

# NEWS YOU CAN USE

THE CPM EDUCATIONAL PROGRAM NEWSLETTER

## NOVEMBER 2018: IN THIS ISSUE

Pilot updates

New ideas for number talks

The value of workshops

And more...

## A WEEK OF AMAZING MATHEMATICAL COLLABORATION

Alex Clayton, Johnstown, CO, 14ajclayton@gmail.com

*"Everyone stand up and push your chairs in. Next, go touch three walls, two chairs, and one table. Find the closest person in your proximity." "Take a card, and find the matching card at the table. This is now your new group." "If you can hear me, clap once; if you can hear me clap twice." "I hear three wonderful mathematical conversations. I now hear two wonderful conversations. And now I hear one fabulous conversation. Thank you for your great work."* These are many things that one would hear or observe in a day at the Academy of Best Practices (ABP). ABP is an amazing week of collaboration, practice, and development in becoming a better math educator. Thirty-two of us, who each have less than five years of teaching experience, spent one week at Seattle Pacific University bettering ourselves, bettering each other, and bettering our world.

We had three amazing facilitators: Mark, Sharon, and Karen. We also had two awesome mentors who are ABP alumni, Lucy and Mallory. These five were very organized and prepared. They executed many fantastic lessons. Every minute of our scheduled class time was filled with opportunity. Class was from 8:15 to 5:00 daily, and sometimes that was not long enough. We did some sort of collaborating ice breakers every day, and many days, we did two or three ice breakers, each time we changed teams. The most awesome part was that this week was all laced with math! It was awesome to have a week of 'nerdy' discourse. We could use a mathematical expression and binary numbers, without having to be embarrassed or explain ourselves! It was neat to collaborate with math teachers of so many different backgrounds and abilities; we had teachers of 6<sup>th</sup> grade math up to AP Calculus. There were so many great discussions about homework, grading, testing, direct instruction, group work, scaffolding, lesson planning, growth mindset, and so much more. Even when we were not in class, we were all discussing our methods and listening to each other's ideas and experiences.

It was really neat to experience being a student under instruction that was perfected and smoothly ran. Learning under this type of instruction was so much fun. This is something that I have been wanting for my students. I want to make learning fun for my students. I am very excited to go about using the new tools that I now have.

Of the many guest speakers, Dan Myers, Eli Luberoff, and Aaron Brakoniec were the most impactful to me. Dan Myers was awesome. He challenged us to teach math as if we were telling a story. He said, *"DO NOT give away the SURPRISE, let the students discover the surprise."* I hope that I can do a better job and not spoil the mathematical surprises for my students. We also worked with Eli Luberoff, the creator of Desmos. Desmos is a FREE online graphing calculator. Let me say, if you have not worked with Desmos, you are missing out. There are some amazing tools, such as being able to graph any type of function, point, picture, and much more. There are also many lessons already

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**MORE MATH FOR MORE PEOPLE**

MATHEMATICAL COLLABORATION from page 1

created that you can use in your class. Go explore at [teacher.desmos.com](https://www.illustrativemathematics.org/teacher-desmos.com). I love that it has been created to help students discover the surprises of mathematics. Aaron Brakoniecki, a professor from Boston University, spoke about cognitive demand. He asked us to think about the type of tasks we are giving our students. Are they 'high potential' or 'low potential' tasks? In other words, we were challenged to think about our goals, and how we want the students to receive our message. I was very inspired by all three of these leaders. Thank you for the work you do in the world of mathematical education.

As we went through the week, we had to create an Action Plan. An Action Plan is taking a goal, putting these desires into words, words onto paper, and then sharing them with someone else. Our Action Plans targeted two goals in which we wanted to better ourselves this year. These Action Plans are detailed with dates, information, and with people who are to hold us accountable in achieving them. I now have 36 other teachers who are supporting me to be better at asking better questions and providing constructive feedback to my students. I knew I needed to be better at these things, and now I have a support system to help me achieve my goal.

