**Illinois State Board of Education**

**2015 Statewide System of Support**

**Math Foundational Services**

**Implementation: Facilitator Guide**

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| Training Title | **Math Foundational Services - Implementation** |
| Objectives | 1. Navigate and locate ISBE and PARCC resources to support full implementation of the New Illinois Learning Standards for Mathematics 2. Generate examples of tasks that illustrate the Key Shifts, PARCC Model Content Frameworks, connections between content and practice standards, and PARCC task types. 3. Understand the limitations of the PARCC Evidence Tables. 4. Use the PARCC Evidence Tables to appropriately discuss scope and sequences. |
| Planning Considerations | * Date: Consult district calendars and publicize early for optimal attendance. * Time: Prepare for 6 hour presentation plus 30 min. lunch break. Recommended: 8:30 a.m. – 3:00 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, 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 hand them Pre-Post Assessment. Walk around room to get a gauge of comfort levels.  **Participants** complete Pre column in Pre-Post Assessment | PPT slide 1 | 20 mins. |  |
| Objectives | **Facilitator** previews session outcomes as central to the state-wide provision of foundational services. | PPT slide 3 | 3 mins. |  |
| Introductions | **Facilitator** introduces self, then introduces participants by asking questions about “who is in the room.”  **Participants** raise hands to participate. |  | 5 mins. |  |
| Norms | **Facilitator** introduces norms, asks for agreement. | PPT slide 4 | 2 mins. |  |
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| Objective 1: Navigate and locate ISBE and PARCC resources to support full implementation of the New Illinois Learning Standards for Mathematics | | | | |
| CCSSM, PARCC, and ISBE Resources- An Overview | **Participants** review ISBE Level 3 website guide and locate Implementation Guides  **Facilitator** introduces the ISBE Level 3 website, walks through the website guide and shows participants where to find the Implementation Guides and also makes a point to highlight the widget that remains on the right of the website no matter what page user is on. | PPT slides 5-6  Website Guide | 3 mins. |  |
| Introduction to ISBE Informational Guides | **Facilitator** discusses layout and purpose of ISBE Implementation Guides. Discusses how to use Implementation Guides and clarifies how NOT to use Implementation Guides.  **Participants** independently self-assess using Implementation Guides | PPT slides 7-8  Grade-Band Implementation Guides | 7 mins. |  |
| Objective 2: Generate examples of tasks that illustrate the Key Shifts, PARCC Model Content Frameworks, connections between content and practice standards, and PARCC task types. | | | | |
| Review of Key Shifts | **Facilitator** describes the 3 Key Shifts for Mathematics and how they are connected. | PPT slides 9-13 | 7 mins. |  |
| Review of Practice Standards | **Facilitator** reviews the practice standards and articulates important aspects of each. | PPT slide 14 | 2 mins. |  |
| Activity 1: Review Tasks | **Participants** will pair up and look at a specific Practice Standard and do the tasks on the Implementation Guides. They then discuss how the Practice Standard is addressed in the task. They discuss how the Practice Standard and example can influence instruction. | PPT slide 15 | 15 mins. |  |
| Share out | **Facilitator** calls on groups in order and progresses PowerPoint to match standard being discussed. Consider writing key ideas on chart paper/whiteboard. Model good questioning by asking at least 1 follow-up question to each pair.  **Participants** share out what they discussed in pairs. | PPT slides 16-23 | 15 mins. |  |
| Break |  |  | 15 mins. |  |
| Objective 1: Navigate and locate ISBE and PARCC resources to support full implementation of the New Illinois Learning Standards for Mathematics | | | | |
| Assessment on Implementation Guide | **Facilitator** bring group back together and refocus on Implementation Guide. Instruct participants to read through pages 6 and 7 of Implementation Guide.  **Participants** read pages 6 and 7 and self-assess. | PPT slide 25 | 5 mins. |  |
| Review of Balanced Assessment | **Facilitator** review ISBE definitions of assessment, balanced assessment, formative, interim, and summative assessment. Stress the importance of a balanced assessment and not ability to define assessments.  **Participants** turn and talk to neighbor- define in own words formative, interim, and summative | PPT slides 26-30 | 10 mins. |  |
| Focus on Formative Assessment | **Facilitator** stress importance of 2 big ideas when it comes to formative assessment: determining what information you get from students and deciding how to modify instruction based on results. Show examples, then talk about 2 big ideas. Have participants think for 30 seconds (jot down ideas if they want), then talk with table/neighbor, then share out. Follow up with quality questions that probe responses.  **Participants** watch videos, listen. Think independently, talk to table, and share out. | PPT slides 31-34 | 30 mins. |  |
| Questions on formative assessment | **Facilitator** point out how you just looked at and discussed specific formative assessment strategies within a context. Now we will look at the importance of quality questions. Show problems one at a time. Ask participants “what information do you get from this problem?” Discuss differences in problems. Reinforce idea of quality questioning mixed with logical strategies is key to good formative assessment. | PPT slide 35 | 10 mins. |  |
