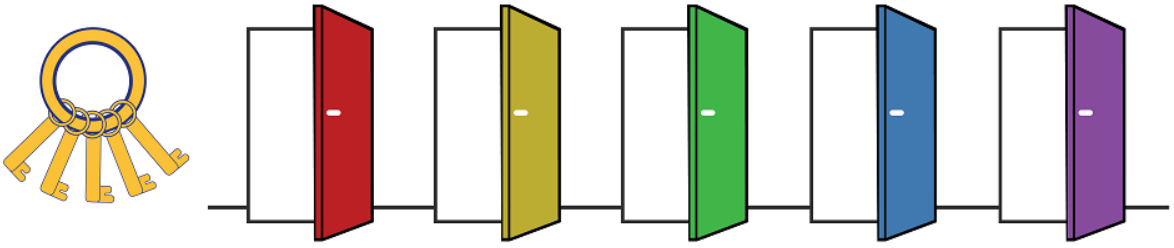
61st Annual
Georgia Mathematics Conference

Access *and* Equity



Unlocking Doors *to* Empower Students

Conference Program

October 12, 14, 19-22, 26-29, 2020

61st Annual Georgia Mathematics Conference

2020 Conference Overview

Monday, October 12th		
7:00 – 8:00 p.m.	Keynote Speaker: **Robert Berry**	Zoom
Wednesday, October 14th		
7:00 – 8:00 p.m.	Conference Sessions (4 sessions available)	Zoom
Monday, October 19th		
7:00 – 8:00 p.m.	Keynote Speaker: **Juli Dixon**	Zoom
8:00 – 8:30 p.m.	Business Meeting & Awards Ceremony	Zoom
Tuesday, October 20th		
7:00 – 8:00 p.m.	Conference Sessions (4 sessions available)	Zoom
Wednesday, October 21st		
7:00 – 8:00 p.m.	Conference Sessions (4 session options)	Zoom
Thursday, October 22nd		
7:00 – 8:00 p.m.	Conference Sessions (4 session options)	Zoom
Monday, October 26th		
7:00 – 8:00 p.m.	Keynote Speaker: **Tamara Pearson**	Zoom
Tuesday, October 27th		
7:00 – 8:00 p.m.	Conference Sessions (4 sessions available)	Zoom
Wednesday, October 28th		
7:00 – 8:00 p.m.	Conference Sessions (4 session options)	Zoom
Thursday, October 29th		
7:00 – 8:00 p.m.	Conference Sessions (4 session options)	Zoom

Welcome to the 2020 Georgia Mathematics Conference! We never thought we would be unable to hold our conference at the Rock Eagle 4-H Center that has been our home for years, but here we are and we are so excited to offer this event virtually, and free of charge! Our theme this year, *Access and Equity: Unlocking Doors to Empower Students*, builds on last year's conference theme where we were challenged to acquire cultural competence, open-mindedness, critical consciousness, bias recognition, and cultural responsiveness—"the keys" to accessible and equitable mathematics for our students.

These keys serve to unlock doors for our students—doors that structural racism has slammed shut on our Black and brown students and their families, doors that biased school policies and practices disguised as "for all students" have tried to quietly shut, and doors with children waiting eagerly on the other side to be seen and valued by their teachers for all the multiple ways in which they identify.

Our mathematics classrooms in Georgia are not immune from inequities that cause our most marginalized students to stay in the margins of society. That is why this conference and a continued focus on equity are so important. Our keynote and featured speakers have decades of collective experience working to create equitable classrooms. My hope is that you will hear their messages as calls to action. Please do not allow their words to die within you. Speak up for our students. Share what you learn with colleagues. Call out injustices when you see them. Commit to action as a result of what you hear. What will you do to pull our most vulnerable students out of the margins? What will you do to assure they can thrive?

Enjoy the conference and I hope to see you back at "The Rock" next year!

