Foundations for Implementation - Day 5

Opening

CPM Learning Event Series, Day 5

"Teaching is a delayed gratification job, the fruits of my labor will be seen much after they leave my room. I am appreciated and they will thank me later."

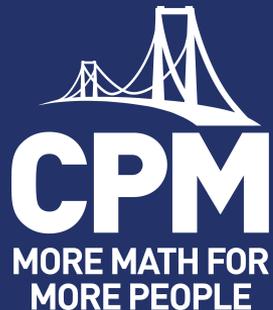Tatiyana Webb

Sign in and make a name tag.

Pick a sort card.
Find your team by matching the card number.
The cards are numbered using the eight Mathematics Teaching Practices.

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@CPMeducationalprogram   @CPMmath   #MoreMathforMorePeople

Foundations for Implementation Day 5

Name
email@cpm.org

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Opening
Housekeeping

+ Bathrooms

+ 8:00 AM − 3:00 PM

+ Breaks scheduled and as needed

+ Lunch

+ Parking Lot Poster

+ Supply/Resource Table

Opening
Foundations for Implementation Series

	In-Person Learning Events
Summer	**Introduction to Foundations** On-Demand Module
	Days 1 - 3 Live Learning Event (Includes parts of IM 1-3 and CM 1-2)
	Instructional Modules (IM) On-Demand IM 1 -3 (remaining activities)
	Content Modules (CM) On-Demand CM 1- 2 (remaining activities)
School Year	**Days 4 and 5** Live Learning Event (Includes parts of IM 4 - 5)
	Instructional Modules (IM) On-Demand IM 4 - 5 (remaining activities)
	Content Modules (CM) Any 4 additional On-Demand CMs

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Opening
Icebreaker (6 minutes)

Introduce yourself to your team and share your team role, starting with the Task Manager.

Facilitator start the process below:
+ Read the teacher actions described on the team Mathematics Teaching Practice sort card.

+ As a team, do a quick assessment, sharing how the described teacher action is going in your classroom (Options: Thumbs up/Thumbs down, Fist to Five, …)

Resource Manager:
+ Lead a team discussion to decide which of the four teacher actions is most meaningful to your team.

Recorder/Reporter:
+ Be prepared to share.

Opening
Icebreaker Debrief

Whiparound

Recorder/Reporter:

+ Read your Mathematics Teaching Practice and the selected teacher action.

+ Share why the teacher action was meaningful to your team.

Outcomes and Agenda

Effective Mathematics Teaching Practices

Focus of the day:

Elicit and use evidence of student thinking.

Outcomes and Agenda
Outcomes

Participants…

Connect CPM's Three Pillars of Research to formative assessment.

Investigate how forms of authentic assessment connect to best practices to promote and anticipate productive struggle.

Examine research-based instructional strategies to intentionally plan effective lessons for all students.

Outcomes and Agenda

Agenda

Focus: Elicit and use evidence of student thinking

+ Opening

+ Struggles, Solutions, Actions

+ Authentic Assessment

+ Purposeful Teacher Actions

+ Effective Learning and Teaching

+ Successes and Commitments

+ Closure

Outcomes and Agenda

Learning Agreements

+ Actively engage in all activities and discussions.

+ Critically analyze ideas…but not people.

+ Be willing to take risks

+ Focus on solutions and actions.

+ Be visionary.

+ Explore your beliefs about teaching and learning.

Change takes time, effort and support FOR TEACHERS as well as students!

Struggles, Solutions, Actions
CPM Implementation Progress Tool - Section One

The three pillars represent researched best practice in math education around which the CPM program is designed.

Collaborative Learning

Research says students learn ideas more deeply when they discuss ideas with classmates.

Problem-Based Learning

Research says students learn ideas more usefully for other arenas when they learn by attacking problems.

Mixed, Spaced Practice

Research says students learn ideas more permanently when they are required to engage and re-engage with those ideas for months or even years.

SECTION ONE: The pillars that represent necessary first steps in any implementation.

Collaborative Learning

Students and teachers are aware of the purpose for and value of working in teams, and are familiar with team norms and roles.

Problem-Based Learning

Students and teachers share math authority as they value and engage in productive struggle. Teachers guide without taking over the thinking.

