



# Foundations for Implementation – Day 1

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Rev 5/4/23 (ce)

# Opening

CPM Learning Event Series, Day 1



Sign in and make a name tag.

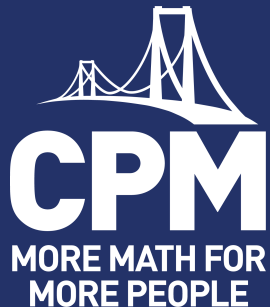


Get a puzzle piece and find the table with your letter. This is your team for the day!

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# Foundations for Implementation

## Day 1



Name  
email@cpm.org



@CPMEducationalprogram



@CPMmath

#MoreMathforMorePeople

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# Opening

## Housekeeping



- + Bathrooms
- + 8:00 AM – 4:00 PM
- + Breaks scheduled and as needed
- + Lunch
- + Parking Lot poster
- + Supply/resource table



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# Opening

Learning Event eBook Access



**eBooks Access**  
**my.cpm.org**



Use Enrollment Pin

XXXXXXXX

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# Opening

## Professional Learning Portal



**my.cpm.org**



File Cabinet



Learning Log



Implementation Action Plan



Instructional Modules



Inclusion Modules

# Opening

## Professional Learning Checklist



Summer Session		Fall Semester	Spring Semester
<b>Live Learning Events</b>	<input type="checkbox"/> Register and attend: In-Person Days 1-3 <b>or</b> Virtual Sessions 1-6	<input type="checkbox"/> Register and attend: In-Person Day 4 <b>or</b> Virtual Sessions 7-8	<input type="checkbox"/> Register and attend: In-Person Day 5 <b>or</b> Virtual Sessions 9-10
<b>Content Modules</b> (On-Demand)	<input type="checkbox"/> Chapter 1 <input type="checkbox"/> Chapter 2	<input type="checkbox"/> Chapter 3 <input type="checkbox"/> Chapter _____	<input type="checkbox"/> Chapter _____ <input type="checkbox"/> Chapter _____
<b>Instructional Modules*</b> (On-Demand)	<input type="checkbox"/> 1 - Closure and Team Assessments <input type="checkbox"/> 2 - Review & Preview <input type="checkbox"/> 3 - Intentional Planning	<input type="checkbox"/> 4 - Supporting Productive Struggle	<input type="checkbox"/> 5 - Assessment Practices

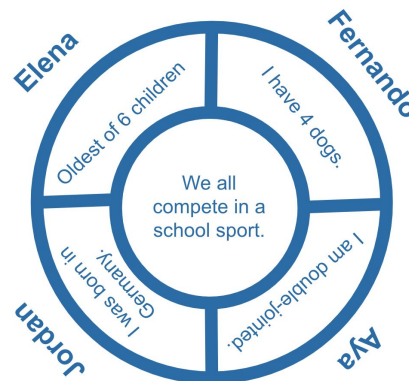
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# Opening

## Icebreaker



1. One team member draws two concentric circles on a piece of paper.
2. Divide the outer ring into equal parts (one part for each team member).
3. Each team member writes their name outside a section.
4. Find something unique about each teammate and write it in their section.
5. When each person has something written, find something that the whole team has in common and write it in the inner circle.





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# Team Building Activity

## Classroom Agreements



- + Clear tables (or desks) before getting to work.
- + Keep the conversation centered on math.
- + Use the Ask Three Then Me protocol.
- + Helping does not mean giving answers.
- + Work together as a team – your team is not done until every team member is finished.
- + Explain and justify your ideas. Give reasons.
- + Keep conversations within the team.



# Team Building Activity

CCA Lesson 1.1.1(INT I Lesson 1.1.1)

Solving Puzzles in Teams



## Math goal:

Work together as a team to consider the output of various composite relations.



## Team goal:

Work collaboratively using team roles.

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# Team Building Activity

Debrief CCA Lesson 1.1.1 (INT I Lesson 1.1.1)  
Solving Puzzles in Teams



How did working  
in study teams  
help you to be  
more effective  
learners during  
this lesson?

How can  
working in study  
teams help your  
students?

What might you  
learn about what  
your students  
know by the end  
of this lesson?

# Team Building Activity

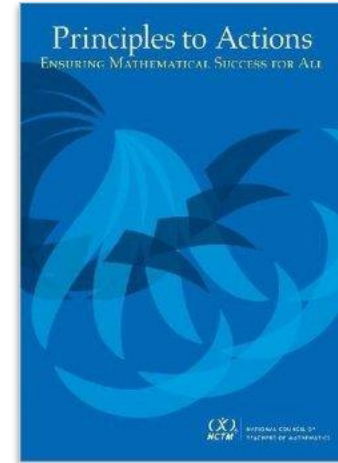
## Mathematics Teaching Practices



Discuss with your team how the NCTM's Effective Mathematics Teaching Practice on your table was evident in the lesson you just experienced.