I believe that every teacher needs to go through the ABP; however, this is impossible. So I want to leave you with a few things that I learned.

1. Mark, Karen, and Sharon have had many years of practice. They learned many of their tools and practices over the years, so do not be afraid to try new things.
2. "Change takes time" - Karen. We were told to just pick two things that we really wanted to change and make better this academic year. If we were all to focus on fixing and perfecting two teaching techniques every year, after a career of teaching, we would have so much knowledge to share. Also, make sure that you write your goals down.
3. Share your knowledge and experiences no matter where you are in your teaching career. There are so many people

in the world who want to know what someone else is doing in their classroom. Find ways to collaborate; it is how we grow.

4. If you have questions, ask them. Search for information online. Chances are someone has already come up with and made an activity that you would like to implement. People will help you, but first, you must take a risk and ask.

If you are in your first five years of teaching mathematics, take a chance at bettering yourself. Apply! If you are farther along in your teaching journey, encourage a first year teacher to apply.

To Mark, Sharon, Karen, Lucy, and Mallory: thank you so much for all of the time and hard work that you have put in over the years into math education! I am very thankful that all of you have decided to share the experiences that you have learned over the years with others. Thank you for an amazing week of learning and bettering ourselves.

**Share your knowledge and experiences no matter where you are in your teaching career. There are so many people in the world who want to know what someone else is doing in their classroom. Find ways to collaborate; it is how we grow.**

## CPM'S TEACHER CONFERENCE

Registration is now open for CPM's 2019 Teacher Conference in San Francisco, February 23 and 24, 2019. This conference has sold out the last four years, so do not delay. This conference will offer ideas and strategies to take back to the classroom and use right away. Visit [cpm.org/2019conference](https://cpm.org/2019conference) to learn more.

# A GOOD INVESTMENT OF TIME!

Sharon Rendon, Director of Professional Learning, SharonRendon@cpm.org

Professional development refers to many types of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, engineers, and people in a wide variety of professions and businesses participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job.

Many fields require members to participate in ongoing learning approved by the profession, sometimes as a requirement for keeping their jobs. Professionals often also voluntarily seek new learning.

In education, research has shown that teaching quality and school leadership are important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they need to continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels.

Because of the commitment to supporting better math learning

experiences for both students and teachers, CPM continues to invest in opportunities for educators to learn. The workshop series that is provided complimentary with adoption is having huge results in successful classroom transformations. CPM's teacher leader corp provides three phases of multiple day learning experiences. Read on to learn more!

What are participants saying about CPM's workshops?

- 94.9% indicate there is a clear path to integrate learning into their classroom
- 95% would recommend this workshop to another educator

"Our TL was awesome! I wish all PD presenters had her passion and patience. She makes learning a new curriculum way less stressful and overwhelming by having hands on activities and going over new concepts in small pieces. I love the way she shares things that have worked for her in her own classroom and encourages us to share our ideas with each other every time we meet in our workshop."

"Evaluating my questioning to make sure it is purposeful. This is important to advance my student's learning and to help the groups work more smoothly."

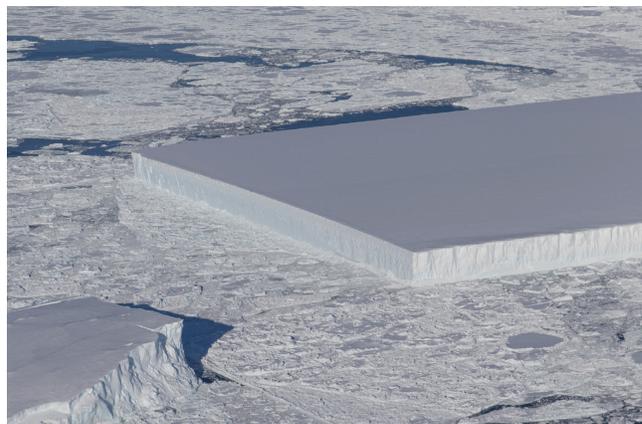
"These follow ups [workshops] are so important. Now that we have taught for a few months, I am able to learn how to keep progressing towards better implementing the strategies we have practiced in these follow ups."