Mixed, Spaced Practice

Both individual lessons and chapters are followed, using suggested pacing. Review & Preview problems are assigned and valued as an essential part of learning.

Struggles, Solutions, Actions
CPM Implementation Progress Tool - Section 2

Teacher

SECTION TWO: Features of desired student learning when the pillars are in place.

Collaborative Learning	Problem-Based Learning	Mixed, Spaced Practice
Students read and make sense of problems together.	Student thinking at varied depths of conceptual understanding are openly shared and valued.	Students work through lessons at an appropriate pace.
Students are able to listen to the ideas of others and communicate their own ideas both in teams and during whole class discussions.	Students demonstrate and value both conceptual and procedural knowledge.	Students understand that mastery takes time, effort, and support.
Students listen carefully to the thinking of others and respond with clarifying questions or extensions of their own.	Students look for, compare, and connect multiple models and solution strategies.	Students are aware of learning targets and periodically self-assess their progress towards those targets.
Students engage in productive mathematical discourse, justifying answers, creating viable arguments, and critiquing the reasoning of others.	Students recognize that incorrect work can be a stepping stone to learning and are willing to share and investigate their thinking.	Students solidify learning as they work on Review & Preview problem sets daily as intended.

Struggles, Solutions, Actions

Think - Ink - Pair - Share: Glow

Think - Ink - Pair - Share

Think - Using Section Two of the Implementation Progress Tool select one area where your students **GLOW**.

Ink your chosen statement on your resource page and record the evidence from your classroom.

Pair with your elbow partner.

Share your thinking.

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Struggles, Solutions, Actions

Think - Ink - Pair - Share: Grow

Think - Ink - Pair - Share

Think - Using Section Two of the Implementation Progress Tool select one area where your students can **GROW**.

Ink your chosen statement on your resource page.

Pair with your elbow partner.

Share your thinking.

Struggles, Solutions, Actions
Purposefully Using Study Team and Teaching Strategies

Teacher

+ Study Team and Teaching Strategies (STTS) can be used purposefully to engage all students in meaningful learning by supporting multiple modes of instruction.

+ How can the STTS be used to support the growth you want to see in your students?

Struggles, Solutions, Actions
STTS Concept Map

Create a concept map that shows how the STTS can be used to support the following instructional practices:

+ Support teamwork and collaboration
+ Promote mathematical discourse
+ Address status
+ Support productive struggle
+ Assess mathematical understanding

Struggles, Solutions, Actions

STTS Concept Map Activity

Resource Manager: **Get** the STTS card resource pages, poster paper, scissors, markers and a glue stick for your team and **assign** team members to help cut out the cards.

Facilitator: **Lead** your team while deciding how each card connects with the five instructional practices to create a concept map.

Task Manager: **Read** the definition for each STTS aloud from the card strips.

Recorder/Reporter: **Make sure** that each team member has a voice and that there is consensus on the concept map connections.

Struggles, Solutions, Actions
Study Team and Teaching Strategies

Fishbowl

+ Classmates stand in a circle around one team that models an activity.

+ Teacher highlights positive behaviors and team agreements.

+ Questions are answered about performing tasks.

+ Students return to teams and complete activity.

Struggles, Solutions, Actions

Concept Map Fishbowl

Fishbowl

+ Team A gathers around Team B.

+ Team B shares their concept map and the connections they found.

+ Team A listens for commonalities and differences but does not comment or question.

+ Reverse the roles.

Struggles, Solutions, Actions
Concept Map Fishbowl Debrief

Teacher

What STTS connections did your teams have in common?

What STTS connections were different?

How can STTS serve more than one purpose?

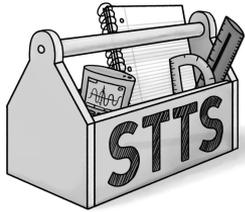How does positive interdependence connect to collaboration?
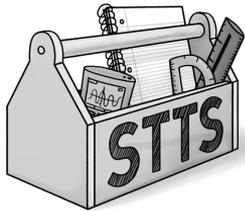
Struggles, Solutions, Actions

STTS Action Steps

How can STTS be used to support an area of growth for your students' learning?

Revisit your *Glow and Grow* resource page Action Step section.

Record 1 or 2 STTS that you intend to implement in your classes to support your area of student growth.

