



# Foundations for Implementation – Day 2

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Rev 5/4/23 (ce)

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# Opening

CPM Learning Event Series, Day 2



Sign in and make a name tag.

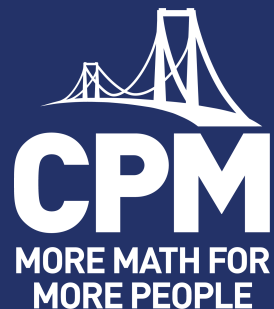


Pick a team sort card.  
Find other participants that match your card.

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# Foundations for Implementation

## Day 2



Name  
`email@cpm.org`



@CPMEducationalprogram



@CPMmath



@CPMmath

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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



# Opening

## Learning Event eBook Access

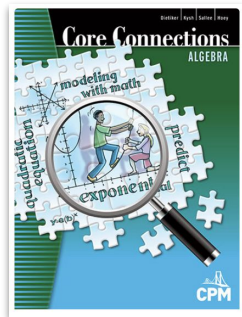


### Have two tabs open:

1. Professional Learning Portal



2. eBooks



eBooks Access  
[my.cpm.org](https://my.cpm.org)

Use Enrollment Pin

XXXXXXX

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# Opening

## Professional Learning Portal



[my.cpm.org](https://my.cpm.org)



Implementation Action Plan



Content Modules



Learning Log



Instructional Modules



File Cabinet



Inclusion Modules

# Opening

## Professional Learning Checklist



To register for live events and access On-Demand modules, please go to [my.cpm.org](https://my.cpm.org) → Professional Learning Portal

Introduction to Foundations Module

**This ideally is completed before** attending your first Live Learning Event.

\* Instructional Modules 1-5 will be opened and available upon completion of the Introduction to Foundations Module.

	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 Follow Up Day 1 <b>or</b> Virtual Follow Up Sessions 1 and 2	<input type="checkbox"/> Register and attend: In-Person Follow Up Day 2 <b>or</b> Virtual Follow Up Sessions 3 and 4
<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



## **The Art of Compromise**

On a piece of paper, record your responses to the following questions:

What is your  
favorite ice cream  
flavor?

What is your  
favorite genre of  
movie?

Where do you like  
to go on  
vacation?



---

# Opening

Icebreaker – Share out



1. **Take** turns sharing your responses with your team.
2. **Use** the art of compromise to decide on the following as a team:

What is your  
favorite ice  
cream flavor?

What is your  
favorite genre of  
movie?

Where do you like  
to go on  
vacation?

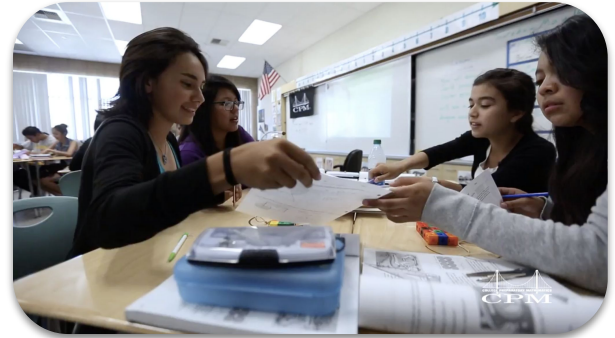
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# Outcomes and Agenda

## Effective Mathematics Teaching Practices



**Implement tasks that promote reasoning and problem solving.**



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# Outcomes and Agenda

## Outcomes



## Participants:

- + experience and engage in team worthy problems to emphasize how multiple modes of instruction support problem-based learning.
- + learn about the Launch-Explore-Closure lesson structure to identify instructional strategies that support problem-based learning.
- + make connections between NCTM's Effective Mathematics Teaching Practices and the design of CPM curriculum to advance problem-based learning.

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# Outcomes and Agenda

## Agenda



## Focus: Problem-Based Learning



- + Opening
- + Typical Day
- + Formative Assessment
- + Research Connections
- + LEC and Multiple Modes of Instruction



- + Thread
- + Content Module/Chapter Walkthrough
- + Lesson and Chapter Closure
- + Closure

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# Outcomes and Agenda

Feedback – Day 1



## Questions and Wonderings...

+ Fill in from feedback forms

+

+

+ Fill in from feedback forms

+

+

---

# 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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# Typical Day

## 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.

Strive for understanding.