From the participants attending our workshops, it is clear that a day spent in a CPM workshop is time well spent. If you are looking to go a little deeper, CPM has a Professional Learning Progression that includes learning opportunities around the Eight Teaching Practices from NCTM's *Principles to Actions*.

The workshops are offered locally, regionally, and in a residential model every summer on the campus of the University of Utah. Contact your RC or workshops@cpm.org for more information.

## WHAT DO YOU WONDER?

Show your students the image at right and ask them "What do you wonder?" Encourage students to share their wonderings in their teams. Is this iceberg really a perfect rectangle? Is it a man-made iceberg? How big is this iceberg?



# WHAT'S NEXT WITH NUMBER TALKS?—A NEW SPIN ON HOW TO INCREASE PARTICIPATION BY ALL STUDENTS IN THE CLASSROOM

Have you ever facilitated a number talk in your classroom only to have the same five students share their strategies? Because the purpose of number talks is to increase number sense, recognize patterns, and reach higher-level mathematical discourse, we have utilized different strategies to help provide more risk-free ways for all students to participate. These strategies (Guest Recorder, Can You Make it?, Team Number Talk, Which One Doesn't Belong?) give students a chance to discuss their thinking in small groups. This in turn helps students build confidence in sharing and conversing with a larger group. We also realized that we had to ensure that the problems we presented to the students allowed for a variety of ways to arrive at a solution. Below are descriptions of these different strategies.

## WHICH ONE DOESN'T BELONG?

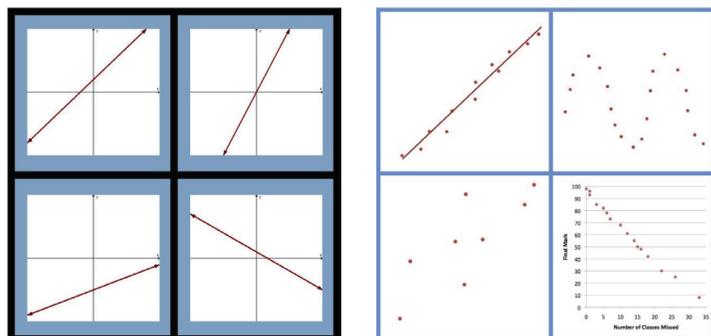
Megan Mastrocola, Hartland, WI, [MeganMastrocola@cpm.org](mailto:MeganMastrocola@cpm.org)

Another type of number talk that has been successful is a *Which One Doesn't Belong?* Number Talk. This type of number talk definitely helps increase participation. The purpose of this type of number talk is for students to look at four different representations and pick the one that they think does not belong. The best part about this is that there is no wrong answer! This helps make the problem accessible for all students. The goal is for the team to justify their reasons as strongly and as clearly as they can, supporting the statements they make. The procedure is the same as a number talk: Holding their fist to their chests, students will put up their thumb when they have decided which one does not belong, and then each finger represents the reason(s) they have. After that, the students share their reasons with their team. The team decides which item they want to support and one person records their reasons.

Each team selects a student to share their team's decision. During this sharing time, we talk about how to be more clear and complete. I then choose the team that was able to make the clearest and most complete argument for their



choice. The students really get motivated to make the most sound mathematical justifications. They work hard at coming up with irrefutable reasons using many vocabulary words. In class, our conversations have shifted as we learn more throughout the year. Now, students say “*My strategy is similar to ...*”, “*I want to clarify my answer because...*”, “*I want to challenge this team’s thinking and this is how...*” or “*I hear what you are saying, but another way could be...*” The students have shared that they really enjoy doing this type of number talk because all students can be involved and share their solutions. *Which One Doesn't Belong?* allows students to talk more about the reasons rather than just solving an equation. Luckily, there are plenty of resources for this type of number talk, both online and in the book by Christopher Danielson. Many examples can be found at the website [www.wodb.ca](http://www.wodb.ca).