**Recorder/Reporter** – be prepared to share one way the standard was evident with the whole group.



(NCTM 2014)



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# Team Building Activity

Chapter 1 is *UNIQUE!*

- + Collaboration - Effective Study Teams
- + Previews the Course Topics
- + Intent of Review & Preview
- + Formative Assessment

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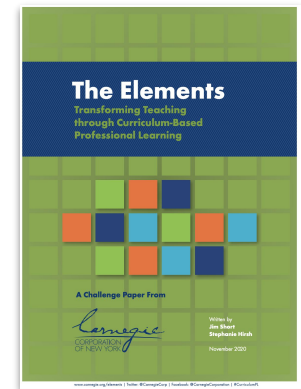
# Outcomes and Agenda

## Elements



*“The implications are clear. Curriculum matters, but how teachers use curriculum matters even more.”*

Short, J., & Hirsh, S. (2020). *The elements: Transforming teaching through curriculum-based professional learning*. Carnegie Corporation of New York, 9.



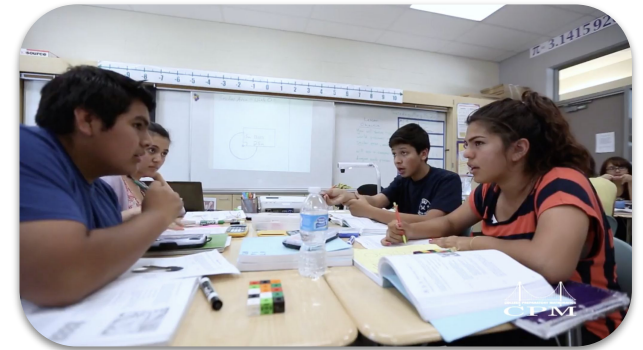
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# Outcomes and Agenda

## Effective Math Teaching Practices



**Establish goals to focus learning.**



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# Outcomes and Agenda

## Outcomes



## Participants:

- + establish team agreements and team roles that clearly define expectations for multiple modes of instruction;
- + build professional relationships and learning communities to improve math learning; and
- + make connections between NCTM's Effective Mathematics Teaching Practices (2014) and the design of CPM curriculum.



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# Outcomes and Agenda

## Equity Principles



- + The goal of teaching is to help all students transition from dependent to independent learners.
- + Relationships are of vital importance.
- + Student uniqueness is an asset, not a deficit.
- + Reflection is a crucial part of growth.

**CPM uses these principles to guide our vision and mission of More Math for More People.**

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# Opening and Agenda

## Agenda



## Focus: Collaborative Learning



- + Opening
- + Research Connections
- + Effective Study Teams
- + Model a Lesson



- + Thread
- + Introduction to a Content Module
- + Content Module/Chapter Walkthrough
- + Closure

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## Research Connections

### Starting with Core Beliefs



*“Teachers’ **beliefs influence the decisions** that they make about the manner in which they teach mathematics... Students’ beliefs influence their perception of **what it means to learn mathematics** and their dispositions toward the subject.”*

(NCTM, 2014, pp. 10-11)

# Research Connections

## Beliefs About Teaching and Learning Mathematics



# Research Connections

## Beliefs About Teaching and Learning Mathematics: Team Roles



**Facilitator** – Start the activity by having a team member read one statement and discuss it as a team.



**Resource Manager** – Collect the materials for the sort for your team and distribute them to your teammates.



**Recorder/Reporter** – Make sure all members have a chance to share.



**Task Manager** – Ask everyone to justify their reasoning as they read and share their thinking about each statement.

# Research Connections

## Beliefs About Teaching and Learning Mathematics



Beliefs about teaching and learning mathematics	
Unproductive beliefs	Productive beliefs
Mathematics learning should focus on practicing procedures and memorizing basic number combinations.	Mathematics learning should focus on developing understanding of concepts and procedures through problem solving, reasoning, and discourse.
Students need only to learn and use the same standard computational algorithms and the same prescribed methods to solve algebraic problems.	All students need to have a range of strategies and approaches from which to choose in solving problems, including, but not limited to, general methods, standard algorithms, and procedures.
Students can learn to apply mathematics only after they have mastered the basic skills.	Students can learn mathematics through exploring and solving contextual and mathematical problems.
The role of the teacher is to tell students exactly what definitions, formulas, and rules they should know and demonstrate how to use this information to solve mathematics problems.	The role of the teacher is to engage students in tasks that promote reasoning and problem solving and facilitate discourse that moves students toward shared understanding of mathematics.
The role of the student is to memorize information that is presented and then use it to solve routine problems on homework, quizzes, and tests.	The role of the student is to be actively involved in making sense of mathematics tasks by using varied strategies and representations, justifying solutions, making connections to prior knowledge or familiar contexts and experiences, and considering the reasoning of others.
An effective teacher makes the mathematics easy for students by guiding them step by step through problem solving to ensure that they are not frustrated or confused.	An effective teacher provides students with appropriate challenge, encourages perseverance in solving problems, and supports productive struggle in learning mathematics.



