



CPM EDUCATIONAL PROGRAM

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

Course Number:

Length: 8 weeks

Delivery Method: In-person or Virtually (both synchronous and asynchronous work)

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:

Focus on Discourse is one of three Building on Instructional Practice series available. The course is designed for schools and teachers with a minimum of one year of experience teaching with CPM curriculum materials. Participants build upon the Foundations for Implementation Series by improving their ability to facilitate meaningful mathematical discourse.

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

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

Participant Learning Outcomes:

- Experience the Effective Mathematics Teaching Practices through the design of The 5 Practices.
- Better understand how facilitating meaningful mathematical discourse develops an equitable, student-centered classroom.
- Identify the traits of a rich task.
- Understand how mathematical goals drive meaningful mathematical discourse.
- Develop purposeful questions that assess and advance student thinking.
- Gain strategies and address challenges for monitoring and advancing student thinking.
- Intentionally select and sequence student work to establish a coherent mathematical storyline.
- Gain strategies to empower students to connect learning to a mathematical goal.

- Gain strategies to address important elements of implementing mathematical discourse in the classroom.

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:

Virtual Delivery Method Participants

	Topic	Activities	Time Estimate
1	Rich Mathematical Tasks Foster Discourse	Session 1	2 hours
2	Mathematical Goals Guide Discourse	Session 2	2 hours
3	Monitoring and Advancing Student Thinking During Discourse	Session 3	2 hours
4	Select & Sequence Student Work To Tell a Mathematical Story	Session 4	2 hours
5	Connect Learning to the Mathematical Goal	Session 5	2 hours
6	Taking Action to Implement Mathematical Discourse	Session 6	2 hours
7	Additional reflection and discussion	Building on Discourse on-demand module and Action Plan	9 hours
		Total Hours	21 hours

In-Person Delivery Method Participants

	Topic	Activities	Time Estimate
1	Rich Mathematical Tasks and Setting Clear Mathematical Goals	Day 1	7 hours
2	Planning to Support and Share Student Thinking in a Rich Task	Day 2	7 hours
3	Connecting and Taking Action to Implement Mathematical Discourse	Day 3	7 hours
		Total Hours	21 hours

Course Requirements:

- Active Participation in learning events
- Collaboration with team members during activities and discussions
- Completion of Learning Logs & Implementation Action Plan
- Posting to forums in asynchronous modules, as required
- 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.