Module 2
Participant Guide

Focus on Content Standards

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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CONNECTICUT STATE DEPARTMENT OF EDUCATION

the RESC Alliance

CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS

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 confident in my ability to assist teachers in their implementation of the CCS-Math Practice Standards.				
I understand and can communicate the implications of the language of the CCS-Math Content Standards.				
I can describe the progression of mathematical concepts and provide teachers with resources for identifying progressions at their grade level.				
I can promote and support teaching with cognitively rigorous tasks to meet the expectations of the CCS-Math Content Standards.				
I am aware of and can share multiple instructional strategies to teach the Content Standards through problem solving.				
I have a plan to support the implementation of the CCS-Math in my school and have identified solutions to potential challenges.				