

**College and Career Readiness Elementary Protocol 3
Progressions in Learning-Focus on Math
Facilitator’s Guide**

Desired outcomes

- To develop a common understanding of what the written grade level standard(s) require students to know and be able to do for that cluster heading, domain & grade level.
- To develop a common understanding of how the standards from adjacent grades influence our understanding of the content and processes of the grade level standards.
- To create a learning progression that identifies the intended level of instruction of a grade level standard.

Time	Content (What)	Process (How)	Materials
3 min	Prior to Protocol PowerPoint	Pass out materials	<ul style="list-style-type: none"> • Copy of PowerPoint • Handouts
4 min	Introduction (slides 1-4) <ul style="list-style-type: none"> • Protocol introduction and elementary sequence • CCSS for ALL Learners • Desired Outcomes 	PowerPoint slides	<ul style="list-style-type: none"> • PowerPoint
8 min	Why Learning Progressions? (slides 5-8) <ul style="list-style-type: none"> • What it means for educators • Understanding Learning Progressions • Domain Progression Documents 	PowerPoint slides	<ul style="list-style-type: none"> • PowerPoint • Handouts: Domain Progression Documents
9 min	Let’s do it together! (slides 9-15)	PowerPoint slides Activity-Instructional Alignment Chart <ul style="list-style-type: none"> • Guide through the 3-step process 	<ul style="list-style-type: none"> • PowerPoint • Handout: SAMPLE Instructional Alignment Chart

16 min	<p>Your Turn! (slides 16-22)</p> <ul style="list-style-type: none"> • Choose a standard • Follow the step-by-step process 	<p>PowerPoint slides</p> <p>Activity – Instructional Alignment Chart <u><i>Teachers should be engaged in discussion throughout this activity.</i></u></p> <ul style="list-style-type: none"> • Pause on slide 17 as teachers write down the standard code in Box 1. • <i>NOTE: Teachers may choose their own standard, however this will add a significant amount of time to the process.</i> • Pause on slide 18 as teachers write down the standard in its entirety in Box 1. Have teachers discuss what the standard is asking for students to know and be able to do. (2 min) • Pause on slide 20 as teachers identify the related standards below and above their grade level and record the standards in Box 2 and Box 3 (5 min) • Pause on slide 22 as teachers take a few minutes to look at the related standards. Teachers should discuss the changes and record their findings in Box 4 and Box 5. (8 min) 	<ul style="list-style-type: none"> • PowerPoint • Handout: BLANK Instructional Alignment Chart
8 min	<p>Wrapping it up (slides 23-27)</p> <ul style="list-style-type: none"> • Stop and Discuss • Sample of possible implications for curriculum, instruction, and assessment • Revisiting our Desired Outcomes • Next Steps • PDE3 Survey Reminder 	<p>PowerPoint slides</p> <ul style="list-style-type: none"> • Pause on slide 23 as teachers discuss question. Have teachers use the SAMPLE Instructional Alignment Chart for examples of implications for curriculum, instruction, and assessment. (Also shown on slide 24) (3 min) • Please remind teachers at the end of the presentation to go to PDE3. THANK YOU! 	<ul style="list-style-type: none"> • PowerPoint

FACILITATOR’S NOTE: An answer key for the instructional alignment chart has been provided for the recommended standards. We are not in any way implying that these are the only “correct” answers. Teachers may have identified different standards and documented different changes. Answer key does not provide examples for implications for curriculum, assessment, and instruction. THANK YOU for facilitating this protocol!