



Understanding the Common Core State Standards 1: Math

**Strand: Teaching and Learning:
Common Core State Standards**

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Strand: Teaching and Learning: Common Core State Standards

Duration: Full workshop – 3 hours, 10 minutes

Desired Outcomes:

Participants will...

- Engage background knowledge about the Common Core State Standards in Mathematics (CCSS-Math).
- Identify the organization of the CCSS-Math.
- Analyze the Standards for Mathematical Practice, and determine how they impact instruction in mathematics.
- Analyze the Standards for Mathematical Content, and determine how they impact instruction in mathematics.
- Create an action plan for implementation of the CCSS-Math.

Learning Forward Standards for Professional Learning:

- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long-term change.

Resources in This Module:

- Attendee Handouts:
 - Workshop Agenda
 - Attendee Notes
 - Certificate of Completion
 - 3-2-1 Evaluation Form
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline



Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

Main Topics:

1. Engaging background knowledge about the CCSS-Math.
2. Identifying the organization of the CCSS-Math.
3. Analyzing the Standards for Mathematical Practice, and determine how they impact instruction in mathematics.
4. Analyzing the Standards for Mathematical Content, and determine how they impact instruction in mathematics.
5. Tying the standards for practice and content together.
6. Exploring Appendix A and the high school pathways.
7. Creating an action plan for implementing the CCSS-Math.

Subtopics:

- 1. Engaging background knowledge about the CCSS-Math**
 - a. Snowballs activity: background knowledge, gauging anxiety levels
 - b. Introduction to the CCSS-Math standards documents
- 2. Identifying the organization of the CCSS-Math**
 - a. Keywords activity
 - b. Standards document contents
- 3. Analyzing the Standards for Mathematical Practice**
 - a. The Standards for Mathematical Practice
 - b. “Picture” the Practice activity
- 4. Analyzing the Standards for Mathematical Content**
 - a. The Standards for Mathematical Content
 - b. Organization of the standards: K-8
 - c. Organization of the standards: 9-12
- 5. Tying the standards for practice and content together**
 - a. What does it look like when understanding is achieved?
- 6. Exploring Appendix A and the high school pathways**
 - a. Traditional: US
 - b. Integrated: International
- 7. Creating an action plan for implementing the CCSS-Math**
 - a. Planning for change—just to get started
 - b. Brainstorming action steps
 - c. Now, Next, and Later Chart activity
- 8. Conclusion**
 - a. Re-examine the session’s goals



Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, while non-bold print times show the approximate amount of time an activity will take within that topic.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	10
Distribute copies or URL for the CCSS-Math, including Appendix A		
Cover objectives (from Workshop Overview)	2	
Topic 1 – Engaging Background Knowledge		
	3-9	20
Activity – Snowballs: Human Likert Scale	4-5	10
Topic 2 – Identifying the Organization of the CCSS-Math		
	10-13	25
Activity – Defining the Keywords	12	20
Break		
Topic 3 – Analyzing the Standards for Mathematical Practice		
	14-23	40
Activity – “Picture” the Practice	19-23	30
Break		
Topic 4 – Analyzing the Standards for Mathematical Content		
	24-38	30
Topic 5 – Tying the Standards for Practice and Content Together		
	39-42	20
Discussion Point – Looks Like, Sounds Like	42	10
Topic 6 – Exploring Appendix A and the High School Pathways		
	43-45	10
Discussion Point – Will our approach to the pathways be integrated or traditional?	45	10
Topic 7 – Creating an Action Plan		
	46-48	30
Activity – Now, Next, and Later Chart	47	30
Closing Remarks		
	49-51	5
Total of 3 hours and 10 minutes (not including breaks)		

Helpful Tip! This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. In your first reaction to the information we learned about the CCSS-Math, what were your surprises? What caused you heartburn?

2. What two action steps on your Now, Next, and Later Chart do you intend to do “Now”?

3. What resources or supports do you believe our school will need to implement the CCSS-Math?

4. What specific professional development activities should we be planning for our staff to be ready to implement the CCSS-Math?
