Remote Instruction: Guidance for Schools Using CPM Curriculum
CPM’s mission is to empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. We recognize and foster teacher expertise and leadership in mathematics education. We engage all students in learning mathematics through problem solving, reasoning, and communication.

CPM envisions a world where mathematics is viewed as intriguing and useful, and is appreciated by all; where powerful mathematical thinking is an essential, universal, and desirable trait; and where people are empowered by mathematical problem solving and reasoning to solve the world’s problems.
Introduction

CPM is a student-centered, problem-based program. Because CPM believes students should discuss and grapple with engaging math tasks in collaborative teams, our materials are not designed for individual remote learning. During the initial phase of the pandemic, teachers had to quickly become *distance learning facilitators*. Most teaching during this time focused on managing crises rather than promoting sound learning and growth. It is our desire to help teachers transition to the new required methods of schooling without abandoning our mission, our vision, and what the research says is needed for math learning and understanding to happen.

We acknowledge that we are not experts in online or distance learning. We are reading the research and learning along with everyone else. We can provide support for the teachers transitioning to distance learning facilitators, provide what we would do in these circumstances (as we are all former CPM classroom teachers!), and share what other CPM teachers are doing during this time. This document is part of the continuing support CPM offers teachers.

There are several sections in this document. The first section provides questions for the teachers and administrators to consider when developing their plan for the fall. Take the time to consider the questions and have the necessary discussions with the stakeholders before charging into crafting your plan. If you have already gathered stakeholders and held discussions, consider revisiting this topic with them periodically as circumstances change and teachers and students experience the new normal. Continued collaboration will be vital for improvement. The second section is the *HOW* section where we discuss how to run a remote classroom that still maintains CPM’s philosophy and methodology as much as possible. The third section is the *WHAT*. In this section we provide guidance on the content of your remote learning classrooms. Not everyone will need all of the sections. Pick and choose what best fits your needs. This document concludes with information and links to other resources available to teachers.

With all the uncertainty in the world right now, it is difficult to make solid plans. We expect to revise our thoughts as we learn more, and we will share information with teachers as ideas take shape and evolve.

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Section 1  Questions for the district to consider

Each school or district needs to bring representatives of all stakeholders together [teachers, administrators, parents, and students—virtually, of course!] to discuss ideas, concerns, and expectations, if you have not done so already. Gather a diverse collection of voices to discuss the questions below, and form the best plan for your students. Do not be afraid to survey stakeholders often, revisiting your plan with new insights. Teachers and administrators are typically good at reading nonverbal clues to assess understanding, comfort, and needs. When social distancing, this may not be easily accomplished. "Ongoing parent and student surveys have been hugely valuable in understanding our students’ needs," says David Lovelin, principal, in his article, I’m a high school principal in Hong Kong — this is what US families can expect distance learning to look like in a few months.

Everyone still wants students to learn to their full potential. However, with life being disrupted and not proceeding "as normal," we should not expect school to proceed as normal. Begin by asking high level questions. What is your district hoping to achieve next year? What are your expectations for your teachers and your students? Will you spend time supporting students’ mental and emotional well-being? How will this work fit into the curricular work?

Do you know if all your students have access to reliable Internet? If not, what percentage do? Will you have a different set of expectations for those without reliable Internet? What devices do your students have available? Will you make sure everything can be done on a phone or will a tablet or computer be required?

Do you expect classes to attempt to maintain a normal pace? Will your school follow a normal daily routine? Are you expecting synchronous or asynchronous learning to happen? If synchronous, will attendance be taken? What are the consequences of a missed class, and what accommodations will need to be made for students who cannot attend class virtually in real time?

Do you see the job of teaching as only covering content, or do you see a bigger purpose? Will having students watch videos of lectures and completing worksheets accomplish your goals for them? Do you want students to continue to engage in rich tasks and problems? How will you set up a virtual learning environment to support this? How will you ensure that teachers are able to listen to students’ discussions to be able to formatively assess and monitor what students are learning and understanding?

