

NEWS YOU CAN USE

THE CPM EDUCATIONAL PROGRAM NEWSLETTER

MAY 2019: IN THIS ISSUE

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Hinge Questions

Supporting Students

Suggestions for a small class

Have you checked out CPM's job board? CPM is looking for math curriculum writers. Visit <https://cpm.org/job-board/2019/4/18/cpm-math-curriculum-writer-grade-6-12> for more details.

Have a great summer! The next newsletter will be out in September. If you have an idea for an article you would like to share, send your idea to newsletter@cpm.org.



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MORE MATH FOR MORE PEOPLE

TINY TEAMWORK: USING CPM STRATEGIES IN SMALL CLASSROOMS

Gail Anderson, Lansdale, PA, GailAnderson@cpm.org

Do you teach small classes? If so, you know that while the challenges of massive homework grading and juggling 25 or more different opinions and needs are certainly diminished, those are replaced by new challenges. These new challenges include not having enough opinions or ideas, the class getting caught in the middle of strong clashes of personalities, or the teacher trying to serve students with severe learning needs. During a workshop as part of CPM's 2019 national conference in San Francisco, a small "class" of eight teachers and I brainstormed creative ways to take the most out of our CPM training and apply it in our small classes. I shared strategies which, in my experience teaching small classes of highly varied learners, have helped me to meet the needs of my students, while also maintaining my own peace and joy in teaching.

Often, my first reaction in a difficult class is to separate my students and try to reach them all individually. But that denies them what they probably need most: the opportunity to help them learn to function well with others. I really believe that talking about the material they are learning helps students attain a deeper level of understanding, and I do not want to deny that gift to the students in my smaller classes. I have found that applying techniques taught by CPM for my "regular" classes adapt very well to teaching those skills in smaller classes. Three key things I have found to be the most helpful are: icebreakers, sorting teams creatively, and using Study Team Teaching Strategies (STTS) adapted for smaller classes. For now, I will focus on the STTS; you can read about all of these ideas by looking in my conference materials at the conference site at 2019cpmteacherconference.sched.com/ (Use the search bar to search for Anderson to get to my session.)

During the conference session, we spent quite a bit of time thinking about how to adapt the STTS for small classes. I am combining the ideas from that session with some of my own in the following five favorites. I hope you find it useful for getting a little variety into your small math classes and for new ways to handle old challenges! If you would like to see the whole list of 30 strategies for small classes, you can download it at this link: <https://tinyurl.com/SmallClassSTTSs>.

FIVE FAVORITE STTS FOR SMALL CLASSROOMS:

- 1. Think/Pair/Share + Teammates Consult.** Students are given time to think individually about a question first, and then instructed to put their pencils down and share their ideas with their teammates before moving on to solve the problem. This is very important in a small class so that one student does not dominate the conversation. It also helps to start off with every student thinking.
- 2. Gallery Walk.** Let students do their work on the whiteboard or posters, and then students can gather in the middle of the room as the teacher leads a closure discussion

continued on page 2

based on the student work displayed around the room.

3. **Pairs Check.** Student A does a problem while student B explains. Students can change roles. This works in any size classroom, and in a small class the teacher can be paired with a student while still being able to manage the class. Have half of the students get up and rotate to a new partner after each problem so everyone gets a chance to work with the teacher.
4. **Hot Potato.** Each student gets a different color pencil and the problem is passed around the team or around the whole class. A fun variation, which allows kids to move a bit and takes advantage of a natural spirit of competition, is to have students line up in two rows at the whiteboard. The teacher reads a problem that the students write on the board, and then they solve it in the style of a relay race, passing the marker to the next teammate every 20 seconds (or whatever time interval works). I encourage them to coach their teammates from behind the line on the floor where they have to wait their turn.
5. **Reciprocal Teaching.** Student A explains a concept, defines a word, or recaps yesterday's lesson to student B. Flip a coin to decide who does the explaining after students decide who is A and who is B. The teacher can monitor all the conversations and do a quick survey for understanding before moving on.

There are also many things that can be done in a small class that are not so feasible in a larger class. These are helpful for easing tensions of social or status issues. For example,

- Trashketball in a small circle for review day. (Google “trashketball” if you have never tried this one. It is very popular with my students!)
- The whole class becomes one team in which the teacher takes on the role of facilitator. Students are assigned the other team roles. The teacher uses a student text when with this team, and does not use his or her pencil or

calculator forcing the students to do the math. This allows the teacher to model good facilitating. Another option is to have the teacher take on a different team role.

