

## **Considering the School Level Implications of the *PARCC Model Content Frameworks for Mathematics***

The *PARCC Model Content Frameworks for Mathematics* describes its analysis as a “valuable starting point” for educators’ in their efforts to transition to the CCSS and ultimately the PARCC assessments. No doubt, many questions come to the surface after reviewing the Frameworks. The following scenarios may be representative of your thoughts and concerns. Included with these scenarios are thought provoking questions intended to assist in clarifying your thinking with respect to your action plan for transitioning to the CCSS Mathematics.

- After reviewing *Appendix A: Lasting Achievements in K-8*, we see there is a need for high school teachers to be very aware of the culminating standards from middle school. What steps can we take to ensure that our high school teachers design their instruction and practice with this principle in mind?
- Does the information in this document have potential implications for teachers when they write their Student Learning Objectives or Professional Learning Goals? What are they? How can we best use this information?
- We are aware that more guidance will be forthcoming with respect to high school but we want to begin to take some pro-active steps. How can we begin to use the Frameworks suggestions concerning the integration of the Standards for Mathematical Practices? How can we begin to address the content standards that apply to two or more high school courses? How can we best utilize the information in Appendix D concerning pre-requisite skills for college and career readiness?
- RIDE has provided an assortment of tools (e.g. [Instructional Alignment Chart](#)) to assist districts in transitioning to the CCSS. Can we use one or more of those tools in conjunction with the Frameworks to further our transition efforts on the district level? School level? Department level? Grade level? Classroom level?