In Spring 2015 California students will face the Smarter Balanced Assessments based on the Common Core State Standards. The vision for mathematical proficiency outlined in the CCSS will require changing beliefs about what K-12 mathematics is, then transforming practice to bring that vision to life in our classrooms. This year we will continue to explore the Common Core Standards for Mathematics and support you in your transition to these new standards. Each Saturday morning, we will take a focused look at assessment in general as well as the unique ways in which these standards require a change in assessment practices. Saturday afternoons will be filled with strategies and techniques for engaging students in learning mathematics including how to plan units and lessons aligned to the CCSS-M. To meet the needs of all teachers, separate morning sessions will be offered for elementary and secondary teachers. In the afternoon sessions we will break out into even tighter grade span groups.

**September 21, 2013**

**Morning Session (K-6, 7-12), Focus on Assessment**
What will the Smarter Balanced Assessments look like and what does that mean to me? Participants will explore items from the Smarter Balanced Assessments and explore the implications for classroom assessments (both formal and informal) as well as district level assessments.

**Afternoon Session (K-2, 3-5, 6-8, 9-12): Planning units/lessons aligned to common core**
*Where do I begin? Bring your teacher’s edition! We will model a planning process for aligning units and lessons to the common core; then provide participants with the opportunity to practice the process in small groups using your own materials. As part of the process, we will explore additional resources and materials that can be used to supplement your existing curriculum.*

**November 2, 2013**

**Morning Session (K-6, 7-12), Focus on Assessment**
Participants will discuss the difference between assessment of and assessment for learning, examining the role of formative assessment in classroom instruction. Participants will also continue to explore items from the Smarter Balanced Assessments, focusing on ways to assess students’ ability to explain their reasoning, construct viable arguments and critique the reasoning of others.

**Afternoon Session (K-2, 3-5, 6-8, 9-12): Planning units/lessons aligned to common core**
– *In grade span groups, teachers from grades K-8 will explore using games in their classroom to both motivate students and teach core concepts.*
– *High School teachers will examine a variety of technologies available to help students explore and develop conceptual understanding of key mathematics concepts.*
– *All groups will spend time planning ways to implement the ideas discussed in the session as well as reviewing at student work brought as evidence from implementation of prior planning.*

**January 25, 2014**

**Morning Session (K-6, 7-12), Focus on Assessment**
Participants will examine the role of mathematical tasks, focusing on the use of these tasks both as a regular part of classroom instruction and as a tool to assess students’ problems solving abilities and explanations.
The Vision of the Common Core: Embracing the Challenge
A Saturday Series for K-12 Mathematics Educators

Afternoon Session (K-2, 3-5, 6-8, 9-12): Planning units/lessons aligned to common core
– In grade-span groups, teachers from grades K-5 and High School will investigate how using students’ prior knowledge can help them access new content and develop the deeper understanding needed to meet the demands of the CCSS-M.
– Grades 6-8 teachers will examine a variety of technologies available to help students explore and develop conceptual understanding of key mathematics concepts.
– All groups will spend time planning ways to implement the ideas discussed in the session as well as reviewing student work brought as evidence from implementation of prior planning.

March 15, 2014

Morning Session (K-6, 7-12 ), Focus on Assessment
Participants will focus on developing and using rubrics as a key tool in assessing students’ understanding of key math concepts as well as their ability to communicate and solve problems. We will explore general rubrics as well as task specific rubrics and discuss the advantages and disadvantages of each. We will also explore developing CCSS specific rubrics for use in assessing students’ overall achievement on a given standard.

Afternoon Session (K-2, 3-5, 6-8, 9-12): Planning units/lessons aligned to common core
– In grade-span groups, teachers from grades K-2 and 6-12 will explore ways to help students “construct viable arguments and critique the reasoning of others.”
– Grades 3-5 teachers will examine a variety of technologies available to help students explore and develop conceptual understanding of key mathematics concepts.
– All groups will spend time planning ways to implement the ideas discussed in the session as well as reviewing student work brought as evidence from implementation of prior planning.

May 3, 2014

Morning Session (K-6, 7-12 ), Focus on Assessment
Participants will focus on summative assessment, the use of performance tasks, and what it means to “model with mathematics”. We will examine sample performance tasks from the Smarter Balanced Assessments, exploring the implications for classroom instruction, classroom assessments, and district level assessments.

Afternoon Session (K-2, 3-5, 6-8, 9-12): Planning units/lessons aligned to common core
– Grades K-2 teachers will examine a variety of technologies available to help students explore and develop conceptual understanding of key mathematics concepts.
– Grades 3-5 teachers will explore ways to help students “construct viable arguments and critique the reasoning of others.”
– Grades 6-8 teachers will investigate how using students’ prior knowledge can help them access new content and develop the deeper understanding needed to meet the demands of the CCSS-M.
– High School teachers will explore using games in their classroom to both motivate students and teach core concepts.
– All groups will spend time planning ways to implement the ideas discussed in the session as well as reviewing at student work brought as evidence from implementation of prior planning.