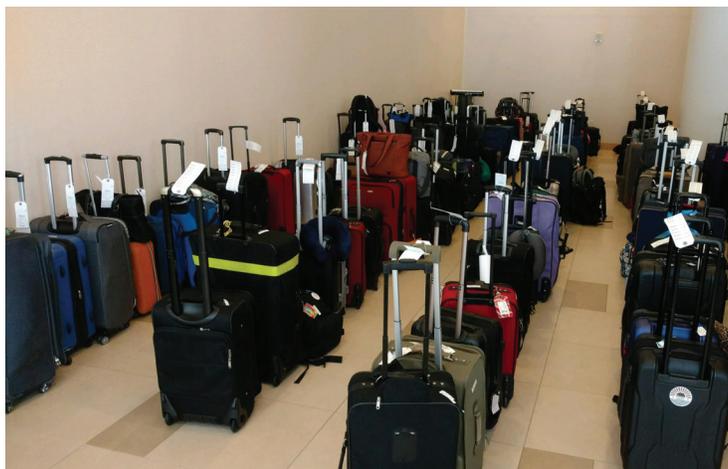
- Pairs Check with one student at the board and the other seated with the book and calculator. Teacher can see everybody's work at once.
- Four Corners—I sometimes send students to four corners to work alone when they need some space.
- Change of venue—use a conference room, sidewalk chalk outside, or do a Walk and Talk with students down the hall.

Variety is the spice of life. We do not like to wear the same clothes year after year; fashions change all the time. Music changes all the time; much of what we liked to listen to a few years ago no longer excites us. People are wired to want something new, over and over again. It is the same in education: what worked last month or last week might not do the trick today. It is important to have a well-stocked toolkit of options to liven things up or to present material in new ways. Trying out a new Study Team and Teaching Strategy is a great way to spice things up in your classroom. STTSs are also great for giving students a structure for collaborative learning to help them master the communication skills necessary for working together, for solving problems such as status issue, or for giving all students the opportunity to take a turn to talk and a turn to listen.

It took me several years of working with small (and large) classes to get to the point where I can spontaneously change direction and add in an unplanned team strategy that will work for that moment. It is like everything—over time, you will master the art of teaching small or large classes. Just like your students' learning, it is a growing process. I hope that this list of ideas will help fill your “teacher toolkit” with some new ideas, and help you to finish the year strong.

WHAT DO YOU WONDER?

Show your students the image at right and ask them, What do you wonder? Encourage students to share their wonderings, and then have students discuss possible answers in their teams. Are these for sale? Is this a collection of lost luggage? Why would so many suitcases be arranged in a rows like this?



THE TEACHER TEAM THAT COULD!

Sharon Rendon, Director of Professional Learning, SharonRendon@cpm.org

You may remember the story from your youth about the little engine that could. There is a similar story about teams of teachers who are having the same type of experiences in relationship to student learning. This notion is called collective efficacy or the belief that educators' beliefs can impact student learning. In her book *Collective Efficacy*, Jenni Donohoo, describes it this way, "When teachers believe that together they and their colleagues can impact student achievement, they share a sense of collective teacher efficacy."

This notion of teachers believing they can make a difference has been shown to have a very high effect size in studies by John Hattie. This contribution for student learning comes from the school, not an outside influence. In fact, collective teacher efficacy is double the effect of prior achievement, three times more powerful and predictive than socioeconomic status, three times more likely to influence student achievement than student motivation, concentration, persistence, and engagement, and more than triple the effect of home environment and parental involvement. So you might be asking, *This is great, but how might I or my colleagues begin to cultivate or develop this notion of collective teacher efficacy?*

