

Module 3
Participant Guide

Focus on Teaching and Learning

Section 6

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.

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Section 6

Section 6: Students' Role in the Formative Assessment Process

Activating Students as Instructional Resources for One Another

Instructions: Review the techniques below to familiarize yourself with strategies that can be used to activate students as instructional resources for one another.

Practical Techniques:

1. **C3B4ME:** Before a student is allowed to ask the teacher for help, assistance must have been sought from at least three other students.
2. **Peer Evaluation of Homework:** Involve students in checking of homework. Possibilities that can be mixed up from day to day: students grade their own (rubric may be needed); students/groups swap papers/notebooks with another student/group.
3. **Homework Help Board:** Students indicate on the board any questions they had about the homework. Students who think they can help students who have questions about the homework are then encouraged to seek those students out and provide help.
4. **Two Stars and a Wish:** When a student gives feedback on another student's work, he has to provide two things he/she thinks were good about the work (the two stars) and a suggestion for improvement (the wish). These comments can be written on sticky notes and collected by the teacher.
5. **End-of-Topic Questions:** The teacher asks, "In your group, decide if there are any questions?" The teacher collects the questions, sorts them quickly, and deals with all the questions on the same issue at the same time.
6. **What Did We Learn Today?:** Break the class into groups 5 minutes before the end of class and ask each group to produce a list of things they have learned during the lesson. Each group then reports one thing they have learned to the class.
7. **Student Reporter:** A student is appointed as a reporter for the lesson. At the end of class, the student gives a summary of the main points of the lesson and tries to answer any questions that students in the class may have. If she/he can't answer the questions, then the reporter asks members of the class to help out.
8. **Preflight Checklist:** If there are a number of requirements for submitted work to satisfy, each student has their work signed off by a buddy who checks that all the required features are present.
9. **Group-Based Test Prep:** To prepare for a test, distribute to each member of a group a card on which a problem is written. The following day, each member presents their solution to the group and the rest of the group decides what needs to be added to the explanation to make it a good one.

Adapted from Wiliam, D. (2011). *Embedded Formative Assessment*. Solution Tree Press. Bloomington, IN. (pp. 137-144).

Technique Sharing

Instructions: Answer the questions below and determine which techniques you will bring back to the teachers at your school.

Students' Role in the Formative Assessment Process

1. Activating students as learning resources for one another.

Which of the techniques indicated do you want to bring back to your setting? Others?

2. Activating students as owners of their own learning.

Which of the techniques indicated do you want to bring back to your setting? Others?