



Building on Foundations

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Opening

Building on Foundations



“When we are prepared to show our authentic awe and enthusiasm about mathematics and our genuine perplexity about challenges in mathematics, these actions become appropriate models for students to follow. Excitement is infectious! We can do this by learning with students rather than being the keeper of the answer key.”

- Thomasenia Lott Adams, Editor of Mathematics Teacher



Sign in and make a name tag



Find participants who have the other pieces of the same graph. As a team, come up with a story that could be represented by your team’s graph.

Building on Foundations



CPM

More Math For More People

name
name@cpm.org



@CPMeducationalprogram



@CPMmath

#MoreMathforMorePeople

Opening

Housekeeping



- + Bathrooms
- + 8:00 AM – 4:00 PM
- + Breaks scheduled and as needed
- + Lunch
- + Parking Lot Poster
- + Supply/Resource Table



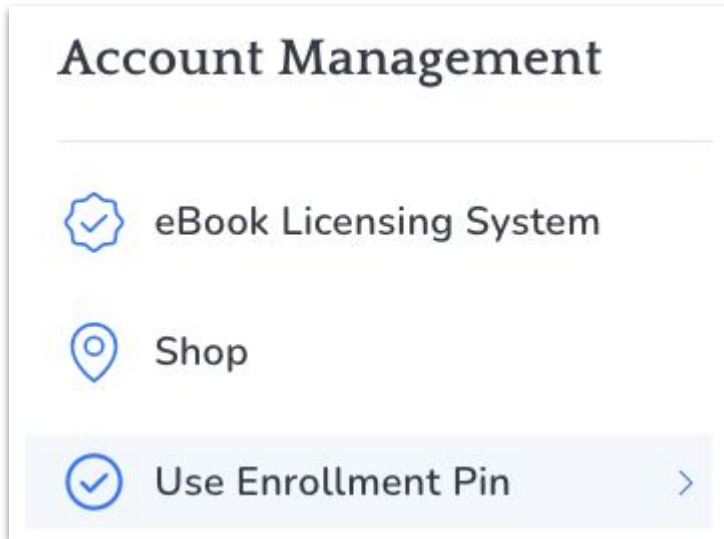
Opening

Learning Event eBook Access



eBooks Access

my.cpm.org



Use Enrollment Pin

~~XXXXXXXX~~

Opening

Outcomes



Participants will...

Consider how the mathematical storyline provides opportunities to foster curiosity, make connections, and deepen understanding.

Purposefully use the embedded resources to plan for sharing math authority with students.

Reflect on past year(s) of teaching CPM curriculum and consider ways to enhance your collaborative classroom.

Develop an action plan to support your ongoing professional learning.

Agenda

Building on Foundations



- Opening & Icebreaker
- Mathematical Storyline
- Sharing Math Authority
- Creating Collaborative Classrooms
- Closure

Opening

Research Connections CPM Implementation Progress Tool



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.



Foundations for Implementation

Welcome

Working Agreements



Be willing to take **risks**.

Have a **visionary** mindset.

Stay **engaged**.

Explore and reflect on your **beliefs**.

Give **grace** to others and yourself.

Change takes time, effort, and support!

Agenda

Building on Foundations



- Opening & Icebreaker
- Mathematical Storyline
- Sharing Math Authority
- Creating Collaborative Classrooms
- Closure

Icebreaker

The Joy of Teaching



**PERSONALIZE WITH PICTURES
TO REPRESENT YOUR TEACHING
STORY.**

Icebreaker

The Joy of Teaching



Team Task:

1. Introduce yourself to your team.
2. Share the story of how you became a teacher.



Agenda

Building on Foundations



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.

- Opening & Icebreaker
- Mathematical Storyline
- Sharing Math Authority
- Creating Collaborative Classrooms
- Closure

Outcome: Consider how the mathematical storyline provides opportunities to foster curiosity, make connections, and deepen understanding.

Mathematical Storyline

Icebreaker: CPM Lesson



Team Task: (10 minutes)

Reflect over the last year, which CPM lesson did you and your students find engaging and joyful? Why?

Team Roles – Assigned alphabetically by first name.



Resource Manager – make sure everyone has an opportunity to share

Facilitator – start your team by being the first to share

Recorder/Reporter – look for commonalities and be prepared to share out

Task Manager – keep track of time and update your team as necessary

Mathematical Storyline

Does the sequence of events matter?



Think-Pair-Share

Think of a story using the illustrations.

Pair with your elbow partner to co-create a story.

Share stories as team and consider these questions:.

- + *What if you took out cell C?*
- + *What if you removed the last cell in your story?*
- + *What would you draw to “end” the story?*



Resource Manager – get two envelopes and be sure the questions are discussed

Facilitator – lead and support the team’s discussion

Recorder/Reporter – be sure both stories are shared

Task Manager – keep track of time

Mathematical Storyline

Does the sequence of events matter? - Debrief



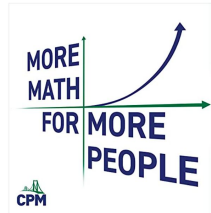
(The Mathematics Teacher, Dietiker, November 2016)
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Mathematical Storyline

Mathematical Story Defined



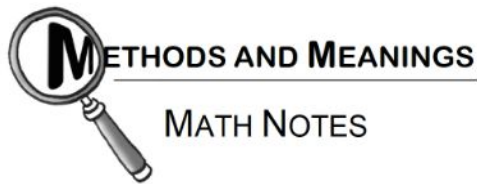
“Seeing how mathematics unfolds, connecting a beginning to an ending, so that somebody who is experiencing it can kind of sense a storyline and predict where it’s going.”



Episode 13: Where Joel and Misty Make a new friend with Dr. Leslie Dietiker and talk about Mathematical Storylines

Mathematical Storyline

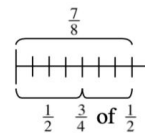
Experience a Mathematical Story: CC1 Lesson 7.2.2



Method 1: Using diagrams

To divide any number by a fraction using a diagram, create a model of the situation using rectangles, a linear model, or some visual representation of it. Then break that model into the fractional parts named.

