

Module 3
Participant Guide

Focus on Teaching and Learning

Introductory Activity

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, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Introductory Activity

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Pre-Assessment–CCS-Math

Instructions: Check the box on the scale that best represents your knowledge or feelings about implementing the Connecticut Core Standards for Mathematics (CCS-Math) in your classroom.

Self-Assessment Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
I am familiar with the Principles of Universal Design for Learning and the importance of flexibility and removing barriers to instruction.				
I understand the importance of incorporating UDL practices into lessons.				
I understand the difference between assessments of learning and assessments for learning.				
I know how to use formative assessment practices to make decisions about the next steps in instruction.				
I have a plan to support the implementation of the CCS-Math in my school and have identified solutions to potential challenges.				