



CPM

**MORE MATH FOR
MORE PEOPLE**

CPM Educational Program
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INSTITUTION OVERVIEW

Mission

CPM's mission is to empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. We recognize and foster teacher expertise and leadership in mathematics education. We engage all students in learning mathematics through problem-solving, reasoning, and communication.

History

CPM began when a group of 30 math teachers in and around Sacramento, California, came together in a grassroots effort to change the way mathematics courses were taught. They received financial support from two Eisenhower grants in 1989 and 1995. Within two years of the first grant, more than 500 teachers were using CPM materials, and within 3 years, more than 1,000 teachers were supported by CPM materials and professional development. By the end of the decade, CPM was a core curriculum in more than 20% of California schools. More importantly, teachers reported that after taking CPM's Algebra 1 course, students no longer asked, "What am I ever going to use this for?"

Building on more recent research, CPM materials have evolved to develop both narrative and mathematical storylines in addition to using big problems. CPM's textbooks are designed such that the mathematics storyline and the narrative storyline go hand-in-hand; one does not serve the other. In CPM texts, the mathematics is organized in such a way that students encounter situations with an enigma—something that they do not yet know how to resolve. The mathematics in the texts was and is organized so that students experience "aha" moments as well as aesthetic dimensions of mathematics, such as feelings of curiosity and surprise, as they construct mathematical connections and elegant solutions.

For more on our origin story, visit <https://cpm.org/cpms-origin-story/>.



CPM Professional Learning received official accreditation by the Middle States Association Commission on Elementary and Secondary Schools (MSA-CESS) in April, 2023. MSA-CESS is recognized as a leading accrediting agency by the U.S. Department of Education. During its 125-year history, MSA-CESS has granted accreditation to 2,700 educational institutions and learning service providers in nearly all 50 states and in over 100 foreign countries. Earning

MSA-CESS accreditation, the gold standard for educational improvement, complements CPM's vision, mission, and long-term plans to bring more math to more people. This is the end result of a 3-year project which involved gathering input from every department of CPM, as well as 50,000 data items from over 500 professional learning participants.

Board of Directors

Elizabeth Coyner
Leslie Dietiker, PhD
Eric Hsu, PhD
Judy Kysh, PhD
Karen Wootton
Debbie Jacobs
Marianne Evashenk
Sharon Rendon
Karen Bowen

Governing Board

CPM Educational Program is a California 501(c)(3) nonprofit educational corporation (date of incorporation - December 30, 1993), and is registered as a charitable trust in good standing through the Office of the Attorney General.

Administrative Leadership Staff

Sharon Rendon, *Director of Professional Learning*
Misty Nikula, *Professional Learning Program Manager*
Anna Poehlmann, *Professional Development Manager, Event Planning Coordinator*
Rebecca Meeker, *Administrative Assistant to the Director of Professional Learning*
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Micheal Marsh, *Regional Professional Learning Coordinator, California*
Sara Thompson, *Regional Professional Learning Coordinator, Southwest*

Faculty – Professional Learning Team

Adam Varnes, *Professional Learning Specialist*
Ashley Boyd, *Professional Learning Specialist*
Astrida Lizins, *Professional Learning Specialist*
Becki Saunders, *Implementation Support Specialist*
Brent McClain, *Classroom Teacher Specialist*
Bri Ruiz, *Professional Learning Specialist*
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Jamie Bernath, *Classroom Teacher Specialist*
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Jessie Thiel, *Professional Learning Specialist*

Joel Miller, *Professional Learning Specialist*
John Hayes, *Professional Learning Specialist*
Kathy Williams, *Implementation Support Specialist*
Laila Nur, *Implementation Support Specialist*
Laura Bain, *Professional Learning Specialist*
Lisa Amick, *Implementation Support Specialist and Research Faculty*
Madison Schafer, *Classroom Teacher Specialist*
Marcus Blakeney, *Classroom Teacher Specialist*
Marjorie Kucich, *Classroom Teacher Specialist*
Mark Coté, *TRC Project Manager*
Mark Jones, *Implementation Support Specialist*
Nicole Goerges, *Implementation Support Specialist*
Pam Chavez, *Implementation Support Specialist*
Pam Lindemer, *Professional Learning Specialist*
Rhonda Pierre, *Professional Learning Specialist*
Rob Last, *Classroom Teacher Specialist*
Sara McKittrick, *Classroom Teacher Specialist*
Susan Hoffmier, *International Mentor, Implementation Support Specialist*
Theresa Reilly, *Implementation Support Specialist*
Thomas Stricklin, *Classroom Teacher Specialist*
Victoria Holt, *Classroom Teacher Specialist*
Zac Spencer, *Classroom Teacher Specialist*

Academic Calendar

May 1 through April 30

Virtual Sessions will occur May 1 through April 30 each year. For actual dates, see [CPM's Learning Events Catalog](#).