For example, to divide $\frac{7}{8} \div \frac{1}{2}$, you can draw the diagram at right to visualize how many $\frac{1}{2}$ -sized pieces fit into $\frac{7}{8}$. The diagram shows that one $\frac{1}{2}$ fits one time, with $\frac{3}{8}$ of a whole left. Since $\frac{3}{8}$ is $\frac{3}{4}$ of $\frac{1}{2}$, you can see that $1\frac{3}{4}$ $\frac{1}{2}$ -sized pieces fit into $\frac{7}{8}$, so $\frac{7}{8} \div \frac{1}{2} = 1\frac{3}{4}$.



Alternately, you could think of $\frac{7}{8}$ as the quantity that you have and $\frac{1}{2}$ as the size of the group that you want, such as having $\frac{7}{8}$ ounces of chocolate and needing $\frac{1}{2}$ ounce for each cake recipe. How many cakes could you make? In this case, the diagram at right might be useful. The diagram shows $\frac{7}{8}$ being divided into groups of $\frac{1}{2}$. The leftover $\frac{3}{8}$ ounces creates another $\frac{3}{4}$ of a group, so again, $\frac{7}{8} \div \frac{1}{2} = 1\frac{3}{4}$.



Method 2: Using Common Denominators

To divide a number by a fraction using common denominators, express both numbers as fractions with the same denominator. Then divide the first numerator by the second. An example is shown at right.

$$\begin{aligned}\frac{2}{5} \div \frac{3}{10} &= \frac{4}{10} \div \frac{3}{10} \\ &= 4 \div 3 \\ &= \frac{4}{3} = 1\frac{1}{3}\end{aligned}$$

7-53. Calculate each of the following products. [Homework Help](#)

a. $\frac{1}{8} \cdot \frac{8}{1}$

b. $\frac{3}{4} \cdot \frac{4}{3}$

c. $\frac{2}{3} \cdot \frac{3}{2}$

d. $7 \cdot \frac{1}{7}$

e. What do the products in parts (a) through (d) have in common?



Mathematical Storyline

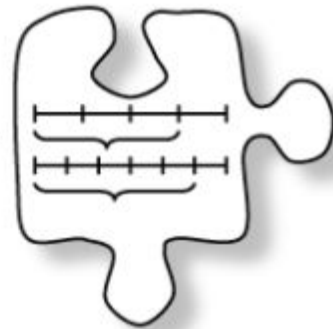
Experience a Mathematical Story



7.2.3 How can I divide?

.....

Division with Fractions and Decimals



This lesson will bring you more division strategies! You will continue your work with dividing fractions to include a new strategy for dividing by fractions. You will also extend your knowledge to division of decimals.

Mathematical Storyline

Experience a Mathematical Story



Your Task:

- + **Examine** the problems and the mathematical storyline.
- + **Change** the order of the problems.
 - *How does the sequence foster curiosity for students?*
 - *How does changing the sequence affect the story?*

Find the missing number in each puzzle.

i. $6 \cdot \underline{\quad} = 1$

ii. $4 \cdot \underline{\quad} = 1$

iii. $\frac{2}{3} \cdot \underline{\quad} = 1$

Malik was working on the division problem $5 \div \frac{3}{4}$.

Copy the expression and simplify it.

Cheryl used the problem $\frac{1}{6} \div \frac{3}{4}$.

Copy and complete Cheryl's calculation.

Mathematical Storyline

Experience a Mathematical Story: CC1 Lesson 7.2.3



Team Task: (15 minutes)

Complete 7-57 through 7-59.
Discuss the following.

- + *How does the authors' chosen sequence provide opportunities for surprise and intrigue?*
- + *What are the mathematical characters, settings, and actions?*
- + *Where/What was the a-ha of this lesson?
How does this connect to the lesson goal?
How can you assess student understanding of the goal?*

Facilitator – lead the team discussion

Resource Manager – ensure two eBooks are open and everyone has access to the problems

Recorder/Reporter – make sure all voices are heard

Task Manager – make sure everyone stays together while working through the problems

Mathematical Storyline

Debrief the Storyline



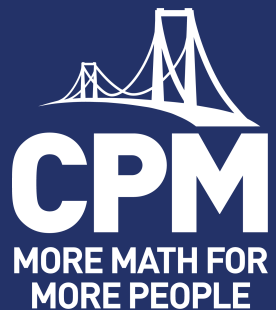
Walk and Talk

How does the authors' chosen sequence provide opportunities for surprise and intrigue?

What are the mathematical characters, settings, and actions?

Where/What was the "a-ha" of this lesson? How does this connect to the lesson goal? How can you assess student understanding of the goal?

Break



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Mathematical Storyline

Definition



“Enacting a sequence so that it offers dramatic conflict can also offer students a memorable experience and, since it increases student attention, lead to more learning by students (Egan, 1989).”

Mathematics Teacher, NCTM, November 2016

Mathematical Storyline

Scenarios



Four Corners Jigsaw

Independently read the scenario and two questions. (2 min)

Discuss with your corner. Be prepared to share with your team. (6 min)

Facilitator

**Productive
Struggle**

**Resource
Manager**

**Structure and
Organization**

**Recorder/
Reporter**

**Incomplete
Homework**

**Task
Manager**

**Running out
of Time**

Mathematical Storyline

Scenarios



Team Task: (15 minutes)

Review team roles.

Consider the following questions.

- + *What is the impact of modifying the storyline?*
- + *How does teacher facilitation affect the storyline?*

Resource Manager – be prepared to share out your team’s thinking

Facilitator – start the discussion by sharing Teacher A’s scenario

Recorder/Reporter – ensure all team members record their thoughts

Task Manager – keep track of time and update your team as necessary

Mathematical Storyline

Effects on the Mathematical Storyline



Mathematical Storyline Scenarios

Teacher A

**Productive
Struggle**

Teacher B

**Structure and
Organization**

Teacher C

**Incomplete
Homework**

Teacher D

**Running out
of Time**

How was this lesson affected by the modification?

Mathematical Storyline

Reflection



Dyad

It is important to develop this skill at the conceptual level because...

