

Considering the District 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.

- The *PARCC Model Content Frameworks* echo the standard’s message of “focus” and “coherence”. With an eye on “coherence”, it appears that we have several questions on sequencing content that are not sufficiently addressed in the Frameworks. Would it be beneficial for us to consult [learning progressions](#) to assist in addressing this problem? Which progression(s) would be the most valuable to start with? Who is best suited to undertake this work? How does this information apply to “within grade” and “across grade” content?
- We are concerned about the instructional resources that are currently available to address the new level of rigor required by the CCSS as addressed in the Frameworks document. Would it be beneficial for us to consult the [Common Core State Standards \(CCSS\) Mathematics Curriculum Analysis Project](#) instructional resources vetting tool for guidance? How should we use the tool? How can we most efficiently use the information garnered from this exercise?
- As a result of reviewing the *PARCC Model Content Frameworks*, we see that we have a great deal of work ahead of us and are concerned about where to begin in thoughtfully designing our curriculum, instruction, and assessments. We acknowledge the danger that is pointed out in *Appendix B: Starting Points for Transition to the Common Core State Standards* concerning the mindset that many facets of the CCSS are already in our curriculum. What steps do we need to take to avoid complacency and to ensure that the Standards for Mathematical Practice will be infused into our curriculum, instruction, and assessment?
- *Appendix C: Rationale for the Grades 3-8 Content Emphases by Cluster* draws the readers’ attention to the fact that arithmetic is a major focus for grades K-5. This is made apparent by the number of domains that fall under the umbrella of arithmetic and the fact that content in other domains often support the development of arithmetic. What steps can we take to ensure that the appropriate amount of time and focus is dedicated to developing the concepts and skills of arithmetic? How can we map out the content of the supporting domains to maximize their effectiveness in contributing to the building of foundational arithmetic concepts and skills?
- Currently, we are in the process of a major overhaul of our curriculum. With the 2013-2014 school year just one year away, we are not well-positioned to do a major overhaul of our curriculum. This is a long-term goal for us. In the short-term however, what topics can we begin to pare away from specific grades and simultaneously begin to shift a greater focus onto other topics?
- 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?