## GUEST RECORDER

Dan Chandler, De Pere, WI, [DanChandler@cpm.org](mailto:DanChandler@cpm.org)

I conduct number talks once a week in my four sections of *Core Connections, Algebra 2*. In these number talks I have observed many student outcomes and behaviors that show up consistently, no matter which concept the talk is covering. Some of these include: students that develop a method of solution in real time as they explain an answer, students that help each other with their solution, and students that find errors in their reasoning and apply a “fix” to a solution. The

most exciting part during the journey that has been of special note to me is how students *explain* a method of solution for an answer. With help from my Teacher Researcher team I started the year with an understanding of the need to have the students be mathematically explicit with a solution. At times it was hard for the students to explain in detail how they reached an answer. In the general course of teaching math we all come across a situation where a student

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understands what mathematical process needs to be applied, but struggles in the attempt to explain why. Number talks have become an efficient method for working on this skill.

As a team we came up with the idea to have a Guest Recorder. The version I found to be the most fruitful was where one classmate went into the hallway while the number talk was presented and answered. With only the solution(s) listed on the board, the guest was summoned back into the room. The solution strategies were then justified with the guest translating. The charge of the group was to produce an explicit method of solution that would work for all similar problems. Included in this method was a written explanation.

**Number Talk Guest Speaker**

Which is greater

$\frac{2}{3}$  OR  $\frac{6}{7}$

$$\frac{2}{3} \cdot \frac{3}{3} = \frac{6}{9}$$

$$\frac{6}{9} \text{ vs } \frac{6}{7}$$

$$\frac{6}{9} \cdot \frac{7}{7} \text{ vs. } \frac{6}{7} \cdot \frac{9}{9}$$

$$6 \cdot 7 \text{ less } 6 \cdot 9$$

$$\frac{2}{3} \text{ less } \frac{6}{7}$$

The problem presented

The solution represented by guest speaker

The benefit of this twist on number talks was the increased participation. In the discussion that followed, the students commented that they had to work harder to get their ideas across. This turned into groups of students with similar ideas helping each other explain.

Here is one result when the students had to write the steps to the method.

- If possible, get the numerators to be the same.
- Multiply fraction #1 by the denominator from fraction #2.
- Multiply fraction #2 by the denominator from fraction #1.
- Compare the numerators.
- The fraction with the larger numerator is the larger fraction.

## TEAM NUMBER TALK

Megann Line, Waukesha, WI, MegannLine@cpm.org

A Team Number Talk is yet another twist to try when facilitating number talks. This is where the students facilitate the number talk within their study teams. Before doing a Team Number Talk, it is important to review the team roles (Task Manager, Facilitator, Recorder/Reporter, and Resource Manager) and to reiterate the jobs and tasks associated with each. This helps the conversations that occur with the number talks to be equitable. This style of a number talk is

The requirement was that students use the correct vocabulary and mathematically-sound reasoning. After the students were done with this step, I proceeded to use this same strategy on a new problem as shown below.

$$\frac{3}{5} \text{ vs } \frac{6}{7}$$

$$\frac{3}{5} \cdot \frac{2}{2} = \frac{6}{10}$$

$$\frac{6}{10} \text{ vs } \frac{6}{7}$$

$$\frac{6}{10} \cdot 7 = \frac{42}{10} \text{ vs } \frac{6}{7} \cdot 10 = \frac{60}{7}$$

The final result of (42/10 vs. 60/7) did not provide a solution demonstrating which fraction was the larger of the two. This mistake resulted in a rewrite. The students quickly saw the issue with the steps, offered the editing shown below, and a lesson in being precise was learned.

