Delaware Department of Education: Professional Development Model High School: Common Core Instructional Shifts: Focus

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
Slides 1-2	Video: Instructional Shifts • {show video} Introduction to the Shifts Organizer	• Today's session is an overview of the key shifts that the Common Core State Standards require for mathematics. We will be learning about the 3 shifts through this slide show as well as through some hands-on activities to help us understand the key components of the shifts. Through this we hope to gain a better understanding of the Standards for Mathematics which in turn will better prepare our students. • This video, produced by The Hunt Institute, can be seen in its entirety at http://www.youtube.com/watch?v=dnjbwJdcPjE" • William McCallum and Jason Zimba (two lead writers of the Common Core State Standards for Mathematics) on the background of writing the Standards.	• Module PPT • Council of the Great City Schools Video: This video, produced by The Hunt Institute, can be seen in its entirety at http://www.youtube.com/watch?v=dnjbwJdcPjE" • Speakers (for Video) • Markers/ pens/pencils/small Post Its	Whole Group
Slides 3-11		See Facilitator Notes at the bottom of slides 3 to 11 for additional information to support slides	Power Point Slideshow	Whole Group

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Slide 12	Engaging with the Shift	• Take a few minutes to discuss in small groups.	• *Slide for guidance:* *In your groups, discuss ways to respond to the following question, "Why focus? There's so much math that students could be learning, why limit them to just a few things?"*	Small Groups
Slide 13	Show video of David Coleman speaking on Focus	• David Coleman speaking on focus in the Common Core State Standards. This video, produced by Engage NY, can be seen in its entirety at http://vimeo.com/27066753	• http://vimeo.com/27066753	Whole group
Slide 14	Activity to work with the standards	• Without looking at your standards, please work with those around you to determine what two topics of each row are major work of that grade. You could circle the 2 topics that are major work, or cross out the one that is not. A hint to this is that the one item that is not the major work of the grade is actually not even part of the standards for that grade. • {After a sufficient amount of time, have participants share their answers. An "answer key" can be found in the resources for this module.}	• Activity: Participates need a copy of this slide • Need copies of Activity Sheet 1 and the Answer Key	Small Groups

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Slide 15	The Mathematical Practices	• The Mathematical Practices are the same for all areas in Math. These will be assessed on the new Smarter Balanced Assessment.	Slide	Whole Group
Slide 16	High School Concepts and the symbols used to clarify	• This is a breakdown of the conceptual categories taught in the High School Standards. As you look at the standards, you will see the * and +. The (*) means that modeling should be used to teach the conceptual understanding or area in the standards. The evidence concerning college and career readiness shows clearly that the knowledge, skills, and practices important for readiness include a great deal of mathematics are defined by (+) symbols in these standards. Activity : • In small groups, find a cluster, concept, and standard that has a *. Using a table foldable or a table on paper, list them. (The purpose of this activity is to get teachers reading and looking through the document.)	• All groups must have a few copies of the **Common Core Standards for Mathematics and Appendix A.**	Small Group

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Slide 16 cont.	Activity: Take a few minutes to look through the appropriate set of courses.	All groups must have a few copies of the **Common Core Standards for Mathematics and Appendix A** Traditional HS Courses pg 8-14 and Integrated HS Courses pg 44-50	http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf	Small Groups
Slide 17	Video Part 3: For 4th grade module, show video 15:10 (Instructional Shifts for Focus) to 23:50 For all staff show to 25:15 "Session Break"	Following the video, discuss the question: How will this shift in focus impact your curriculum, instruction, and assessment?	Video: http://vimeo.com/44524812	Whole Group
Slide 18-19	background on the assessment consortia	• In an effort to provide ongoing feedback to teachers during the course of the school year, measure annual student growth, and move beyond narrowly-focused bubble tests, the U.S. Department of Education has awarded two groups of states grants to develop a new generation of tests. The new tests will be aligned to the Common Core State Standards. The tests will assess students' knowledge of mathematics and English Language Arts from third grade through HS. PARCC (The	Slideshow The content emphases can be found at the achievethecore.org website.	Whole Group

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		Partnership for Assessment of Readiness for College and Careers) and SBAC (Smarter Balanced Assessment Consortium) are the two assessment consortia.} Both Smarter Balanced and PARCC are committed to focusing their assessments on the major work of each grade.		
Slide 20	• Activity: Take the PARCC Model Content Framework for one course you teach. Discuss the (green) Major Clusters and think about where they fit in the units you teach.	• Here is an example of how focus and coherence works in a single conceptual high school area. The green boxes represent the major work of Algebra I, the blue are the clusters that support the major work of Algebra I and the yellow are the additional clusters. • The emphases charts make visible the intended focus and coherence of the subject matter by identifying the major work (focus) and the supporting and additional work (coherence within and across)	• PARCC Model Content Framework for Mathematics for the various math courses at your school	Small Groups
Slide 21-22	Summarizing	Follow notes with slides	• Slideshow	Whole Group

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Slide 23-26	Resources for Teachers	Resources are found under the resources folder	• Have resources available to email or copy for participants	Whole group