Carla Bidwell
Metro RESA
2020 Program Chair, Georgia Mathematics Conference

KEYNOTE SPEAKERS

Robert Berry
Monday, October 12

Juli Dixon
Monday, October 19

Tamara Pearson
Monday, October 26

FEATURED SPEAKERS

Aris Winger
Wednesday, October 14

Christopher Jett
Thursday, October 22

Marian Dingle
Thursday, October 29

Our Mission Statement

The mission of the Georgia Council of Teachers of Mathematics is to:

- promote a high quality mathematics education for all students,
- encourage an active interest in mathematics and in mathematics education,
- promote ongoing professional development for mathematics education, and
- promote and reward excellence in the teaching of mathematics in the state of Georgia.

The objectives of the Georgia Council of Teachers of Mathematics are to encourage an active interest in mathematics and to act as an advocate for the improvement of mathematics education at all levels.

Mini-Grants

The Mini-Grant program has been implemented to provide funding for creative teaching projects. Proposals will be judged anonymously, and grants will be awarded in any amount up to $300.00. Each winner should be willing to either write an article for Reflections, the GCTM publication, or participate on a panel with other Mini-Grant winners at the following Georgia Math Conference. The criteria upon which applications will be evaluated are:

- Creativity, innovation
- Potential impact upon student achievement
- Potential for replication by and dissemination to other teachers
- Advancement of NCTM's Principles and Standards for School Mathematics
- Unavailability of funding from local sources

Georgia Council of Teachers of Mathematics

gctm.org

Georgia Council of Teachers of Mathematics Annual Awards

Gladys M. Thomason Award for Distinguished Service

Selection for this achievement award is based on distinguished service in the field of mathematics education at the local, regional, and state levels. Nominees should have demonstrated significant rendered services, service beyond normal job requirements, and services primarily for the improvement of mathematics instruction. This is GCTM's most prestigious award.

Previous Recipients of the Gladys M. Thomason Award

2019 Nickey Ice
2018 Charles Garner, Jr.
2017 Chris Franklin
2016 Tammy Donalson
2015 Cheryl Hughes
2014 Ellice Martin
2013 Peggy Pool
2012 Debbie Poss
2011 Lynn Stallings
2010 Susan Craig
2009 Patricia Barrett
2008 James Wilson
2007 Barbara Ferguson
2006 Dan Funsch
2005 Christine Thomas
2004 Tom Ottinger
2003 Dottie Whitlow
2002 Barbara Ham
2001 Margaret Faircloth
2000 David O'Neil
1999 Thomas Cooney
1998 Wanda Oldfield
1997 Earl Swank
1996 Cathy Franklin
1995 Bill Roughead
1994 Jane Barnard
1993 David Stone
1992 John Neff
1991 Becky King
1990 Larry Elbrink
1989 J. Norman Wells
1988 Mildred Sharkey
1987 Wanda White
1986 Aurelia Hinson
1985 Ed Davis
1984 Bill Bompart
1983 Jo Anne Mayberry
1982 Peggy Neal
1981 Doris Dickey
1980 Dora Helen Skypek
1979 Lex Buchanan
1978 Clare Nesmith
1977 Randall Hicks
1976 Cherry Clements
1975 Dorothy Simmons
1974 Gwen Shufelt
1973 Margaret Edenfield
1972 Gladys M. Thomason

Dwight Love Award

This award is presented to a teacher in Georgia who models excellence in the profession and in life and gives much to others beyond the classroom as mentor, teacher and leader. The awardee is a master teacher, professionally active, and promotes GCTM and its mission.

John Neff Award

This award is presented to a member of GCTM who demonstrates excellence as a full time post-secondary educator and/or district supervisor. The recipient is someone who is an inspirer, a mentor, and an advocate of mathematics and mathematics education.

Awards for Excellence in the Teaching of Mathematics

Three awards are available, one each for elementary, middle, and secondary levels, and are given to excellent teachers who have strong content foundations in mathematics appropriate for their teaching level, show evidence of growth in the teaching of mathematics, and show evidence of professional involvement in GCTM and NCTM.

