teaching with the Standards for Mathematical Practice

Key Messages:

Method of Communication:

Possible Questions: