

Module 5
Participant Guide

Focus on Deepening
Implementation

Introductory Activities

Connecticut Core Standards for English Language Arts and Literacy



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, Mary Ellen Hannon, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Introductory Activities

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Pre-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I have a deep understanding of how to support teachers in my school or district through the change process.				
I know the Seven Norms of Collaboration, and am able to use them to facilitate conversations with individuals and groups.				
I am familiar with the components of the EQuIP Rubric and its role in assessing written lesson and unit development and alignment.				
I know how to collaboratively analyze student work from a performance task and provide feedback to the teacher as to the quality of the performance task.				
I have a deep understanding of the Connecticut Core Standards Classroom “Look Fors” Guide and how to provide feedback to colleagues using the guide.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to the key components of the modules throughout the Connecticut Core Standards System of Professional Learning series.				

Discussion Prompt: (Reminder, Notepad is available on page 36 to capture your thoughts.)



Jot down ideas to share with fellow Core Standards Coaches about activities or conversations you facilitated in your school or district relative to Module 4. If you encountered challenges, feel free to share those as well!