Course Name: Professional Learning of *Inspirations & Ideas*
Course Number: To be determined by Western Oregon University
Length: 5 sessions/days in the summer with follow-up sessions throughout the academic year
Units of Credit: (Quarter Credit hours) (1 credit for every 10 hours) 3 (30 hours of instruction)
Delivery Method: Professional Learning will include Face to Face, Synchronous, & Asynchronous Components

Instructor Information:

Lisa Amick

- Ed.D., Curriculum & Instruction University of Illinois, 2014; M.S. Educational Administration Eastern Illinois University, 2008; M.A. Mathematics & Computer Science Education Eastern Illinois University, 2006; B.S. Elementary Education Eastern Illinois University, 2003
- Sixth Grade Mathematics Teacher in Charleston & Champaign Illinois, 2004-2014; Assistant/Associate Professor of STEM Education at the University of Kentucky, 2014-present; various roles with CPM such as Teacher Leader and Interim Research Coordinator, 2014-present
- lisaamick@cpm.org; lisa.amick@uky.edu

Jamie Bernath

- M.S. Education St. Norbert College, 2004; B.S. Elementary/ Middle School Education with Mathematics Minor St. Norbert College, 2000
- Middle School Mathematics Teacher/Coach/Interventionist in Ashwaubenon Wisconsin, 2002-present; Teacher Leader with CPM; 2010-present; Eighth Grade Mathematics Teacher in Clintonville Wisconsin, 2000-2002
- jamiebernath@cpm.org; jbernath@ashwaubenonk12.org

Course Description:

Participants in Professional Learning of *Inspirations & Ideas* will be immersed in a CPM classroom setting to experience the curriculum from the perspective of both learner and instructor. The course will include a course overview, exposure to course mathematics, preparing to teach the course, lesson planning strategies, teaching strategies for the student-centered classroom, and other ancillary features. The course philosophy, design, and pedagogical approach will be experienced and explained. Learning in this course will be a partnership between the course instructors along with a cohort of *Inspirations & Ideas* teachers from across the country. Because one of CPM's core beliefs is that learning, change, and mastery takes time, this course begins in the summer and continues throughout the academic year with follow-up webinars, small group cohorts, and ongoing opportunities for collaboration and support.

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Prerequisites:
- Course Pre-work:
  - Instructional Module 0, Introduction to CPM's Learning Management System, if virtual sessions will be used
  - There will be several pre-course requirements such as purchasing materials, gaining access to the ebook, and some readings that will be required before the course begins

Participant Learning Outcomes:

Participants will:
- complete a learning series (face-to-face, synchronous, and/or asynchronous) to develop a shared understanding of the structure and resources for *Inspirations & Ideas*, including philosophy, pedagogy, lesson planning, internet resources, etc.
- participate in mathematics problem solving activities (including manipulatives and technology-based activities) that model *Inspirations & Ideas* lessons, pedagogy, and philosophy to gain an understanding of and have practice with key components of the course.
- engage in effective study team (collaborative learning groups) and teaching strategies as they learn to address issues of equity and universal access common to secondary mathematics classrooms.
- understand and learn from pilot and previous years experiences and research.
- experience perseverance while engaging in tasks as mathematicians, alternating between "wearing their student and teacher hats."
- build a collaborative network with course instructors and fellow *Inspirations & Ideas* teachers.

Course Specific Technical Requirements:

(Add any software or tools needed.)

The CPM Teacher Edition for *Inspirations & Ideas*, the participant handbook for this course, and other additional resources will be provided.

Course Outline/Schedule:

Course Outline:
- Day/Session 1:
  - introduction to the course structure, key components, integrated Desmos activities, productive struggle, and launches
  - *Inspirations & Ideas* lessons will be used to walk through content, model problem-solving, study team teaching strategies, and ways to anticipate and respond to struggle
- Day/Session 2:
  - introduction to reflective journals, personal narratives, the *I&I* ebook, questioning, the brain thread, team support and the 5 Practices
  - revisiting productive struggle, problem solving, study team teaching strategies, key components, and Desmos
- Day/Session 3:

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- ○ Introduction to deficit language, relationship building, rough draft math talk, and data days
      - ○ *Inspirations & Ideas* lessons will be used to walk through content, experience the Algebra readiness thread, revisit problem-solving and study team teaching strategies, and experience manipulatives such as the Fraction Feud cards
      - ○ Beginning of the micro teaching activity and planning
  - ● Day/Session 4:
      - ○ introduction to the history, structure, design, and pilot work
      - ○ *Inspirations & Ideas* lessons will be used to walk through content, experience the geometry and exponent progressions, revisit study team teaching strategies and productive struggle
      - ○ Micro teaching activity planning and demonstrations
  - ● Day/Session 5:
      - ○ introduction to past and current research and learnings on the course
      - ○ revisiting personal narratives, goal setting, and Key Components
      - ○ *Inspirations & Ideas* lessons will be used to walk through content, revisit problem solving, and study team teaching strategies
  - ● Follow Up Sessions:
      - ○ These sessions will occur throughout the academic year to foster collaboration and support among participants and will focus on topics such as refining *Inspirations & Ideas* teaching, goal setting, professional networking, lesson planning and analysis, relationship building, progress monitoring, and personal narratives

Course Requirements:
(Explain Participation requirements, discussion board, assignments/assessments, projects, exams, etc. as applicable; this will vary by course)

Course Evaluation Methods:
Participants are invited to engage fully in the various course components in order to receive full credit. Each participant is encouraged to offer contributions during both team and large group discussions. They will also be prompted to share their perspective and work with their team and the entire class. Surveys and reflection documents will serve as evidence of participants learning.

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

Credit Requirements:
Participants will:

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Grading Criteria:

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.

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Findings from these surveys are used to improve course content, instruction, and the overall student experience at CPM.

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