



Module 1: Getting to Know the Kentucky Academic Standards (KAS) for Mathematics

Design of Module 1:

- The driving force of this module is to provide educators with a resource for developing a deeper understanding of the new standards. Educators at the school and district level may feel a great urge to dive in and start aligning programs (instruction, assignment, assessments, etc.) to the new standards as soon as the regulatory process concludes. Utilizing this module before beginning standards alignment work is recommended in order to capitalize on the opportunity to improve teaching and learning.
- This module is designed to be administered in 45 min PLC sessions; however, the timeline and work sessions can be adjusted to best fit the systems schools and districts already have in place.
- Module facilitators might be a department chair, teacher leader or curriculum specialist, etc. With that in mind, the facilitator notes include content information and potential talking points intended to provide support to a facilitator who does not have extensive mathematics experience.

Goals of Module 1:

- Build a shared understanding of the *KAS for Mathematics* document.
- Strengthen the connection between the components of the *KAS for Mathematics* and the way those components can support educators in the process of designing instruction.
- Experience how the changes in the *KAS for Mathematics* can and will be reflected in student experiences within Kentucky classrooms.
- Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new *KAS for Mathematics* and discuss the plan to address those areas.

Section 1A: Revision Process Overview

- Essential idea: To provide the legislative impetus around standards revisions (SB1, 2017) and a general overview of the role Kentucky educators played in the revision process.

Section 1B: Understanding the Architecture

- Essential idea: To provide the location of key components within the *KAS for Mathematics* and to have participants consider how each component might be utilized differently by different stakeholders.
- Provides focused highlights on the architecture of the standards including:
 - Grade-level Overview
 - Standards for Mathematical Practice (subject of Section 1C)
 - Standards for Mathematical Content (subject of Section 1D)
 - Clarifications (subject of Section 1E)
 - Coherence (subject of Section 1E)

Section 1C: A Closer Look: Standards for Mathematical Practice

- Essential idea: Educators around the state have varying levels of experience with designing and implementing instruction that attends to the practice standards. The rollout of the *KAS for Mathematics* presents a great opportunity for educators around the state to develop a shared understanding of how to engage students in the practices.
- Provides a focused learning experience around the Standards of Mathematical Practice including:
 - Task: Attending to the SMPs
 - Task: Sample Task Match-up
 - Resource: Engaging the SMPs: Look fors and Question Stems
 - Optional Extension: Reflection on Current Instructional Choices

Section 1D: A Closer Look: Standards for Mathematical Content

- Essential idea: To develop an understanding of grade-level expectations that will lay the groundwork for making appropriate instructional choices moving forward.
- Provides a focused learning experience needed to ensure grade-appropriate instructional decisions can be made which includes:
 - Task: Connecting with the Content
 - Optional Extension: Reflection on Current Instructional Choices

Section 1E: Spotlight: Clarifications & Coherence

- Essential Idea: To understand how the Clarifications communicate expectations of the standards more clearly and concisely and to examine the Coherence within the *KAS for Mathematics* on a wider scale, exploring connections within and across grade-level expectations.
- Provides a focused investigation of the connections within and across grade level including:
 - Task: Coherence Card Sort

Section 1F: Spotlight: Front Matter & Appendices

- Essential idea: To highlight some often-overlooked information provided in the *KAS for Mathematics*. Mathematical fluency, the modeling cycle and specific tools to aide K-5 educators when planning instruction around word problems receive specific attention here.
- Provides a focused look at supplemental educational resources within the *KAS for Mathematics* including:
 - Video Clip: Fluency in Mathematics

Section 1G: Wrap up & Next Steps

- Essential idea: To provide educators with time for reflecting upon guiding questions to plan and prioritize the work that will follow this module.
- Provides a review of the learning throughout the module, as well as:
 - Planning Guides (Teachers, School Leadership, District Leadership)
 - Kentucky Department of Education Feedback Survey link