(NCTM, 2014, p. 11)

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# Research Connections

## Starting with Core Beliefs



*“It is important to note that these beliefs should **not be viewed as good or bad**. Instead, beliefs should be understood as **unproductive** when they **hinder the implementation** of effective instructional practice or **limit student access** to important mathematics content and practices.”*

(NCTM, 2014, p. 11)

# Research Connections

## Study Team and Teaching Strategies



### Glow and Grow

- + Glow – Student shares one topic, team agreement, or idea that is a strength.
- + Grow – Student shares one topic, team agreement, or idea where improvement is needed.



### Turn & Talk

- + Students work in pairs.
- + Team Member 1 listens while Team Member 2 explains the first problem.
- + Team Member 1 asks clarifying questions to Team Member 2.
- + Partners share explanation with the rest of the team.
- + Roles are reversed for the next problem.



# Research Connections

## Debrief of Beliefs



### Glow and Grow

1. **Select** one belief that is a strength.
2. **Select** one belief where you have room to grow.

With your elbow partner:



### Turn and Talk

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# Research Connections

## Reading Protocol



### Golden Line

**Read** the article, **highlight** or note parts of the research that:

- + raise questions for you
- + confirm what you already believe
- + make you say, “Ah Ha”
- + conflict with your beliefs
- + cause you to reconsider prior assumptions

**Choose** 1-2 “golden lines” to share out.

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# Research Connections

## Collaborative Learning - Why?



## CPM's 2023 Research Base Executive Summary Collaborative Learning

### eBook:

Click on the **Teacher Tab** on the left side

Next choose **Program Description**

Select the tab **Research Summary**

Click on Collaborative Learning (**Executive Summary**)

# Research Connections

## Golden Line Reading Protocol



**Focus** on the **blue boxes**:

*“CPM infers from this research that...”*

And **choose** your golden line from these sections of the research:

- + What is Collaborative Learning?
- + Why is Collaborative Learning important for learning mathematics?
- + If Collaborative Learning is important for mathematics, why is it not more widespread?
- + Who is Collaborative Learning good for?

### Golden Line

**Read** the article, **highlight** or note parts of the research that:

- + raise questions for you
- + confirm what you already believe
- + make you say, “Ah Ha”
- + conflict with your beliefs
- + cause you to reconsider prior assumptions

**Choose 1-2** “golden lines” to share.

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# Research Connections

## Golden Line Reading Protocol



**Share your golden line** with your team members and **explain** their connections to each line.



**Task Managers** – decide who shares first and make sure everyone in the team has a chance to share.

# Research Connections

## Three Pillars of CPM



**C**ollaborative Learning

**P**roblem-Based Learning

**M**ixed, Spaced Practice

## Attaining Long-Term Knowledge



# Research Connections

## CPM's Guiding Principles



Students deepen their mathematical understanding when they are engaged with concepts over time.



Students have significantly better retention of mathematics when concepts are grounded in context.



Students' involvement in effective study teams increases their ability to learn mathematics.



Effective study teams are guided, supported, and summarized by a reflective, knowledgeable teacher.



Assessing what students understand requires more than one method and more than one opportunity.



When students and stakeholders embrace a growth mindset, they understand that mastery takes time, effort, and support.

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# Research Connections

## Study Team and Teaching Strategies



### Walk and Talk

- + Partners receive a topic or concept to discuss.
- + Partners summarize, clarify ideas, or ask questions while walking.
- + Partners share any remaining questions with the teacher after returning to their desks.



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# Research Connections

## Debrief Connections



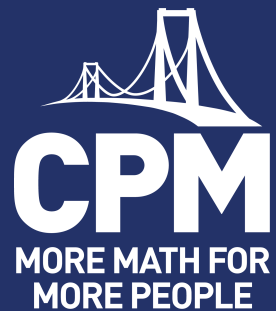
### Walk and Talk

With your elbow partner, go for a walk and discuss the following:

***What excites you about collaborative learning after reading the Synthesis of Research and NCTM's belief statements?***

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Take a break



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# Creating Effective Study Teams

## Groups vs Teams



How would you describe a *group*?

How would you describe a *team*?

How are they similar?

How are they different?

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# Creating Effective Study Teams

## Connecting to Team Roles



*“A **team** is an interdependent group of individuals who share responsibility and are focused on a common goal. By working together, they tend to maximize each other’s strengths and minimize weaknesses. **Unlike a group**, where each member is expected to contribute separately, the most important characteristic of a team is synergy: the whole is greater than the sum of its parts.”*

*(Branislav Moga, ActiveCollab, 2017)*

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# Creating Effective Study Teams

Collaborative Learning - How?



**How** do we create an environment for effective collaborative learning?

Establish and  
maintain  
Team Roles  
and Team  
Agreements

Intentional use  
of Study Team  
& Teaching  
Strategies  
(STTS)

Circulation,  
questioning, &  
team  
interactions

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# Creating Effective Study Teams

## Study Team and Teaching Strategies



### Think-Pair-Share

- + Teacher poses a question/problem.
- + Students think for a period of time — one or two minutes.
- + Students silently prepare an explanation to share.
- + Partners take turns sharing explanations.
- + Partners may then share out with the rest of the team or class.

