

Module 1
Participant Guide

Focus on Practice Standards

Closing 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, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Closing Activities

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Post-Assessment–CCS-Math

Instructions: Check the box on the scale that best represents your knowledge or feelings about implementing the CCS-Math in your classroom (**5 minutes to complete the Post-Assessment**).

Self-Assessment Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
I have an initial understanding of the CCS-Math and the embedded changes and instructional shifts.				
I am familiar with all eight of the CCS for Mathematical Practice and can identify how they are all related.				
I know why Practice 1: <i>“Make sense of problems and persevere in solving them”</i> and Practice 6: <i>“Attend to precision”</i> are considered the two “umbrella” standards.				
I can identify evidence of the eight Practices in CCS-aligned mathematics tasks.				
I can create descriptors for all eight Practices, and develop formal grade level descriptions for Practice 1 and Practice 6.				
I understand how instructional strategies such as questioning, engaging students in mathematical discourse, and requiring multiple representations can help students meet learning goals.				
I can identify relevant resources for implementing the CCS-Math.				