**Illinois State Board of Education**

**2014 Statewide System of Support**

**Math Foundational Services**

**Face to Face Day One Training: Introduction to Standards and Resources Facilitator Guide**

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| Training Title | **Math Foundational Services - Introduction to Standards and Resources** updated 6-3-15 |
| Objectives | 1. Articulate the characteristics and goals of the New Illinois Learning Standards. 2. Articulate the characteristics and goals of the PARCC assessment. 3. Learn state-level expectations and available support for the New Illinois Learning Standards of Mathematics. |
| Planning Considerations | * Date: Consult district calendars and publicize early for optimal attendance. * Time: Prepare for 4 hour presentation plus 30 min. lunch break. Recommended: 8:30 a.m. – 12:35 p.m. We encourage you to spend more time on each item than suggested here. * Location: Secure centralized, regional location with adequate space. * Resources: * Arrange for equipment: computers (provided or brought by participants), projector, screen, speakers, microphone. * Prepare materials: posters, chart paper, tape, adhesive notes, dot stickers, markers, pens. * Organize meeting room: ideally round tables of 4-6, materials table, visual access to screen. * Print Training Takeaway packet for each participant (all activity handouts are included). * Ensure access to Internet for each participant. Notify participants in advance that a device is needed. |

| Content Focus | Content and Process | Materials/  Resources | Time | Notes |
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| Pre-session Activity | **Pre-Session Activity** provides formative information to facilitator regarding participant experience levels.  **Facilitator** greets participants and points them to poster or question on handout.  **Participants** indicate their comfort level by posting one sticker on each continuum | PPT slide 1  Red Dot stickers  Chart paper with questions written, “dot line” drawn with 1-5 scale  PPT Slide 1 | 20 mins. | (8:00 – 8:20  Pre-session) |
| Objectives | **Facilitator** previews session outcomes as central to the state-wide provision of foundational services. | PPT slide 2-3 | 3 mins. |  |
| Introductions | **Facilitator** introduces self, then introduces participants by asking questions about “who is in the room.”  **Participants** raise hands to participate. | PPT slide 4 | 5 mins. |  |
| Norms | **Facilitator** introduces norms, asks for agreement. | PPT slide 5 | 2 mins. |  |
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| Objective 1: Articulate the characteristics and goals of the New Illinois Learning Standards for Mathematics | | | | |
| CCSSM, PARCC, and ISBE Resources- An Overview | **Participants** share out from opening activity, verbally brainstorming characteristics and non-characteristics of CCSSM and PARCC related to elevator video.  **Facilitator** makes connections between video and CCSSM and PARCC | PPT slides 6-7  Elevator Video | 10 mins. | (8:30 a.m.) |
| Introduction to the CCSSM/New Illinois Learning Standards | **Facilitator** previews layout of standards and explains where to find information related to standards. High School standards and pathways will be discussed in further detail during the Model Content Framework section.  **Participants** verbally share out vocabulary related to the standards.  Important everyone is using the same vocabulary to discuss the standards. | PPT slide 8-15  Domain Quick Reference Handout  2 High School Standards Handouts | 10 mins. |  |
| Overview of Key Shifts for Mathematics | **Facilitator** describes the 3 Key Shifts for Mathematics and how they are connected. | PPT slides 16-20 | 10 mins. |  |
| Objective 3: Learn state-level available support for the New Illinois Learning Standards of Mathematics. | | | | |
| Introduce ISBE website | **Facilitator**   * Identify and demonstrate how to navigate the ISBE PLS website * Identify key Professional Development Modules on PLS related to material just covered. * Distribute and Discuss District Needs Assessment | PPT slide 21-25  District Needs Assessment Handout  Website Handout | 5 mins. | (9:00 a.m.) |
