**Administrators**

* What classroom instruction is going to look like under CCSSM:
	+ No more lecture, facilitating student thinking
	+ Different routes to Disney World. Not all classrooms will look the same, but student learning is the goal.
* Teachers need time for
	+ Common planning reinvented…no administrative interruptions
	+ Working together to develop curriculum maps, common lessons, inquiry questions
	+ Observe one another
* Need more technology for labs and classroom use, not just calculators
* Students need to be more engaged and talking, which may look like a classroom management problem to administrators. Organized chaos is a good thing.
* Administrators need to help relay this information to parents and defend teachers who are making change when parents question it.
* Administrators need to know how to get teachers on board who are not. Teacher leaders/coaches need support from their administrators.
* Understand the learning curve for teachers. It’s going to take longer than a week or a month. Patience!
* Allow teachers to be risk takers. Low pressure situation…we all make missteps when we try something new, and that has to be OK. (parallel to what students need to experience)
* How to invest in high quality PD…what does it look like? Not a one-shot drop-in by some unknown person. Needs to be math-specific, not general.
* Administrators need PD about CCSSM.
* Administrators need to understand the Standards for Mathematical Practice

**Parents**

* Homework and assessment won’t look the same.
* The classroom will not look the same. Teaching styles will be different.
* How you learned math didn’t necessarily work, so we’re doing things differently now. Showing your kid the shortcut you learned isn’t helpful.
* “She wouldn’t help me” doesn’t mean the teacher doesn’t care about your child; she’s letting him figure it out (with support), which will lead to better learning.
* The teachers’, students’, and parents’ roles will be different.
* Fullan dip…your kid didn’t get less smart this year. There’s always a dip in achievement when we try something new.
* There will be support for students and parents as we go through CCSSM.
* Parents doing the kids’ homework doesn’t improve student learning.
* Reword the standards for parents so they know what their children are expected to know and be able to do.
* Standards for Mathematical Practice–parents need to understand these.
* Testing will change…understand what it is, what it means, what impact it will (or won’t) have on their child.
* It’s OK to ask questions. We all have lots to learn.

**Thoughts on Implementation**

* Implementation teams (each grade level, SPED, ELL, administrators)
* Need to engage administrators in hands-on planning
* Don’t forget special area teachers (SPED, ELL, gifted)
* What is the future of tracking/ability-grouping (esp in HS)?
* What is going on with high school implementation? Who knows? When will the rest of us know?
* Need to re-align resources we already have.
* Need to evaluate available technology resources.
* PD needs to model what we want teachers to do with students…rich tasks, engagement in practices.
* Identify gaps between old and new standards.