# Creating Effective Study Teams

## Introduction to Positive Interdependence



**THINK - PAIR - SHARE**

*How would you define positive interdependence?*

*Why is it important in collaborative learning?*

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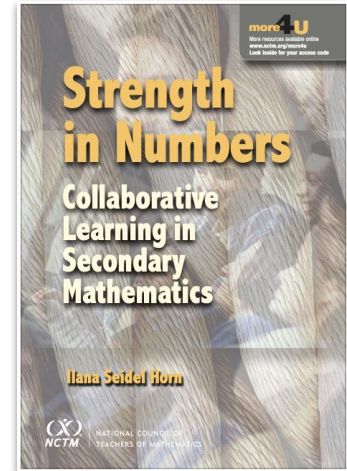
# Creating Effective Study Teams

## Positive Interdependence



***“Positive interdependence** arises when students feel mutual accountability for their learning and believe that their own learning will benefit through their interactions with each other.”*

(Horn, 2012, p. 47)





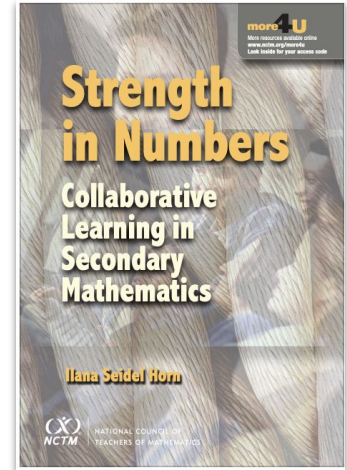
# Creating Effective Study Teams

## Connecting Team Roles



*“Two marks of productive group discussion are a creative interchange of ideas and well-distributed participation. These are signs of **positive interdependence**. Students must be taught ways of interacting that support this ideal.”*

(Horn, 2012, p. 50)



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# Creating Effective Study Teams

## Study Team and Teaching Strategies



### Jigsaw (Four Corners)

- + Each study team role visits a different corner of the room.
- + Each corner receives a different topic or concept.
- + An explanation of the topic or concept is created.
- + Team members return to original team.
- + Each member presents the assigned topic or concept to team.

# Creating Effective Study Teams

## Team Roles



**Facilitator**

**Resource Manager**



**Discuss** the following in your corners. Be sure everyone has opportunity for input.

*What questions will you need to ask team members?*

*What behaviors will you encourage within your team?*

*How do you see this role impacting your interactions with the teacher?*



**Task Manager**

**Recorder/Reporter**



# Creating Effective Study Teams

## Team Roles



- + Return to your team. Each team member shares their newly gained information about the team role.
- + Please make sure everyone has opportunity to share.

**Facilitator**



**Resource Manager**

**Task Manager**



**Recorder/Reporter**

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# Creating Effective Study Teams

## Establishing Team Roles



**Team Roles** are supported in all CPM courses

- + Lesson Specific Resource Pages provided in Chapter 1 for each course.
- + General Team Roles are also provided in the teacher notes.

## Assigning and Displaying Roles

- + Placemats, table tents, name cards, lanyards and more can be found in the CPM eBooks

**Teacher Tab → Team Support → Team Resources**

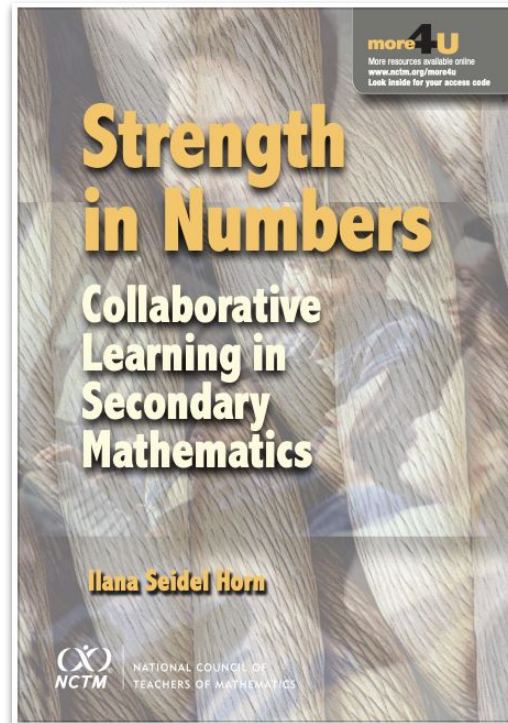
# Creating Effective Study Teams

## Classroom Agreements and Positive Interdependence



*“If interdependence is a value, teachers need to consistently communicate its worth through classroom norms, [and] routines...”*

(Horn, 2012, p. 48)



# Creating Effective Study Teams

## Team Norms Jigsaw



### Jigsaw

1. Read the team norm assigned to your team.
2. Discuss how the team norm supports establishing effective study teams.
3. Complete a Looks Like - Sounds Like - Feels Like Y-chart.



