



CPM EDUCATIONAL PROGRAM

Course Name: Building on - Equity (1 semester credit)

Course Number:

Length: 8 weeks

Delivery Method: In-person

Instructor Name: Sharon Rendon, Director of Professional Learning

M.Ed., Curriculum and Instruction & K-12 Mathematics Specialist Black Hills State University, 2008; B.S., Mathematics Education University of Arizona, 1990; Teacher, 1991-2009 (Science Education, Secondary Mathematics Education); Director of Professional Learning - CPM Educational Program, 2018 - present.

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Course Description:

The Building on Instructional Practice series consists of two different courses (taken in either order). They are designed for schools and teachers with a minimum of one year of experience teaching with CPM instructional materials. Teachers will develop further understanding of strategies and tools to go deeper with instructional practices and assessment strategies.

In this course on equity, participants will learn how to include equitable practices in their classroom and support traditionally underserved students in becoming leaders of their own learning.

Essential questions include:

- How do I shift dependent learners into independent learners?
- How does my own math identity and cultural background impact my classroom?

Prerequisites: CPM Foundations for Implementation or one year minimum of CPM curriculum teaching experience.

Participant Learning Outcomes:

The focus of day one is equitable classroom culture. Participants will reflect on how their math identity and mindsets impact student learning. They will begin working on a plan for Chapter 1 that creates an equitable classroom culture. The focus of day two is implementing equitable tasks. Participants will develop their use of the 5 Practices for Orchestrating Meaningful Mathematical Discussions and curate strategies for supporting all students in becoming leaders of their own learning. Participants will use an equity lens to reflect on and revise their Chapter 1 lesson plans.

Participants will:

- reflect upon how math identity, math agency, shared math authority, and classroom status affect students as independent learners,
- curate strategies that elevate student status and develop independent learners in order to create an equitable classroom culture,

- identify ways they can maximize their instructional impact by forming learning alliances that hold students to high expectations,
- plan to use Chapter 1 to address mathematical content, and intentionally create a more equitable classroom culture, and
- develop an Equity Action Plan to support the development of independent learners.

Course Specific Technical Requirements:

Reliable internet access to CPM’s Professional Learning Portal. The virtual sessions require participation using a microphone and webcam.

Course Outline/Schedule:

	Topic	Activities	Time Estimate
1	Equitable Classroom Culture	Day 1	7 hours
2	Implementing Equitable Tasks	Day 2	7 hours
3	Equity Action Plan	Create an action plan for implementation.	1 hour
		Total Hours	15 hours

Course Requirements:

- Active Participation in learning events
- Collaboration with team members during activities and discussions
- Completion of Learning Logs & Implementation Action Plan
- Complete feedback for all sessions and modules

Course Evaluation Methods:

Direct measures: During each learning session, participants will engage in the activities and record their attendance.

Indirect measures: During each learning session, participants will record important moments and reflect on their learning. These items will include items they may consider for their action plan.

Grading:

Pass: 80% minimum attendance, participation, and completion of assignments required to pass.

Fail: less than 80% attendance, participation, and completion of assignments required to pass

Attendance and Participation:

CPM believes in mastery over time. To maximize learning opportunities and attain each of the session outcomes, we strongly encourage regular attendance and full engagement during instruction. By actively participating in sessions, activities, and asynchronous virtual components, you help ensure that all members of the class benefit from the insights and experiences that each person brings. Specifically,

- Attendance is required to at least 80% of all sessions to receive credit.
- Attendance is recorded through the [Professional Learning Portal](#); participants must confirm their attendance with the code provided at the end of each session. If participants neglect to do this, their attendance cannot be changed in the future and it will be tracked as an absence.

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

Participation codes for attendance are given at the end of each session. Should participants be tardy or need to leave early for any reason, participants need to speak with the CPM session facilitator. It is CPM's guidance that the participant needs to attend at least 80% of the session to receive credit. However, participant attendance codes may be given at the session facilitator's discretion.

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

For Academic Integrity and Code of Conduct information please see the CPM Student Handbook.

Feedback:

At the end of each course, students are encouraged to complete an end-of-course survey. These surveys are anonymous, so students can submit suggestions and feedback freely. Findings from these surveys are used to improve course content, instruction, and the overall student experience at CPM.