Struggles, Solutions, Actions
Other Supports

Professional Learning Portal

+ Instructional Module 5 addresses **Assessment Practices**

+ Introduction to Inclusion Module

+ Additional Teacher Resources has

  Teacher Toolkit

☰ **CPM** PROFESSIONAL LEARNING PORTAL

Dashboard

Events

PL Opportunities

Calendar

Struggles, Solutions, Actions
Learning Log Reflection

Title: Purposefully Using Study Team and Teaching Strategies

How does the purposeful use of Study Team and Teaching Strategies foster positive interdependence and collaboration?

Take a break

Did you know?

Triangle of Teacher Support includes:

Implementation Support Visits - connect the knowledge obtained during the learning events to the realities of the classroom

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Authentic Assessment

CPM 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.

Student's 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 that one method and more than one opportunity.

When students and stakeholders embrace a growth mindset, they understand that mastery takes time, effort and support.
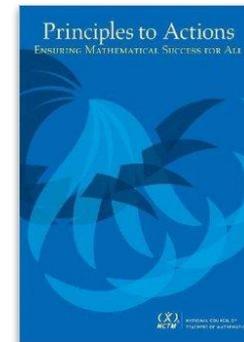
Authentic Assessment
Principles to Actions

CPM is in complete agreement with and supports NCTM's beliefs about mathematics assessment as explained in Principles to Actions (NCTM, p. 91-92).

Beliefs about mathematics assessment	
Unproductive beliefs	Productive beliefs
The primary purpose of assessment is accountability for students through report card marks or grades.	The primary purpose of assessment is to inform and improve the teaching and learning of mathematics.
Assessment in the classroom is an interruption of the instructional process.	Assessment is an ongoing process that is embedded in instruction to support student learning and make adjustments to instruction.
Only multiple choice and other "objective" paper-and-pencil tests can measure mathematical knowledge reliably and accurately.	Mathematical understanding and processes can be measured through the use of a variety of assessment strategies and tasks.
A single assessment can be used to make important decisions about students and teachers.	Multiple data sources are needed to provide an accurate picture of teacher and student performance.
Assessment is something that is done to students.	Assessment is a process that should help students become better judges of their own work, assist them in recognizing high-quality work when they produce it, and support them in using evidence to advance their own learning.
Stopping teaching to review and take practice tests improves students' performance on high-stakes tests.	Ongoing review and distributed practice within effective instruction are productive test preparation strategies.

Principles to Actions
ENSURING MATHEMATICAL SUCCESS FOR ALL

Authentic Assessment

CPM's Assessment Position Paper

Teacher

Unproductive beliefs	Productive beliefs
Authentic assessment means asking students "real world" problems to solve.	Authentic assessment means assessing in a manner that mirrors the way the students have learned, and focusing on what the students know, rather than what the students do not know.
It is important to assess students multiple times on a single skill or concept, asking every variation of the skill.	Assessment, as with the learning, should focus on the big ideas and the connections to assess for understanding, and not on the fine grain-sized skills.
There is not enough time to develop good assessments and good lessons, so the little time there is should be spent on developing lessons.	Assessment and teaching should be seamlessly interwoven, and time should be spent on both. Because of the lack of time most teachers have, it is important to assess wisely, and use the supports that are in place.
Assessment and grading are one and the same, so to assess students, a teacher must spend time grading student papers.	Assessment is the process of understanding student learning, and grading is evaluating that understanding. The bulk of the teacher's time should be spent on assessing rather than grading.

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Authentic Assessment

Says-Means-Matters Reading Protocol

Read "CPM's Position Paper on Assessment".

Complete the Says-Means-Matters.

9:00

*What does it **SAY**? (Choose an idea or statement.)*

*What does the author **MEAN**? (Explain in your own words.)*

*Why does it **MATTER**? (Explain why it is important.)*

Authentic Assessment

Says-Means-Matters Debrief

+ **Share** your Says-Means-Matters with your team.

+ Use the art of compromise to **choose** one Says-Means-Matters with the whole group.

+ **Recorder/Reporter** prepare to **share out** with the whole group.

Authentic Assessment
Reflection

Walk and Talk

Discuss how your plan for creating a balanced summative assessment has changed with your elbow partner.