In-person sessions available at regional locations. For dates, locations, and registration information, see [CPM's Learning Events Catalog](#).

Additional in-person opportunities that happen annually include:

- Academy of Best Practices
- Academy of Best Practices Veteran
- Teacher Research Corps
- National Teacher Institute

ACADEMIC POLICIES

Admissions Requirements

Earning professional development credits is not only a requirement for continuing licensure for many teachers, but it also adds to a teacher's continuing education and benefits students and educators. CPM's professional learning vision is to recognize and foster teacher expertise and leadership in mathematics education. Our curriculum-based professional learning actively engages teachers in best practices that support foundations for implementation and build instructional practice.

CPM's courses are available to all who would like to better understand the program, including teachers implementing CPM resources in their classrooms, student teachers working with CPM in their host classroom, and educational researchers interested in what CPM is doing.

Admissions Procedure

The admissions process is simple and straightforward.

1. Establish a CPM account, either through your school district or by contacting support@cpm.org.
2. Log into my.cpm.org and then select Professional Learning Portal.
3. First time users: Self-enroll into one of the Foundations for Implementation Series options. Find the time and mode of instruction that work best for you!
 - a. Regional Sites
 - b. National Teacher Institute
 - c. Virtual
4. Experienced CPM users: Self-enroll into the Building on Instructional Practice Series options. Find the time and mode of instruction that work best for you!
 - a. Regional Sites
 - b. National Teacher Institute
 - c. Virtual

If you would prefer to work with a CPM professional through this process for any reason, please contact support@cpm.org.

Non-Discrimination Policy

CPM maintains a strict policy prohibiting harassment, including sexual harassment, discrimination, and retaliation based on race (including traits historically associated with race, such as, but not limited to, hair texture and protective hairstyles like braids, locks, and twists), religion, creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sexual orientation, genetic information, sex, gender, gender identity, gender expression, military or veteran status, age, or any other basis made unlawful by federal, state, or local law or ordinance or regulation.

Participant Privacy Policy/FERPA

CPM Educational Program places great importance on the relationships we develop with our Professional Learning participants. For that reason, all personal and financial information gathered by CPM from course participants will be kept private. The general [CPM Educational Program Privacy Policy](#) describes the types of information we may collect from you or may be provided about you when you use our services and our practices for collecting, using, maintaining, protecting, and disclosing that information.

Additionally, CPM adheres to the [Family Educational Rights and Privacy Act](#) (FERPA) with regard to educational records that are created and maintained as part of the professional learning experience. FERPA is a Federal law which establishes students' rights and institutions' responsibilities regarding the privacy of student education records. Under the FERPA guidelines:

- You have the right to inspect and review the Professional Learning participation records maintained for you by the CPM Educational Program.

- You have the right to request that CPM Educational Program correct records which you believe to be inaccurate or misleading.
- Generally, CPM will require your written consent to release information about your participation in CPM Professional Learning. However, FERPA allows for record disclosure, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - school officials with legitimate educational interest;
 - accrediting organizations;
 - to comply with a judicial order or lawfully issued subpoena; and
 - appropriate officials in cases of health and safety emergencies.

If you have any questions or concerns regarding the privacy of your personal information, you may contact us at security@cpm.org.

Intellectual Property Use Policy

CPM Educational Program Intellectual Property Rights

To execute CPM's mission of empowering mathematics students and teachers through exemplary curriculum, professional development, and leadership, a large collection of intellectual property (IP) has been developed over the past thirty years. This collection of intellectual property includes (but is not limited to): the CPM Educational Program name; the logo; all published textbooks and accompanying materials; the CPM website (www.cpm.org); the CPM Learning Management System (that is, the Professional Learning Portal) and all of its related content and materials; the CPM Newsletter; conference materials; marketing materials; all related proprietary software; and any additional materials not specifically included in this list.