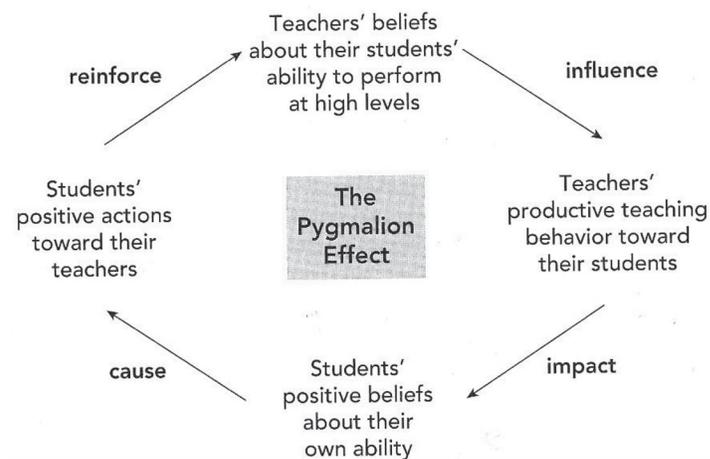
Three strategies surface as possibilities for building this belief system for teams of teachers. The first strategy a teacher team can use to increase collective efficacy is to acknowledge success that can be attributed to causes within their control. In other words, when teachers make positive connections between teacher actions and improved student achievement, confidence in the teacher's ability to effect change is increased. One caution here is not to give up too quickly. Change and effort takes time, so stay committed to the right work and celebrate when increased student learning happens.

A second action that teams can take is to find and observe success in school environments similar to their own. For example, find another school setting or class similar to yours and see what they are doing well. In Oregon, one school found a neighboring district that was having great success with student learning under similar conditions, and they arranged a visit to find out what that successful school was doing. After the visit the team of teachers committed to some of those similar actions. Change is now happening. Identifying others' successes is a fabulous tool for building collective efficacy.

Finally, cultivation of this belief in teachers or teams occurs when teams are encouraged by "credible and trustworthy persuaders to innovate and overcome challenges." One might think of this as a knowledgeable cheerleader or someone

standing alongside saying, "You've got this! And I know how we are going to make this happen!" This person can be found in another colleague, an administrator, and possibly a coach. A leader who advocates for high-quality teaching and learning, designs systems that support instruction, empowers others through a culture of productive professionalism, and monitors and acts on evidence of learning can play a key role in supporting teachers' efficacy.

Donohoo uses this figure to demonstrate how teachers' beliefs influence their actions toward students, which, in turn, impact students' beliefs about their own ability.



(Donohoo, Figure 2.1, Page 17)

Teachers can make a difference. It is possible to overcome all the obstacles that are in a students' way. So when you are discouraged, remember, the mantra "I think we can" can really have an impact on student learning. Stay committed and keep that belief high. Actions you take as a teacher or team of teachers matter!

References:

Donohoo, Jenni. *Collective Efficacy: How Educators Beliefs Impact Student Learning*. Corwin, 2017.

Dickens, Gillian, editor. *Instructional Leadership in Mathematics Education*. NCSM, 2019.

Stricklin, Thomas. NCSM presentation: Leading and Coaching for Collective Efficacy. San Diego, CA. April, 2019.

THE HINGE QUESTION

John Hayes, Eagle River, WI, JohnHayes@cpm.org

In my role as a CPM coach, I was planning a lesson with a teacher in Lesson 9.1.1 of *Core Connections, Geometry* (How can I build it?) a few weeks ago. I have written the conversation below. Note that this is not an exact transcript, and I took the liberty of numbering the dialogue lines for reference purposes.

1. Me: What do you think your lesson goal is?
2. T: I think I want them to be able to tell me the steps to move from a mat plan to one of the views, front, right, or top.
3. Me: At what point in the lesson do you think the students will realize that goal?
4. T: Probably not until they get into problem 9-3.
5. Me: Okay, what question will you ask to determine if they have met your goal or is there a question already in the lesson that you can use?
6. T: Well problems 9-3 and 9-5 both seem like questions that would indicate they know the goal, but I think I'm going to have to ask them directly "What are the steps you would use to draw the front view from the mat plan?" I also think that problem 9-5 would make a good question to lead into the closure.
7. Me: When you ask your question about the steps, what answer would you consider "correct"?
8. T: For the front view, I would hope that they tell me that they look at the first column, find the biggest number, and then draw in that column the correct number of boxes high.
9. Me: What errors in thinking do you anticipate?
10. T: I think they are going to mix up the terms *column* and *rows*.