# Creating Effective Study Teams

## Team Norm Jigsaw



### Jigsaw



**Facilitator** – make sure everyone has a voice.



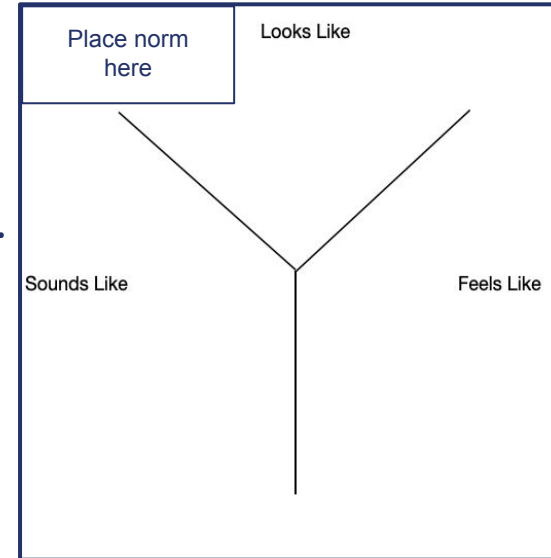
**Resource Manager** – get materials for the activity.



**Recorder/Reporter** – make sure everyone's voice is visible on the poster.



**Task Manager** – keep track of time.





# Creating Effective Study Teams

## Study Team and Teaching Strategies



### Gallery Walk

- + Teams display posters or presentations.
- + Students explain and critique displayed work.
- + Students rotate to each location.
- + Feedback is given.



# Creating Effective Study Teams

## Debrief of Team Norms



### Gallery Walk

How do team agreements establish effective study teams?

1. **Resource Manager** – hang your poster somewhere in the room.
2. Individually do a Museum Gallery Walk (silent) to view each poster.
3. Make sure you visit each poster.
4. Remember – this is a **silent** Museum Gallery Walk.

# Creating Effective Study Teams

## Study Team and Teaching Strategies



### Hosted Gallery Walk



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# Creating Effective Study Teams

Ignite Your Classroom



Start promptly.

Peer support expected within each team.

Active learning.

Respond to the team rather than individuals.

Circulate. Circulate. Circulate.

Closure. Closure.



***Why are these actions essential to collaborative learning?***

# Creating Effective Study Teams

## Collaborative Learning Expectations



Together, work to learn mathematics.

Explain and give reasons.

Ask questions and share ideas.

Members of your team are your first resource.

Stronger together than apart.



# Creating Effective Study Teams

## CPM's Guiding Principles



Students deepen their mathematical understanding when they are engaged with concepts over time.



Students have significantly better retention of mathematics when concepts are grounded in context.



Students' involvement in effective study teams increases their ability to learn mathematics.



Effective study teams are guided, supported, and summarized by a reflective, knowledgeable teacher.



Assessing what students understand requires more than one method and more than one opportunity.



When students and stakeholders embrace a growth mindset, they understand that mastery takes time, effort, and support.

# Creating Effective Study Teams

## Learning Log Reflection



### **Title: Supporting Effective Teams**

*How will team roles and collaborative learning agreements help support and maintain effective study teams in your classroom?*



# Model a Lesson

## Team Role Placemat





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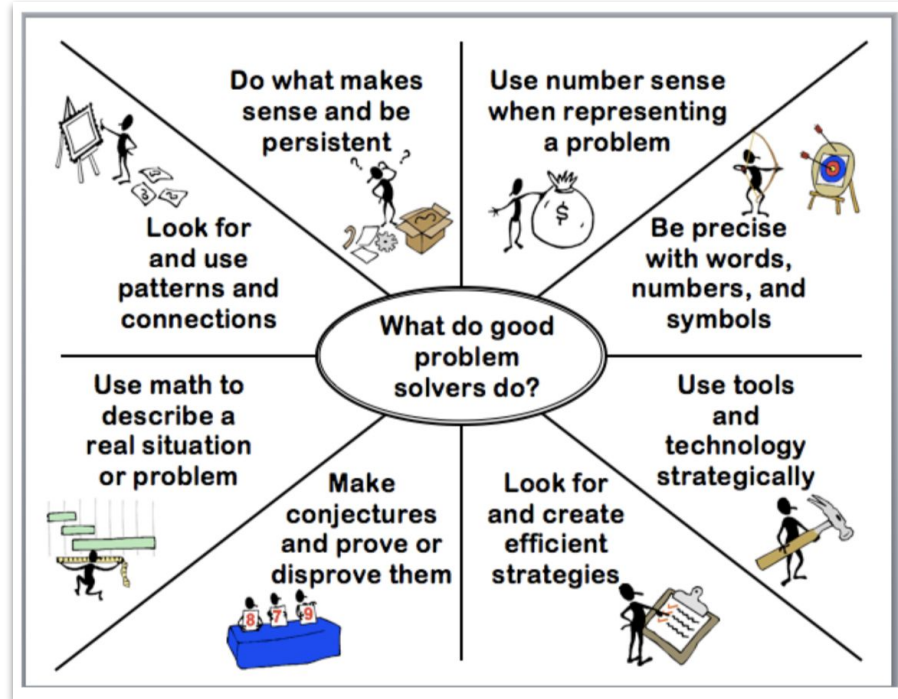
# Model a Lesson