All CPM intellectual property and its Licensed Content, features, and functionality (including but not limited to all information, software, text, displays, images, video and audio, and the design, selection, and arrangement thereof) are owned by CPM, its licensors, or other providers of such material and are protected by United States and international copyright, trademark, patent, trade secret, and other intellectual property or proprietary rights laws.

Unless otherwise provided in the License Agreement or any Other Agreement between CPM and your school district, school, or you, these Terms of Use permit you to use CPM intellectual property for your personal, non-commercial educational use only. The following acts are prohibited unless granted prior written permission by CPM Educational Program. You must not:

- reproduce, distribute, modify, reformat, create derivative works of, publicly display, publicly perform, republish, download, store or transmit on the internet or in any place outside of your school and make accessible to the public any CPM publications or other intellectual property;
- use CPM's name, logo, or any other trademark or copyright without the prior written permission of CPM Educational Program, which permission may be given or withheld in CPM's sole discretion;
- use CPM's intellectual property in any way that violates any applicable federal, state, local, or international law or regulation (including, without limitation, any laws regarding the export of data or software to and from the US or other countries);
- use any illustrations, photographs, video or audio sequences, or any graphics separately from the accompanying text or any other intellectual property;
- delete or alter any copyright, trademark, or other proprietary rights notices from copies of materials from CPM intellectual property, or hold out the Licensed Content or any other materials (including, without limitation, CPM's recommended teaching methods) as your own; or

- develop your own teaching methods and hold them out as CPM-recommended methods, because CPM offers extensive professional learning for teachers and math professionals to ensure the materials are taught in a consistent manner for all students.

All participants enrolled in CPM Professional Learning courses shall use all CPM intellectual property in the manner described in the purchase agreement terms and conditions, the teacher notes, newsletters, and workshops. Permitted use includes the following.

- You may make limited physical copies of CPM publications for educational, non-commercial use in your classroom(s) or school(s).
- You may employ projection equipment to use CPM publications for instruction of groups of students.
- Your computer may temporarily store copies of such materials incidental to your accessing and viewing those materials.
- You may store files that are automatically cached by your web browser for display enhancement purposes.
- You may print one copy of a reasonable number of pages of the Website for your own personal, non-commercial educational use and not for further reproduction, publication, projection, or distribution or any commercial use.

If you wish to make any use of CPM intellectual property outside of the permissions stated above, please address your request to: permissions@cpm.org.

If you print, copy, modify, download, or otherwise use or provide any other person with access to any CPM intellectual property in breach of the Terms of Use, your right to use CPM intellectual property will cease immediately and you must, at our option, return or destroy any copies of the materials you have made. No right, title, or interest in or to our intellectual property is transferred to you, and all rights not expressly granted are reserved by CPM.

Copying Materials not Owned by CPM

CPM requires compliance with applicable copyright laws in the use of instructional materials. The Copyright Act protects all types of expression or authorship fixed in any tangible medium, including written works, paintings, sculptures, photographs, videos, recorded music, sheet music, computer programs, video games, architectural design, and choreography. It is important to note, however, that the Act does not protect the underlying facts or ideas in a copyrighted work—only the "expression" of those facts or ideas.

Participants, instructional staff, and administrative staff are not allowed to make copies of protected materials not owned by CPM for themselves or their peers. Copying textbooks, magazine articles, journal articles, and other copyrighted material is against the law. Any participant caught copying material (or in possession of copied material) will be in violation of the Participant Code of Conduct and will be subjected to the full range of consequences.

During the applicable term of protection, the author of the work possesses certain exclusive rights (which may be assigned to another party such as the publisher or distributor). These exclusive rights include: (1) the right to copy the work; (2) the right to create derivative works; (3) the right to distribute the work; and (4) the right to display, perform, or broadcast the work. Therefore, before exercising any of these rights with respect to a given work, individuals must obtain permission from the copyright holder unless a statutory exception such as "fair use" applies or the work is in the public domain.

Copyright protection does not extend to works in the public domain, which include: (1) works for which the applicable term of protection has expired; (2) works published by the federal government

(e.g., published by the Centers for Disease Control or the National Oceanic and Atmospheric Association); (3) works that lack sufficient originality or expression to qualify for copyright protection (e.g., unadorned calendars, indices, phonebooks, databases); and (4) works expressly donated to the public domain. Such works may be copied and used without the permission of the author or publisher.