The conversation above illustrates a pretty typical planning conversation that I have with teachers. When I have worked with a teacher long enough, they often tell me their goal (line 2), their hinge question (line 6), and their success criteria (line 8) before I even ask. By identifying the learning goal, crafting hinge questions, and identifying the success criteria, teachers feel accomplished after the lesson and better in tune with what their students know. These three things act as a formative assessment that help teachers decide what they are able to summatively assess students on in the future.

When I observed this teacher during the lesson, I noticed he asked several pocket questions and he patiently waited until students were doing problem 9-3 before he addressed the lesson goal. This teacher identified problem 9-3 (line 6) as the hinge point in the lesson—that point where students begin to gain an understanding of the goal. At that point, he used his hinge point question (or hinge question) to assess their understanding: "What are the steps you would use to draw

the _____ view from the mat plan?" He chose to circulate and ask each team the question.

Dylan Wiliam says that a hinge question should happen every 20-30 minutes in a lesson, and that it should happen as quickly as possible to minimize interruption during the learning process. I often view each team as a mini version of the whole class, and when a teacher asks the team a question, often only one student replies. The hinge question is a question pertaining to the goal of the lesson and has all students share their understanding. In the example, the teacher asked each team to quickly jot down the steps they would take, and then had them share them within their team.

A hinge question is different than closure. In fact, the hinge question may influence the direction the closure takes. This teacher closed by having students record in their notebooks the steps for moving from the mat plan to all three views, and then had students peer edit their elbow partners' steps. Then he had a short whole class conversation about how the three views and the mat plan were connected to finding volume and surface area. However, he confided in me later that in another section he used a Swapmeet to close his lesson because he was not satisfied with the answers he was getting from two of his teams when he asked the hinge question. In other words, he adjusted his closure Study Team and Teaching Strategy based on what he learned from the hinge question.

In a CPM lesson, we can often find an appropriate hinge question within the discussion questions, within the given pocket questions, or within the lesson problems. We do not always need to invent an original hinge question. The work supporting a hinge question is a little more sophisticated than asking a standard pocket question. Once the teacher has a hinge question, he or she should think about what a correct response would be and what errors in thinking students might encounter. Most importantly, the teacher should plan an action for the anticipated responses to the hinge question. I often ask the teacher, "What Study Team and Teaching Strategy are you planning to use if your students have errors in their thinking?" The teacher above used a peer edit in one section because he noticed a few students had not arrived at understanding yet. In another section, he recognized that whole teams had errors in their thinking, so he switched his STTS to a Swapmeet. Understanding the lesson goal, the hinge question and the success criteria not only create a powerful platform for formative assessment, they also energize both the teacher and the students to take ownership in the learning.

INSPIRING NEW CURRICULUM FOR STRUGGLING LEARNERS

Jamie Bernath, Ashwaubenon, WI, jbernath@ashwaubenonk12.org

I feel blessed to be a part of the pilot for CPM's new 8th grade support course, *Inspirations & Ideas*. I have been teaching middle school math for 19 years and have attended workshops and in-services on number talks, how to motivate the unmotivated, trauma sensitive approaches, growth mindset, and the importance of building relationships. But often times these things seem like an "extra" that we need to fit into our current curriculum. *Inspirations & Ideas* is the first curriculum I have seen that takes in all the best practices of teaching and makes them part of the curriculum. For instance, every day starts with a launch, such as a Number Talk, Which One Doesn't Belong?, or another thought-provoking question. This gets my students talking and thinking. In particular, Number Talks help my students hear new methods for solving math mentally, which builds their math "tool box." I have had students run to their *Core Connections, Course 3* math teacher so excited to share with them their new strategy!

In the past when I have worked with intervention students, the programs were always built on the idea that "these students" need math taught through direct instruction and lots of routine practice. CPM has a totally different philosophy! My students are creating their own data through hands-on and highly-motivating activities. One of my favorite activities was a bean bag toss. They tossed a bean bag at a target placed at different distances, and measured how far away each bag landed from the target. Then they graphed the data to look for relationships. CPM also uses Desmos Activity Builder to make lessons engaging. In Stacking Pennies, students look for trend lines and learn about association with their own data. This class is full of conversations and hands-on authentic learning. What student wouldn't be motivated to learn math in this environment?

In addition, CPM has built-in lessons and activities about growth mindset, personal narratives, and building

relationships with students. This is so wonderful because it is what all teachers should be doing, and it is designed into the daily activities. At the end of each unit, students are given a high interest task to work on while the teacher takes the time to conference with each student one-on-one. During this time, I get to bond with my students, ask about their grades and talk about things they are excited about. Teaching is not only about the math but about building relationships.