How will this concept come back in your course?

$$\frac{\frac{11}{8}}{\frac{3}{4}} \cdot \begin{array}{|c|} \hline 4 \\ \hline 3 \\ \hline 4 \\ \hline 3 \\ \hline \end{array} = \frac{44}{24} = \frac{44}{24} = 1\frac{20}{24} = 1\frac{5}{6}$$

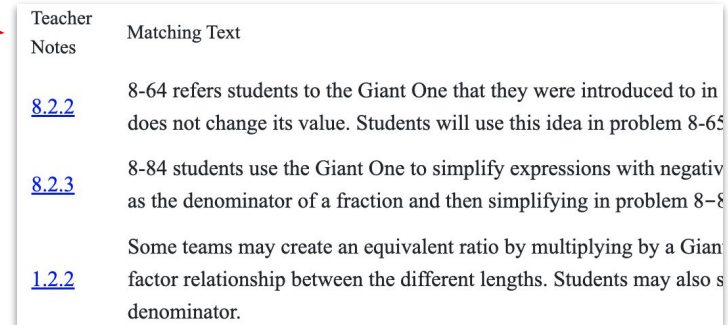
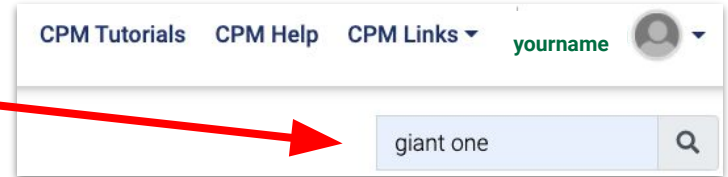
Mathematical Storyline

Reflection



Your Task:

- + **Search** for “Giant One” in your eBook.
- + **Click** on the “Giant One” search results that occur in the Teacher Notes.
 - + Note: The CCG and Stats eBook do not contain the “Giant One” explicitly in the search results.
- + **Share** how the “Giant One” is incorporated in different courses.



Mathematical Storyline

Research Connections

CPM Implementation Progress Tool



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

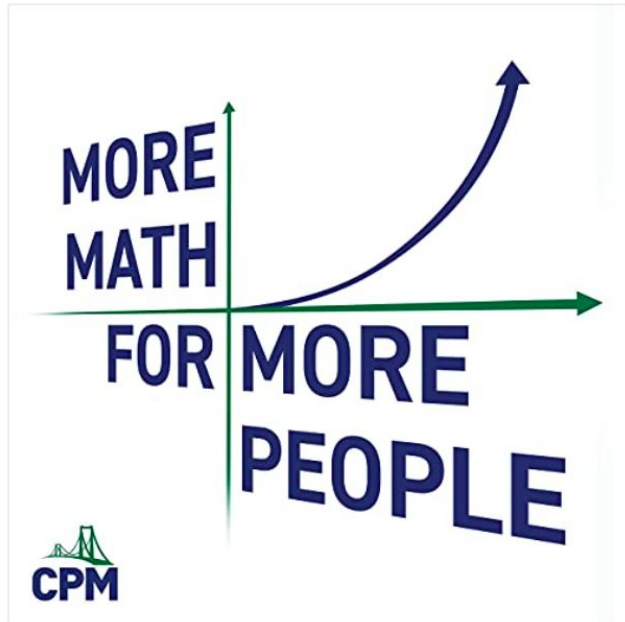
Both individual lessons and chapters are followed, using suggested pacing. Review & Preview problems are assigned and valued as an essential part of learning.



Building on Assessment

Mathematical Storyline

Mathematical Story Defined



Episode 13: Where Joel and Misty make a new friend with Dr. Leslie Dietiker and talk about Mathematical Storylines

Mathematical Storyline

Mathematical Story Defined



“Understanding how to read for mathematical stories across tasks enables teachers to read their own math curriculum materials for hidden opportunities of surprise or wonder and then capitalize on these opportunities in class. Taking advantage of these opportunities can trigger interest in students, which when repeated can lead to the development of their personal interest in mathematics (Hidi and Renninger 2006).”

Mathematics Teacher, NCTM, November 2016

Mathematical Storyline

Planning Time



Collaborate with a course-alike partner, trio, or team.

Your Task:

- + **Reflect** on the course's recurring characters, themes, and settings.
- + **Select** a challenging lesson.
 - **Reflect** on the mathematical storyline of the lesson.
 - **Discuss** the lesson's launch, explore, and closure.

Consider how the structure of the lesson...

- + *maintains the cognitive demands of the task*
- + *supports students' ability to take charge of their learning and become more independent*
- + *allows students to summarize their learning and assess their understanding*
- + *creates opportunities for surprise or wonder*

Sharing Math Authority

Building on Foundations



Problem-Based Learning

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

- Opening & Icebreaker
- Mathematical Storyline
- Sharing Math Authority
- Creating Collaborative Classrooms
- Closure

Outcome: Purposefully use the embedded resources to plan for sharing math authority with students.

Sharing Math Authority

The Elements



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

The Elements: Transforming Teaching through Curriculum-Based Professional Learning
-Carnegie Corporation of New York, 2020

Sharing Math Authority

Research Connections - Why?



Proximity Dyad

How do the practices provide the opportunity for you to co-create the mathematical story with your students?



Effective Mathematics Teaching Practices

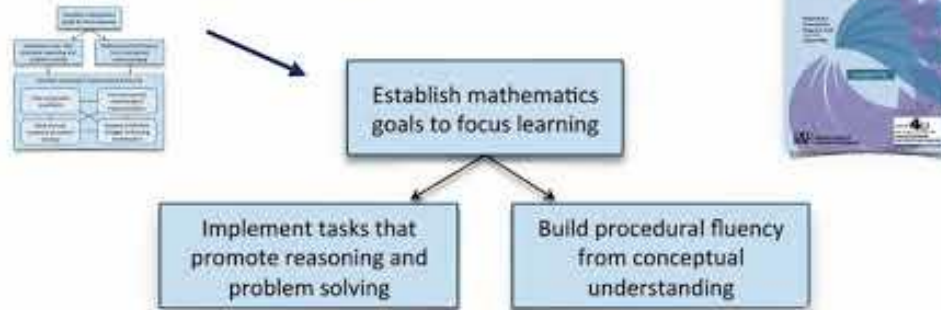
1. Establish mathematics **goals** to focus learning.
2. Implement **tasks** that promote reasoning and problem solving.
3. Use and connect mathematical **representations**.
4. Facilitate meaningful mathematical **discourse**.
5. Pose purposeful **questions**.
6. Build procedural **fluency** from conceptual **understanding**.
7. Support productive **struggle** in learning mathematics.
8. Elicit and use **evidence** of student thinking.