CPM Educational Program students/instructors/staff who violate this policy are subject to appropriate disciplinary action. Serious violations of this policy may result in expulsion or discharge from the CPM Professional Learning Program. Individuals who violate state or federal copyright laws may also be subject to criminal/civil action by the appropriate agency or by the owner of the copyright.

User Contributions

Portions of CPM's intellectual property (the website, the CPM Learning Management System, etc.) may contain message boards, forums, bulletin boards, the ability for users to link or copy the licensed content or materials, and other interactive features (collectively, "Interactive Services") that allow users to post, submit, publish, display, or transmit to other users or other persons (collectively, "post") licensed content or materials (collectively, "User Contributions") on or through CPM intellectual property.

All User Contributions must comply with the content standards set out in these terms of use. Any User Contribution you post on or through CPM intellectual property will be considered non-confidential and non-proprietary. By providing any User Contribution on or through CPM intellectual property, you grant CPM, and our licensees, successors and assigns, the right to use, reproduce, modify, perform, display, distribute, and otherwise disclose to third parties any such material for any purpose. You represent and warrant that (1) you own or control all rights in and to the User Contributions and have the right to grant the license granted above to CPM and our licensees, successors, and assigns; and (2) all of your User Contributions do and will comply with these terms of use.

You understand and acknowledge that you are responsible for any User Contributions you submit or contribute, and you, not CPM, have full responsibility for such content, including its legality, reliability, accuracy, and appropriateness. CPM is not responsible, or liable to any third party, for the content or accuracy of any User Contributions posted by you or any other users of CPM intellectual property.

CPM has the right to: (1) remove or refuse to post or allow the linking to any User Contributions for any or no reason in its sole discretion; (2) take any action (including, without limitation, any legal action) with respect to any User Contribution that CPM deems necessary or appropriate in its sole discretion; and (3) terminate or suspend your access to all or part of the CPM intellectual property for any or no reason.

Without limiting the foregoing, CPM has the right to fully cooperate with any law enforcement authorities or court order requesting or directing CPM to disclose the identity or other information of anyone posting any materials on or through CPM intellectual property. YOU HEREBY WAIVE AND HOLD HARMLESS CPM (AND ITS AFFILIATES, LICENSEES, AND SERVICE PROVIDERS) FROM ANY CLAIMS RESULTING FROM ANY ACTION TAKEN BY ANY OF THE FOREGOING PARTIES DURING OR AS A RESULT OF ITS INVESTIGATIONS AND FROM ANY ACTIONS TAKEN AS A CONSEQUENCE OF INVESTIGATIONS BY EITHER SUCH PARTIES OR LAW ENFORCEMENT AUTHORITIES.

CPM will not undertake to review all material before it is posted on or through the CPM intellectual property, and CPM cannot ensure prompt removal of objectionable material after it has been posted. Accordingly, CPM assumes no liability for any action or inaction regarding transmissions,

communications, or content provided by any user or third party. CPM has no liability or responsibility to anyone for performance or nonperformance of the activities described in this section.

Content Standards

These Content Standards apply to any and all User Contributions and use of Interactive Services within the domain of CPM intellectual property. User Contributions must, in their entirety, comply with all applicable federal, state, local, and international laws and regulations. Without limiting the foregoing, User Contributions must not:

- contain any material which is defamatory, obscene, indecent, abusive, offensive, harassing, violent, hateful, inflammatory, or otherwise objectionable;
- promote any illegal activity, or advocate, promote or assist any unlawful act, or promote any sexually explicit or pornographic material, violence, or discrimination based on race, sex, religion, nationality, disability, sexual orientation, age, or any other protected class;
- infringe any patent, trademark, trade secret, copyright, or other intellectual property or other rights of CPM or any other person;
- violate the legal rights (including the rights of publicity and privacy) of others or contain any material that could give rise to any civil or criminal liability under applicable laws or regulations or that otherwise may be in conflict with these terms of use and our Privacy Policy;
- impersonate any person, misrepresent your identity or affiliation with any person or organization, or be likely to deceive or mislead any person;
- cause annoyance, inconvenience, or needless anxiety, or be likely to upset, embarrass, alarm, or annoy any other person;
- involve commercial activities or sales, such as contests, sweepstakes, and other sales promotions, barter, or advertising; or
- give the impression that the User Contributions emanate from or are endorsed by CPM or any other person or entity, if this is not the case.

