

Conference Reflections: Providing Effective Professional Development with the Common Core State Standards

Over 200 educators convened in Columbia on September 30th for Learning Forward SC's (formerly known as SC Staff Development Council) Conference *Providing Effective Professional Development with the Common Core State Standards*.

Stephanie Hirsch, Executive Director of Learning Forward, provided the keynote. She shared Learning Forward's purpose and objectives for professional learning and challenged us to re-think our ideas about what professional learning looks like for all teachers. She stressed that as we move forward and begin to use the Common Core State Standards, that if "we really want teaching to change, then we can't do it with the current models of professional development".

What might alternative models of professional development look like? Participants attended breakout sessions to help them think about just this question.

S²TEM Centers SC presented an interactive session focused on exploring the Standards for Mathematics Practice in the context of grade-level content standards and identifying strategies for supporting implementation of the Common Core State Standards for Mathematics. Participants analyzed selected Common Core State Standards for Mathematics to better understand the standards for mathematical practices and identified specific strategies for supporting implementation of the Common Core State Standards for Mathematics.



Learning Forward SC board members facilitated a session entitled *Collaboration: A Key to Effective Professional Development*. In the session, participants networked as they shared ideas about the conference, the keynote session, and implementation of the Common Core State Standards.

Gayle Hinton provided a session on *Deconstructing the ELA Common Core Standards* in which participants explored new literacy expectations and received suggestions on how to begin implementation.

Stephanie Hirsch, Executive Director of **Learning Forward**, facilitated a session focused on the Learning Forward's new Standards for Professional Learning. Participants developed an understanding of the new standards, the rationale for their revision, and a comparison of the revised standards to the previous ones.

Missed the S²TEM Centers SC at the Learning Forward Conference? Join us at SCCTM this month for a repeat of the session!

October 27, 2011

SCCTM Conference, Charleston SC

1 pm: Transitioning to the Future of Math Education

Speakers: Terrie Dew, Kim Poston, Jeannie Martin

Mathematics Vocabulary and the CCSSM

One significant difference teachers might notice in the CCSSM compared to the SC Academic Standards for Mathematics is the complexity of the vocabulary used in the standards. Some of the language used in the standards may be unfamiliar to teachers and will need to be studied and clarified prior to instruction. Teacher teams might begin by making a list of words in the standards that they find unclear or unfamiliar. During professional learning time, teachers should explore these words using the same vocabulary development techniques used with students, such as creating concepts maps for each term. Before creating lessons for students, teachers must develop their own conceptual understanding of the standards. Developing understanding of the vocabulary used in the CCSSM is one step toward teacher mathematical knowledge.

What is your district or school doing to prepare for the CCSSM transition? We want to hear from you! Send ideas and/or articles to the S²TEM Centers SC CCSSM team at ccss.s2temsc@gmail.com.

Check out these upcoming learning opportunities from S²TEM Centers SC:

November 9, 2011

[Digging Deeper into the CCSSM](#)
(K-5 only)

Walterboro, SC

Cost: \$99 per person

November 18, 2011

[Understanding the CCSSM](#) (K-12)

Spartanburg, SC

Cost: \$99 per person

November 18, 2011

[Understanding the CCSSM](#) (K-12)

Rock Hill, SC

Cost: \$99 per person

[Saturday session also available!](#)

Visit www.s2temsc.org/ccss/ccssmworkshop for learning opportunities available across SC!

Developing Number Sense in Grades K-2

Across SC, primary level teachers are beginning to study and, in some districts, implement the Common Core State Standards for Mathematics into their classroom instruction. One focus area for K-2 mathematics is the development of number sense and true understanding of place value concepts. Often, place value is taught by having students memorize the names of the places in the place value chart. The CCSSM require much more of students than this basic understanding of place value. Students must understand and use the patterns found in the place value chart; for example, that every digit represents 10 times the digit to its right. Designing instruction for the CCSSM will require true conceptual understanding of mathematics on the part of the teacher. Knowing the answers is not sufficient, we must also know why!

In Our Next Issue: Exploring the Standards for Mathematical Practice, Building on Number Sense in 6-8



SOUTH CAROLINA'S COALITION FOR MATHEMATICS & SCIENCE

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- ACHIEVEMENT BY DESIGN -

S²TEM Centers SC is an innovation partnership managed by South Carolina's Coalition for Mathematics & Science. The purpose of the S²TEM Centers SC is to improve instruction and accelerate student learning in Science, Technology, Engineering, and Mathematics content areas through innovation, support, and research. The S²TEM Centers SC seek to work collaboratively with STEM-oriented partners in education, business, and government.

Contact the S²TEM Centers SC CCSS Team at ccss.s2temsc@gmail.com for more information or to sign up to receive this quarterly newsletter.