This class is full of conversations and hands-on authentic learning. What student wouldn't be motivated to learn math in this environment?

All of my students are considered Tier 3 intervention students, and each has made huge gains in their learning and confidence of math. My students have had an average increase on their STAR scores of 117 points in only seven months! I had a parent tell my principal that her son loves his "extra" math class, which is so amazing to me. The eighth grade teachers that teach my students in their CC3 class report seeing a huge confidence increase with my students in their classes. I credit much of this to CPM's *Inspirations & Ideas* curriculum. My students and I are so blessed to have been part of this pilot and will forever be changed because of it.

For more information about CPM's support course, *Inspirations & Ideas*, visit cpm.org/iandi.

CPM 2020 TEACHER CONFERENCE SPEAKER PROPOSALS

SPEAKER PROPOSALS ARE DUE BY MAY 15, 2019

In February, five hundred fifty math teachers, coaches, administrators, and college professors from all over the country met in San Francisco to share ideas and learn from each other. In eighty breakout sessions, speakers shared their passion for bringing more math to more people! Everyone left with a new sense of purpose and dedication to take back to their students.

The conference was so successful because of our unbelievably passionate speakers. That is why you need to consider presenting at the CPM 2020 Teacher Conference, February 22 & 23, 2020. Each of you has something valuable to offer the math education community. **Consider submitting a speaker proposal today.** Submission ends May 15th!

HOW CAN YOU BECOME A GREAT INTERVENTION MATH TEACHER?

Mark Ray, Sun Prairie, WI, MarkRay@cpm.org

I am not going to answer the question in the title for you, but instead tell you a story. Since June of 2018, I have had the pleasure to work with several great intervention math teachers. Most of these great teachers met in Salt Lake City, Utah to prepare to pilot CPM's new 8th grade support course, *Inspirations & Ideas*. The work that these teachers have done this past school year has been incredible. But I mostly get to read about it in the feedback they provide about the course. To get a more authentic feel, I took a trip to Parkview Middle School in Ashwaubenon, WI and visited Mrs. Jamie Bernath's 8th grade intervention math class. This is a story about that visit.

I arrived early at Parkview Middle School and was struck by how close Lambeau Field was to the school. I thought to myself, how cool is it that the Green Bay Packers get to play football this close to a great intervention math teacher. I signed in and waited for Mrs. Bernath to meet me in the office. The office staff was busy with the morning rush, answering phones, helping students, and occasionally taking a moment to breath. Never once did they show a sign that they were stressed or upset with anything they were doing. Maybe there is a culture at this school about supporting students, and maybe it starts as students walk in the front door?

Mrs. Bernath met me at the office and we caught up with things on the walk to her classroom. The bell was about to ring when we arrived so she excused herself to the hallway. She said she needed to greet the students as they walked in. Maybe the culture in this school is to support students at each threshold? I casually snoopied around the classroom as I waited for students to arrive and to greet them myself. I noticed several posters exhibiting student work on the walls, and I recognized many of these posters from *Inspirations & Ideas*. As the students walked in they methodically dropped off their cell phones on a table by the door. Clearly this was an expectation students respected. I could tell students took a lot of pride in their learning in this room.

Class began with a *Which One Doesn't Belong?* launch that caused students to really think about their justification. Each student had an opportunity to share which one they thought did not belong and why. There was one more student who had not shared yet so Mrs. Bernath asked her to share. The student's response was, "I don't know." How often do we hear this very response from a student and possibly move on or simply ask the question again hoping for a different outcome? What I found incredible was Mrs. Bernath's reply. She simply asked, "What's stumping you?" From there the student described in lengthy detail why she was not able to

determine which one does not belong for each possibility. The complexity of her ideas built a web of connections between each image. Wow! This reminded me of how students often have math anxiety and disguise deep thought and understanding with indifference or being clueless just because they are having a hard time building the courage to actually share what they are truly thinking. I believe Mrs. Bernath knows the potential of her students and how they think. With this student in particular, she knew there was more to it than "I don't know." Having the wherewithal to ask a different question, albeit a simple question, made all the difference.