NCTM and NCSM have released a joint statement with guidance. This has useful information and is well worth the time to read it. TODOS has also released a statement that discusses the deficit teaching model so many have adopted.

What is your goal or desire for your students and how can you use the resources available to you to accomplish this in our current circumstances?

Do your best

It is important to remember that these are unprecedented times. Nothing that is happening now is normal, so there is no reason to expect that school should proceed as normal. Allow and encourage your teachers to:

- Be flexible;
- Have grace;
- Have compassion; and
- Grow.

Your administration should continue to:

- Ask your teachers what they need to become distance learning facilitators;
- Give your teachers what they ask for;
- Provide teachers the space and time to discuss which standards must be addressed, how assessments will be addressed, and other big issues that arise in this current situation;
- Support teachers when they make decisions about these big issues;
- Be flexible;
- Have grace;
- Have compassion; and
- Grow.

The power of a storyline

CPM has a storyline that evolves in its courses. Characters grow and develop, connections and relationships build. There are side stories that play out and events have implications to later learning.

Think of a great novel that a class is reading. Of course you want all students to read the WHOLE book and appreciate and benefit from the carefully crafted content that not only tells the story but paints a picture and elicits emotion. If a student missed a part of the book, you could fill the student in on the needed information, which will allow them to continue reading with the class and not be confused or lost. They could read the CliffsNotes. Yes, it is disappointing that the student missed the beautiful description of the setting or the fiery details of an argument between two
characters. Maybe the student will go back and read what they missed another time. But for moving forward, the student can still be active in the current class with some essential details supplied in a more simplistic, CliffsNotes style.

The student may not be as excited about the book since they missed the descriptive prose, and they might not remember all of it either. They may not be able to make connections or recognize nuances later in the book, but they will get by. This might be what crisis teaching looks like for a short while.

This is the case with CPM materials. Yes, we want all students to experience the rich, engaging mathematics tasks that the lessons offer. Memorable problems, interesting and surprising connections, and enjoyable activities all help to support student learning and retention. But there will undoubtedly be some holes in student learning when students return to school. We may have to give them the CliffsNotes version of the math they missed from school cancellations in the spring of 2020.

As a department, decide on the big ideas you believe are essential to a course or grade. Each of the CPM texts contain Checkpoint Problems in the reference section of the eBook. This list covers topics that should be mastered during the course. Some of the topics are from the previous course, and there will be Review & Preview problems in the following course to help students reach mastery on the topic. Topics covered in the Checkpoint Problems from the current course are essential to the current course. Also, in the Teacher Notes of the opening of each chapter, you can read an overview of the chapter. This lets you know the main ideas of each chapter. You can also turn to your state’s content standards. If your state follows the Common Core State Standards for Mathematics, for example, you can look to the clusters for each grade or course. This is a concise list of the important ideas of the course.

Try to take a 10,000 foot perspective as you look at the math of the grade or course. For example, students will be more successful if they understand what area and perimeter represent, know how they are different, and recognize their relationship to each other then if they have only practiced putting numbers in a list of formulas for areas and perimeters. Spend more time on fewer topics. Achieve the Core has provided guidance on essential math topics for grades K-8. This document also addresses the social-emotional well-being of students, placing this at the forefront of schooling. CPM hopes Achieve the Core or other writers of the CCSSM and/or individual state standards will release information about the high school standards. The middle school document should be referenced as teachers plan for the upcoming school year.

As a department, meet, and ask yourselves some questions. What is the bare minimum a student would need from this course in order to proceed? What standards will you be emphasizing and which will be confined to the CliffsNotes versions?

Build a community the best you can

Many teachers have differing ways to build a community within their classrooms. From Joke of the Day to Problem of the Week, ice breakers to team building, teachers often share these items as much as they share lesson ideas. Unfortunately, the majority of these are not that effective when done virtually.