## Team Role Placemat - Video



# Model a Lesson

## Standards for Mathematical Practice



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# Model a Lesson

## Study Team and Teaching Strategies



### Pick Three

- + Teacher posts a list of strengths.
- + Each student selects and writes down three strengths they can contribute to their team.
- + Students take turns sharing their strengths with their team.
- + Students use strengths as they work on the lesson.

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# Model a Lesson

## Pick Three: Potential Strengths



Looking for patterns

Drawing

Helping others

Explaining my thinking

Noticing details

Keeping people on task

Organizing

Predicting

Following directions

Writing equations from patterns

Looking at things in different ways

Reading aloud

Justifying answers

Being positive

# Model a Lesson

## CC3 Lesson 1.1.2:

### Finding and Generalizing Patterns



#### **Math goal:**

Extend tile patterns and generalize the geometric pattern.



#### **Team goal:**

Develop new ways of thinking about math.

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## Model a Lesson

Debrief CC3 Lesson 1.1.2:  
Finding and Generalizing Patterns



What is the  
goal of this  
lesson?

Which Standards  
for Mathematical  
Practice were  
evident?

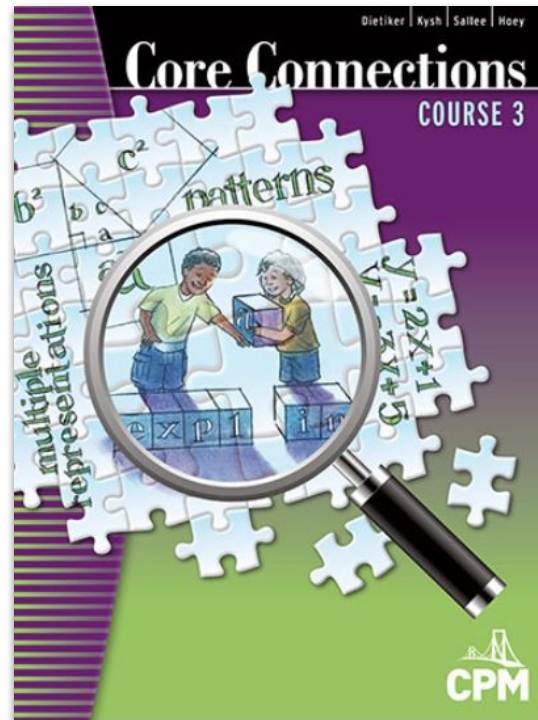
What strategies  
supported all  
students in having  
success?

# Model a Lesson

## Teacher Notes

### eBook:

Click on the **Teacher Notes** at the top of the lesson.



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# Model a Lesson

## CPM Principles of Assessment



1. Teachers need to be involved in the crafting of assessments.
2. Teachers need to read and work through all test problems.
3. Students should be assessed only on content with which they have been meaningfully engaged.
4. **Formative assessment is a learning experience for students and teachers.**
5. While teachers are required to evaluate and assign grades, grading should be flexible.



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# Model a Lesson

## CPM Principles of Assessment



### Read:

- + Principles of Assessment Introduction
- + Fourth Principle: *Formative assessment is a learning experience for both the students and teacher.*

### Focus Question:

**How does working in collaborative teams support formative assessment?**

### eBook:

Click on the **Teacher Tab** on the left side.

Next choose **Assessment** → **Guidebook**.

Open the PDF for **CPM Principles of Assessment**.

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# Model a Lesson

## Learning Log Reflection



### Title: Making Connections

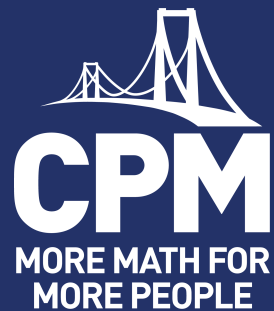
*What connections do you see between the CPM Guiding Principle and the fourth CPM Principle of Assessment?*

**CPM Guiding Principle:** *Effective study teams are guided, supported and summarized by a reflective knowledgeable teacher.*

**CPM Principle of Assessment #4:** *Formative assessment is a learning experience for both the students and the teacher.*

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Lunch Time



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# Thread

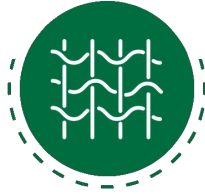
## Icebreaker



1. Everyone in the group gets 10 pennies/toothpicks/scraps of paper, etc.
2. The first person states something they have done (e.g. “I have water skied”).
3. Everyone else who has done the same thing admits it and puts one penny in the middle of the table.
4. Then the next person states something (e.g. “I have eaten frogs’ legs”).
5. Everyone who has done it puts another penny in the center.
6. Continue until someone has run out of pennies.