+ How is your plan for assessment working?

+ Given this new understanding of authentic assessment, what improvements can you make to your assessments?

Authentic Assessment

Teacher Tips

Teacher

Successful CPM teachers recommend:

Reflect and adapt on assessment practices	Honor that mastery takes time	Stay true to CPM's Guiding Principles

Purposeful Teacher Actions

Connection to Research

"The teaching of mathematics is complex. It calls for teachers to be skilled at using instructional practices that are effective in developing mathematics learning for all students."

(Principles to Actions, Executive Summary, 2014)

Purposeful Teacher Actions
CPM Implementation Progress Tool - Section 3

Teacher

SECTION THREE: Instructional strategies evident when the pillars are in place.

Collaborative Learning	Problem-Based Learning	Mixed, Spaced Practice
Teachers create an environment of collaboration and consistently provide feedback on students' progress towards effective collaboration.	Teachers use the lesson launch to connect to prior learning and clearly communicate the learning target.	Teachers plan and pace lessons as intended, based on a thorough understanding of the learning progression of each chapter and the course as a whole.
Teachers use a variety of classroom modes (whole group, study team, partner, individual) at appropriate times within each lesson.	Teachers circulate purposefully to interact with all teams, monitoring and questioning the thinking of students.	Teachers anticipate common misconceptions and consider varied levels of understanding to differentiate and move all students towards stated learning targets.
Teachers use Study Team and Teaching Strategies (STTS) and Team Roles with purpose.	Teachers use questioning to uncover student thinking, and then provide opportunities for that thinking to be shared.	Teachers provide timely feedback on student practice of previously introduced skills and on beginning understandings of developing concepts.
Teachers hold students individually accountable within the team environment.	Teachers formatively assess student needs and take appropriate action to support accessibility.	Teachers elicit students' informal ideas and leverage them towards developing formal mathematical vocabulary and procedures at appropriate times in the course.
Teachers are aware of and take status issues into consideration when managing teamwork.	Teachers design and facilitate lesson closure that provides opportunities for students to make connections between various solutions and key mathematical ideas.	Teachers use varied assessments that are based on mastery over time and assess both conceptual and procedural knowledge.

Purposeful Teacher Actions
Classroom Scenarios

+ **Facilitator**: **Read** Scenario 1 and the teacher's action.

+ Using Section Three of the Implementation Progress Tool (IPT), **identify** all of the instructional strategies in Section Three that are evident by the teacher's action, and **record** the strategies and any notes on their resource page.

+ **Repeat** by having the **Task Manager** read Scenario 2, the **Recorder/Reporter** read Scenario 3, etc.

Purposeful Teacher Actions
Alternative Teacher Actions

Team Task:

+ **Reread** Scenario 1.

+ As a team, **brainstorm** alternative teacher actions to address this scenario.

+ **Recorder/Reporter:** Be prepared to **share** your team's thinking with the rest of the participants.

Purposeful Teacher Actions
Debrief

Teacher

Whiparound

Recorder/Reporter: Share out your team's alternative action.

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Purposeful Teacher Actions
Reflection

Share with your team:

> *Which instructional strategies have become part of your teaching practice?*
>
> *Which strategy will you commit to adding to your practice?*

Reflect on the instructional strategies in Section Three of the Implementation Progress Tool.
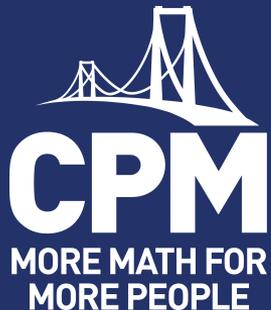
Lunch Time

Did you know?

Triangle of Teacher Support includes:

> **Implementation Support Visits** - connect the knowledge obtained during the learning events to the realities of the classroom

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Effective Learning and Teaching

Icebreaker

+ Who was your favorite teacher? Why?

+ Share a story about a student that impacted you.

+ What do you do to relax?

Effective Learning and Teaching

Components

Teammates Consult

+ What are essential elements of a lesson?

+ What are essential components of lesson planning?

+ How do you formatively assess your students?

+ How did you assess the efficacy of the lesson?

Effective Learning and Teaching
Reflection

+ **Choose** a lesson that you taught/co-taught in the previous two weeks.

