Module 5
Participant Guide

Focus on Sustaining Change

Section 1

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.

Published 2014. Available online at http://ctcorestandards.org/

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

the RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS

Section 1

Section 1: Identifying and Understanding Teacher Needs

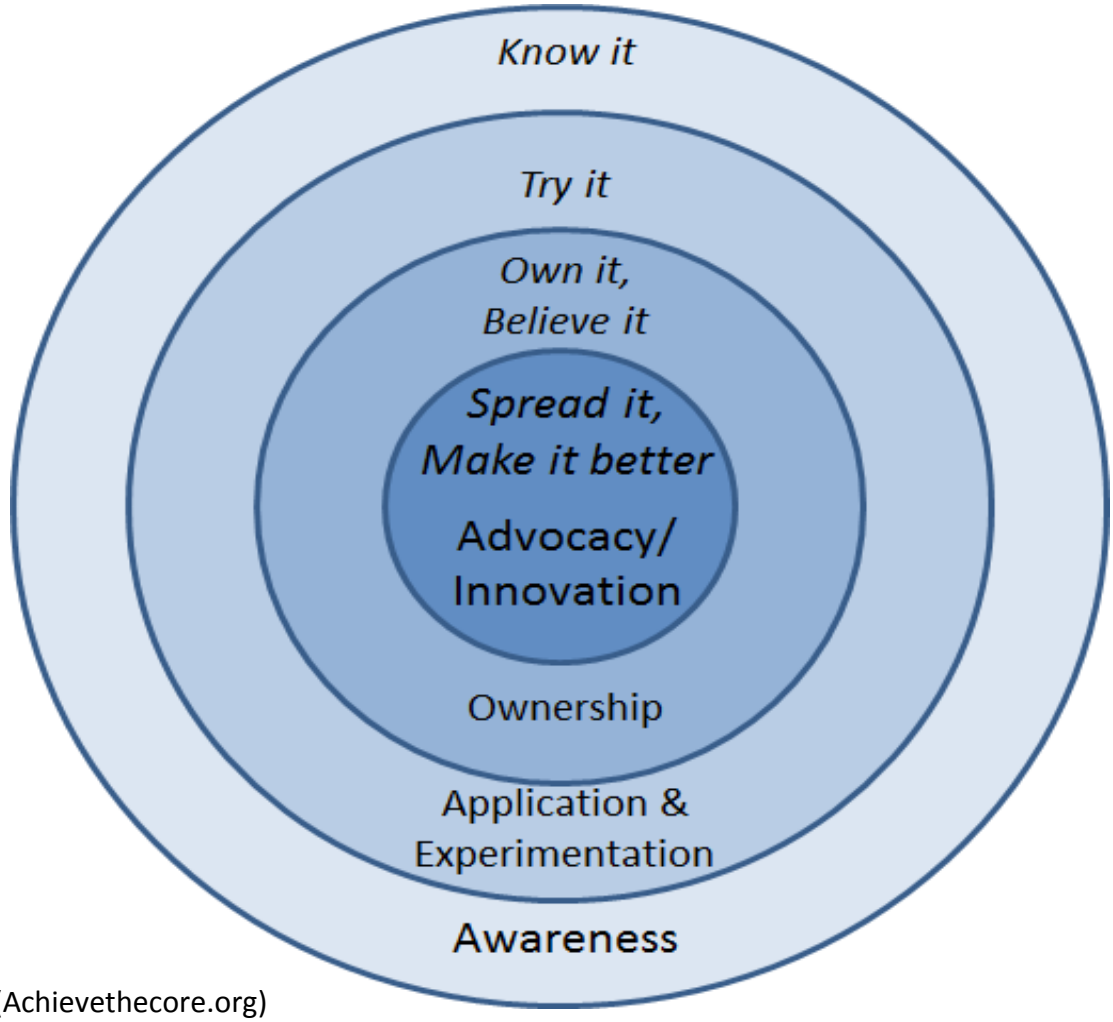
Summary Statements

***Instructions**:* Create a summary statement for each of the modules. The summary statement should depict what you want to see in your own classroom and in your school when everyone is effectively addressing the key ideas from each module.

Module 1: Focus on the Practice Standards
Module 2: Focus on the Content Standards
Module 3: Focus on Teaching and Learning
Module 4: Focus on Designing Learning
Overall Vision for Mathematics Teaching and Learning

Stages of Change

***Instructions**:* Use the chart below to reflect on where the teachers in your school are now with their implementation of the CCS-Math.



(Achievethecore.org)

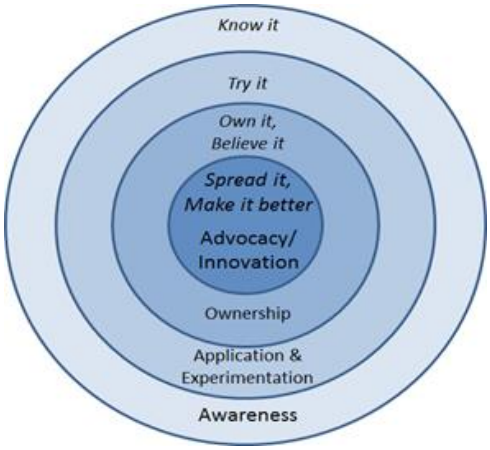
Where are the teachers at your school now with their overall implementation of the CCS-Math?