Sharing Math Authority

CPM Course Design



CPM Course Design



Taking Action: Implementing Effective Mathematics Teaching Practices in Grades 9-12, 2017

Sharing Math Authority

Looks Like, Sounds Like, Feels Like Y-chart

Facilitator – make sure everyone is heard

Resource Manager – get materials for activity

Recorder/Reporter – start with the marker and be sure it rotates after 2 minutes

Task Manager – keep track of time

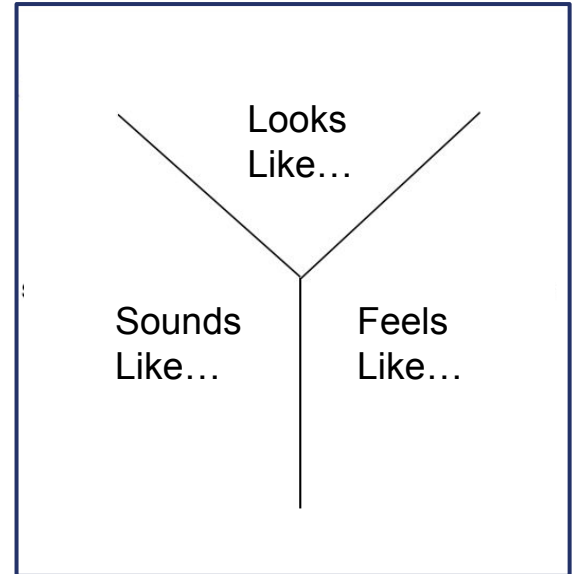


Gallery Walk

02:00



Sharing Math Authority



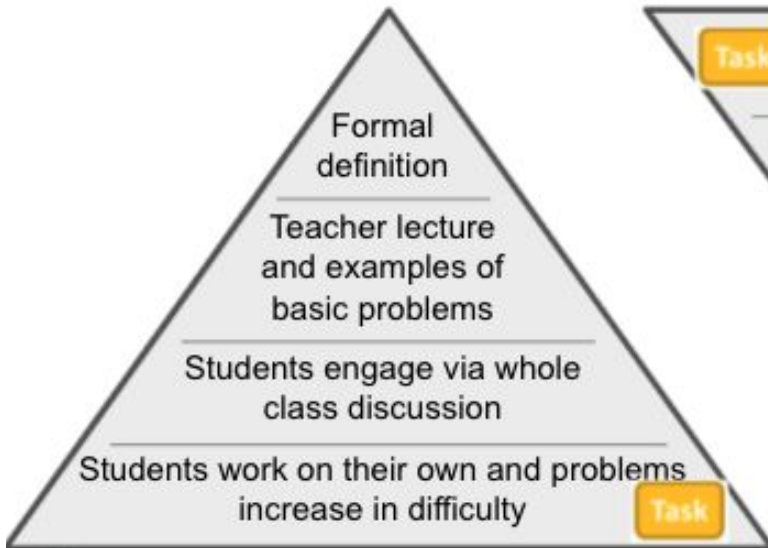
Sharing Math Authority

An Upside Down Approach

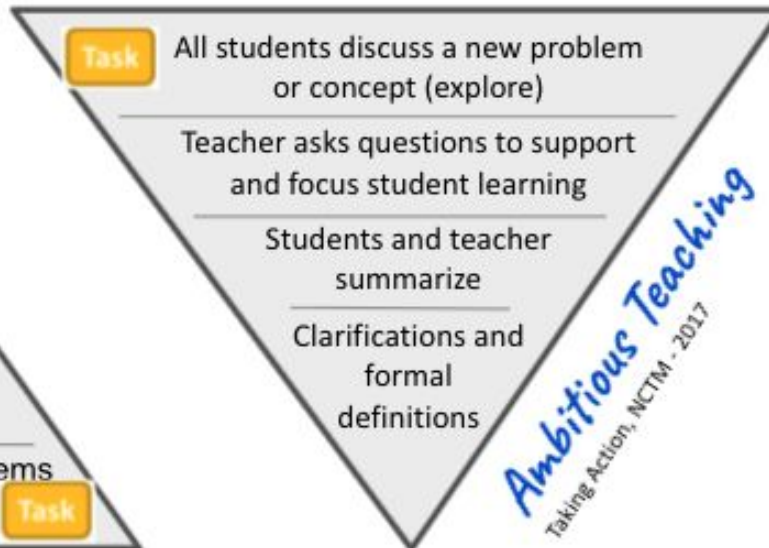


Notice & Wonder

TEACHER CENTERED
LECTURE-BASED LEARNING



CPM: STUDENT CENTERED
PROBLEM-BASED LEARNING



Sharing Math Authority

Desmos Reflection



Go to student.desmos.com
and type in:

##

Source: NCTM,
*Navigating the Uncertainty of
Sharing Mathematical Authority*

Sharing Math Authority

Share Your Experience



Elevator Talk

06:00



Team Task: Each team member will select one prompt to answer.

- + Share a specific example of sharing the math authority with students.
- + Share how your students respond when you shared the math authority.
- + Share how it feels to share the math authority.
- + Share what is challenging about sharing the math authority.
- + Share what expectations might be helpful when sharing math authority.

Sharing Math Authority

Research Connections

CPM Implementation Progress Tool



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

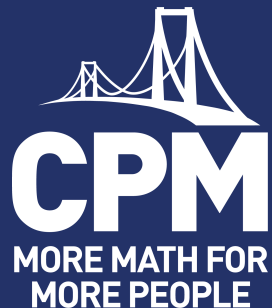
Both individual lessons and chapters are followed, using suggested pacing. Review & Preview problems are assigned and valued as an essential part of learning.



Building on Discourse

Lunch Time

Return by:



@CPMeducationalprogram



@CPMmath

#MoreMathforMorePeople



CPM's 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.