- If possible get numerators to be the same *equivalent*
- multiply fraction #1 by denominator from fraction #2  $\text{Fract \#1} \cdot \left( \frac{\text{Denom. Fract. \#2}}{\text{Denom. Fract. \#2}} \right)$
- multiply fraction #2 by denominator from fraction #1  $\text{Fract \#2} \cdot \left( \frac{\text{Denom. Fract. \#1}}{\text{Denom. Fract. \#1}} \right)$
- compare the numerators *product*
- larger numerator is the larger fraction

The use of a Guest Recorder raised the level of participation by causing the students to be more precise with the vocabulary they needed to use. It also allowed more group effort as two or three students attempted to get the speaker to write what they intended for a solution.



# CPM PILOT UPDATE

## INTERVENTION PILOT

Mark Ray, Sun Prairie, WI, [MarkRay@cpm.org](mailto:MarkRay@cpm.org)

After nearly two years of development, CPM's preliminary draft of the 8<sup>th</sup> grade intervention course, *Inspirations & Ideas*, is complete. The project started in November of 2016 at the NCTM Innov8 conference in St. Louis, MO. This conference was the first of three conferences the writing team attended to gather information about supporting students who struggle. Writing unofficially began in September of 2017 after nearly a year of information gathering and planning. Over 50 CPM teachers applied to be a part of the pilot for the 2018-2019 school year and 26 are currently piloting in their classrooms across the globe. In July of 2018, a three-day workshop was held in Salt Lake City, UT for pilot teachers using *Inspirations & Ideas*. It was incredible to have so many like-minded and extremely talented educators together ready to change the world! Here are some of their comments about Unit 1, titled "Growing Your Brain."

*I did not expect my students to respond to this Pilot program, so positively, so soon, with respect to the relationship building part of this program.*

- Kristy W. CA

*I overheard many of my groups comment "Can you put more time on the clock, this is fun!"*

- Julie H. WI

*This lesson led to some brilliant discussions in class.*

- Marrice W. Qatar

*The written support is a God send when it comes to having a sub. I copied the lesson and highlighted and made notes on it for them, but they even said the teacher support for this was really really helpful.*

- Angela K. WI

CPM's 8<sup>th</sup> grade intervention course, *Inspirations & Ideas*, will be available for purchase for the 2019-2020 school year. If you would like more information about the course, please send all inquiries to [intervention@cpm.org](mailto:intervention@cpm.org).

## JAVA PILOT

Scott Coyner, Sacramento, CA, [ScottCoyner@cpm.org](mailto:ScottCoyner@cpm.org)

CPM is breaking ground with its first paperless curriculum, bringing curriculum and instruction best-practices to AP Computer Science. Programming is perhaps the next frontier in secondary math education, yet much of the curricula available for teaching Java are college textbooks suitable for a lecture-based classroom or screen-based programs with students wearing headphones and working individually. However, research shows that students learn more and have better retention when they are actively engaged, questioning, discussing, and working together. That is why CPM has developed an AP Computer Science course with a focus on Java. Many teachers applied to pilot the new CPM Java curriculum. Here are some comments from those selected to pilot the new course:

*This curriculum provides my students with the opportunity to discover Java programming without me standing at the front of the room and lecturing. The lessons are designed to be very approachable to the novice yet still thought provoking to the experienced.*

- James P., TX

*Students understand early on the concept of an object and how they interact with one another. The problem generator is a life saver. It is great for quick assessments and for full on tests.*

- Samuel S., ID

*As a teacher, I enjoy that the lessons are student-centered and allow for constant collaboration. Students have bought-into the design of the lesson and are motivated by the exercises each day. Many of the students have been successful and I cannot wait to see the results of the AP Test.*

- Bob S., WI

*Students are finding the program quite challenging as it requires them to be much more independent in their problem-solving.*

- Nina N., MD

CPM Java eBooks and eTools will be available for purchase beginning with the 2019-2020 school year. Remember, there are 10 kinds of people in this world, those who understand binary, and those who do not!

