Module 5
Participant Guide

Focus on Sustaining Change

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, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Closing Activity

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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.

Self-Assessment Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
I have a deep understanding of how to support teachers in my school or district through the change process.				
I am able to facilitate conversations that will engage individuals and groups in meaningful reflection around the CCS-Math.				
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 design CCS-Math lessons and provide feedback to the teacher as to the quality of the lesson design.				
I have a deep understanding of the CCS-Math instructional shifts and can provide colleagues with professional support aligned to the shifts.				
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.				

References

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Felux, C. & Snowdy, P. (Ed.). (2006) *The Math Coach Field Guide: Charting Your Course.* Math Solutions Publications: Sausalito, CA.

Video

Teaching Channel. (2011) Probability of Dependent and Independent Events. Retrieved from https://www.teachingchannel.org/videos/teaching-dependent-and-independent-events .

Resources for Planning Lessons

- Achieve the Core – http://achievethecore.org
- Illustrative Mathematics – http://www.illustrativemathematics.org
- Mathematics Assessment Project – http://map.mathshell.org/materials/index.php
- Smarter Balanced – http://smarterbalanced.org