Facilitation Guide: Module 103: Standards for Mathematical Practice and Access for All Students (Alignment Criteria 2 and 3)

**Timeframe to Complete the Module:** Allow approximately 2 – 2.5 hours for this module.

**Materials: What You Need**

* Module 103 PPT file
* Module 103 Participant Handout
* [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)
* <optional> [Standards for Mathematical Practice: Commentary and Elaborations for K–5](http://commoncoretools.me/wp-content/uploads/2014/02/Elaborations.pdf) (copy pages 11-19 for each participant)
* Poster of the summarized metrics of Alignment Criteria 2 and 3 (see Slide 32

*Note: It may be helpful to continue to display the summarized metrics from the previous module.*

**Directions for Implementation:**

| **Topic** | **Time** | **PowerPoint slides** | **Materials Needed/Notes** |
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| Introduction to the Module  *Present essential questions, goals, and differentiate between Non-Negotiable and Alignment Criteria* | 5-10 minutes | Slides 1-3 | * Participant Handout   + p. 1 (Slides 2-3) * *If the modules are not being delivered in the same day, facilitators may want to use slide 2 to have participants reflect on what they learned in the previous module.* * *Facilitators may also choose to revisit norms at the beginning of the module.* |
| Introduction to the Standards for Mathematical Practice (SMP)  *Review the purpose of the SMPs.* | 5-10 minutes  (+ 20 minute optional activity) | Slides 4-8 | * Participant Handout   + p. 2 (Slide 6)   *Slide 8 provides an optional activity that allows participants to develop a deeper understanding of the SMPs and what they should look like in the K-5 grade band. The activity can be done as a jigsaw by assigning each table a pair of SMPs to discuss. (Use the chart on slide 6 to assign the SMPs in pairs.) Once each table has discussed the words they underlined and the big ideas of their SMPs, have participants create mixed groups that include at least one person who discussed each pair of standards with their table. (These groups can be 4 or more people.) As participants are sharing, encourage them to take notes on each SMP which they can refer back to when rating materials against the metrics of Alignment Criterion 2.* |
| AC Metric 2A: Connecting SMPs to Content  *Introduce the first metric in Alignment Criterion 2.* | 15-20 minutes | Slides 9-13 | * Participant Handout   + p. 3 (Slide 12)   + p. 4 (Slide 13) * IMET – for note-taking on each metric |
| AC Metric 2B: Evidence of SMPs in Student Work  *Introduce another metric in Alignment Criterion 2.* | 15-20 minutes | Slides 14-17 | * Participant Handout   + pp. 5-6 (Slide 17) * K-5 Elaboration document * IMET – for note-taking on the metric |
| AC Metric 2C: Mathematical Reasoning + Synthesizing the Criterion  *Introduce the last metric in Alignment Criterion 2 and provide an opportunity to review a lesson against the entire criterion.* | 25-35 minutes | Slides 18-22 | * Participant Handout   + p. 7 (Slide 20)   + pp. 8-12 (Slide 21) * IMET – for note-taking on each metric * *Although participants are asked to provide a “gut rating” based on the lesson they review, it should be emphasized that it is impossible to rate a series based on a single lesson.* |
| AC 3: Access to the Standards for All Students  *Introduce the metrics in Alignment Criterion 3 and provides an opportunity to review a lesson against the entire criterion.* | 50-60 minutes | Slides 23-30 | * Participant Handout   + p. 13 (Slide 25)   + p. 14 (Slide 26)   + p. 15 (Slide 27)   + pp. 16-17 (Slide 28)   + pp. 18-22 (Slide 29) * IMET – for note-taking on each metric * *Although participants are asked to provide a “gut rating” based on the lesson they review, it should be emphasized that it is impossible to rate a series based on a single lesson.* * *For more resources on supporting English Language Learners, see*  [***Guidelines for Math Instructional Materials Development***](http://ell.stanford.edu/sites/default/files/math_learnmore_files/3.Guidelines%20for%20Math%20Instructional%20Materials%20Development%208-14-13%20copy.pdf) |
| Closing for Module 103 | 5 minutes | Slides 31-33 | * Participant Handout   + p. 1 (Slide 33) * Refer to poster of the metric summaries |