Facilitation Guide: Module 001: Introduction to the Instructional Materials Evaluation Tool (IMET), Mathematics

**Timeframe to Complete the Module:** Allow approximately 1–2 hours for this module.

**Materials: What You Need**

* Module 001 PPT file
* [Common Core State Standards Shifts in Mathematics](http://achievethecore.org/content/upload/122113_Shifts.pdf)
* IMET Metric cards
  + Use the template provided to create one set of cards for each group of 4-8 participants.
* [Instructional Materials Evaluation Tool: Mathematics, Grades K-8](http://www.achievethecore.org/IMET)

**Directions for Implementation:**

| **Topic** | **Time** | **PowerPoint slides** | **Materials Needed/Notes** |
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| Introduction  *Essential Questions, Norms, Agenda, and a brief introduction to the IMET* | 5­–10 minutes | Slides 1–5 |  |
| Introduction to the IMET | 5–10 minutes | Slides 6–10 |  |
| Shifts Overview  *A general overview of the three shifts in mathematics and the research associated with them.* | 10­–15 minutes | Slides 11–14 | * [Common Core State Standards Shifts in Mathematics](http://achievethecore.org/content/upload/122113_Shifts.pdf) * *These slides provide a brief overview of the Shifts to set participants up for the next activity. Each Shift will be talked about in more depth in subsequent sections of the module.* |
| Understanding the IMET  *An activity that introduces participants to the metrics and organization of the IMET.* | 20–30 minutes | Slides 15­–16 | * IMET Metric cards (1 set per 4-8 participants) * Participants should leave their sorted cards for the remainder of the module. In future sections, participants will be asked to refer back to their sorted cards. * Distribute copies of the IMET **after** participants have completed the activity. Participants should take notes on the IMET throughout the rest of the module. |
| Focus in the IMET  *Looking at the metrics that relate to Focus to understand what is required in instructional materials.* | 15–20 minutes | Slides 17–26 | * [Instructional Materials Evaluation Tool: Mathematics, Grades K-8](http://www.achievethecore.org/IMET) |
| Coherence in the IMET  *Looking at the metrics that relate to Coherence to understand what is required in instructional materials.* | 10–15 minutes | Slides 27­­–34 | * [Instructional Materials Evaluation Tool: Mathematics, Grades K-8](http://www.achievethecore.org/IMET) |
| Rigor in the IMET  *Looking at the metrics that relate to Rigor to understand what is required in instructional materials.* | 10–15 minutes | Slides 35–41 | * [Instructional Materials Evaluation Tool: Mathematics, Grades K-8](http://www.achievethecore.org/IMET) |

| **Topic** | **Time** | **PowerPoint slides** | **Materials Needed/Notes** |
| --- | --- | --- | --- |
| Major Features of the Standards in the IMET  *Looking at the metrics that relate to Standards for Mathematical Practice and accessibility to understand what is required in instructional materials.* | 5–10 minutes | Slides 42–43 | * [Instructional Materials Evaluation Tool: Mathematics, Grades K-8](http://www.achievethecore.org/IMET) |
| Reflecting on using the IMET  *Reflecting on what the IMET requires and how participants can use the IMET in their local context.* | 5–10 minutes | Slides 44–47 | * *Facilitators may want to adapt the reflection questions, depending on their audience.* |