Prepare ahead:
This session is designed for use by principals and teacher leaders to introduce their staff to the Common Core State Standards and the DPS implementation plan for these standards.

Goals:
- Understand the implications the new Common Core State Standards will support students in becoming college and career ready
- Understand the overall rollout plan for the district.
- Learn about resources that will support your transition to the new standards

Module Time and Grouping:
This session is designed for five (5) hours to be delivered on one of the green days. Participants should be grouped in schools teams with one or two school teams at a table.

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| 15 min             | To get some understanding from participants as to what they know about college and career readiness | Welcome Activity  
  • As you get started ask participants to engage in the welcome activity. They will refer to this writing activity throughout the session.  
  • Review the goals of the session. | Sticky notes  
  Poster papers labeled  
  • roll-out and implementation  
  • professional development  
  • math content  
  • language arts content |
| Slides: 1-3         |                                                                         |                                                                                                       |                                     |
| 15 min             | To provide a brief background understanding of the standards adoption and DPS plan for implementation | • Use slides 4-9 to provide participants with an overview.  
  • Note: they have a copy of slide 8 in their packet (page 2)  
  • If questions arise, ask participants to record on sticky note and post on “Questions” poster paper.  
  • After slide 9 before beginning the mathematics standards, do a turn and talk: What thoughts do you have about the roll-out plan? If you have questions, record on a sticky note and post on the appropriate poster paper. |                                     |
### Table of Learning Activities and Purpose

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| 90 min Slides: 10-21 | To introduce participants to the mathematics standards content standards and their format and organization and to the Standards for Mathematical Practice | As you begin this section, pose the problem (slides 11-12) and discuss. (~10 minutes) Want folks to see that focus of the math is on students making sense of problems, communicating their thinking and critiquing the thinking of others. | Getting Familiar with the Mathematics Standards  
- Provide the background on the design of the mathematics standards (Slide 13).  
- Ask participants to read the grade-level (K-8) or conceptual category (HS) introduction with a focus on the designated critical areas and then turn and talk. (Slide 14) ~10 minutes  
- Use Slide 15 to introduce the format of the Standards and then with a partner study the pages for the appropriate grade band (Slide 16). ~25 minutes  
- Turn attention to the Standards for Mathematical Practice (Slides 17-18).  
- Assign participants (as a table group) one Standard to explore. Begin task by reading the Standard with a focus on the verbs. Then, using the template (see Slide 19), generate 3 or 4 succinct statements about the actions students would take when focused on that practice. Begin each statement with, students . . . . Then consider what teachers would do to support that. Generate corresponding succinct statements about the actions teachers would take to support students. Begin each statement with: teachers . . . . ~ 20 minutes  
- Stand-up and pair up: Meet with someone from a different table (different Standard) and share the Standard and the student and teacher actions. Then refer to the 4 indicators from the Framework for Effective Teaching (slide 20). How do the Standards for Mathematical Practice connect with the Expectations on the Framework? ~ 20 minutes. Share out in large group. Return to idea of CCSS as the “what” and the Framework as the “how.”  
- Close with a quick-write (slide 21) (~5 minutes) |  |

| 110 min Slides 22-37 | To introduce participants to the English language | Getting Familiar with the English Language Arts Standards  
- Provide the background on the design of the English Language Arts standards (Slide 23) and the seven |  |
### Additional Notes:

- **Arts standards and their format and organization**
  - To give participants a sense of the types of new assessment tasks for students
  - Capacities of literate individuals (slide 24) (~10 minutes)
  - Connect capacities with anchor standards (slide 25). Ask participants to read the Anchor Standards for Reading (Slide 26) and then turn and talk. Highlight Standards 1 & 10 (slide 27) as pillars. (~15 minutes)
  - Read Anchor Standards for Writing (Slide 28). Highlight pillars of writing (slide 29) ~15 minutes.
  - Consider the shift in reading and writing informational text (slide 30). Turn and Talk ~5 minutes.
  - Guided Tour of Writing Standards (Slides 31-33) ~25 minutes.
  - Overview of appendices (34). Won’t look at Appendix A today but will engage in activities from Appendices B & C.
  - Appendix B activity (slide 35). ~15 minutes
  - Appendix C activity (slide 40 or 41). ~20 minutes

- **15 minutes Break**

- **60 min Slides: 38-**
  - To provide concrete next steps for transitioning in the 2011-12 school year
  - Return to providing details of the work in 2011-12. Introduce the plan for units and tasks (slides 39-41).
  - Elementary will divide tables and half will study task and other half the unit (slide 42) ~40 minutes.
  - Secondary will divide tasks among table members (slide 43) ~40 minutes.
  - Overview of PD (slides 44-47)
  - Use last slides (Slides 48-49) as a wrap-up and reflection ~10 minutes.