Yet, building a community and relationships with students is for many teachers why they went into the profession. Allow teachers the time to still attend to this. How is the school supporting relationships and building a school-wide community? Consider setting up an inviting webpage that can act as a centralized hub for information. On this page, include celebrations and stories. Invite posts from students where they can share pictures, stories, artwork, etc., to honor them and make them feel welcome. This could be a place to post a Joke of the Day, Fun Fact Friday, Mental Math Monday, or other daily challenges for the whole school to work on. For example, a fun one is to post a picture of something somewhere within the community, and ask students to figure out where the picture was taken. Another challenge might be to ask students to take a picture of something old, and see who can find the oldest object possible. Celebrate those that complete daily challenges, provide stories, art, or pictures, and all the efforts everyone is doing during this abnormal time.
Section 2 The How

At this difficult time, CPM does not recommend abandoning research-based practices that are best for learning. While it might seem like the only option is to switch to lecture videos and skill-focused worksheets, that will be detrimental to learning. Stay with the CPM materials and collaborative learning as much as possible. CPM advocates for a blend of synchronous and asynchronous learning. Below are thoughts on how we envision this happening.

If all learning will be virtual/remote

Synchronous

CPM recommends that schools do not conduct all synchronous learning, but do require some synchronous meetings. Requiring or grading attendance during synchronous learning sessions is not an equitable solution or policy. Students may be competing with siblings or guardians for devices and internet capacity. We recommend that you reserve synchronous time for the teacher to first and foremost, check in with students regarding their well-being. This will build and support teacher-to-student relationships. There is a strong research base for the conclusion that students who feel cared for will learn more. Then answer questions, give personal support, and have students work on one or two core problems from the lesson, communicating with other students in breakout rooms or smaller groups.

CPM recommends that teachers and schools support students’ ability to meet synchronously with other students virtually in any way possible. Encourage student teams to work synchronously but not necessarily synchronized with the whole class. Suggest they open a video conference screen while they are working on problems (at home, on paper) which will allow them to ask each other questions and share ideas. Students can use services such as Google Hangouts or Google Meets, or if your district allows it, Zoom. Zoom, as well as many other virtual meeting rooms, give the teacher the ability to create breakout rooms where teams can meet while remaining in the same class. Another platform some of your students might be familiar with is Discord, which is popular with gamers. FaceTime is another platform that will allow students to collaborate while they work on math problems. Even an old fashioned phone call can allow students to discuss the math as they work. Many of us who were in school before there were video chats can remember talking about homework during a phone call. It is limited, but it helps.

Encourage students to use some form of video to share their ideas and solutions. Consider providing students with small white boards and dry erase pens. ([A pack of 30 small whiteboards can be purchased for $50.]) Students can work on the white boards and point their boards to the camera to share their work with their teammates.

If teachers are required to hold a synchronous virtual class where individual conversations may not be possible, use the time to conduct activities that promote curiosity, noticing and wondering, and encourage students to ponder. Teachers can share their screens showing a Which One Doesn’t Belong? resource page and ask students to type into the chat window (or into a shared document) their responses with their reasons. Let students’ thoughts be valued by taking the time to let everyone comment before discussing. Then the teacher can ask for volunteers to share a reason or to comment on someone else’s reason, or the teacher can highlight a particular reason by asking others to share what they think about that response. This process can be used for many different kinds of Math Talks (Dot Talks, Number Talks, etc.) Or perhaps you can introduce Fermi problems to the students, asking them to answer a question through reasoning and estimating.