# Thread

## Algebra Tile Thread



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# Introduction to a Content Module

## New Teams



**Please sit together in teams with same-course teachers.**

Options: All 4th year courses (Precalculus, Statistics, Calculus) at one table.

Co-Teachers, join the team of the course you teach or support.

### Assign team roles:



**Facilitator** - first birthday in this year

**Resource Manager** - second birthday in this year



**Recorder/Reporter** - third birthday in this year

**Task Manager** - fourth birthday in this year

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# Introduction to a Content Module

Content Module - Professional Learning Portal



## What is a Content Module?

Intent of  
Content  
Modules

Participate  
in Content  
Sessions

Connections  
to The  
Elements

# Introduction to a Content Module

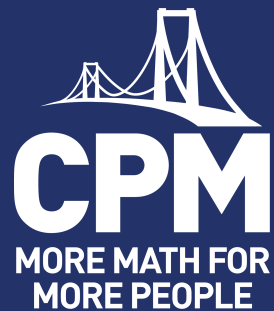
## Introduction to Content Modules





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Take a break



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# Content Module/Chapter Walkthrough

## Chapter Walkthrough



What is the goal of this lesson? What should your students be able to do by the end of this lesson?

How will you use team roles in this lesson to support student learning?

How will you use Study Team and Teaching Strategies in this lesson to support student status in teams?

What expectations will you set for students to maintain effective collaboration?

# Content Module/Chapter Walkthrough

## Study Team and Teaching Strategies



### Whiparound

- + Teacher provides a prompt.
- + Students take turns sharing brief comments.
- + Students listen while others share.



# Content Module/Chapter Walkthrough

## Content Module Closure



### Whiparound

Share one thing you learned...

Did you have an “aha” moment? What was it?

How was the math presented differently from what you have previously seen?

How was the content different from previously used curriculums?

How are the problems you are experiencing connected to Study Team and Teaching Strategies?

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## Content Module/Chapter Walkthrough

Chapter 1 is *UNIQUE!*



- + Collaboration - Effective Study Teams
- + Previews the Course Topics
- + Intent of Review & Preview
- + Formative Assessment

# Content Module/Chapter Walkthrough

## Implementation Action Plan



### Prompts:

1. **My plan** for establishing and maintaining team roles in my classroom is \_\_\_\_\_.

At least **one actionable** step I will commit to is \_\_\_\_\_.

2. **My plan** for establishing and maintaining team agreements is \_\_\_\_\_.

At least **one actionable** step I will commit to is \_\_\_\_\_.

Students need effective collaborative study teams to access rigorous mathematics.



## What have we learned?



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# Closure

## Outcomes and Feedback



### Participants:

- + establish team agreements and team roles that clearly define expectations for multiple modes of instruction;
- + build professional relationships and learning communities to improve math learning; and
- + make connections between NCTM's Effective Mathematics Teaching Practices (2014) and the design of CPM curriculum.

#### Learning Event Feedback:

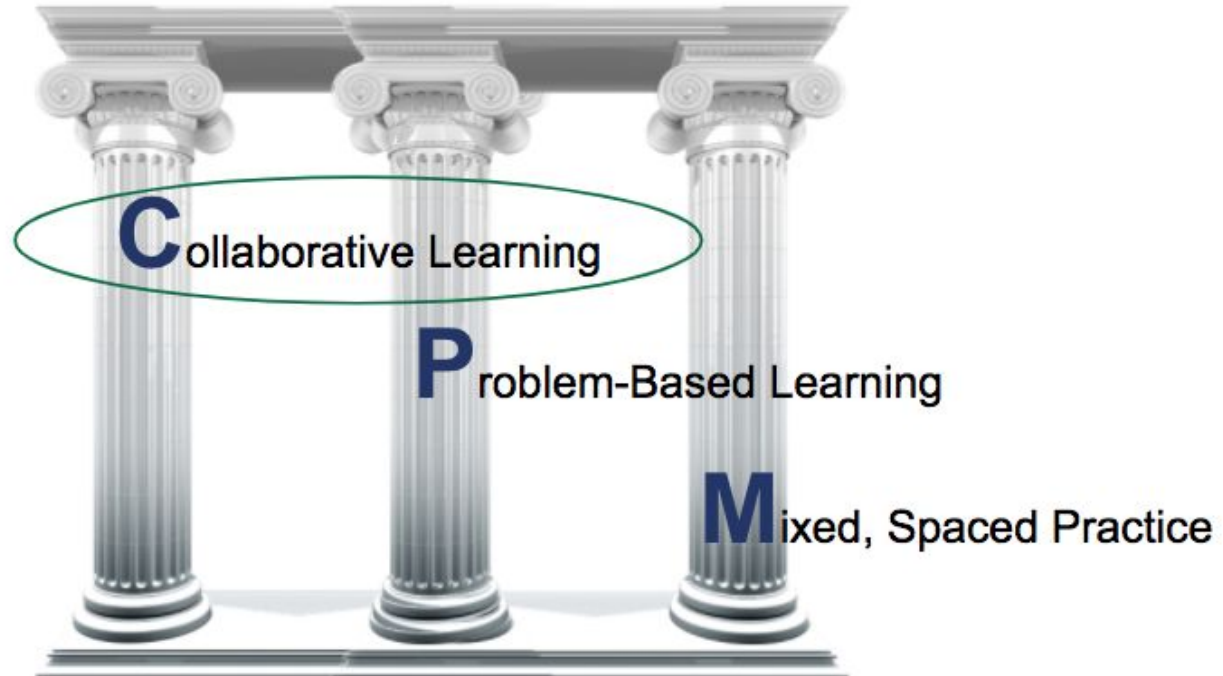
1. Open up the learning event module.
2. Scroll down to Event Attendance and Feedback.
3. Open Day 1 Feedback.
4. Complete the Feedback form.



