Course Name: CPM Foundations - Part B (1 semester credit)
Course Number:
Length: 8 weeks
Delivery Method: In-person and/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.
Email Address: sharonrendon@cpm.org

Course Description:
This professional learning is designed for teachers as they begin their implementation of CPM. This series contains multiple components and is grounded in multiple active experiences delivered over the first year. This learning experience will encourage teachers to adjust their instructional practices, expand their content knowledge, and challenge their beliefs about teaching and learning. Teachers and leaders will gain first-hand experience with CPM and concentrate on what they will be teaching. Throughout this series educators will experience the mathematics, and consider the instructional practices and the classroom environment necessary for a successful implementation of CPM curriculum resources.

Prerequisites:
none

Participant Learning Outcomes:
Participants will:
- engage in a series of synchronous learning events and complete asynchronous learning modules to become familiar with the structure and resources for one of the CPM Educational Program secondary mathematics courses, including lesson planning, suggested lesson activities, assessments and internet resources.
- participate in mathematics problem solving activities that model CPM methods, pedagogy, and philosophy to work toward a better understanding of what it means to be a teacher of CPM curriculum and what constitutes best practices in teaching mathematics.
- engage in effective study team (collaborative learning groups) and teaching strategies as they learn to address issues of equity and universal access common to most secondary classrooms.
- use manipulatives and technology-based activities relative to the selected course, review the technology resources at the CPM website, and discuss classroom management techniques.

- extensively investigate both formative and summative assessment, including 1) questioning strategies, 2) individual, pair, and team tasks, 3) data collection through participation quizzes, 4) providing descriptive, effective feedback, and 5) developing an assessment culture that embraces a growth mindset.

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	Supporting Productive Struggle	Sessions 7-8	4 hours
2	Supporting Productive Struggle	Instructional Module 4	2 hours
3	Specific Math Course Content	Content Module 3 and 4 for a course of the participant's choosing	9 hours
		Total	**15 hours**

In-Person Delivery Method Participants

	Topic	Activities	Time Estimate
1	Supporting Productive Struggle	Day 4 (also covers portions of Content Modules 3 and 4)	7 hours
2	Supporting Productive Struggle	Instructional Module 4	2 hours
3	Specific Math Course Content	Remaining activities in Content Modules 3 and 4 for a course of the participant's choosing (partially covered during In-Person Day 5)	6 hours
		Total	**15 hours**

MORE MATH FOR MORE PEOPLE

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

TEACHING METHODS:
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 Instructional and Content Modules
- Complete suggested math problems indicated in Content Modules
- Complete feedback for all sessions and modules

Attendance and Participation:
CPM believes in mastery over time. The only way that participants can attain each of the session outcomes is if participants attend all learning opportunities and continue their learning. Participation is a key element of attendance - participants are expected to actively participate in sessions, activities, and asynchronous virtual components.

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 fail 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 talk to 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](#).

MORE MATH FOR MORE PEOPLE

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.

MORE MATH FOR MORE PEOPLE