Facilitation Guide: Module 101: Focus and Coherence (Non-Negotiables 1 and 2)

**Timeframe to Complete the Module:** Allow approximately 2.5-3 hours for this module.

**Materials: What You Need**

* Module 101 PPT file
* Module 101 Participant Handouts
* [Instructional Materials Evaluation Tool: Mathematics, Grades K-8](http://www.achievethecore.org/IMET)
* [Focus in Grade 4](http://achievethecore.org/content/upload/SAP_Focus_Math_4.pdf)
* Poster of the summarized metrics of Non-Negotiable Criteria 1 and 2 (see slide 60)
* IMET Metric cards
  + Use the template provided to create one set of cards for each group of 4-8 participants.

**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* | 10 minutes | Slides 1-9 | * Participant Handout   + p. 1 (Slides 3-4) |
| Shifts Overview  *A general overview of the three shifts in mathematics and the research associated with them.* | 10-15 minutes | Slides 10-16 | * Participant Handout   + p. 2 (Slide 10) * *These slides are also included in Module 001. If participants have completed that module, facilitators may want to choose an alternative activity or skip this section.* Other options to review the Shifts:   + (5 minutes) Show a video introducing the shifts: <http://achievethecore.org/shifts-mathematics>   + Have participants read Handout, page 2. Have them underline what resonates with them about the requirements of each shift. Discuss their findings.   *In the unlikely case the Shifts are new to reviewers, there is a 1-4 hour PD module available at:*  <http://achievethecore.org/page/399/introduction-to-the-math-shifts> |
| Understanding the IMET  *An activity that introduces participants to the metrics and organization of the IMET.* | 20-30 minutes | Slides 17-20 | * IMET Metric cards (1 set per 4-8 participants) * Distribute copies of the IMET after participants have completed the activity so that they may check their answers. Participants should take notes on the IMET throughout the rest of the module. * *The activity on slides 17-18 is also included in Module 001. If participants have completed that module, facilitators may want to skip those slides.* |
| Non-Negotiable 1: Freedom from Obstacles to Focus  *Introduces the first Non-Negotiable Criterion and the related metric.* | 10-15 minutes | Slides 21-28 | * Participant Handout   + p. 3 (Slide 27) * IMET – for note-taking on each metric |
| Non-Negotiable 2: Focus and Coherence (Metric 2A and 2B)  *Introduces the first two metrics of the second Non-Negotiable Criterion.* | 60-70 minutes | Slides 29-45 | * Participant Handout   + p. 4 (Slide 35)   + pp. 5-11 (Slide 36)   + p. 12 (Slide 43) * IMET – for note-taking on each metric * Focus in Grade 4 * *Slides 41-43 are optional in this section. Facilitators should choose which examples to show depending on participants’ familiarity with the grade 4 standards and the concept of connecting Supporting Work to Major Work.* * *For additional information on the connection between Supporting and Major Work, participants may want to look for dotted lines that connect supporting standards to major standards on the Coherence Map*   *(*[*http://achievethecore.org/coherence-map/*](http://achievethecore.org/coherence-map/)*)* |
| Non-Negotiable 2: Focus and Coherence (Metrics 2C and 2D)  *Introduces the last two metrics of the second Non-Negotiable Criterion.* | 40-50 minutes | Slides 46-58 | * Participant Handout   + p. 13 (Slide 51)   + p. 14 (Slide 52)   + p. 15 (Slide 56)   + p. 16 (Slide 57) * IMET – for note-taking on each metric |
| Closing for Module 101 | 5 minutes | Slides 59-61 | * Participant Handout   + p. 1 (Slide 62) * Refer to the poster of the metric summaries |