Sharing Math Authority

Research Connection

CPM Implementation Progress Tool



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

Collaborative Learning

Students read and make sense of problems together.

Students are able to listen to the ideas of others and communicate their own ideas both in teams and during whole class discussions.

Students listen carefully to the thinking of others and respond with clarifying questions or extensions of their own.

Students engage in productive mathematical discourse, justifying answers, creating viable arguments, and critiquing the reasoning of others.

Problem-Based Learning

Student thinking at varied depths of conceptual understanding are openly shared and valued.

Students demonstrate and value both conceptual and procedural knowledge.

Students look for, compare, and connect multiple models and solution strategies.

Students recognize that incorrect work can be a stepping stone to learning and are willing to share and investigate their thinking.

Mixed, Spaced Practice

Students work through lessons at an appropriate pace.

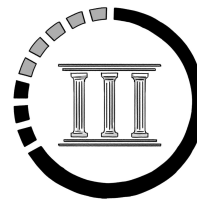
Students understand that mastery takes time, effort, and support.

Students are aware of learning targets and periodically self-assess their progress towards those targets.

Students solidify learning as they work on Review & Preview problem sets daily as intended.

Which student actions are evident when you share the math authority?

What actions are happening in your classroom?





Two Stars and a Wish

What is going well?

What is a challenge?

Two Stars and a Wish	
Star	
Star	
Wish	

Sharing Math Authority

Resources Concept Map



Explore your assigned resources. (10 min)

As a team, create a concept map with the theme of Sharing Math Authority. (20 min)



Facilitator: Universal Access, Pocket Questions, Suggested Lesson Plan, Lesson Plan Structure: Launch



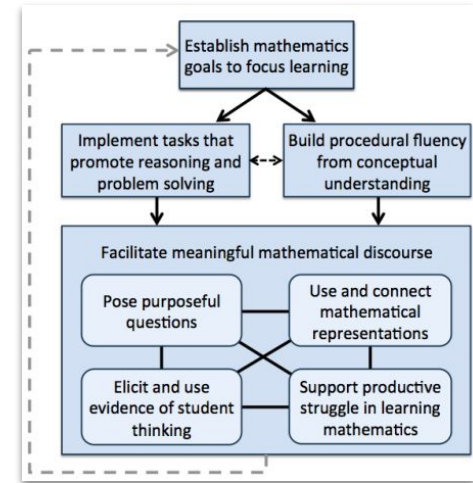
Resource Manager: Chapter Opening, Skill Builders (Supplemental Resources), Math Notes, Lesson Plan Structure: Explore



Recorder/Reporter: Lesson Mathcast, Teambuilders/ Icebreakers, Lesson Plan Structure: Closure, Homework Help



Task Manager: Team Roles, Classroom/Team Expectations, Chapter Closure, Checkpoints



How do these resources support sharing math authority?

What connections do you see to the Mathematical Teaching Practices?

Sharing Math Authority

Resources Concept Map



Hosted Gallery Walk

Consider how these resources might support you and your students.

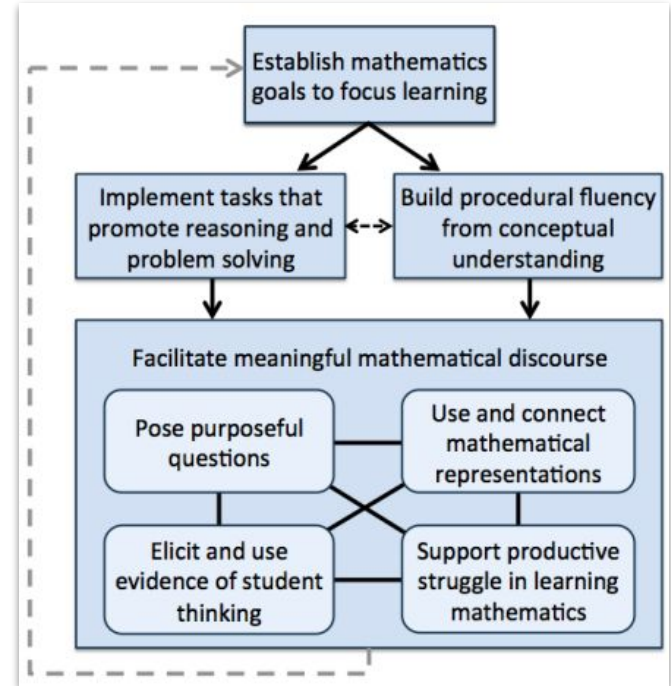
Record ideas/resources to add to your action plan.



Recorder/Reporter:

Share your team's connections.

What embedded CPM resources support sharing math authority?



Sharing Math Authority

Debrief



Embedded CPM Resources

Suggested
Lesson Plan

Study Team &
Teaching
Strategies

Pocket Questions

Mathcast

Universal Access

Lesson Plan
Structure:
(Launch, Explore,
Closure)

Learning Logs

Team Roles

Classroom/Team
Expectations

Chapter Opening

Chapter Closure

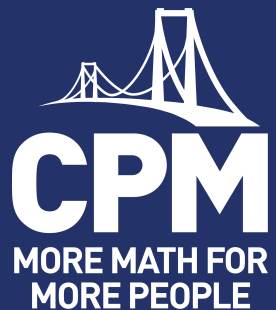
Homework Help

Math Notes

Checkpoint
Problems

Skillbuilders

Break



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Collaborative Classrooms

Building on Foundations



Collaborative Learning

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

- Opening & Icebreaker
- Mathematical Storyline
- Sharing Math Authority
- Creating Collaborative Classrooms
- Closure

Outcome: Reflect on past year(s) of teaching CPM curriculum and consider ways to enhance your collaborative classroom.

Collaborative Classrooms

Teambuilder: Let's Make Squares



Team task: 10-15 minutes

Use **all** 12 strips each time you make 1, 2, 3, ...12 squares.

No Cuts or Bends: Strips must lay flat on the table.

No Stacking: Strips can cross any other strips, but they cannot lay on top of, or cover up, one another lengthwise.

No Touching: Strips cannot lay side by side with edges touching.