During the lesson, students were tying knots in a rope, measuring the length after each knot, and looking for a pattern. Their math goal was to determine the number of knots the rope could have in it without actually tying all of the knots. All the students were engaged and Mrs. Bernath was circulating, listening, and offering support based on student ideas. Even if ideas were faulty she did not take it upon herself to steer students. Instead she typically responded with questions and shared what she was curious about. This afforded students the opportunity to continue to productively struggle and learn so much more. Some of the ideas I was hearing from students blew me away as well. I often thought, "Huh, that's clever. I wonder if that idea works?" After class was over, Mrs. Bernath and I were discussing the lesson and she was gushing about how she is so impressed with how some of her students are thinking. I realized at that moment I do not often hear intervention teachers talk that way about their students. Maybe it takes knowing which questions to ask or how to respond to students' struggles to get the most out of them.

Students each had a role in their team recording measurements, tying the rope, or measuring after each knot. One student, a former boy scout, was determined to be the knot-tier for his team. He had five or six knots in the rope before his team even started reading the problem, and he was perfectly content untying and retying them to complete the lesson. Later he was seen lying on the floor, sort of rolling back and forth, tying knots. Mrs. Bernath approached him and asked, "What are ya doing? Practicing your wrestling moves? Your brother wrestles too right?" I wondered, would everyone have responded to this student in this way? I mean he was clearly getting ahead of himself by tying several knots when he was not supposed to, and then he was rolling around on the floor. Would most teachers tell him to sit up, pay attention, follow the directions, stop tying so many dang knots, etc.? Mrs. Bernath chose to joke with him. But it was

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more than that. She knew he was a wrestler, and she knew his brother was a wrestler. She recognized that he was not goofing off and that this was an opportunity to build upon the relationship she already clearly has with this student. That speaks volumes.

I left feeling really good about the visit, and happy that I made the trip. It was obvious from this visit that Mrs. Bernath knows her students. She trusts their abilities and allows them

to productively struggle. She truly believes in her students, and knows what to say to get the most out of them. The pride and respect for learning in her classroom is infectious. I do not think any of this is accidental. So, although I cannot answer the question in the title for you, I can tell you that I know a great intervention math teacher when I see one.

REGISTER NOW FOR CPM'S 2019 RESIDENTIAL WORKSHOP!

Join us for a truly exceptional opportunity to develop your competence in mathematical content, develop the skills necessary to plan lessons purposefully, assess student understanding, and give effective feedback. You will develop a network of like-minded people to assist you as you strengthen your role as the facilitator in the classroom.

2019 CPM RESIDENTIAL WORKSHOPS

University of Utah in Salt Lake City, June 24–28, 2019

Space is limited. Registration closes May 15, 2019 or when sold out.

WORKSHOP	DAYS	DATE	COST
Phase 1: Middle School Implementation	Mon–Fri	June 24–28	\$250
Phase 1: High School Implementation	Mon–Fri	June 24–28	\$250
Phase 1: 4 th Year Course Implementation	Mon–Fri	June 24–28	\$250
Phase 2: Implementation	Mon–Wed	June 24–26	\$150
Phase 3: Implementation	Mon–Wed	June 24–26	\$150
<i>Inspirations & Ideas</i> Implementation*	Mon–Fri	June 24–28	\$1,000*
Computer Science Java	Tue–Thur	June 25–27	\$150
Admin 101	Mon–Tue	June 24–25	\$100
Coaching 101	Wed–Thur	June 26–27	\$100

Please consider joining us Sunday evening, June 23 at 6 pm for a Meet & Greet Social Dinner.

All workshops include registration and materials, dormitory lodging, and meals (for the duration of the workshop). *Transportation is not included.*

For more information or to register for the Residential Workshop, visit <https://cpm.org/2019-residential-workshops>.

*Registration for the *Inspirations & Ideas* Implementation workshop includes a full Classroom Bundle

ASSESSMENT: DID YOU KNOW?

Karen Wootton, Director of Curriculum & Assessment, KarenWootton@cpm.org

With changing practices in teaching there must also be changing practices in assessing students. If the teacher values discussions and explanations during class, but then assesses students only on rote skills and does not ask for explanations, what message does that send to the students? Time is valuable, and grading student work and explanations takes a lot of time. Some teachers might remember and recognize the harsh clacks of the Scantron machine marking the errors on the student's test. The unease created by listening to that jarring sound was offset by knowing the tests would be graded in less than a minute. When a school sets an unreasonable deadline for submitting grades following a final exam, that Scantron machine is looking pretty nice!