Teacher of Promise Award

GCTM recognizes one outstanding new teacher/ member in the state each year who has no more than 3 years of experience at the time of the nomination and who demonstrates qualities of excellence in the teaching of mathematics.

Friend of Mathematics Award

Nominated and selected by members of the GCTM Executive Board, the winner of this award is an individual who, while not a mathematics teacher/educator, is dedicated to supporting the missions and goals of GCTM, as well as its members individually and as a whole.

JOIN US
Georgia Mathematics Conference
October 13 – 15, 2021

Call for GMC 2021 Speaker Proposals

- Call for Speaker Proposals will be available for submission beginning **March 1, 2021**.
- Speaker Proposals are due by **August 1, 2021**.
- If accepted, lead speakers will receive a session information confirmation email by **August 31, 2021**. Lead speakers **must** confirm their invitation to speak to receive a lead speaker registration code. Lead speakers who **do not confirm** their invitation to speak may be removed from the conference program.

Monday, October 12, 2020
7:00 P.M. - 8:00 P.M.
Keynote Speaker

Robert Berry

Samuel Braley Gray Professor of Mathematics Education in the School of Education and Human Development at the University of Virginia and the Past President of the National Council of Teachers of Mathematics (NCTM)

Session Title: Identity, Agency, Positionality and Equitable Instructional Practices

This session makes connections between equitable instructional practices and identity, agency, and positionality. Specifically, the session uses a vignette to examine how high cognitively demanding task provides opportunities to engage learners in meaning discourse positioning learners as mathematically competent. The session uses mathematical discourse community as a framework for connecting mathematics norms of discourse to identity and agency.

Biography: Robert Berry teaches mathematics methods courses in the teacher education program, graduate-level mathematics education courses and courses for in-service teachers seeking a mathematics specialist endorsement. Equity issues in mathematics education are central to Berry's research efforts within four related areas: (a) understanding Black children's mathematics experiences (mathematical identities and agency); (b) measuring standards-based mathematics teaching practices; (c) unpacking equitable mathematics teaching and learning; and (d) exploring interactions between technology and mathematics education.

Berry co-edited the 2020 book High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice which explain how to teach mathematics for self- and community- empowerment. He has published over 100 articles, book chapters, and proceedings. His articles have appeared in the Journal for Research in Mathematics Education, Journal of Teacher Education, and the American Educational Research Journal. Berry is a two-time recipient of NCTM's Linking Research and Practice Publication Award. He was recognized as the 2011 Mathematics Educator of the Year by the Virginia Council of Teachers of Mathematics (VCTM) and received the University of Virginia's All-University Teaching Award in 2011.

Robert Berry received his Bachelor of Science degree from Old Dominion University, his master's degree from Christopher Newport University, and holds a Ph.D. from the University of North Carolina at Chapel Hill.

Sponsored by: Texas Instruments

Wednesday, October 14, 2020
All Sessions are from 7:00 p.m. – 8:00 p.m.

FEATURED SPEAKER (GENERAL INTEREST)

1 Acknowledge in our Practice: A Necessary Condition for Achieving Equity in Our Classrooms
Aris Winger, Georgia Gwinnett College
In "Unlocking Doors to Empower Students," who has the keys? In this talk, we take a critical look at our power as teachers to transforms students' lives for the better. We will conclude that while our work has been productive, there is much more to do. We will create a framework in which to think about our work, construct pragmatic changes we can make in our classrooms tomorrow, and confront one of the major impediments to marginalized children's success in the classroom: ourselves.
Sponsored by: Great Minds

General Interest
2 Flipping Mathematics Reasoning on Using Flipgrid
Heidi Eisenreich, Georgia Southern University & Andria Disney, Utah Valley University
You will explore different uses of the video based platform Flipgrid. In addition, you will learn how to use it as a tool to facilitate your students' verbal and visual mathematics reasoning.

