



Module Outline

In Module 1, Connecticut educators will explore the Standards for Mathematical Practice to gain a deeper understanding of the instructional shifts needed to implement the Connecticut Core Standards for Mathematics (CCS-Math). The course will introduce all eight practices after which participants will focus on effective teaching strategies associated with Practice 1: *Make sense of problems and persevere in solving them* and Practice 6: *Attend to precision*.

Key messages include:

- Successful transition to the Connecticut Core Standards (CCS) requires change—change at all parts of the educational system for students and the educators who work with them.
- The CCS-Math embody a core shift in teaching and learning.
- The CCS-Math are designed to bring focus, coherence, and rigor through two areas of concentration: 1.) what students learn (mathematical content); and 2.) how they learn it (mathematical practices).
- The Standards for Mathematical Practice present a vision for how students should think about and work with mathematical content at all grade levels.
- Practice 1: Make sense of problems and persevere in solving them and Practice 6: Attend to precision are considered the “overarching habits of mind of productive mathematical thinkers” and can be found in all of the Standards for Mathematical Practice.
- Implementation of the CCS-Math will be an ongoing process requiring collaboration, time, and professional engagement.
- The EQuIP Rubric for Lessons and Units: Mathematics is aligned with the key shifts and expectations set forth in the Connecticut Core Standards.

Participant Outcomes

In this module, participants will:

- Gain an initial understanding of the CCS-Math and the embedded changes and instructional shifts.
- Explore all eight of the Standards for Mathematical Practice and identify how they are related.

- Explore how practices can be clustered and examine the reasons why Practice 1: Make sense of problems and persevere in solving them and Practice 6: Attend to precision are considered the two “umbrella” standards that describe the habits of mind of successful mathematical thinkers.
- Identify evidence of the practices, with focus on Practices 1 and 6, in CCS-aligned mathematics tasks.
- Discuss descriptors for all eight practices, and create formal grade level descriptions for Practice 1 and Practice 6.
- Explore how specific instructional strategies (e.g., questioning, engaging students in mathematical discourse, and requiring multiple representations) can help students meet major learning goals.
- Identify relevant resources for implementing the CCS-Math.