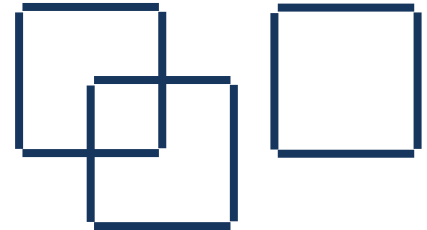
Teambuilders/Icebreakers

(Teacher tab → Team Support → Team Resources → under Team Strategies)

Three Squares



Four Squares



Collaborative Classrooms

Let's Make Squares - Debrief



Reflect on your team's collaboration.



What does collaboration
not look like?



What does collaboration
look like?



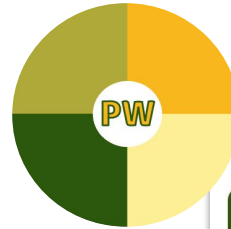
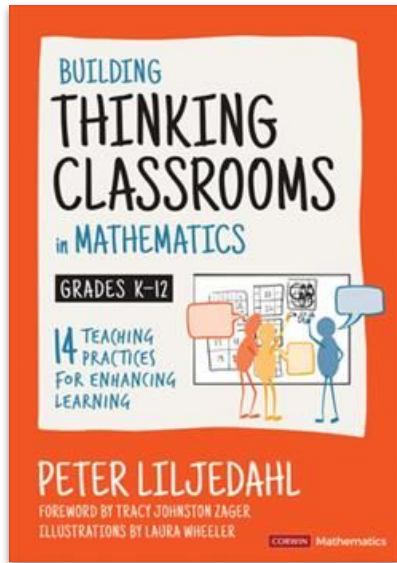
Create a Collaboration Rubric
Idea from Building Thinking Classrooms

Collaborative Classrooms

Visibly Random Teams



Let's practice collaboration with new teams!



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

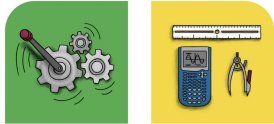
Collaborative Classrooms

Team Roles



Assign team roles: Alphabetically by first name

Facilitator – Alphabetically first



Resource Manager – Alphabetically second



Recorder/Reporter – Alphabetically third

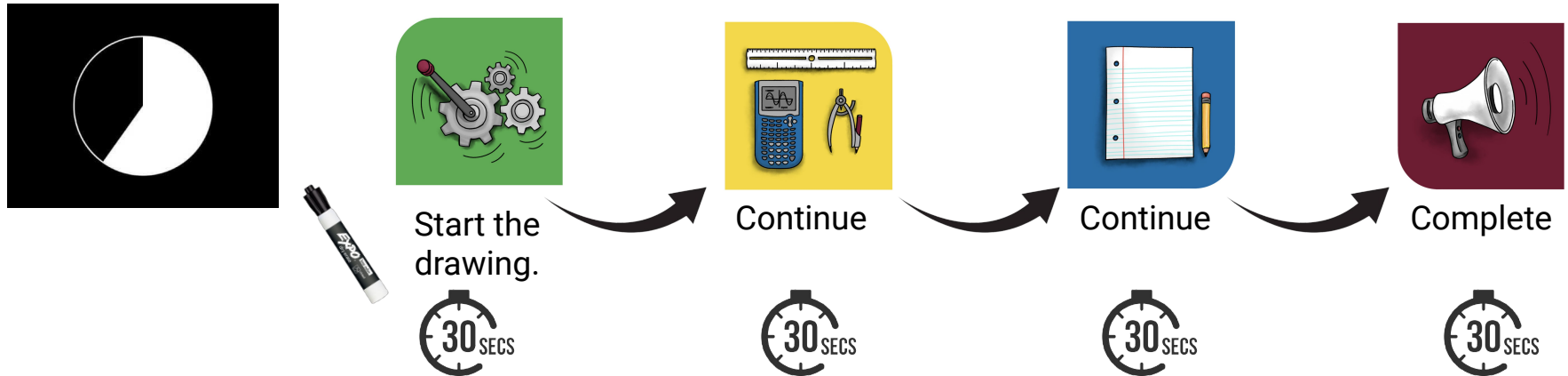
Task Manager – Alphabetically fourth

Collaborative Classrooms

Icebreaker

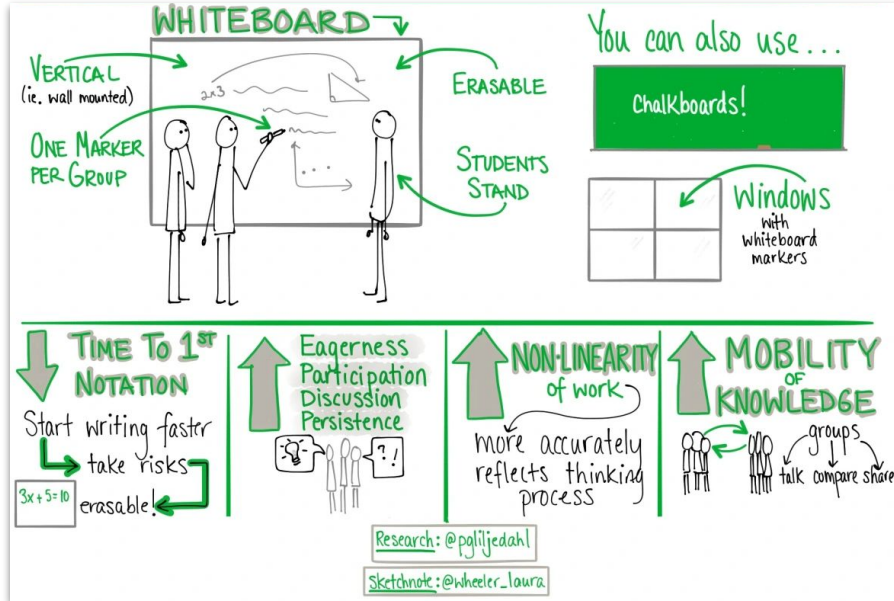


Team Task: On the VNPS, each person will draw something joyful.