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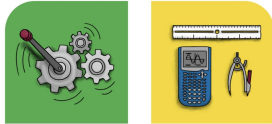
# Typical Day

## Team Roles

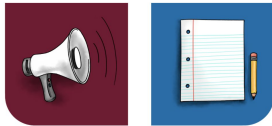


**Assign team roles:** Alphabetically by first name

**Facilitator** – Alphabetically first



**Resource Manager** – Alphabetically second



**Recorder/Reporter** – Alphabetically third

**Task Manager** – Alphabetically fourth



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# Typical Day

## CC3 Lesson 3.1.2

### Using Tables, Graphs, and Rules to Make Predictions



#### **Math goal:**

See regularity in repeated patterns to make predictions.



#### **Team goal:**

Justify the best representation for making predictions.

---

# Typical Day

Debrief CC3 Lesson 3.1.2

Using Tables, Graphs, and Rules to Make Predictions



What did I do, as the teacher, while you were working to support all students?

What was your experience in the role of the student?

What role did questioning play in supporting effective study teams?

How does the use of team roles and STTS provide structured support for study teams?

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# Typical Day

## Managing Student Work



### Things to consider...

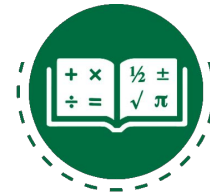
Learning Logs



Toolkits & Math Notes



Math Work



- + Core Problems
- + Resource Pages
- + Review & Preview

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# Typical Day

## Teacher Tips



Use Toolkits  
for Math  
Notes and  
Learning  
Logs

Create an  
interactive  
notebook.

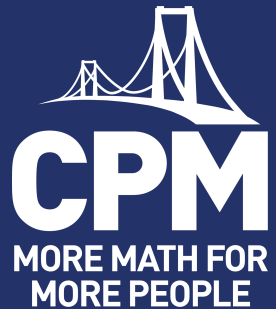
Have students  
use a 3 ring  
binder, spiral  
notebook, or  
folder to  
organize  
classwork,  
resource pages,  
and homework.

Use a Learning  
Management  
System.

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Take a break

**#MoreMath**



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# Research Connections

## Reading Protocol



### Go Around One

- + Person 1 reports one idea that they recorded.
- + While person 1 reports, other group members listen, but do not question person 1, comment, or give clues.
- + When person 1 finishes, person 2 reports while the group listens.
- + Repeat until all group members have reported all of their ideas.
- + The group discusses ideas that were reported.

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# Research Connections

Problem-Based Learning – Why?



## CPM's 2023 Research Base Executive Summary Problem-Based Learning

### eBook:

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

Next choose **Program Description**

Select the tab **Research Summary**

Click on Problem-Based Learning (**Executive Summary**)

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# Research Connections

## Go-Around One Protocol



**Focus** on the **blue boxes**: *“CPM infers from this research that...”*

And **think** about:

**What is math authority, and why is it important in problem-based learning?**



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# Research Connections

Debrief: Go-Around One Protocol



## What is math authority, and why is it important in problem-based learning?

### Discussion Round

1. Person 1 reports the idea that they recorded.
2. While person 1 reports, other team members listen, but do not question or comment.
3. When person 1 finishes, repeat until all group members have reported all of their ideas.
4. The team discusses all ideas and comes to a consensus on which idea their team will share.

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# 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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# Launch-Explore-Closure

## Problem-Based Learning – How?



**How** do we create and support an environment for effective problem-based learning?

- + Team roles
- + Study Team and Teaching Strategies
- + Collaborative learning agreements
- + Non-routine team-worthy problems
- + Circulation and team interactions
- + Purposeful questioning
- + Further Guidance
- + **Purposeful lesson launch and closure**

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# Launch-Explore-Closure

Lesson Plan Structure to Support Problem-Based Learning



The **Launch-Explore-Closure (LEC)** lesson structure is an essential part of implementing effective CPM lessons and sharing math authority with students.

**Launch** – Lesson opening

**Explore** – Structured, problem-based learning

**Closure** – Lesson closure

# Launch-Explore-Closure

## Lesson Launch to Support Problem-Based Learning



**Whiparound**

### Video Reflection

What did you notice about this lesson launch?