| Objective 1: Articulate the characteristics and goals of the New Illinois Learning Standards for Mathematics | | | | |
| Overview of PARCC Model Content Frameworks | **Facilitator**   * Transition to PARCC Model Content Frameworks which support the connection of the standards and key shifts. * Discuss Purpose of PARCC MCF * Discuss Audience of PARCC MCF | PPT slides 26-29  PARCC MCF | 3 mins. |  |
| Work with Math | **Facilitator** reads questions to audience. Facilitate responses from audience. Stress the compare/contrast slide to see changes in standards and expectations.  **Participants** answer math questions. | PPT slides 30-33 | 7 mins. |  |
| Overview of PARCC MCF | **Facilitator**   * Describe the PARCC Model Content Frameworks for 3-8th grade and High School. * Describe and show examples of different components of the PARCC MCF * Describe the 2 High School Standards Handouts and how they can be used.   **Participants** attempt example tasks provided throughout PARCC MCF presentation. | PPT slides 34-57  PARCC MCF  2 High School Standards Handout | 40 mins. |  |
| Objective 3: Learn state-level available support for the New Illinois Learning Standards of Mathematics. | | | | |
| Introduce PARCC website | **Facilitator**   * Introduce and demonstrate how to navigate PARCC website * Reiterate ISBE PLS website and resources available in connection to PARCC | PPT slide 58-61  Computers/Devices, Internet access  Website Handout | 5 mins. |  |
| Break |  |  | 10 mins. | (10:00-10:10 a.m.) |
| Objective 2: Articulate the characteristics and goals of the PARCC assessment. | | | | |
| Introduce the PARCC Key Shifts | **Facilitator**   * Make connections between the shifts as defined by PARCC and the shifts inherent in the CCSSM. * Emphasizes how the PARCC design is directly created from the CCSSM. | PPT slides 62-69 | 15 mins. |  |
| Evidence Centered Design | **Facilitator**   * Describes the three components of Evidence Centered Design: Claims, Evidence, Tasks   **Participants c**omplete and compare Type I, II and III items | PPT slides 70-76  Access to PARCC sample items website | 15 mins |  |
| PARCC Practice Tests | **Facilitator**   * Demonstrates navigation of the PARCC Practice Test Website * Points out the tutorial and system check components of the PARCC Practice Test Website   **Participants**   * Explore the PARCC Practice Test Website * Complete a grade or course Practice Test * Fill out the PARCC Practice Test Scavenger Hunt Handout | PPT slides 77-79  PARCC Practice Test Scavenger Hunt Handout  Access to PARCC Practice Test Website | 40 mins. |  |
| PARCC Performance Level Descriptors | **Facilitator**   * Describes the use of the PARCC Performance Level Descriptors * Defines the 5 Performance Level Descriptors | PPT slides 80-82 | 5 mins. |  |
| Objective 3: Learn state-level available support for the New Illinois Learning Standards of Mathematics. | | | | |
| Find Similar Resources | **Facilitator**   * Demonstrates navigation of the Illinois Classrooms in Action Website * Points out where to find the PARCC webinars   **Participants** follow along on the website and explore other areas. | PPT slides 83-86  Access to Illinois Classrooms in Action website | 10 min |  |
| Lunch |  |  | 30 mins. | (11:35-12:05 p.m.) |
| Objective 3: Learn state-level available support for the New Illinois Learning Standards of Mathematics. | | | | |
| Introduce/ Reiterate Websites and Resources | **Facilitator**   * Reiterate ISBE ILClassroomsInAction website and resources available (PD Flowchart and Implementation Considerations) * Introduce ISU CCSSM Website and demonstrate how to navigate. (Shift Kit) | PPT slides 87-93  ISBE Website Handout  PD Flowchart  Implementation Considerations | 10 mins. |  |
| Closing Connections | **Participants**   * Discuss “Next Steps” * Ask any remaining questions   **Facilitator**   * Facilitate “Next Steps” discussion * Answer any remaining questions * Distribute evaluations   **Participants** complete and turn in evaluations.  **Facilitator** culminates session and thanks participants. | PPT slides 93-96  Evaluation forms | 20 mins. | 12:35 p.m. |