Collaborative Classrooms

Vertical, Non-Permanent Surface



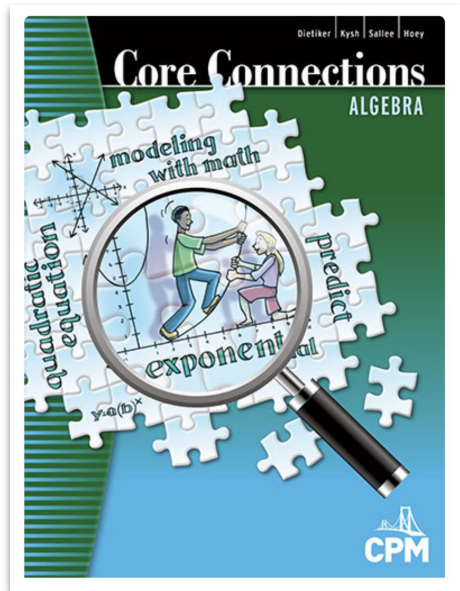
Suggested Expectations:

- + Only write the ideas of others.
- + Only erase your own ideas.
- + When the timer sounds, the marker passes to a different person.

Just because sitting and writing in the notebook is the obvious place for some activities, it does not have to be the workspace for all activities. —Peter Liljedahl

Collaborative Classrooms

Mathematical Storyline

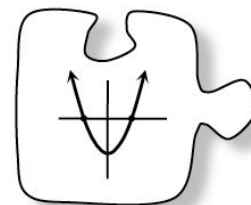
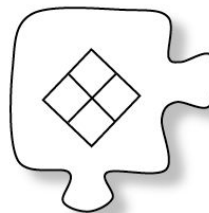


CPM CPM EDUCATIONAL PROGRAM

- Introduction
- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5
- Chapter 6
- Chapter 7
- Chapter 8
- Chapter 9
- Chapter 10
- Chapter 11
- Appendix A
- Reference
- Teacher

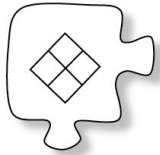
Chapter 8

Quadratic Functions

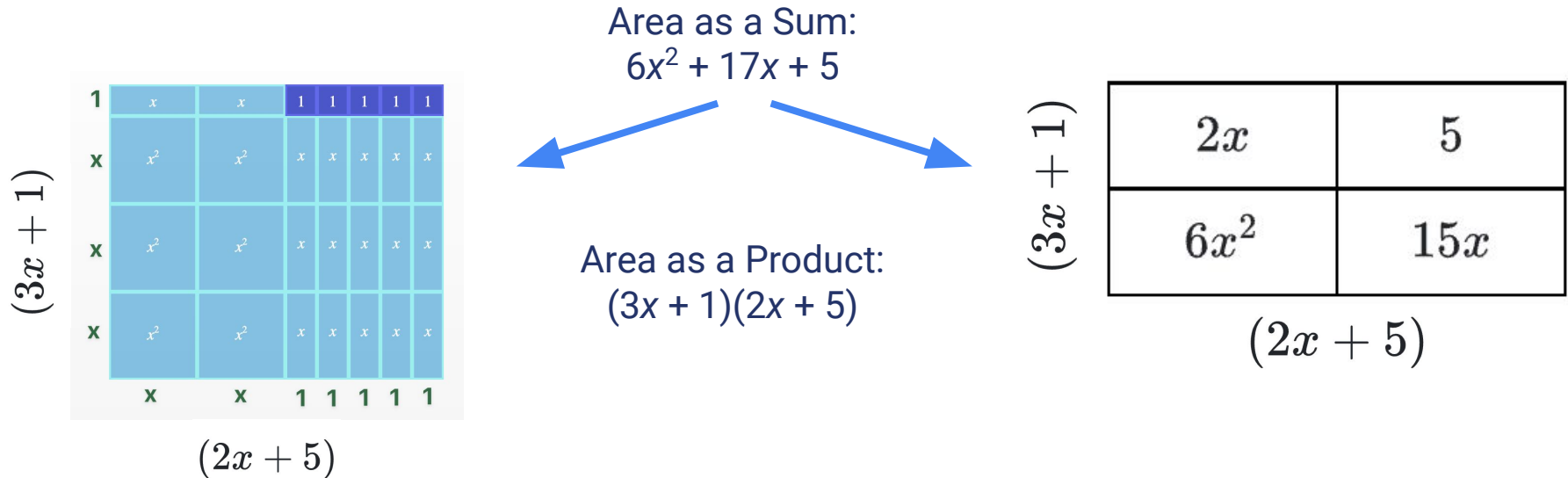


Collaborative Classrooms

Mathematical Storyline: Section 8.1, Factored Form

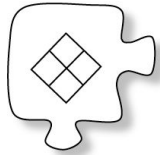


In this section, students develop a method to change a quadratic equation written as a sum into its product form (also called its factored form).

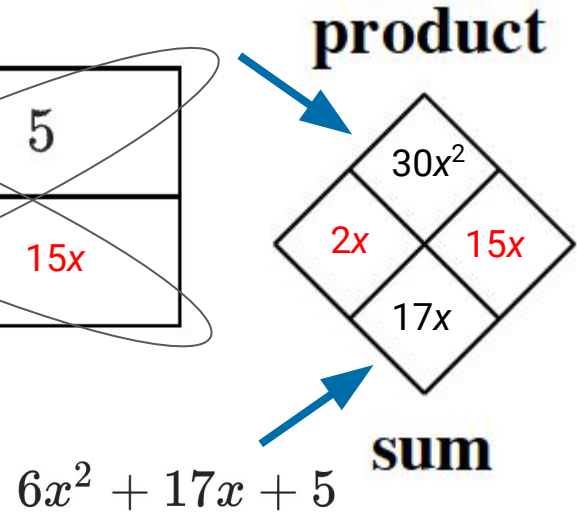
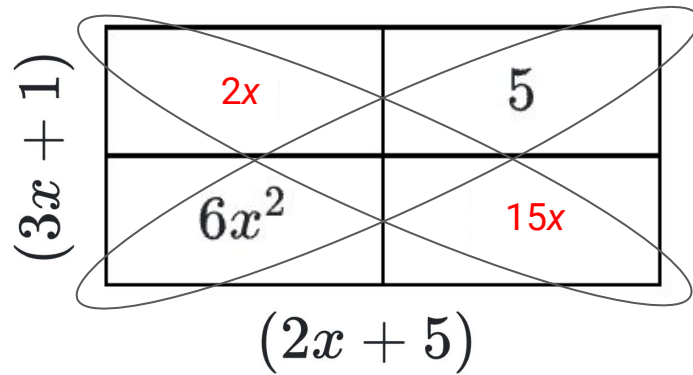
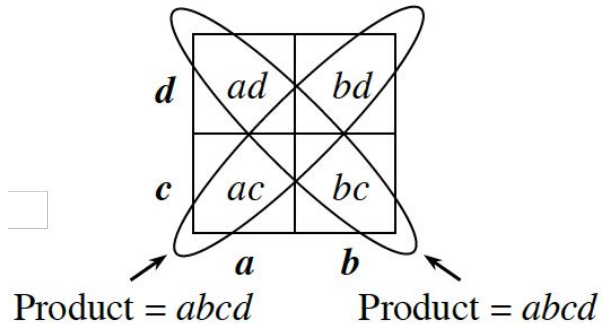