## SOME ASSISTANCE IS NEEDED!

CPM uses student work in workshops throughout the year, and relies on teachers to help make this happen. If you are one of these teachers who would like to share student work with CPM, email [KarenWootton@cpm.org](mailto:KarenWootton@cpm.org). (Please put "Student Work" in the subject line.) Karen will send you the problems and guidelines for collecting and submitting student work. CPM cannot return the student work, but you will be helping provide quality professional development to other teachers.

# CPM ACADEMY OF BEST PRACTICES

Mariah Vandertie, Green Bay, WI, [mvandertie@luxcasco.k12.wi.us](mailto:mvandertie@luxcasco.k12.wi.us)

In August, I spent a week in Seattle, Washington, attending CPM's Academy of Best Practices for novice teachers. I was processing my five day experience while my return flight touched down on Wisconsin pavement. As I disembarked, I knew this for certain: the professionals I connected with, lessons that I learned, and knowledge that I developed would have a lasting impact on my teaching practices. Specifically, I want to convey the importance of one particular topic that was interwoven into the entire week: leadership.

The week took us through a crash course in professionalism, cognitive demand, productive struggle, assessment, feedback, technology, equity, and so much more. Exploring these topics will impact my teaching practices, but what truly transformed me was the various levels of effective, quality leadership in our ABP classroom. I finished a fantastic first year teaching this past spring and delved into a time of self reflection.

My reflections led to one critical notion: I am a drop in the ocean that is mathematics education. I am making a difference in the lives of 130 students each year, but how can I impact math education across the country?

The Academy of Best Practices inspired me to think beyond my single drop. Watching two ABP mentors, former participants and new teachers like me, facilitate such a impactful week and displaying such a high level of quality leadership inspired me to believe that I too could serve as a mentor in my school, district, state, and even national level of mathematics education. By experiencing their leadership, I developed a trust in myself that I too could take on a leadership role in the profession, regardless of my novice status. I also found inspiration in our three facilitators. They provided resources, connections and instilled self confidence to get involved in a leadership role. Lastly, my passion was fueled by the guest speakers that

were invited to ABP. I had the honor of meeting the emeritus director of CPM, the creator of Desmos, and various other inspiring members of the education community. Listening to them share their passion for mathematics education inspired me to one day reach a level of leadership where I can share my expertise with other educators.

Strong leadership in schools can transform the environment into one where both students and staff can flourish. The ABP was my ah-ha moment of how to transform my drop of impact, into a tidal wave. I am entering this school year with a newfound hunger for professional development, leadership opportunities, and networking. I have made many incredible connections because of ABP and gotten to know novice educators that have found the same motivation that I have in Seattle. Because of CPM and the Academy of Best Practices, I am confident that a tsunami of change is headed for mathematics education.

## TECHNOLOGY NEWS

Carol Cho, Director of Technology, [CarolCho@cpm.org](mailto:CarolCho@cpm.org)

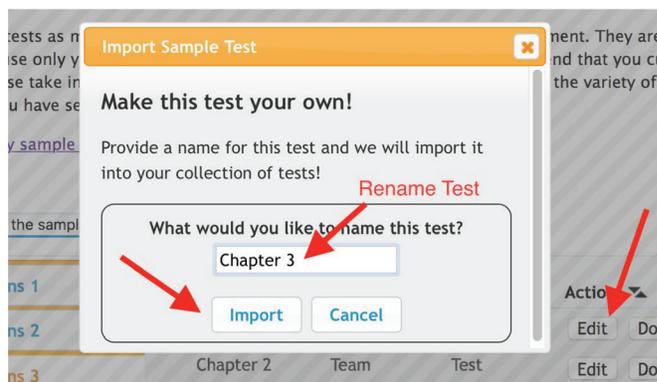
### Sample Tests are Now Editable

A new feature at the Assessment Site is the ability to open a sample test in CPM's online editor. Teachers without Microsoft Word will be able to edit and save the tests in their CPM accounts or download the tests to their computers. [Creating a Sample Test that Can Be Edited Online](#) is a step by step tutorial on the process. If you are a fan of the legacy versions using Microsoft Word, they are still available as a link when you click "Download Sample Tests" at the Assessment Site!