Grades 5 - 9
3 Leveling the Learning Field for Middle School Students
Jane Hannon & Angie Meredith, hand2mind
Learning at the concrete level is key to accessing deep understanding in mathematics for each and every student. Participants will interact with manipulatives to solve rich hands-on tasks that will help students "see" abstract algebraic ideas at the concrete level. "Leveling that learning field" can give ALL students access to those critical algebraic concepts. This session is appropriate for teachers of grades 5 – 9.

Grades 9 - 12
4 Introducing Data Science in Algebra I
John Wang
Data Science facilitates a unique opportunity to connect mathematical ideas to students' lives, facilitate authentic mathematical inquiry, and combine rigorous mathematical demands to prepare students for the data age. This session aims to empower educators with both an understanding of Data Science and ways to integrate the topic within Georgia's existing Algebra I curriculum.

Monday, October 19, 2020
7:00 P.M. - 8:30 P.M.

Keynote Speaker 7:00 P.M. – 8:00 P.M.

Juli K. Dixon
Professor of Mathematics Education at UCF

Alex Dixon
College student in Early Childhood Development at UCF

Jessica Dixon
College student in Neuroscience and Statistics at FSU

Session Title: Redefining Success: Supporting All Students to Reach Their Full Potential

Objectives: Participants will:

- Connect with the Dixon family's journey,
- Explore what it feels like to "walk" in the shoes of a student with special needs, and
- Be supported in helping students to reach their full potential.

Website: www.astrokeofluck.net
Twitter: @thestrokeofluck

Biography: Juli Dixon and her daughters Alex and Jessica provide a unique perspective on how to support each and every student to learn. Juli, a university mathematics educator, provides the viewpoint of both the educator and the parent of children with special needs. Alex, an early childhood development major, shares her story related to both medical and educational struggles. Jessica, who is majoring in neuroscience and statistics, provides the position of both the sibling and student with a disability and connects her experiences as a high achiever to a new perspective on Universal Design for Learning.

Sponsored by: hand2mind

8:00 P.M. – 8:30 P.M.
Business Meeting and Awards Presentations

Tuesday, October 20, 2020
All Sessions are from 7:00 p.m. – 8:00 p.m.

General Interest

1 Five Essentials of Supporting Transgender and Non-Binary Students in the Mathematics Classroom

Carla Bidwell, Metro RESA

Transgender and non-binary students are among the most marginalized in our schools. For trans/non-binary students to feel safe and valued in the classroom, teachers need to have a basic understanding of these students and the struggles they face. In this session, we will discuss the basics for supporting trans/non-binary students in schools and more specifically, ways to make our mathematics classrooms spaces where these students can thrive.

Grades K-5

2 Using Real-World Data for Elementary Problem Solving

Abby Watkins, Population Connection

Show students real-world applications for their emerging math skills and connections to other disciplines with hands-on activities that use data sets on wildlife habitat, land and water use. Build students' skills in working with fractions, ratios, large numbers, growth patterns, measurement, and data analysis.

Grades 4 – 12

3 Creating Collaborative Remote Classrooms

Ashley Boyd & Gerry Long, CPM Educational Program

Participants will experience a team building activity, team roles, and study team strategies that particularly deal with collaboration in a virtual and in-person classroom. Participants will work middle school math problems using study team strategies and see how the Standards for Mathematical Practices are tied into and highlighted by these strategies.

General Interest

4 Mathematical Practices of Social Justice

Valerie Wilson, Tift County High School

The Mathematical Practices describe habits of mind and subsequent actions that are pervasive throughout academia and life. The practices are the mindset necessary to be successful at any level of math. But did you know the practices also provide a framework for social justice?

Wednesday, October 21, 2020
All Sessions are from 7:00 p.m. – 8:00 p.m.

General Interest

1 The Power of Vulnerability in the Classroom

Janet Tomlinson, Katie Ruff & Chariese Crawford, Carnegie Learning, Inc.

Vulnerability is not a weakness, it's our most accurate measure of courage. In this session, we will explore ways to create a space in our schools and classrooms where teachers and students can walk in, take off their layers of armor, be their true authentic selves, stay curious and take risks.