+ **Find** the lesson plan and other resources from that chosen lesson.

+ Individually **reflect** on that lesson and lesson plan using the Resource Page as a guide.

CPM Lesson Plan

Standard(s):

Materials Prep:

Pre-Planning Reflection Questions:
- ❏ Did I work all the problems, including the Review & Preview?
- ❏ What mathematics is being learned?
- ❏ How does it relate to what has already been learned?
- ❏ Where are these mathematical ideas going?

Effective Learning and Teaching

Alternative Actions

1. **Choose** a course like partner (someone you do not co-teach with)

Peer Edit

2. **Discuss** and **brainstorm** alternative actions for the chosen lesson and lesson plan.

Effective Learning and Teaching
Debrief

| How was your first experience with completing this reflection? | What are some new routines that you look forward to? | What have you learned that will address specific challenges in your classroom? | Why is the storyline so important for a successful implementation? |

Effective Learning and Teaching

Lesson Enhancements Launch

Teacher

1. **Find** a lesson that you have planned that you will be teaching in the next week.

2. **Enhance** your lesson plan

   Consider: STTS concept map
   Reflection activity
   Alternative actions activity
   Components of your Implementation Action Plan

Effective Learning and Teaching
Lesson Enhancements

+ Do you have a lesson launch and a lesson closure planned?

+ What STTS can you incorporate in your lesson that will enhance student learning?

+ What alternative action can you use?

+ What resources can you use to enhance your lesson plan?

+ How do you know your students reached the learning target for the day?

+ What sentence starters will you use for certain problems?

+ What pocket questions will you use?

+ What mathematical vocabulary will be challenging for your students?

+ How will you assess how the tools (Desmos, eTools, resource pages, algebra tiles) you selected to use for the lesson help your students reach the learning target?

+ How will you formatively assess your students?

Effective Learning and Teaching

Learning Log Reflection

Title: Effective Learning and Teaching

3 components that I will continue to utilize in my planning of CPM lessons.

2 ideas that I discovered today that I will incorporate in my lesson planning.

1 question that I will further explore.

Take a break

Did you know?

Triangle of Teacher Support includes:

Implementation Support Visits - connect the knowledge obtained during the learning events to the realities of the classroom

Successes and Commitments

Fortune Cookie

Fortune Cookie

Facilitator starts the Fortune Cookie

+ Be sure each person gets a chance to respond

+ Take about 2 minute per fortune

+ Pass the envelope

+ Repeat

Successes and Commitments

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Successes and Commitments

Study Team and Teaching Strategy

Silent Appointment

+ All students stand up

+ Make eye contact with another person outside of their team to find your appointment partner (remember: this is silent)

+ Exchange ideas or information

Successes and Commitments

Silent Appointment

1. **Stand up**, make eye contact with another participant outside of your current team to form pairs.

2. **Share** your success and commitment with your partner.

3. **Exchange** plates and **write** words of encouragement on your partner's plate.

4. **Move** on to your next silent appointment.

What have we learned?

Closure
Outcomes

Participants…

Connect CPM's Three Pillars of Research to formative assessment.

Investigate how forms of authentic assessment connect to best practices to promote and anticipate productive struggle.

Examine research-based instructional strategies to intentionally plan effective lessons for all students.

Closure
Assessment Tips

Teachers actions that elicit and use student learning

Assessments should focus on the big ideas not all the ideas.	Assessments should be flexible.	Assessments should balance skills with problem solving.	Assessments should honor that mastery tasks time, effort, and support.

Closure

Ignite Your Classroom

Start promptly.

Peer support expected within each team.

Active learning.

Respond to the team rather than individuals.

Circulate. **C**irculate. **C**irculate.