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# Launch-Explore-Closure

Lesson Launch to Support Problem-Based Learning



## An effective **Lesson Launch**...

Activates  
prior  
knowledge.

Has a clear  
math goal.

Establishes  
clear learning  
expectations.

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# Launch-Explore-Closure

## Lesson Launch Support CCA Lesson 5.2.2 Teacher Notes



### **Suggested Lesson Activity:**

When you introduce today's lesson, focus on the fact that the students' task is to identify and share strategies for finding equations for arithmetic sequences. As they work in their study teams, they should both articulate their own strategies and listen for the strategies that others are using. As you observe teams choosing different strategies, you may decide to interrupt their work to ask students to present to the entire class, or you may leave this until the end of the day as closure.

Consider starting the class with Reciprocal Teaching, where one partner explains what they know about an *arithmetic sequence* and the other partner then explains what they know about a *geometric sequence*.



# Launch-Explore-Closure

## Lesson Launch Support CCA Lesson 5.2.2



### 5.2.2 How do arithmetic sequences work?

#### Generalizing Arithmetic Sequences



In Lesson 5.2.1, you learned how to identify arithmetic and geometric sequences. Today you will solve problems involving arithmetic sequences. Use the questions below to help your team stay focused and start mathematical conversations.

What type of sequence is this? How do we know?

How can we find the equation?

Is there another way to see it?

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# Launch-Explore-Closure

## Lesson Launch



The **Lesson Launch** should:

- + connect to prior learning.
- + have a clear math goal.
- + establish clear learning expectations for students.



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# Launch-Explore-Closure

## Study Team and Teaching Strategies



### Dyad

- + Students share—without interruption—with a partner.
- + Each partner shares for an equal amount of time.
- + Listening partner remains quiet and uses positive body language.

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# Launch-Explore-Closure

## CPM Principles of Assessment



### Dyad

*What does formative assessment look like, feel like, and sound like in your classroom?*

*How is it a learning experience for both you and your students?*

### **CPM's Fourth Principle of Assessment:**

Formative assessment is a learning experience for both the student and teacher.

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# Launch-Explore-Closure

Lesson Closure to Support Problem-Based Learning



## Effective Lesson Closure...

Connects to  
the math goal.

Provides  
active student  
reflection.

Provides  
feedback to  
both the  
student and  
teacher.

# Launch-Explore-Closure

## Lesson Closure Support Teacher Notes



**Closure:**  
**(10 minutes)**

Bring the class together and have teams share strategies for finding equations for arithmetic sequences based on multiple representations. Consider asking questions such as “*How could you use a table to find the equation for an arithmetic sequence?*”, “*Did any team use an equation? How?*”, and “*How could you use a graph?*” This could be done as a Walk and Talk.

**Closure:**  
**(10 minutes)**

The Learning Log entry in problem 5-5 allows students to summarize what they have learned about the kind of pattern they have modeled and generalized. Because students will continue to build an understanding of the patterns and connections among different representations of exponential functions, it is not necessary for them to have an exhaustive definition or explanation in their Learning Logs at this point.

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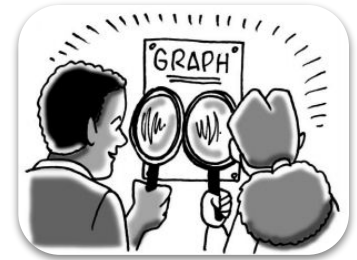
# Launch-Explore-Closure

## Lesson Closure Formative Assessment



### Focus Question:

*How does lesson closure provide opportunities for teachers to formatively assess students?*



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# Launch-Explore-Closure

## 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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# Launch-Explore-Closure

## Lesson Closure



**Task:** Read the lesson closure for your assigned lesson.



**Facilitator** – 1.##.#



**Resource Manager** – 1.##.#



**Recorder/Reporter** – 1.##.#



**Task Manager** – 1.##.#

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# Launch-Explore-Closure

## Lesson Closure



### Jigsaw (Four Corners)

**Meet** with your lesson team and **discuss** the following:

1. *Summarize the key takeaways from the closure activity for your lesson.*
2. *How does the closure create opportunities for students to reflect on the lesson goal?*



### Whiparound

**Return** to your team and **share** your closure in a team whiparound.

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# Launch-Explore-Closure

## Lesson Closure



### **Lesson Closure** should:

- + be a reflection of the math goal;  
and
- + give students the opportunity to actively reflect.