Asynchronous

Because synchronous learning presents equity issues and other problems, CPM recommends promoting asynchronous learning that allows for collaboration and feedback. Once your department has decided on the essential lessons or standards to cover, set up collaborative virtual spaces for teams to share their rough draft thinking. Give teams a timeline for contributing to the collaborative space (Have your thoughts in the Lesson 6.1.3 Rough Draft Thinking document by Thursday, 8 AM!), but do not require everyone to be in the space at the same time. For example, a Google Document can be easily shared and used by a team as a collaborative space. You can view an example of a Shared Rough Draft space for a Core Connections, Course 3 lesson. Students work in the cell designated by their team role. This is not a place to record an answer necessarily but rather to “think out loud” in writing. Team members can pose questions to each other, comment on other team members’ ideas,
and answer each other’s questions. This preliminary work keeps collaboration and discussion visible to students before they start to solve any problems. Teams can also work in Google Slides, [Example 1 of a Google Slides Rough Draft space or Example 2 of a Google Slides Rough Draft space], where each team has a slide on which to type notes and ideas. Students could also collaborate in a Jamboard [Rough Draft Jamboard]. These examples can be used as templates. Teachers can copy each time they wish to use them.

To support asynchronous collaboration, ask teams to create a team name or find a photo or some image to represent the team to help unite the team as a small community. Allow them to create a Google Doc or Slide that displays the name and images for their classmates to see. Team building is difficult with asynchronous learning, and small things like this can help to connect the students. Encourage teammates to check in on each other, asking how they are doing or how their lives are going. Encourage support and empathy, appealing to the students’ sense of “we are all in this together” to help support one another.

Another way to allow students to work collaboratively asynchronously is by using the power of Desmos’ Activity Builder. Without violating copyright laws by pasting CPM material from the eBook into an Activity Builder, teachers can use an activity for students to interact with each other. For example, this Desmos test activity does not contain any CPM intellectual property, but it does allow students to share their answers with their classmates, and it allows the teacher to view responses and send student feedback. [Here is another Desmos activity for Core Connections Geometry, Lesson 1.1.3.] With this activity, the type of response that is expected is designated within the screen. However it is possible to let the student decide what the response could look like. In this Desmos activity, Choose Components, the student chooses. Additional screens allow students to create a sketch, graph, table, use the geometry tools to construct, or insert a photo of the student’s handwritten work. Students can have their eBook open to the lesson in one window and the Desmos activity open in another, the two side by side. Using windows instead of tabs to toggle back and forth will make this process smoother for students.

There are other platforms that students can use to collaborate online. As mentioned, Jamboard allows collaborators to use virtual sticky notes and sketch on a virtual whiteboard. Padlet is another option. Teachers can share the URL with students who can then add text or an image. If students have the ability to collaborate virtually, then they also have the ability to use the CPM eBooks. There is no need to copy and paste the content of the textbook into a Google Doc or Slide in violation of copyright laws.

To help students’ asynchronous work, consider recording yourself in conversations, but not just conversations with your students. For example, consider recording yourself thinking out loud as you review some student work. If these are short videos [two minutes or less] students are more likely to watch them, and you can share with students what is correct, what might be clever, what might be tricky, what might be a common mistake, etc., all by what you say. If you would like to see an example of this, this clip [First Coronavideo! Reaction to the Check In and Turtle Time Trials] shows a teacher who recorded herself discussing what she saw her students doing with a Desmos activity. This works nicely with a Desmos activity, but could work just as well with written work if you have the work scanned in and you have anonymized the work. You can also consider recording conversations with students or teams with their permission. If you hold office hours (i.e., times in which students can ask you questions based on their needs), recording these help sessions will be valuable to others. In particular, recording a help session with a team focusing on a problem or math concept will allow those students who do not have any synchronous time with their teams to still experience that team feeling.