Grades K - 5

2 Flying High with Engaging Math Tasks

Jenny Lockwood, Atlanta Public Schools (Springdale Park Elementary) &
Debra Muse, Retired Educator

During this session, we will explore math tasks that we have successfully used with our students that help them build their understanding of content standards while using mathematical practices. We will share tasks that you can use in your classroom right away along with literature and technology resources. Come ready to do interactive tasks and engage with others.

Grades 9 - 12

3 Leveraging the Powers of Nearpod, Khan Academy, and Zoom to Accelerate Mathematics Learning, especially during a Pandemic

Fabrian A. Rankine, Rankine's On-Line School (R.O.L.S.)

My Presentation on "Leveraging the Powers of Nearpod, Khan Academy, and Zoom to Accelerate Mathematics Learning, especially during a Pandemic", will show how I have used these Tools, pre-COVID-19, with Great Success; and, I will Demonstrate how they can be used, Now, During the Pandemic, by Teachers and Students, to Achieve the Same Level of Success.

General Interest

4 Critical Consciousness: A Necessary Prerequisite for Equity in Math Education

Pamela Seda, Griffin-Spalding County School System

Critical consciousness is taking the time to understand how negative stereotypes impact your students and actively working to erase the effects of those stereotypes on the educational outcomes of marginalized students. In this session, participants will learn why this is a necessary precursor to math equity and concrete steps to take to make equity more than a buzzword.

Thursday, October 22, 2020
All Sessions are from 7:00 p.m. – 8:00 p.m.

FEATURED SPEAKER (GENERAL INTEREST)

1 Empowering African American (Male) Mathematics Students: Exploring Research-Based Practices

Christopher Jett, University of West Georgia

In this session, I will provide session attendees with an overview of scholarship regarding the plight of African American students in mathematics classrooms, schools, and society. Then, I will delve into African American male students' mathematics experiences, specifically, given my research agenda. Finally, I will share evidence-based practices that teachers can use to positively influence the mathematics achievement outcomes and ultimately empower African American (male) mathematics students.

Sponsored by: Carnegie Learning, Inc.

Grades K - 5

2 Humanizing Mathematics: Cultivating Belongingness in Virtual Learning Environments

Lateefah Id-Deen, Jaia Isbell, Paris Johnson, Rayesa Shannon &
Jalyn Snipes, Kennesaw State University

Mathematics teachers make decisions that send powerful messages about what is valued and whose knowledge and experiences are deemed important. Committing to humanizing mathematics pedagogy can support historically marginalized students' ideas and identities in mathematics classrooms. This presentation will highlight ways a humanizing pedagogy framework can support belongingness in elementary classrooms in order to support students' learning experiences.

Grades 4 - 8

3 Using Nets to Explore Surface Area of 3D Objects

Heidi Eisenreich & Brooke Armesto, Georgia Southern University

In this session, teachers will learn how to help students make connections between 3D objects' nets and their surface areas. Teachers will explore the properties of nets and their relationship to 3D objects, make connections between 3D object nets and 3D object surface area formulas, and solve real-world problems to find the surface area of 3D objects using nets.

Grades 9 - 12

4 Incorporating Reasoning-and-Proof Across the 9-12 Curriculum

James Drimalla, University of Georgia

Reasoning-and-proving tasks are extremely important for math classrooms because they incorporate four Georgia Standards of Mathematical Practice, develop skills that are usable in multiple fields beyond mathematics, and help us expand our view of proof beyond traditional, geometric two-column proofs. Gabriel Stylianides' reasoning-and-proving framework will be used to review and modify tasks so that teachers can incorporate reasoning-and-proof more regularly.