Collaborative Classrooms

Mathematical Storyline: Section 8.1, Factoring Process

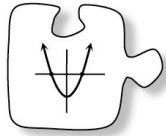


Students use the generic rectangle to factor quadratic equations.



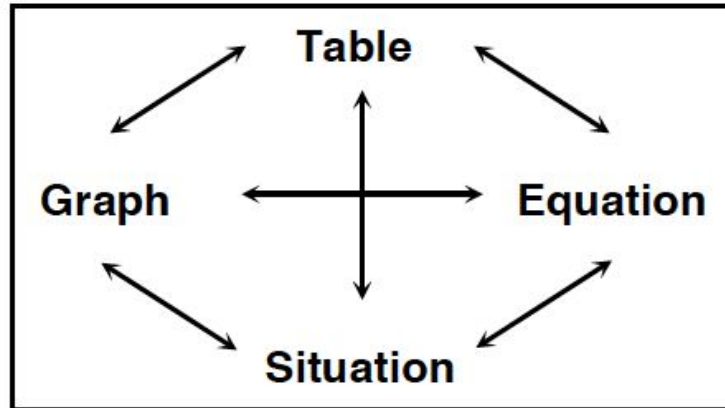
Collaborative Classrooms

Mathematical Storyline: Section 8.2



Students generate each representation of a quadratic function (rule, graph, table, and situation). They also develop a method to find the x -intercepts of a parabola using the Zero Product Property and use square roots to find the x -intercepts.

Finally, they “complete the square.”



Collaborative Classrooms

CCA Lesson 8.2.5

Completing the Square













Math Goal:

Learn how to convert the equation of a parabola into graphing form.



Team Goal:

Utilize your VNPS to make your team's thinking visible.
Use the collaboration rubric to guide your teamwork.

Team number	Lesson 8.2.5	8-101 (Algebra Tiles)	8-102 (VNPS)	8-103 (VNPS)	8-104 (VNPS)	8-105 
1						
2						
3						
4						
5						
6						
7						
8						

Collaborative Classrooms

Debrief CCA Lesson 8.2.5



Independent Reflection

Review the CCA Lesson 8.2.5 Teacher Notes (eBook).

Compare the Teacher Notes with the Launch–Explore–Closure Lesson Plan.

Reflect using the Implementation Progress Tool.



- + *What did I do, as the teacher, while you were working?*
- + *What was your experience on the role of the student?*

Additional Challenge:

How do you see these math concepts appear in the CPM courses' storyline?

Collaborative Classrooms

Debrief CCA Lesson 8.2.5

Think-Ink-Pair-Share



Think-Ink-Pair-Share

- + How was your experience as a student during that lesson?
- + How did the lesson compare to the Teacher Notes?
- + What teacher moves supported your collaboration and engagement?

Collaborative Classrooms

Research Connections

CPM Implementation Progress Tool



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.



Building on Equity

Collaborative Classrooms

Planning Time



Collaborate with a course-alike partner, trio, or team.

Your Task:

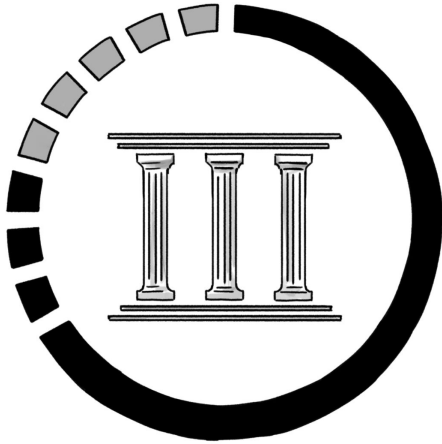
- + **Select** a lesson from your course.
- + **Reflect** on how you will share math authority and encourage collaboration during the lesson.
- + **Discuss** the launch, explore, and closure of your lesson.

Consider how your lesson plan will:

- + *incorporate embedded CPM resources*
- + *assess the effectiveness of collaboration of your teams*
- + *support students' ability to take charge of their learning and become more independent*

Closure

Building on Foundations



- Opening & Icebreaker
- Mathematical Storyline
- Sharing Math Authority
- Creating Collaborative Classrooms
- Closure

Outcome: Develop an action plan to support your ongoing professional learning.

Closure

Outcomes



Participants...

Consider how the mathematical storyline provides opportunities to foster curiosity, make connections, and deepen understanding.

Purposefully use the embedded resources to plan for sharing math authority with students.

Reflect on past year(s) of teaching CPM curriculum and consider ways to enhance your collaborative classroom.

Develop an action plan to support your ongoing professional learning.

Closure

Professional Learning Portal

Continue your story...

Enroll in the On-Demand Module

- On-Demand Modules
- Additional Teacher Resources
- Building on Foundations On-Demand Module
- Connections to Foundations for Implementation



Action Plans



Learning Log



File Cabinet



Course Content Sessions



Live Virtual Sessions



On-Demand Learning
(Content, Instructional, Inclusion)

Closure



- + Parking Lot
- + Attendance & Feedback

Either scan the QR code

OR

Enter passcode in the Portal

XXXXXXXX

- + Continuing Education Credit