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# Closure

## Three Pillars of CPM



# Research Connections

## CPM's Guiding Principles



Students deepen their mathematical understanding when they are engaged with concepts over time.



Students have significantly better retention of mathematics when concepts are grounded in context.



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Effective study teams are guided, supported and summarized by a reflective, knowledgeable teacher.



Assessing what students understand requires more than one method and more than one opportunity.



When students and stakeholders embrace a growth mindset, they understand that mastery takes time, effort, and support.

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# Closure

## Teacher Tips - Implementation



# Teacher Actions that Support *Implementation*

Use the Teacher Notes as intended.

Work all the problems in the lesson ahead of time, including the Review & Preview problems.

Create purposeful lesson plans.

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# Closure

## Teacher Tips - Inclusion



## Teacher Actions that Support *Inclusion*

Intentionally  
plan lessons  
without  
lowering the  
cognitive  
demand.

Use explicit  
agreements,  
team roles,  
and STTS to  
scaffold  
discussions  
and level  
status.

Allow time for  
students to shift  
from conceptual  
to procedural  
fluency.

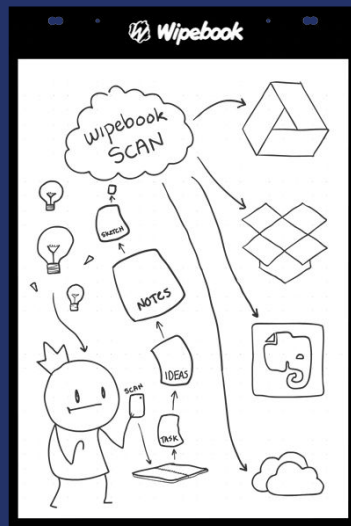
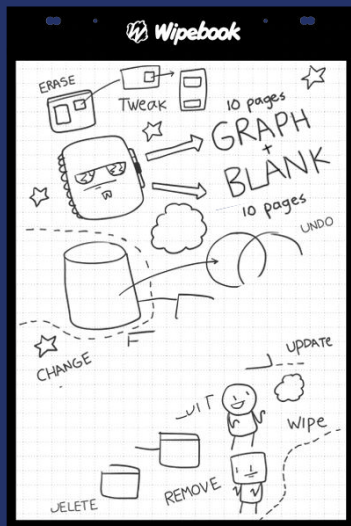
Develop and  
assign  
competence to  
students using  
math learning  
behaviors.

# Closure

## Professional Learning Checklist



Summer Session		Fall Semester	Spring Semester
<b>Live Learning Events</b>	<input type="checkbox"/> Register and attend: In-Person Days 1-3 <b>or</b> Virtual Sessions 1-6	<input type="checkbox"/> Register and attend: In-Person Day 4 <b>or</b> Virtual Sessions 7-8	<input type="checkbox"/> Register and attend: In-Person Day 5 <b>or</b> Virtual Sessions 9-10
<b>Content Modules</b> (On-Demand)	<input type="checkbox"/> Chapter 1 <input type="checkbox"/> Chapter 2	<input type="checkbox"/> Chapter 3 <input type="checkbox"/> Chapter _____	<input type="checkbox"/> Chapter _____ <input type="checkbox"/> Chapter _____
<b>Instructional Modules*</b> (On-Demand)	<input type="checkbox"/> 1 - Closure and Team Assessments <input type="checkbox"/> 2 - Review & Preview <input type="checkbox"/> 3 - Intentional Planning	<input type="checkbox"/> 4 - Supporting Productive Struggle	<input type="checkbox"/> 5 - Assessment Practices



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# Closure



- + Parking Lot

- + Attendance

Either scan the QR code

OR

Enter passcode in the Portal

XXXXXXX

- + Continuing Education Credit

- + Tomorrow we will model a **Typical Day**

- **Homework:** CC3 Lesson 3.1.1: Review & Preview problems 3-4 through 3-8

Note: Please complete these problems how you would expect your students to complete them.