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# Launch-Explore-Closure

## Lesson Closure



## Teacher Tips

Plan and  
prioritize  
lesson  
closure.

Use the  
suggested  
closure  
activity from  
the Teacher  
Notes.

Use a timer to  
establish a  
daily routine.

Incorporate  
Study Team  
and  
Teaching  
Strategies.

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# Launch-Explore-Closure

## Turn and Talk



### Turn and Talk

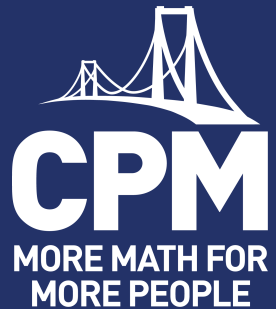
*How will I ensure students experience an effective Launch and Closure?*



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Take a break

**#MoreMath**



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@CPMmath

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# Launch-Explore-Closure

Lesson Explore to Support Problem-Based Learning



An effective **Lesson Explore** structures problem-based lessons through:

Team  
Agreements  
and Team  
Roles

Effective  
Launch-  
Explore-  
Closure

Multiple  
Modes of  
Instruction

Circulating,  
Listening,  
and  
Questioning

---

# Launch-Explore-Closure

## Multiple Modes of Instruction to Support Problem-Based Learning



*“Research has shown that, in classrooms with rich mathematical tasks, supporting student success requires **multiple modes of instruction** such as **teamwork, whole class discussions, presentations**, and more. This is true not only in the sense of providing differentiated learning opportunities, but also in the sense of sparking and sustaining mathematical interest.”*

(L. Jasien, personal communication, 2021)



# Launch-Explore-Closure

## Teacher-Led Class Discussions



### Whiparound



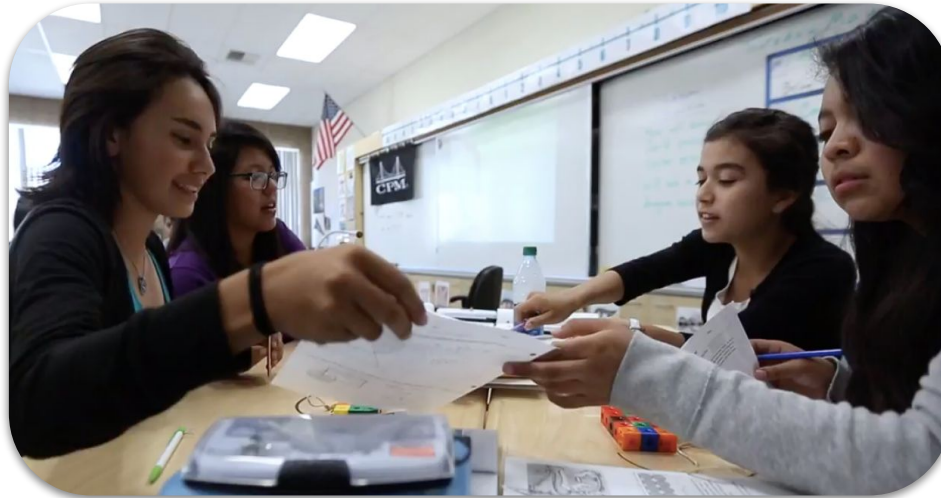
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# Launch-Explore-Closure