CPM strives to support teachers in the best teaching practices but also in the best assessment practices. To that end, CPM developed several pieces to support teachers in their assessment of students. Here is a quick review of what is available.

Suggested Assessment Plans

Each chapter for each course has a Suggested Assessment Plan in the Teacher Notes tab of the Overview. Here, you will find recommendations for which lessons would be suitable places for Participation Quizzes, presentations, and portfolio-worthy problems. You will also find guidance for a team assessment. What teachers have found most helpful is the section entitled, Ideas for Individual Test. This section contains a list of specific topics with which students have been meaningfully engaged, and therefore students should be ready to be summatively assessed upon.

Currently, the Suggested Assessment Plans are being reviewed. Teachers who have taught the course are reviewing the Suggested Assessment Plan and focusing on the Ideas for Individual Test. These will be adjusted as necessary to best support student learning.

CPM's Test Generator

By clicking the CPM Assessment button at the bottom right of your eBook, you will be taken to CPM's Test Generator. Here you can search for problems by course or by standard. CPM has spent the last few months tagging all the problems in the testbank with the appropriate Common Core State content standard. Teachers can search through the problems using different filters, such as whether they need individual or team questions, or by level (beginning, intermediate or advanced). You can also view sample chapter tests for each course. The site allows teachers to create their own assessments from scratch or to start with the sample test and

work from there. Teachers can edit the tests online and then download them as either a Word document, an Open Office document, or as a PDF. Soon teachers will also be able to save a created assessment as a Google doc.

Currently, all of the sample assessments are being reviewed to ensure that they are appropriate for the chapter and course that they were created for. You will begin to see updates during the later part of summer, ready for a new school year.

Phase 3 Implementation Workshops

CPM's professional learning progression is a three-phase approach to supporting CPM teachers in the classroom. Phase 3 of the learning progression focuses on assessment. While some might feel the third phase is too late to aggressively address assessment, teachers must be comfortable with the CPM curriculum (Phase 1) and methodology for instruction (Phase 2), before grappling with assessment. The workshop is an opportunity for CPM teachers to dig into assessment and to think critically and carefully about how to best learn what students are learning. While assessment is discussed during the first two phases of the implementation learning progression, Phase 3 goes much more in depth.

Position Paper on Assessment

CPM is drafting a position paper on assessment that contains the rationale for CPM's beliefs on assessment. A great deal of discussion informed the premise of the paper, and several voices shaped the content. The position paper will be posted at CPM's website this summer.

In March, CPM conducted a survey of CPM teachers to learn how and when teachers use the assessment site, and to ask for suggestions on how to improve the site. Thank you to all who took the time to share your thoughts! The results of the survey will guide any updates that are made to the assessment site and other assessment pieces. Work on the assessment site is ongoing, so watch for updates!

CPM understands the issues that can arise when assessing students and is attentive to the many different offerings available online to help teachers assess. CPM does not believe that the technology is advanced enough to take the task of assessing student learning off the teacher's plate. However, CPM reserves the right to learn more! If and when the technology improves to the point where student work could be auto-scored, this will be revisited. Until then, CPM will do its best to support teachers in the important task of assessing student learning.

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IA, KS, MO, NE

Cheryl Krafka

ID, MT, UT, WY

Lisa Jasumback

IL

Amy Rybaczuk

IN, MI

Pam Lindemer

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Erin Schneider

LA, OK, TX

Lois McCarty

MN

Lisa Comfort

ND, SD

Julie Jackson

NYC & Long Island

Geoffrey Enriquez

OR

Laura Lethe

WI

Bruce Brusoe

CALIFORNIA

Northern California

San Francisco Bay Area

Gail Standiford

All other Northern CA locations

Pat King

Central California

Santa Barbara County, San Luis Obispo County

Heather Penk

All other Central CA locations

Karen Arth

Southern California

Los Angeles USD Schools

Laila Nur

L.A. County—north (including SFV, CV),

Ventura County

Candice Tyloch

San Diego County

Jim Nugent

All other Southern CA locations

Micheál Marsh

International Teacher Mentor

Susan Hoffmier



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