Attendance

CPM believes in mastery over time. The only way that participants can attain each of the session outcomes is if participants attend all learning opportunities and continue their education. Participation is a key element of attendance. Participants are expected to actively participate in sessions, activities, and live learning event virtual components.

Participants must attend a minimum of 80% of the sessions scheduled in their course enrollment to be considered complete and to be eligible to receive credit.

Attendance is recorded through the [Professional Learning Portal](#). Participants must confirm their attendance with the code provided at the end of each session. If participants fail to do this, their attendance cannot be changed in the future, and it will be tracked as an absence.

Virtual: Attendance is not automatically tracked from participation in the portal. Participants must confirm their attendance with the code to record attendance on their own. Participants' cameras are expected to be turned on during breakout sessions. Virtual sessions are interactive; participants will need to "be here" for the sessions, not just logged into the sessions. If participants are not actively participating, they may be asked to leave.

Participation codes for attendance are given at the end of each session. Should participants be tardy or need to leave early for any reason, participants need to talk to the CPM session facilitator. Participants need to attend and participate for at least 80% of the session to receive credit.

Attendance can be checked through the [Professional Learning Portal](#).

Assessment & Evaluation

Courses are assessed using a variety of methods such as an action plan, surveys, and self-assessment.

Specific assessment plans are included in each syllabus.

Participant Conduct

In the interest of providing a climate of student and staff cooperation, and to ensure the safety and security of the CPM community, participants are expected to behave in a professional, mature manner.

To help maintain a professional learning atmosphere, participants are required to dress in appropriate attire at all times. Participants are also required to treat staff, classmates, and faculty with respect and dignity.

As in the workplace, being on time is important. It is expected that participants will be in the classroom, whether in-person or online, and ready to participate at the time class begins. Tardiness and early departure are a distraction to other participants. This meeting attendance requirement is an integral part of the participant code of conduct.

In addition to arriving on time and remaining throughout the entire class session, participants are expected to:

- be prepared for class;
- dress appropriately and maintain personal hygiene;
- demonstrate honesty and reliability;
- work within a team;
- respect other participants, faculty, and staff; and
- exhibit professional behavior.

Participants are expected to refrain from:

- use of drugs or alcohol during classes (with the exception of prescription medications);
- making verbal or written threats; or
- harassing other participants, faculty, or staff.

Unacceptable conduct or attitude, either in-person or online, will have consequences up to and including dismissal. Participants in violation of the code of conduct expectations listed above will be given a verbal warning. If the violation is not remedied after the verbal warning, the student will be dismissed from the learning session.

Dismissal

Any violation that endangers the wellbeing of other participants, faculty, or staff and/or any violations related to drugs or alcohol will result in immediate dismissal. Other examples that lead to immediate dismissal include cheating, misuse of equipment that presents a safety hazard, fighting, using foul language, and/or disrespecting a fellow participant, faculty, or staff member with derogatory terms.

Participants who are dismissed from a program for any of the previous reasons are not eligible for re-enrollment at CPM.

Academic Integrity

Cheating and other forms of academic dishonesty run contrary to the purpose of professional learning and will not be tolerated. Academic dishonesty includes (but is not limited to): plagiarism; copying answers or work done by another participant (either on an exam or on out-of-class assignments); allowing another participant to copy from you; and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the participant and faculty member. As necessary, the Director of Professional Learning may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed.

Grievance/Complaint Procedure

All participant conflicts or complaints should be directed to a CPM faculty or staff member immediately. As a first step, the CPM representative will facilitate an informal conversation between the two parties involved. If the complaint cannot be resolved through an informal conversation, the participant(s) can submit a formal, written complaint to the Director of Professional Learning.

The Director of Professional Learning will review the formal complaint within three (3) days. In the review of the complaint, the Director may interview the individuals involved in the complaint. In determining the resolution, the Director will consult with other CPM representatives; however, the final decision on any formal complaint remains with the Director of Professional Learning.

If the participant(s) who filed the complaint is not satisfied with the decision issued by the Director of Professional Learning, the participant(s) may appeal the decision within three (3) days. As part of the appeal, the participant(s) must explain in writing why they disagree with the decision and provide additional evidence, if possible.