Teams of Four



## Teammates Consult



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# Launch-Explore-Closure

Teams of Three



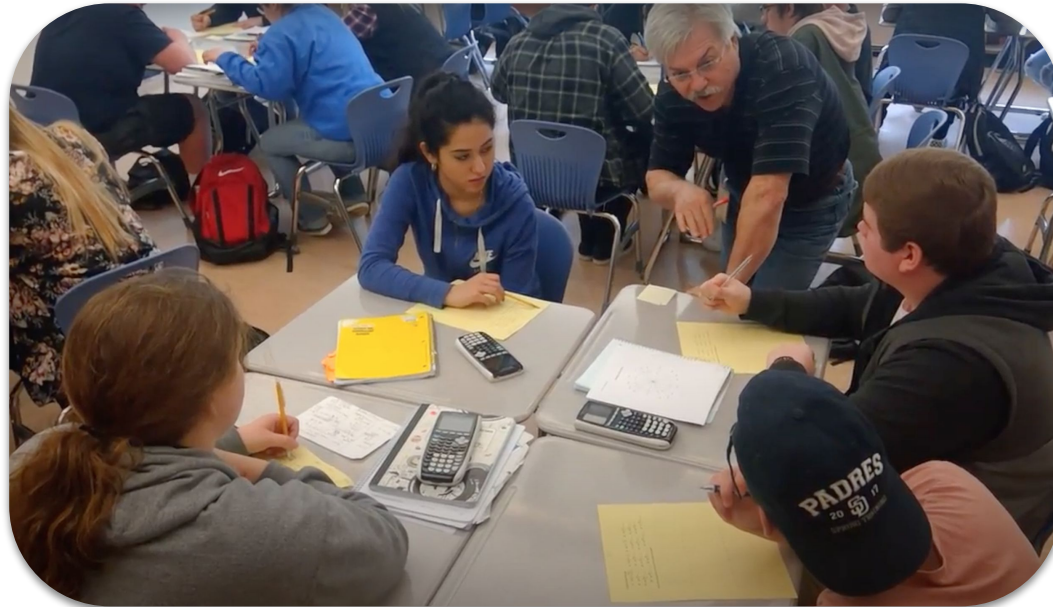
## Shared Team Roles



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# Launch-Explore-Closure

## Teacher-Led Team Discussions



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# Launch-Explore-Closure

Individual Work



## Think-Ink-Pair-Share



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# Launch-Explore-Closure

## Partner Work



### Pairs Check



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# Launch-Explore-Closure

Multiple Modes of Instruction to Support Problem-Based Learning



**Problem-Based Learning** provides opportunities for teachers to engage students using multiple modes of instruction. **Study Team and Teaching Strategies (STTS) support the following modes of instruction and more!**

- + Teacher-Led Discussions
- + Partner Work
- + Teams
- + Individual Thinking Time
- + Student Presentations
- + Plus more



# Launch-Explore-Closure

## Lesson Explore Support



### Suggested Lesson Activity:

## Suggested Lesson Activity –

## Includes recommended Study Team



You can start problem [4-1](#) as a **Teammates Consult**. Make sure that everyone understands the task before picking up their pencils and starting the task. If students will be working from the textbook, assign each team a pattern from problem [4-1](#). Depending on the size of your class, you may need to give some teams the same pattern. Or distribute the [Lesson 4.1.1A Resource Page](#) (“Tile Pattern Team Challenge”), which contains the task instructions so that students do not need their books on their desks. The [Lesson 4.1.1A Resource Page](#) includes five pages in all, each with a different tile pattern. Each team should receive two copies of the resource page for their pattern.

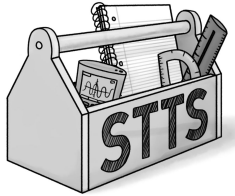
Students should do their work on graph paper, which makes it easier to draw the tile patterns clearly. Teams will take the remainder of the class period to complete the task. Some teams may begin their poster. Remind students as you circulate that although each student will need to turn in the pattern analysis individually, students should be working in their teams and discussing each question together before moving on. This can be done as a **Huddle** by bringing one person from each team up to the front of the class to share the information.



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# Launch-Explore-Closure

Lesson Explore Support



## Study Team and Teaching Strategies

### eBook:

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

Next choose **Strategies**.

Scroll through the strategies.

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# Launch-Explore-Closure

Lesson Explore: To Support Problem-Based Learning



An effective **Lesson Explore** structures problem-based lessons through:

Team  
Agreements  
and Team  
Roles

Effective  
Launch-  
Explore-  
Closure

Multiple  
Modes of  
Instruction

Circulating,  
Listening,  
and  
Questioning

---

# Launch-Explore-Closure

Circulation, Listening, Questioning



**Why** is circulation, listening, and questioning necessary?

- + Reinforces a productive learning environment.
- + Supports team interactions.
- + Models expected team behavior through engagement.
- + Provides differentiated support for study teams.
- + Assesses the needs of individuals, teams, and the whole class.
- + Gains feedback to determine necessary interventions.
- + Uses observations to guide feedback and lesson closure.