If schools reopen but social distancing is in effect

While we all hope that we can get back to our normal classrooms with students in teams talking about math, seeing the aha’s happen in real time, we know that classrooms might not be normal for a long time. Schools might open with staggered enrollment so that students and teachers can practice social distancing. If this becomes the standard practice, then there will be opportunities for face-to-face team work, just with space between the teams and team members. Certainly, if classrooms were normally filled with 44 students, cutting that in half will not really make it any easier. If, however, classrooms are down to 12 students, then it might be possible to have three teams spaced apart, with each team member spaced apart. Having a vertical nonpermanent surface (VNPS; a white board, for example) available to each team would facilitate
discussion and the work. One student can act as the scribe as the team members discuss and work through the math. The VNPS will allow student work to be easily and contactlessly shared with the class. Giving each student a small (9x12) individual white board and a dry erase pen would allow them to easily show their work to their teammates. If the class is very small (less than eight students at a time) the teacher can act as the scribe, facilitating the discussion and recording as needed, but not interfering with the students discussion and ideas. The teacher can ask questions to move the learning forward. One school is installing clear plexiglass partitions at each team table so that students will be able to work in teams.

If social-distancing is the plan for the new school year, teachers might not see their students on consecutive days. Between face-to-face classes, teachers will need to facilitate asynchronous learning activities. As stated earlier, this work should support students’ ability to collaborate and communicate virtually on the rich tasks in the CPM texts rather than a packet of context-free worksheets.
Section 3 The What

What about the standards?

Undoubtedly, some students will have gaps in their learning after their experiences this spring. However, do not assume what those gaps will be and how large they will be. Your students might surprise you with what they have learned. Perhaps they have acquired soft skills such as self-motivation and productive Google searching, which will help them to fill the gaps as they progress in the new year.

Plan to move forward in the fall, addressing students’ needs when they arise. Keep your focus on student well-being rather than solely on standards. Work to build a supportive and safe community, where students feel comfortable taking risks and where they know their thoughts are valued. Please do not start the year with diagnostic tests, thinking you can identify every gap in knowledge with plans to fill the gaps before you tackle grade-level content. Starting the year with dull, anxiety-inducing diagnostic tests will not foster the supportive and safe community you want to build. If you feel compelled to somehow assess students, use rich formative tasks that inform you and the students where gaps exist, while also allowing students to engage with mathematics in meaningful ways.

The role of school in a student’s life can be so much more than a series of hoops for the student to jump through. School needs to transition students from being dependent learners to independent learners. Research has shown that strong relationships, whether they are teacher-to-student or student-to-student, support that transition. If students are able to independently gain the knowledge they need to fill in the gaps, they will be stronger for it. Whatever the school year will look like, it will be a time for students to take on a lot of responsibility.

Achieve the Core has released guidance for which K-8 mathematics standards should be emphasized. At the time of this writing, no guidance has been offered for the high school mathematics standards. With this uncertainty, loss of instructional time this spring, and the most likely scenario for the new school year being a continuation of distance learning, it seems unwise to continue state and local standardized testing in the near future. It may take a year or two to fill in gaps in students’ learning, and some standards may never be fully addressed before students move on. Suspending assessments that take a snapshot of student learning at a singular point in time is a wise move. CPM is hopeful that state and local departments of education will do the right thing, have grace, and allow schools to spend the extra time afforded by the discontinuation of testing, supporting student learning with additional instruction time.

Through your CPM eBook, you have access to CPM’s assessment site. There are sample assessments, both individual and team versions, for each chapter of the text. Consider using a team assessment [or a part of one] from the course that precedes the current course, as a formative task. For example, at the start of the year in a 7th grade class, you can give the first problem from the Core Connections, Course 1 Chapter 3 team assessment to assess the students’ understanding of probability. Another option is to use the mid-year reflection from an earlier course. All three of the middle years’ courses have mid-year reflection lessons. (In CC1 and CC2 it is lesson 5.4; in CC3 it is lesson 5.3.) These reflection lessons are opportunities for students to review but also make connections on topics from the first half of the earlier year. The end of year closure lessons are tasks you could use as well. (In CC1 and CC2, it is section 9.3; in CC3 it is section 10.3.)