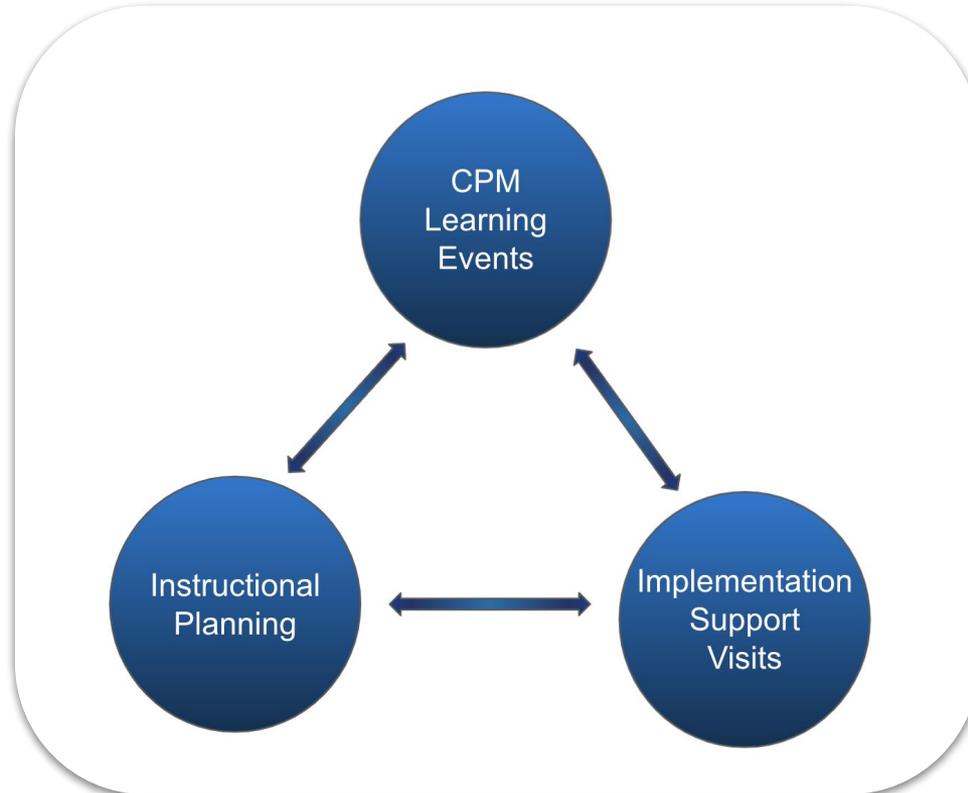**C**losure. **C**losure.

Closure
Triangle of Teacher Support

Closure

The Three Pillars of CPM

Attaining Long Term Knowledge

Collaborative Learning

Problem-Based Learning

Mixed, Spaced Practice

Closure
CPM 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.

Student's 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 that 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
Foundations for Implementation Series

	In-Person Learning Events
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	Content Modules (CM) Any 4 additional On-Demand CMs

Closure
Know Before You Go

CONNECT WITH US

- Facebook
- Twitter
- Teacher Research Corps Blog
- Slack for CPM Teachers
- More Math for More People P[odcast]

NEED HELP?

- (209) 745-2055
- support@cpm.org
- Regional Contacts
- Report a problem

NEWS YOU CAN USE
THE CPM EDUCATIONAL PROGRAM NEWSLETTER

SEPTEMBER 2020: IN THIS ISSUE

Equity Principles: A work in progress

Middle school math makeover

The Incredible History of Math

And more!

An exciting new feature is coming to CPM eBooks. Watch for eWorkspace announcements soon!

CPM WRITERS' STATEMENT ON SOCIAL JUSTICE

Thank you to the many teachers who reached out looking for social justice resources. We hear you, and we appreciate the challenge. Like many folks, we sometimes feel discouraged by the politicized nature of what we view as a straightforward moral issue, and it is always encouraging to see CPM teachers stand up and take action for social justice. We've got you.

For our part, we, the CPM writers, stand squarely with the black families, LGBTQIA+, women, immigrants, and other oppressed groups calling for social justice in this moment. We are those people and we travel in those circles. We say unequivocally that we are all more alike than different and all deserving of dignity and respect. We say with one voice that Black Lives Matter. Gay Lives Matter. Trans and Immigrant Lives Matter.

Beyond being an ally, we are staking out a position as advocates. We recognize that as a curriculum in use in thousands of classrooms nationwide, we are the institution, and so we must be the change. So what are we doing?

Over the past year, the CPM team has been working to incorporate social justice and anti-racism into a more culturally responsive curriculum. We had been hoping to release some of these upgrades over the next year or two, but the moment calls for some more timely action. To that end, we would like to share a little of our thinking and a couple things for you to try in your classroom this Fall.