# Launch-Explore-Closure

## Purposeful Circulation to Support Problem-Based Learning



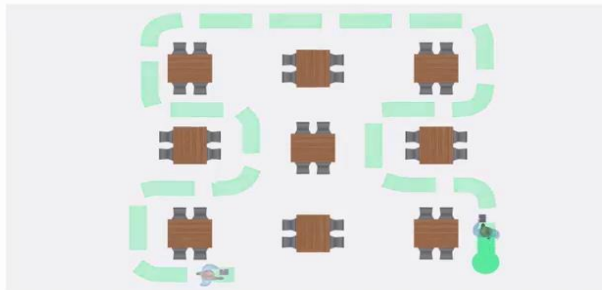
### PURPOSEFUL CIRCULATION

TO SUPPORT PROBLEM-BASED LEARNING

VISIT EVERY STUDY  
TEAM ON EACH  
CIRCUIT

STICK TO THE  
ROUTE

VARY YOUR ROUTE  
TO GO BY EVERY  
STUDENT



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MORE MATH FOR MORE PEOPLE

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# Launch-Explore-Closure

## Lesson Explore Support Teacher Notes



Materials: [Chapter Pocket Question Cards](#) (also under Teacher tab under Teacher Resources)

### Example Pocket Questions:

#### **Lesson 3.1.2**

- How can you make a prediction?
- How can we represent doubling a value algebraically?
- How many years have gone by since the tree was planted?
- How can you write the rule without words?
- What does  $x$  represent?
- 
- 

### Example Suggested Lesson Activity:

As you circulate, ask questions that require students to think and justify their thinking, such as, “*What is the pattern (rule)?*”, “*How do you see it?*”, and “*How can you tell your pattern is correct?*”

### Example Universal Access Support:

To support English Language Learners with the concept of growth take a few minutes to discuss the question, “*How many years have gone by since the tree was planted?*”

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# Launch-Explore-Closure

## Student Lessons – Questioning?

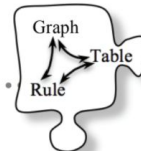


### CPM Lessons include:

- + Focus question in the title
- + Lesson objective
- + Lesson introduction
- + Focus questions for teams

### 3.1.1 What is the rule?

#### Extending Patterns and Finding Rules



You have been learning how to work with variables and how to find values for variables in equations. In this section, you will learn how to extend patterns and how to generalize your pattern with a rule. As you work with your team, use these questions to focus your ideas:

How is the pattern growing?

What is the rule?

Is there another way to see it?

How can you tell if your rule is correct?

# Launch-Explore-Closure

## Purposeful Circulation



**THE THREE PASS PROMISE**



**CPM** CPM EDUCATIONAL PROGRAM **MORE MATH FOR MORE PEOPLE**

The image shows a video player interface. At the top, the title "THE THREE PASS PROMISE" is displayed in bold black text. To the right of the title is a yellow lightbulb icon with the words "TEACHER TIPS" written inside it. The main area of the video player shows a woman with short blonde hair, wearing a colorful patterned top, speaking. At the bottom of the video player, there is a white bar containing the CPM logo (a stylized bridge) on the left, followed by the text "CPM EDUCATIONAL PROGRAM" and "MORE MATH FOR MORE PEOPLE" on the right.

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# Launch-Explore-Closure

Learning Log Reflection



## **Title: Supporting Productive Struggle**

*How does teacher circulation and questioning support collaborative learning with problem-based lessons?*

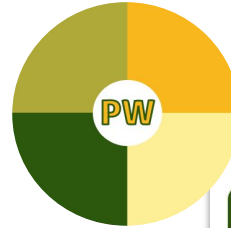
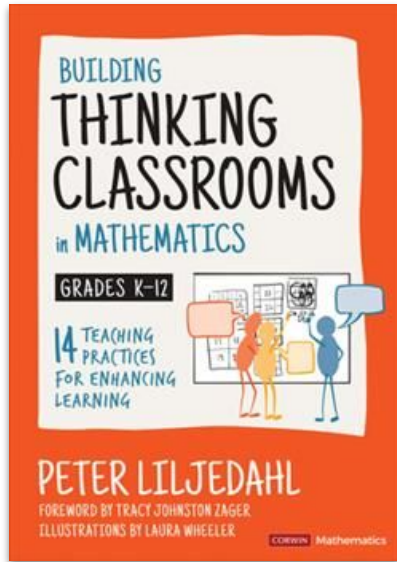


# Launch-Explore-Closure

## New Teams



Let's create new teams for the afternoon!