Another popular request is to have the sample tests available in a Google document. CPM is in the process of converting the sample tests to Google Docs. Look for them in the upcoming months!

### Team Support Documents

The Team Support tab in your eBook is regularly updated. You will find Team Sorts, Team Roles, Team Norms, and Team Strategies for use in your classes. Go to the teacher section of the eBook (in the bottom left tab). Then select "Team Support". At the top, select "Team Resources".



# THE PAUSE

Karen Wootton, President, [KarenWootton@cpm.org](mailto:KarenWootton@cpm.org)

Some of you might have heard about a “pause” happening at CPM, and some of you might have wondered what that meant. Others of you might not have heard anything about a pause and are wondering if you should just skip to the next article. No matter which group you are a part of, I suggest you read on. This article might answer some questions, and it might prompt you to ask more. If you do have more questions, feel free to send them to me at [KarenWootton@cpm.org](mailto:KarenWootton@cpm.org).

I will start with a brief history of CPM. This history is important because it provides context to the pause and to future initiatives. When CPM began in 1989, there was never any intention of creating a nonprofit corporation. There were no plans to be binding books, nor selling books across the U.S. and internationally. In fact, the assumption had originally been that CPM would be an intermediate curriculum as schools transitioned to more progressive instructional practices, and classrooms ripe with open-ended problems and large scale projects.

But the events did not pan out that way.

While no one at CPM is unhappy with CPM’s success, many of us have been feeling the pain created by it. What pain might there be with success? The pain of supporting tens of thousands of students and teachers in almost every state, with a cadre of teacher leaders and regional coordinators stretched across the country and supported by a staff of less than 30 people, not all of whom are full-time! For many years, CPM was able to provide the needed support and continue its operations with a handful of teachers, most working during their holidays and free time. Most workshops happened during the summer months, and any writing projects typically took place in July. As CPM began to grow, people were brought on, one person at a time, filling a needed hole, tacking on another duty, slowly expanding CPM’s workforce.

Even though CPM has been in existence for almost 30 years, with the growth in numbers dedicated to the mission, our organization chart grew and job descriptions needed to be revised. During the process of creating such business-oriented documents, it became clear that while CPM is an excellent curriculum program with superior professional development and employing hundreds of committed and passionate people, the organizational structure of CPM has become a *Frankenstein*. That is, CPM the corporation was not developed as carefully as we develop our courses, nor was the corporate structure as carefully thought out as our professional development. Rather, when something was needed within the company, it was usually added on quickly. Oftentimes, the person taking on a role was not necessarily

the best person for the role, but rather the person available. Many people have learned their skills on the job. With CPM’s wonderful growth over the past few years, we were very lucky to have dedicated teachers grow into experts in new areas. Too many times, teachers were wearing too many hats, and were stretched too thin. There were many projects we wanted to start (new workshop agendas, web-based/e-learning initiatives, next generation courses, etc.) but we could no longer just keep adding on different pieces to fill needs without considering the long term effects and the sustainability of these actions. We decided we must pause and rethink our corporate structure.

In March of this year, the leads of the departments met to discuss the state of CPM. This meeting was attended by:  
Judy Kysh, CPM Founding Member  
Leslie Dietiker, Research Coordinator  
Debbie Jacobs, Director of Business Administration  
Carmel Draper, Pilots and Adoptions Coordinator  
Andrew Reifers, Chief Technology Officer  
Carol Cho, Director of Technology  
Sharon Rendon, Director of Professional Learning  
Karen Wootton, Director of Curriculum and Assessment  
Elizabeth Coyner, Executive Director

During this meeting, we agreed that we needed to put all new initiatives on pause while we reconsidered our corporate structure. We decided that the Executive Committee would no longer be the sole decision-making entity in the company but would remain the link to the External Board of Directors. In the Executive Committee’s place, we would create a Leadership Team, made up of the nine people listed above, who would be making the decisions that move CPM forward and keep the company alive and functioning at its best. The Executive Committee would be a subcommittee of the Leadership Team.