Documentation of original complaint, steps taken to resolve the grievance, decision, and any appeal and outcome will be retained. The documents will be kept in the records for the participant(s).

FEEDBACK

CPM is constantly working to bring more math to more people. To best achieve this, surveys are periodically given to participants, employees, and other stakeholders. The data is collected and assessed and feedback is incorporated into future products and services. This process of feedback is a vital component of CPM's continual improvement. If any stakeholders would like to provide CPM with feedback outside of a survey, please email support@cpm.org at any time.

PARTICIPANT SERVICES

Content Sessions: Held July and August, Content Sessions are held at professionalllearning.cpm.org. Content Sessions provide an opportunity for teachers to collaborate on the mathematical content of chapters one and two. These one-hour live learning event sessions are facilitated by a member of the CPM professional learning team.

Content Sessions include:

- quick review of the chapter content for a CPM course;
- math content work in breakout rooms;
- “Let’s Talk About It!” discussion with experienced CPM teachers; and
- specific course content highlights.

CPM Newsletter: CPM newsletters are a rich source of suggestions for teaching with and implementing the CPM curriculum. Since 1998, CPM has produced articles relating to math education. Many of these articles were written by math teachers sharing their experiences in the classroom using CPM materials. CPM publishes newsletters in all odd-numbered months except July. In addition, archived newsletters from previous years are located at the same site and can be easily searched. The CPM Newsletter archives are posted at cpm.org/newsletter.

Teacher Tips: Weekly teacher tips are delivered straight to your inbox throughout the school year when you are taking the Foundations for Implementation Series. Timely and relevant to the classroom, these tips provide insight from experienced CPM teachers. They can also be found in your ebooks under Teacher → Course Preparation → Teacher Tips.

Facebook Groups: CPM Educational Program has a [general Facebook page](#) with general information, best teaching practices, Mental Math Mondays, and Fix It Fridays. The [high school CPM teacher group](#) and [middle school CPM teacher group](#) offer a place for CPM teachers to engage in collaboration, peer-to-peer learning, lesson sharing, and more. CPM also sponsors the [Teacher Research Corps](#), an action research team that conducts several research projects each year.

Teacher Research Corps Blog: Each year, CPM sponsors the [Teacher Research Corps](#) (TRC) to conduct several research projects via practitioner inquiry. In addition to writing some of CPM’s white papers, the TRC publishes a blog at imath.us to share their research findings and new and innovative instructional strategies with other CPM teachers.

Implementation Support Visits: Teachers implementing CPM are allotted up to two support visits from a Professional Learning Specialist during their first year of implementation. Done in-person or virtually, teachers will get real non-evaluative feedback that they can apply to their classroom instruction immediately.

Coaching: CPM offers mathematics instructional coaching. Our coaching model places the emphasis on student learning first while focusing on instruction. This approach to coaching allows the coach and teachers to navigate directly towards a measurable impact and increased student knowledge. All of this work is embedded in effective implementation of CPM curriculum and resources. Use the [Request For Coaching Quote](#) to request coaching or to start a conversation about CPM Mathematics Coaching for your school.

Credit/CEUs for Learning Events

DIRECTIONS FOR EARNING FRESNO PACIFIC UNIVERSITY CREDIT

Please follow this link:

<https://ce.fresno.edu/educator-workshops/open-enrollment-workshops/cpm-educational-program/>

We are delighted that you have decided to attend a CPM Professional Learning course. If you have any questions regarding continuing education credit, please contact Mark Coté at markcote@cpm.org.

PROGRAMS

CPM offers a variety of professional development programs for new and veteran teachers of the CPM mathematics curriculum. Descriptions of the programs are as follows.