RESULT

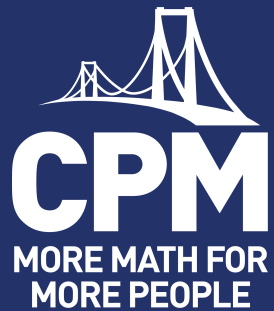
Team 1	Team 2
Team 3	Team 4

<https://pickerwheel.com/tools/random-team-generator/>

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Lunch Time

**#MoreMath**



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@CPMmath

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# Thread

Welcome Back: Icebreaker

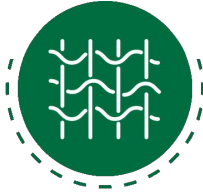


## Favorite song

1. Go to [tinyurl.com/Top100Billboard](https://tinyurl.com/Top100Billboard).
2. Find the top songs from the year you graduated high school.
3. Choose your favorite song from the list.
4. Share your favorite song with your team members.
5. Find a team compromise of a favorite song.

# Thread

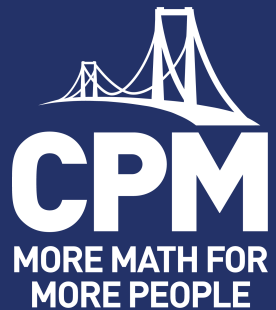
## Thread, Part 2



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Take a break

**#MoreMath**



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@CPMmath



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# Content Module/ Chapter Walkthrough

## New Teams



### Please sit together 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** – Highest number of states lived in

**Resource Manager** – Second highest number of states lived in



**Task Manager** – Third highest number of states lived in

**Recorder/Reporter** – Fewest states lived in

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# Content Module/Chapter Walkthrough

## Chapter Walkthrough



How will you support your students in reaching the goal of the 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?

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# Chapter Closure

## Closure Activities



### Notice and Wonder

- + Student receives a topic, picture, piece of work, math problem, sample student or teacher work, reading, etc.
- + Complete the prompt: I notice \_\_\_\_\_.
- + Complete the prompt: I wonder \_\_\_\_\_.



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# Chapter Closure

## Closure Activities



### Notice and Wonder

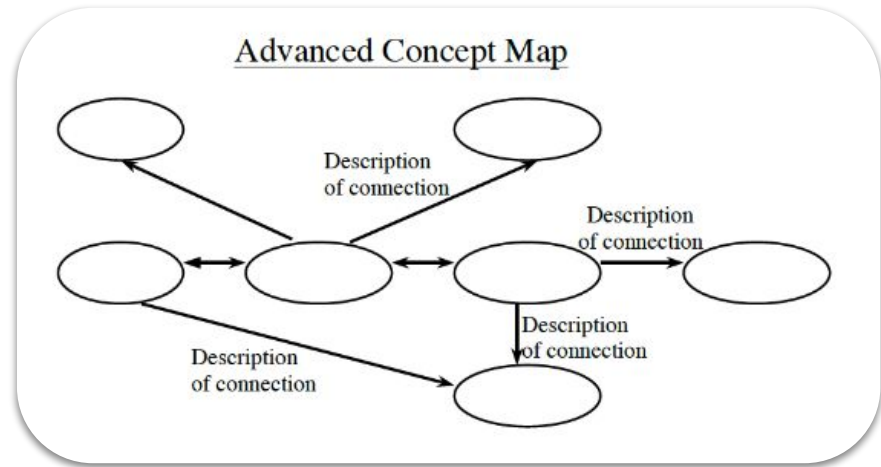
1. Look through the Chapter Closure for Chapter 1.
2. Complete the prompt: I notice \_\_\_\_\_.
3. Complete the prompt: I wonder \_\_\_\_\_.
4. Discuss with your team your notices and wonders.

# Chapter Closure

## Concept Map



With your team, create a Concept Map for Chapter 1.



---

# Chapter Closure

Learning Log Reflection



## **Title: Formative Assessment and Chapter Closure**

*How does chapter closure create learning opportunities for both students and teachers?*





## What have we learned?



---

# Closure

## Study Team and Teaching Strategies



### Math Chat

- + Display posters with one topic or concept per poster.
- + Student has one writing utensil.
- + Silently, student circulates to each poster, writing a brief note or explanation on each one.
- + After rotation is complete, students return to seats.