According to Dr. Kwame Anthony Scott (see his NCTM presentation, July 13, 2020), there are three ways to bring social justice to math classes. We can make lessons ABOUT social justice (here are some non-CPM examples), run our classes WITH social justice (and we encourage all our teachers to do that; here are some resources), and/or we can equip our students FOR social justice (by giving them the necessary tools to engage as citizens). Much has been shared by others that push forward one or another of these fronts. Our task has been integrating those approaches into something coherent that "fits" in the CPM classroom without compromising the alignment or rigor of our curriculum.

As we reflect on how best to incorporate these three strands into our work, we observe with pride that CPM is much further along on the second two (the WITH and FOR social justice and anti-racism strands) than most curricula. We have long advocated for a deeper and more connected mathematics based on sense-making over a broad and shallow mathematics based on prescribed procedural knowledge and rule-following. We structure classes in teams and provide Study Team and Teaching Strategies to encourage and model productive discourse within and between those teams. We provide guidance on norms and team roles to help students feel safe sharing rough draft ideas and interrogating each other's thinking. Closure activities routinely bring the whole class together for discussion.

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Closure

+ Parking Lot

+ Attendance & Feedback
    Either scan the QR code
    OR
    Enter passcode in the Portal
    XXXXXXX

+ Continuing Education Credit

PUT QR
Code

HERE

@CPMeducationalprogram   @CPMmath   #MoreMathforMorePeople

Text Font: Roboto

Title Font Size: 24

Subtitle Font Size: 18

Color coding:

Teacher Lens: 006DAB

Learning Log: 006DAB

Student Lens: 41AD49

Housekeeping: 233368

Content Module: 006D41

Thread: 006D41

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Note: Drop zones of icons on layouts are not moveable.

HOUSEKEEPING

ANCHOR PAGE

WELCOME
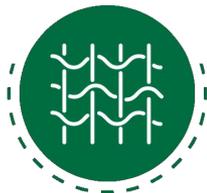
PUZZLE

TEAM GOAL

TEACHER LENS

LEARNING LOG

THREAD

CONTENT MODULE

MATH GOAL

STUDENT LENS

EQUITY LENS

ASSESSMENT

PRODUCTIVE STRUGGLE

RESEARCH PILLARS

MSP

COLLABORATIVE LEARNING

PBL

STUDY TEAMS

LEARNING TARGET

TASK CARD

TEAM ROLES ALL

RESOURCE MANAGER

TASK MANAGER

REPORTER RECORDER

FACILITATOR

IMPLEMENTATION
ACTION PLAN

TEAM ROOMS

IMPLEMENTATION
PROGRESS TOOL

STTS

Mission Possible #1

Task Assignment

MISSION   POSSIBLE

**Resource Manager**: Huddle with your Impossible Mission Force (IMF) leader to get your assignment.

MISSION #1

Your mission should you choose to accept it:

1. Find as many connections as you can between the **Implementation Progress Tool** and _____ document found in the File Cabinet in your Professional Learning Portal.

1. Prepare a 2 minute presentation to show your team's connection using:
    a. Poster
    b. Movie Trailer
    c. Sculpture
    d. Concept Map
    e. Original Team Idea
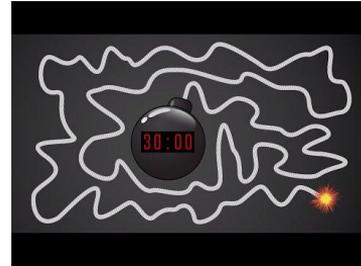
Important: This assignment is time-sensitive. You have 30 minutes to complete your mission.

Mission Possible #1

Team Presentations

Take notes on the Mission Possible Participants Notes resource page.

Mission Possible - Participant Notes

Mission Possible Force	Implementation Progress Tool Connections	Notes
Team 1	CPM's Principles of Assessment	
Team 2	8 Math Teaching Practices	
Team 3	Purposefully Planning a Lesson/Teacher Notes	

Mission Possible #1

Debrief

Think-Ink-Share

THINK:
Revisit your notes from the presentations and select the best idea, new connection, and/or favorite takeaway.

INK:
Record your thinking on the resource page.

SHARE:
Share your idea, connection, and/or takeaway.