Implementation Plan

***Instructions**:* Use the implementation plan below to determine where teachers are now, what they need, how their needs will be met, and what you need in order to provide teachers with support in each area.

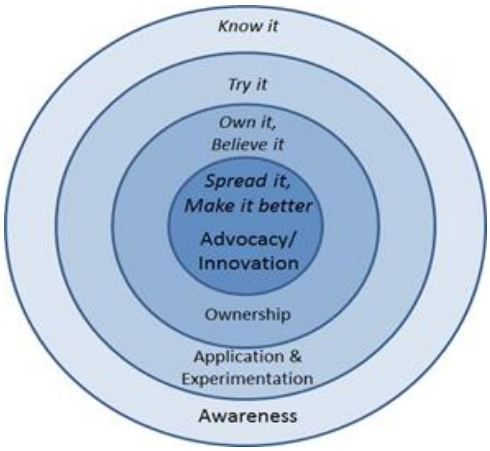
Area 1: Understanding the Standards

- **Do teachers understand the structure of the Standards?**
- **Have teachers looked at the Standards and made connections between and across grade levels?**
- **Do teachers understand the importance of the Practice Standards?**
- **Have teachers created or reviewed 'I Can' statements for the Practice Standards?**
- **Have teachers been introduced to the Progressions Documents?**

Where are teachers now?	What do teachers need?
 (Achievethecore.org)	
How will their needs be met?	**What do you need in order to provide support to teachers in this area?**

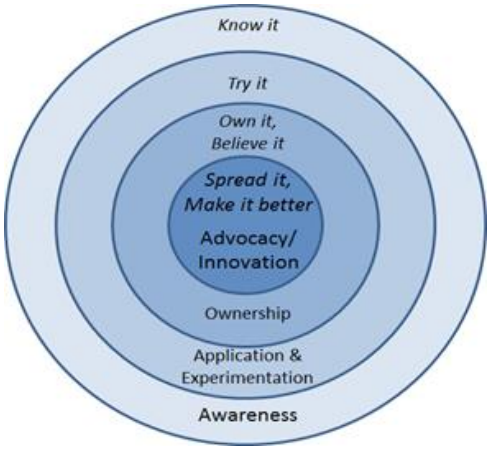
Area 2: Content Knowledge

- Do teachers understand the depth and progression of the content that they are required to teach?
- Do teachers understand the habits of mind described by the Standards for Mathematical Practice?

Where are teachers now?	What do teachers need?
 (Achievethecore.org)	
How will their needs be met?	**What do you need in order to provide support to teachers in this area?**

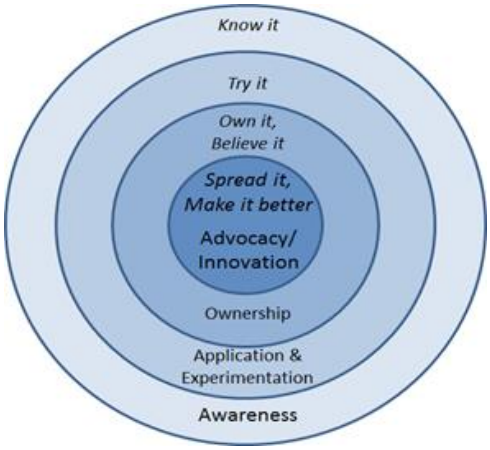
Area 3: Instructional Practice

- Do teachers understand and are they able to teach using effective questioning strategies?
- Do teachers understand the importance of rigor and productive struggle and how to structure and provide learning opportunities at appropriate levels?
- Do teachers support students' use of multiple approaches and multiple representations?
- Do teachers understand and are they able to provide multiple entry points into the mathematics, thus making the learning accessible to all students?
- Do teachers understand how, when, and why to have students work collaboratively and to promote rich mathematical discourse?
- Do teachers understand how the nature of instructional tasks affects all of these points?

Where are teachers now?	What do teachers need?
 (Achievethecore.org)	
How will their needs be met?	**What do you need in order to provide support to teachers in this area?**

Area 4: Designing CCS-Math Learning

- Do teachers understand the idea and importance of unit or chapter planning?
- Do teachers know how to create learning targets that are related and progress towards a larger big idea?
- Do teachers pre-assess students' prior knowledge before planning lessons?
- Do teachers understand and do they implement a formative assessment process within their lessons?
- Do teachers' lessons address the instructional shifts required by the Standards?
- Do teachers incorporate the classroom practices necessary to help students develop the depth of understanding required by the Standards?

Where are teachers now?	What do teachers need?
 (Achievethecore.org)	
How will their needs be met?	**What do you need in order to provide support to teachers in this area?**