The Leadership Team has been meeting regularly to ensure each department’s structure makes sense, and is able to support the work it does, make sure all departments’ job descriptions are correct and sufficient, create and review procedures and protocols for each department, and develop goals that we could all support. All of these items will be reviewed and updated constantly; nothing is fixed.

The team still has more work to do, particularly on CPM’s employment structure, but none are tiring of the process. The pause is still in effect, but we are nearing the day it will be lifted and new projects can be begun. The hope is that CPM will remain a viable company for at least another 30 years, bringing More Math for More People.

# CPM EDUCATIONAL PROGRAM CONTACTS

Contact us via email by using **FirstnameLastname@cpm.org**. We look forward to hearing from you.

## PROGRAM COORDINATORS

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### Technology

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### Pilots & Adoptions

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### Research

Leslie Dietiker, Boston University

Molly Kelton, Washington State University

### Business Administration

Debbie Jacobs

## BUSINESS CONTACTS

submit purchase order:	<a href="mailto:orders@cpm.org">orders@cpm.org</a>
status of current order:	<a href="mailto:orderstatus@cpm.org">orderstatus@cpm.org</a>
place order online:	<a href="http://shop.cpm.org">shop.cpm.org</a>
request quote:	<a href="mailto:quotes@cpm.org">quotes@cpm.org</a>
submit AP invoice:	<a href="mailto:ap@cpm.org">ap@cpm.org</a>
eBook license questions:	<a href="mailto:ebooks@cpm.org">ebooks@cpm.org</a>
phone:	209.745.2055
fax:	209.251.7529

## WORKSHOP REGISTRATION

[cpm.org/workshops](http://cpm.org/workshops)

Anna Poehlmann, [cpmworkshops@cpm.org](mailto:cpmworkshops@cpm.org)

## EXECUTIVE COMMITTEE

Elizabeth Coyner, *Executive Director*

Karen Wootton, *President*

Leslie Dietiker, Boston University

Judy Kysh, San Francisco State University

## REGIONAL CONTACTS

### AK, WA

Darrell Trussell

### AL, AR, FL, GA, MS, NC, SC, TN

Gerry Long

### AZ, NM, NV, OH

Lonnie Bellman

### CO

Scott Blatnick

### CT, MA, ME, NH, NY (upstate), RI, VT

Mark Jones

Jocelyn Dunnack

### DC, DE, MD, NJ, PA, VA, WV

Tim Scripko

### HI

Sharon Rendon

### IA, KS, MO, NE

Cheryl Krafka

### ID, MT, UT, WY

Lisa Jasumback

### IL

Amy Rybaczuk

### IN, MI

Pam Lindemer

### KY

Erin Schneider

### LA, OK, TX

Lois McCarty

### MN

Lisa Comfort

### ND, SD

Julie Jackson

### NYC & Long Island

Geoffrey Enriquez

### OR

Laura Lethe

### WI

Bruce Brusoe

### CALIFORNIA

#### Northern California

*San Francisco Bay Area*

Gail Standiford

*All other Northern CA locations*

Pat King

#### Central California

*Santa Barbara County, San Luis Obispo County*

Heather Penk

*All other Central CA locations*

Karen Arth

#### Southern California

*Los Angeles USD Schools*

Laila Nur

*L.A. County—north (including SFV, CV),*

*Ventura County*

Candice Tyloch

*San Diego County*

Jim Nugent

*All other Southern CA locations*

Micheál Marsh

#### International Teacher Mentor

Susan Hoffmier



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