Sequence of program for teachers new to implementing CPM materials:

- Foundations for Implementation Series
- Building on Instructional Practice Series
 - Building on Equity
 - Building on Assessment
 - Building on Discourse

Additional offerings:

- Building on Foundations
- CPM Teachers' Conference
- Academy of Best Practices
- Academy of Best Practices – Veteran
- Teacher Research Corps
- Leadership Implementation Support
- Site-Based Leadership Academy
- Foundation for Coaching




Foundations for Implementation Series

Prerequisites: None

Format: Live at regional sites or the National Teacher Institute, or virtual

Time: Five days at regional sites or five days at the National Teacher Institute, plus two follow-up days or 20 hours of virtual live learning event sessions, with additional time needed for the on-demand module work

This professional learning is designed for teachers in their first year of implementation. This series contains multiple components and is grounded in multiple active experiences delivered over the first year. This learning experience will encourage teachers to adjust their instructional practices, expand their content knowledge, and challenge their beliefs about teaching and learning. Teachers and leaders will gain first-hand experience with CPM and concentrate on what they will be teaching. Throughout this series, educators will experience mathematics and consider instructional practices and the classroom environment necessary for a successful implementation of CPM curriculum resources.

 	<p>Live Learning Events are offered both in-person and virtually. The in-person sessions are offered at regional locations and at the National Teacher Institute. The virtual sessions are located in the CPM Professional Learning Portal.</p>
	<p>The on-demand learning modules are located inside the CPM Professional Learning Portal and offer teachers the opportunity to learn when their schedules allow, either individually or with their colleagues.</p>



Access to [CPM's Professional Learning Portal](#) on-demand that includes:

On-Demand Instructional Modules and Content Modules for all the CPM courses:

- Closure & Team Assessments
- Review & Preview
- Intentional Planning
- Supporting Productive Struggle
- Assessment Practices
- Teaching CPM Remotely
- Collaboration, Pacing, & Routines
- eWorkspace
- Inclusion
- Administration Support

On-Demand Content Modules

- All CPM *Core Connections* courses

Building on Instructional Practice Series

Prerequisites: Foundations for Implementation Series

Format: Live at regional sites or the National Teacher Institute, or virtual

Time: Varies for each course

The Building on Instructional Practice Series consists of three different events – Building on Discourse, Building on Assessment, Building on Equity – that are designed for teachers with a minimum of one year of experience teaching with CPM instructional materials and who have completed the Foundations for Implementation Series.

Building on Equity (In-Person)



In **Building on Equity**, participants will learn how to include equitable practices in their classroom and support traditionally underserved students in becoming leaders of their own learning. Essential questions include: How do I shift dependent learners into independent learners? How does my own math identity and cultural background impact my classroom? The focus of day one is equitable classroom culture. Participants will reflect on how their math identity and mindsets impact student learning. They will begin working on a plan for Chapter 1 that creates an equitable classroom culture. The focus of days two and three is implementing equitable tasks. Participants will develop their use of the 5 Practices for Orchestrating Meaningful Mathematical Discussions and curate strategies for supporting all students in becoming leaders of their own learning. Participants will use an equity lens to reflect on and revise their Chapter 1 lesson plans.

This live learning event course is offered in-person. The in-person sessions are offered at regional locations and at the National Teacher Institute.



Building on Assessment in a Student-Centered (CPM) Classroom (In-Person & Virtual)



In **Building on Assessment**, participants will apply assessment research and develop methods to provide feedback to students and inform equitable assessment decisions. On day one, participants will align assessment practices with learning progressions and the principle of mastery over time and they will write assessment items. During day two, participants will develop rubrics, explore alternate types of assessment, and plan for implementation that supports student ownership. On day three, participants will develop strategies to monitor progress and provide evidence of proficiency with identified mathematics content and practices. Participants will develop assessment action plans that will encourage continued collaboration within their learning community.

This live learning event course is offered in both in-person and virtually. The in-person sessions are offered at regional locations and at the National Teacher Institute.

Building on Discourse (In-Person & Virtual)



In **Building on Discourse**, participants will improve their ability to facilitate meaningful mathematical discourse. This learning experience will encourage participants to adjust their instructional practices in the areas of sharing math authority, developing independent learners, and the creation of equitable classroom environments. Participants will plan for student learning by using teaching practices such as posing purposeful questioning, supporting productive struggle, and facilitating meaningful mathematical discourse. In doing so, participants learn to support students collaboratively engaged with rich tasks with all elements of the Effective Mathematics Teaching Practices incorporated through intentional and reflective planning.



This live learning event course is offered in both in-person and virtually. The in-person sessions are offered at regional locations and at the National Teacher Institute.