Ideally, you would want to have students working with their teammates on these tasks while you listen to their conversations. Consider having synchronous virtual classes where students discuss the problem while you listen and question. This can be a modified Teammates Consult: first have students read the problem and think silently about the problem [or before you meet virtually]. After the thinking time, students can begin discussing the problem. After the discussion, then students might be ready to work on the problems alone if you do not have the ability for students to work in breakout rooms or to collaborate some other way. If gaps are identified as a result, then decide how to bridge those gaps. Perhaps the gaps will be addressed with the Review & Preview problems. Remember, the CliffsNotes version might be necessary.

CPM’s mixed, spaced practice means that students will be revisiting topics and similar problems repeatedly over time. Problems in the Review & Preview will allow you to identify gaps. Let students know that as they work on these problems, they should make note of the problems they are unfamiliar with or problems that cause them to struggle unproductively. Use this information to guide which topics and how much time you should review.

Each CPM text provides Checkpoint problems. Most of the Checkpoint problems incorporate skills that
students should have developed in previous grades. Remember, though, that if students have not mastered these skills yet it does not mean that they will not be successful in the current class. Checkpoint problems come with answers so that students can check their work. These are followed by worked examples. Explain to students about the goal of moving them from dependent to independent learners, and that by checking their answers and reading through the worked examples when needed they are moving in the right direction.

CPM will provide a Supplemental Resources eBook filled with supporting material for remote teaching in the fall. This supplemental eBook will contain the Checkpoint problems from all the courses, the mid-year course reflections from the middle school series, the end-of-year closure and reflections from the courses that have these, and the Math Notes boxes from the courses. Teachers should let the students know that this resource is available to them and encourage students to utilize it when they are struggling.

CPM's Professional Learning Department will be conducting virtual learning events beginning the week of July 27th. The Teaching CPM Remotely Module is now open for self enrollment at professionallearning.cpm.org. These virtual learning events will offer guidance on strategies you might use to implement CPM lessons in the virtual, remote learning environment.

CPM has created spreadsheets for the middle school series, the traditional high school series, and the integrated high school series, each of which provide guidance to teachers on how they might approach the start of the school year when there could be very little, if any, in-person classes. These sheets view the courses not as a grain-sized collection of standards, but by the clusters that the sections address. While every problem in all of the CPM texts would benefit from discussion, collaboration, and teacher facilitation, that will most likely not be possible. It is with this lens that the spreadsheets were considered. Which lessons could be done without teacher facilitation? Which problems could be completed individually? [Note the use of could and not should. What is outlined in the spreadsheet is not the ideal!] This means that there are core problems from lessons that students will need to complete without a teacher’s guidance. Remind students that they can work with their teammates, synchronously or asynchronously, and encourage them to use collaborative spaces like Google Docs, Slides, and Jamboard.

These sheets present our best guess as to how teachers can continue with the CPM materials during this time, highlighting these big ideas. Because every school will establish their own routine for instruction, most likely a combination of in-person, synchronous virtual, and asynchronous classes, our suggestions will most likely need to be adapted for each teacher’s situation. While all of CPM core problems benefit from facilitation by the teacher, interaction, and discussion with teammates, we have whittled the collection of problems down as much as possible. As a department, you might whittle further, particularly if you know some topics are not addressed in any standardized tests or if you know your students have already mastered a topic.

Assessment

In a time of a pandemic, assessing students and issuing grades may need to be put on a back burner. If your school decides that some assessment must happen, it is important to be flexible and creative.

Due dates are important under normal circumstances. They certainly help keep procrastination at bay for some, but they probably should not be set in stone right now. This is particularly true of any assignments right now, whether they are team asynchronous assignments or individual student work. Give guidance to students for when they should complete assignments, but put more time into those timelines. It might have been standard practice to make assignments due the next day, but now it might serve students better to have assignments due several days later, or even the following week. Many students will be juggling more than their normal set of responsibilities, and giving these grace periods will be helpful.