| Navigate and locate ISBE and PARCC resources to support full implementation of the New Illinois Learning Standards for Mathematics | | | | |
| Resources on Formative Assessment | **Facilitator** show participants how to find formative assessment resources on ILClassroomsInAction.org. Walk through a few strategies. Encourage educators to submit their own formative assessments. | PPT slide 36 | 5 mins. |  |
| Things to Consider for Formative Assessment | **Facilitator** highlight key ideas to keep in mind when creating a formative assessment. | PPT slide 37 | 2 mins. |  |
| Feedback | **Facilitator** discuss importance of feedback and provide some strategies on how to provide quality feedback. | PPT slide 38 | 3 mins. |  |
| Activity | **Facilitator** provide resources and guidance to how to write or adapt formative assessments. Ask participants to use the examples and resources given to adapt a task to be a formative assessment.  **Participants** use all the information they just received on formative assessments and in pairs or small groups adapt a formative assessment from the examples given. | PPT slides 39-40 | 30 mins. |  |
| Share Out | **Facilitator** calls on groups in order and progresses PowerPoint to match task being discussed. Consider writing key ideas on chart paper/whiteboard. Ask participants that are not presenting ideas to give two stars and a wish feedback to presenters. | PPT slides 41-47 | 20 min |  |
| Feedback | **Facilitator** discusses importance of feedback and provides a few examples. Remind participants of Feedback page on Formative Assessment page of ilclassroomsinaction.org | PPT slide 48 | 3 min |  |
| Break | **Lunch** | PPT slide 49 | 30 mins. |  |
| 1. Navigate and locate ISBE and PARCC resources to support full implementation of the New Illinois Learning Standards for Mathematics | | | | |
| Introduce PARCC website | **Facilitator**   * Identify and demonstrate how to navigate the PARCC website * Identify PARCC Informational Guides * Distribute and Discuss example PARCC Informational Guides * Discuss elements of Informational Guides and call attention to Evidence Tables. | PPT slides 50-54  PARCC Informational Guides | 10 mins. |  |
| Sample Tasks | **Participants** solve the three PARCC tasks and discuss the shifts that are visible in these tasks.  **Facilitator** make connections between quality instruction, formative assessment and summative assessment | PPT slides 55-57 | 15 mins |  |
| Generate examples of tasks that illustrate the Key Shifts, PARCC Model Content Frameworks, connections between content and practice standards, and PARCC task types. | | | | |
| Evidence Tables | **Facilitator** explain the different components of the Evidence Statements | PPT slides 58-64 | 10 mins. |  |
| Major Work Activity | **Participants** highlight the major work and integrated work of the grade in the evidence tables based on key shifts and the implementation guide. | PPT slide 65 | 18 mins. |  |
| Lessons Learned | **Facilitator** discuss lessons learned from PARCC and how they can be incorporated into the classroom for quality instruction. | PPT slide 66 | 2 mins. |  |
| Evidence Table Activity | **Participants** create a task based on an evidence statement. Share out (post on poster paper)  **Facilitator** follow directions on PowerPoint slide. Walk around and help teams. Offer guiding questions and encourage participants to use all the information they just learned. | PPT slide 67 | 20 mins. |  |
| Use the PARCC Evidence Tables to appropriately discuss scope and sequences. | | | | |
| Scope and Sequence | **Facilitator** discuss how to use evidence tables to determine scope and sequence. Pass out copy of both scope and sequences. Instruct participants to use evidence tables to compare scope and sequences. Lead group discussion on what is revealed.  **Participants** review both scope and sequences and make notes based on evidence tables. Share out. | PPT slide 68  Big Ideas Grade 6 scope and sequence  Livebinder Grade 6 Scope and Sequence | 15 mins. |  |
| Understand the limitations of the PARCC Evidence Tables. | | | | |
| Journal | **Participants** journal ways to use the evidence tables in the classroom.  **Facilitator** lead a share out of ideas. Write ideas on board or poster paper. Show slide 68 and 69 to reinforce ideas. Emphasis the limitations of the evidence tables in classroom tasks. | PPT slides 69-70 | 10 mins. |  |
| Culminating Activity | **Participants** take all the ideas that have been developed and create a task considering formative assessment and PARCC resources. Flush out what this would look like for a whole lesson.  **Facilitator** lead discussion and share out. | PPT slide 71 | 25 minutes |  |
| Wrap up | **Facilitator** wrap up presentation reminding participants it all comes down to implementation. | PPT slides 72-73 | 5 mins. |  |
| Q and A | **Facilitator** provide time for questions and answers. Feel free to refer questions to Dana Cartier and Heather Brown (contact info on slide 73). | PPT slides 74-75 | 5 mins. |  |
| PARCC Updates | **Facilitator** provide PARCC updates. These slides will change throughout the year. Current PARCC updates about formative and diagnostic assessment and the PARCC Test redesign are available. As new updates come out, they will be shared on our monthly calls and this information can be shared statewide. | PPT slides 76-92 | 25 min |  |