Additional Offerings



Building on Foundations

This learning event builds upon the Foundations for Implementation Series by engaging participants with research, tools, and resources that support student-centered, problem-based learning. In this learning event, participants will explore strategies to motivate students, foster curiosity, and cultivate a collaborative classroom culture. Participants will learn how to leverage the design of CPM courses to build upon what their students know to support the success of all students.



CPM Teachers' Conference

CPM hosts this annual conference and offers course credit if educators choose. This conference is for teachers, administrators, and support staff, who meet for three days, during which they delve deeply into the issues involving mathematics educators who empower their students.

Participants attend CPM's Teacher Conference to embrace this opportunity to expand their local and national professional networks, improve their knowledge and skills with high-quality professional learning and hands-on activities, gain insights by connecting and sharing with like-minded educators, and learn from mathematics education leaders. Those choosing to purchase course credit will need to check the CPM Professional Learning Portal for procedures and documents to fulfill the credit requirements.



Academy of Best Practices

The Academy of Best Practices is a 5-day professional learning institute for mathematics teachers new to the profession. The academy is open to both teachers who use CPM textbooks and those who do not. Teachers from all 50 states, all U.S. territories, and international schools are welcome to apply for the academy. The program is designed to: (1) help teachers develop

into future leaders; (2) aid their professional growth both in the classroom and in the field of education; (3) increase their resources; and (4) form a countrywide network of teacher support. Topics and goals for the week include:

- developing strategies for a student-centered classroom;
- gaining ideas to support students in productive struggle;
- engaging in discussions on critical issues;
- creating tools for meaningful formative assessment; and
- participating in professional learning and leadership development.

CPM provides this fully-funded 5-day academy to move the field of mathematics teaching forward.

Academy of Best Practices – Veteran



CPM also offers the Academy of Best Practices – Veteran to bring together a group of veteran CPM teachers who are motivated to improve teacher practice and student understanding through the lens of best practices. Applicants must be CPM teachers with more than 5 years of experience using CPM materials. The academy is designed to support experienced mathematics teachers as they:

- examine their pedagogical beliefs and practices;
- collaborate with colleagues during the week and upon returning to their school and district;
- reflect on their thinking regarding effective math classrooms; and
- implement practices to improve learning opportunities for all students.

As they work with like-minded colleagues, veteran teachers will learn to push their students forward in their mathematical understanding and thinking. Topics and goals for the week include:

- examining the curriculum through the lens of cognitive demand;
- digging deeper into the CPM storyline;
- examining the rigor, accessibility, and progressions of CPM lessons;
- expanding the impact of teacher questioning;
- practicing effective use of educational technology; and
- building and maintaining effective study teams.

Each participant will have the opportunity to move themselves forward as a quality, effective educator.



Teacher Research Corps

TRC does not try to change the content of the textbooks; rather, it works to help teachers become more effective in the classroom as they teach CPM. The TRC looks for instructional strategies that are straightforward to learn and take minimal time to implement but which have high payoff in increased student learning. It strives to support teachers in their efforts to make classrooms a better place to learn and a more enjoyable place to teach. Results from these

studies have been shared as conference presentations, in professional development workshops, in newsletter articles, and in blog posts.

Please read the TRC Blog at www.imath.us to learn about current investigations.



Leadership Implementation Support

This learning event is designed for leaders working to support the successful implementation of CPM instructional materials. Participants will develop a deeper understanding of what student-centered, problem-based learning looks and sounds like. They will also learn how to help teachers grow in their practice and their leadership role in supporting successful curriculum-based professional learning.



Site-Based Leadership Academy



This academy is designed to meet the needs of CPM Site-Based Leaders. Participants will have a chance to engage with national-level speakers, collaborate with other CPM leaders, and develop strategies for using tools to support their site's implementation. They will leave feeling inspired and empowered to continue their leadership journey. Highlights include learning and resources surrounding classroom implementations, supporting new hires, supporting effective teacher teams, and promoting equity, as well as networking opportunities.

This live learning event course is offered in-person.

Foundations for Coaching



This learning event is designed for district or school-based coaches who support teachers using CPM materials. Participants will develop listening, thinking, and responding skills to support the work of a math coach, consider how building relationships impacts the effectiveness of the coach's role, and learn how to use tools to support continuous teacher growth. They will leave with CPM resources that can be used in coaching any student-centered, problem-based math class.

This live learning event course is offered in-person. The in-person sessions are offered at regional locations and at the National Teacher Institute.