Giving normal quizzes and tests has potential problems. Are they worth giving if you cannot be sure that the work submitted is solely that of the student? Moving to a system of online testing does not solve the integrity problem, so that is not a solution either.

This is an opportunity to think differently about assessment, and to explore new ways for students to demonstrate their knowledge and understanding. Be open to projects, videos, or portfolios as a way for students to be assessed. Focus on what students know, and not on what they do not know yet. If at all possible, could grading this year be different as well? Is pass/no pass an option?
In Conclusion

We must acknowledge several things. First, we are not experts at teaching virtually. We have been learning along with so many other teachers, adapting as we go. But we are pretty good at collaborating virtually! Because CPM is a virtual company with no brick and mortar presence, we have been writing our textbooks, crafting our professional learning agendas, and running meetings virtually for many years. It is possible to have productive virtual collaborative work sessions. Second, distance learning puts a lot of responsibility on the students. We realize that students will need to step up and increase their level of engagement to make school valuable to them. Some may not. We want to acknowledge that this could be very challenging to many teachers to watch their students fail. We know that many teachers go out of their way to help students be successful, and they spend countless hours doing everything they can to help the reluctant learners. Remember to take care of yourselves during this time. We acknowledge that there is only so much you can do, and that there is a tremendous amount of responsibility put on you.

Be sure to let your students know you care about them and that you are willing to help them as much as possible. Let them know that you recognize the added level of responsibility schooling in this way puts on them. Seriously consider establishing virtual office hours with no agenda or lesson plans so you can answer questions or just check in with your students. Forming relationships with students will be difficult with the restricted time you will have together, so you will need to be more aware of this during the time you do have with students.

Lastly, depending on when you view the guides linked above, you might notice that they only contain the first four chapters from each course. This is for two reasons. First, we are hopeful that the entire 2020–21 school year will return to some form of normalcy at some point! Yes, we are being optimistic! Second, as we said, we are not experts at this and these are our best guesses. As the school year starts and teachers begin using these suggestions, we hope that they will let us know if our guesses are reasonable and or provide other suggestions for pacing when teaching with CPM remotely. Please continue to give us feedback as you use our resources!

What else can YOU do?

Remember that we are all in this together. Teachers are normally sharing people who are always willing to help their colleagues and friends. Reach out to your Regional Professional Learning Coordinator if you have any questions. You can also email support@cpm.org.

In your eBook the last tab at the top is the Sharing tab. If you have ideas for a particular lesson, you can click the Submit Your Ideas! link and submit your idea. All submissions are vetted to make sure they are accurate, working, and appropriate. If you have created more collaborative spaces that have worked well and you are willing to share, send them in. Other teachers will appreciate it!

CPM Links

**Which One Doesn’t Belong?** resource pages

**Math Talks**

Collaborative space for a Core Connections, Course 3 lesson

Google Slide Collaborative Space—Example 1

Google Slide Collaborative Space—Example 2

Collaborative Jamboard

Desmos Activity Builder—Example 1

Desmos Activity Builder—Example 2

Additional Resources

Many different groups have put their collective brain power into thinking about what the school year might look like and how best to provide support to students and teachers during the 2020-21 school year. Below are the resources already linked in this document, and some other places to go to for further information on teaching remotely, social-emotional wellness, standards alignment documents, and more.

NCTM and NCSM’s joint statement

TODOS statement

EdWeek’s Guide to Guides

Addressing Mental Health and Social-Emotional Wellness in the Covid-19 Crisis

Article, I’m a High School Principal in Hong Kong…

Article, Getting Students to Talk About Math Helps Solve Problems

Content from CCSSM Widely Applicable as Prerequisites for a Range of College Majors, Postsecondary Programs and Careers* from Achieve the Core

CPM’s correlations documents to CCSS

What else can CPM do?

As the new school year approaches, CPM’s Professional Learning department will be conducting virtual learning events to discuss in greater detail how to implement CPM during these unusual times. Watch cpm.org for announcements and updates.