If at all possible, select an area that you haven’t taught yet this year. Or select a topic that you know you will be reviewing between now and the end of the year. In others words, it makes the most sense to do work that you can use right away. If you have exhausted all of these resources, I can suggest other sources. These are good starting points.

**1) Select a Grade or a Course (download or print the PARCC Framework to review)**

* PARCC Frameworks- Outlines of the assessment expectations for the PARCC assessments. NY has been designing their NYS assessments with PARCC in mind.   
  <http://parcconline.org/parcc-model-content-frameworks>

**2) Now zoom in to focus on a progression within that grade or course. (download or print)**

* Progressions Documents- These documents outline the progressions of how mathematical concepts are developed through the standards. These aren’t light reading, but they will give you very good insight into the understanding that the standards aim to develop. (The first link takes you to the whole list K-12. The 6-12 documents are listed below)

<http://ime.math.arizona.edu/progressions/>

* [Draft K–6 Progression on Geometry](http://commoncoretools.files.wordpress.com/2012/06/ccss_progression_g_k6_2012_06_27.pdf)
* [Draft 6–8 Progression on Statistics and Probability](http://commoncoretools.files.wordpress.com/2011/12/ccss_progression_sp_68_2011_12_26_bis.pdf)
* [Draft 6–8 Progression on Expressions and Equations](http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_ee_2011_04_25.pdf)
* [Draft 6–7 Progression on Ratios and Proportional Relationships](http://commoncoretools.files.wordpress.com/2012/02/ccss_progression_rp_67_2011_11_12_corrected.pdf)
* [Draft High School Progression on Statistics and Probability](http://commoncoretools.me/wp-content/uploads/2012/06/ccss_progression_sp_hs_2012_04_21_bis.pdf)
* [Draft High School Progression on Algebra](http://commoncoretools.me/2012/12/04/draft-progressions-on-high-school-algebra-and-functions/)
* [Draft High School Progression on Functions](http://commoncoretools.me/2012/12/04/draft-progressions-on-high-school-algebra-and-functions/)
* The 7-12 Geometry progression has not been released, but you might find this document to be useful to get insight into the Geometry standards. [Teaching Geometry According to the Common Core Standards](http://math.berkeley.edu/~wu/Progressions_Geometry.pdf)
* Dr. Bill McCallum’s blog (one of the three lead architects of the Common Core) Read any posts within the forum that relate to the topic you selected. You may find some answers to the things that you’ve been wondering. If you have questions that you would like to ask that haven’t already been answered, you can create a login and post your question. <http://commoncoretools.me/>

3) Identifying Rich and Challenging Tasks

* 6th – 8th Grade Sample Materials- Read through the lessons, highlight important questions, note the mathematical concepts developed and how the examples increase in complexity. It is also very helpful to work through the problems. This helps you see what understanding is required by the questions and tasks.

<http://engageny.org/resource/network-team-institute-materials-november-26-29-2012-grades-6-12-math-curriculum-professional-development-day-one-session-wednesday>

* **Identify “challenging/multi-step tasks”** that you can use to assess how well your students understand the concepts behind the problems they are solving. Sources of challenging tasks can be found in the 6-8th grade curriculum materials & samples listed above and at Illustrative Mathematics website- <http://www.illustrativemathematics.org/illustrations?page=6&per_page=20>
* This is a spreadsheet that links to tasks on Dan Meyer’s blog. <https://docs.google.com/spreadsheet/ccc?key=0AjIqyKM9d7ZYdEhtR3BJMmdBWnM2YWxWYVM1UWowTEE#gid=0>
* Another spreadsheet with links to rich tasks (Andrew Stadel ) <https://docs.google.com/spreadsheet/ccc?key=0AkLk45wwjYBudG9LeXRad0lHM0E0VFRyOEtRckVvM1E#gid=0>
* Visual Patterns <http://visualpatterns.org/>

**4) Creating Challenging/Multi-Step Tasks-**

* Analyze the questions that you found that you would consider to be challenging tasks. How are the questions structured? Use either the format of the Illustrative Mathematics tasks or the “Act 1, 2, and 3” tasks on Dan Meyer’s blog.

**5) Sharing of Tasks-**

* Each group (2-4 people) will have 5-7 min to share a task that they have developed to increase the level of challenge in their mathematics instruction. Be able to explain why the task is more rigorous than what we have typically asked students to do and what insight it provides into the students’ understanding of the mathematics. Please type up the task, solution, and brief commentary so that it is ready to share.