---

# Closure

## Closure Activity



### Math Chat

1. There are posters around the room and hallway, each with a question.
2. Individually **complete** the activity without talking.
3. **Write** something about the topic, an original thought or response. (Don't forget a writing utensil.)
4. After responding to each poster, go back through and **read** what others have written.

---

# Closure

## Implementation Action Plan



Prompts:

1. **My plan** to ensure all students experience an effective lesson launch and closure is \_\_\_\_\_.

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

2. **My plan** to effectively support problem-based lessons through circulation and questioning is \_\_\_\_\_.

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

---

# Closure

## Outcomes and Feedback



### Participants:

- + experience and engage in team-worthy problems to emphasize how multiple modes of instruction support problem-based learning;
- + learn about the Launch-Explore-Closure lesson structure to identify instructional strategies that support problem-based learning; and
- + make connections between NCTM's Effective Mathematics Teaching Practices and the design of CPM curriculum to advance problem-based learning.

#### Learning Event Feedback:

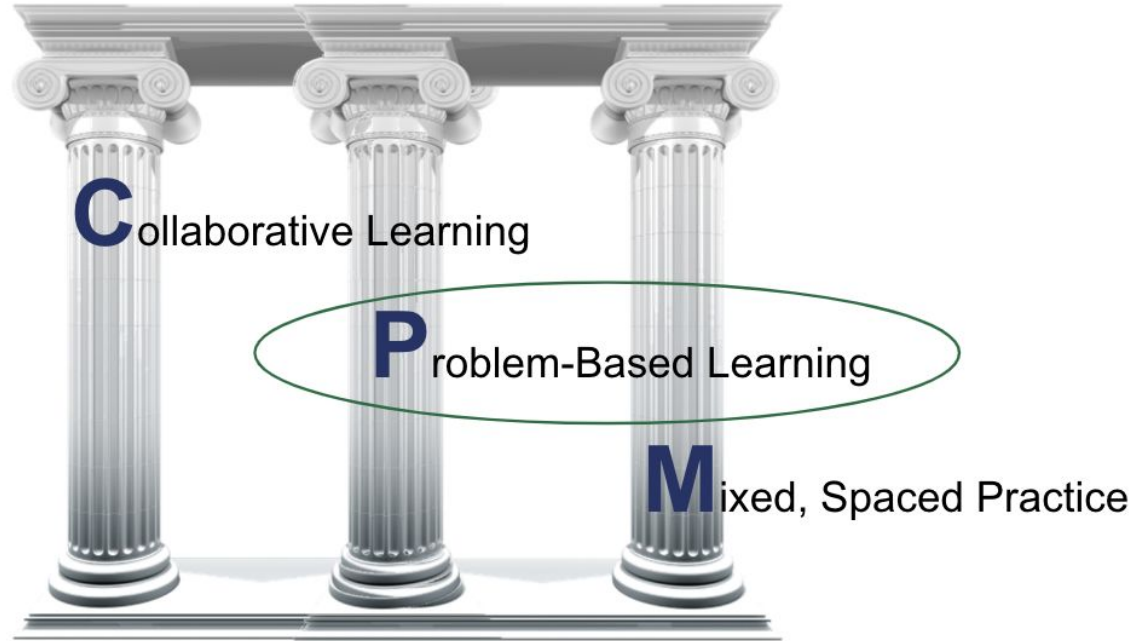
1. Open up the learning event module.
2. Scroll down to Event Attendance and Feedback.
3. Open Day 2 Feedback.
4. Complete the Feedback form.



---

# Closure

## Three Pillars of CPM



# Closure

## 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.



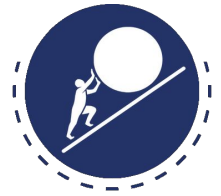
Students' involvement in effective study teams increases their ability to learn mathematics.



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.

---

# 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.

---

# 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

## 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.**



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- + Enter to win a reusable flipchart! A winner will be drawn after every 20 entries!



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Work Email	
First Name	Last Name
Select Job	<input type="button" value="ENTER"/>

---

# Closure



- + Parking Lot
- + Attendance

Either scan the QR code

**OR**

Enter passcode in the Portal

**XXXXXXXX**

- + Continuing Education Credit