Monday, October 26, 2020
7:00 P.M. - 8:00 P.M.
Keynote Speaker

Tamara Pearson

Director of the Center of Excellence for Minority Women in STEM at Spelman College

Session Title: The Myth of Neutrality: Mathematics Classrooms as the Great Un-equalizer

Mathematics classrooms have long been characterized as neutral spaces immune to the challenges that pervade our society. However, one cannot look at mathematics achievement data without noticing the stark racial, gender and socioeconomic disparities. If we agree that true mathematics achievement is a result of educational experience then we must release the myth of neutrality and grapple with our role in the differing experiences of students in our classrooms. Through historical and current data, as well as personal story-telling, this talk will highlight the ways mathematics classrooms continue to be sites of inequity for many and share strategies for transforming classrooms into truly inclusive spaces for all students.

Biography: Tamara Pearson has served as Associate Director of School and Community Engagement at the Center for Education Integrating Science, Mathematics and Computing (CEISMC) at the Georgia Institute of Technology. Tamara also has a strong background in public school education. She has taught 8th grade mathematics, served as a mathematics instructional coach, and supported multiple elementary and middle schools where she facilitated professional development to help teachers utilize best practices in mathematics pedagogy. In addition, as former president of the Georgia Association of Mathematics Teacher Educators (GAMTE) and regional representative for the Georgia Council of Teachers of Mathematics (GCTM), Tamara understands the importance of engaging multiple stakeholders within Georgia around issues of access and equity. Tamara received a Bachelor of Science in Mathematics from Spelman College, with a minor in Computer Science, and a PhD in Curriculum and Instruction with a specialization in Educational Technology from the University of Florida.

Sponsored by: Curriculum Associates i-Ready

Tuesday, October 27, 2020
All Sessions are from 7:00 p.m. – 8:00 p.m.

General Interest
1 2 + 2 = 4, So Pipe Down and Teach!
Jay Wamsted, Cobb County (Campbell Middle School)
Although over 80% of public school teachers are white, over 50% of our students are not. In this current season of racial reckoning, it is no longer acceptable for teachers to act as if any subject is somehow "race-neutral." This admonition includes mathematics; there is no "universal language." Cultural competency in all educators is increasingly a non-negotiable for student success.

Grades K - 5
2 Vibin' with Virtual Geoboards
Heidi Eisenreich & Mya Milner, Georgia Southern University
Get more comfortable using virtual geoboards in your classroom by using areas of rectangles and triangles to find areas of other shapes. We will focus on explaining and justifying strategies to promote a deeper understanding of the content. We will also be giving teachers helpful resources on virtual geoboards so that teachers can incorporate these into the classroom.

Grades 4 - 12
3 M^3: Making Mathematics Meaningful (with Technology)
Emily McDonald, Red Bank High School (Chattanooga, TN) &
Shirley McDonald, Ringgold Middle School
Learn how to incorporate math and technology using resources such as Desmos, EquatIO, Delta Math, Graspable Math, ASSISTments, and more. Participants will learn how to incorporate a variety of free math websites and tools with their planning, teaching, and assessment to promote student engagement for distance or in-person learning. This session will provide an overview of a variety of tools.

General Interest
4 The I'm W.O.K.E. Project
Tonya Clarke, Tiffanie Nealy & Charlene Matthew, Clayton County Public Schools
Experience the I'm W.O.K.E Project and Widen Options through Knowledge and Empowerment. See how it prepares students to use critical thinking and mathematical modeling to analyze social, economic, political, or personal issue. During these investigations, students apply the elements of thought to available research, data, and historical trends in order to justify various measures for rectification. Students of all instructional levels become problem solvers, strategists, and advocates.

Wednesday, October 28, 2020
All Sessions are from 7:00 p.m. – 8:00 p.m.

General Interest

1 Equip: Building Equitable Discourse in Mathematics Classrooms

Susan Cannon, Jami Friedrich & Omar Sillah, Mercer University

In this session, we will guide attendees in creating individualized EQUIP parameters to collect data on their practice and then to address inequities and bias in their mathematical communities.

Grades K - 5

2 Giving 4 out of 4 Students Fraction Sense

Jane Hannon & Angie Meredith, hand2mind

According to NAEP, 76% of 13- and 17-year olds could not estimate the sum of two fractions! Why? Lack of conceptual understanding about fractions! Participants will interact with manipulatives such as Cuisenaire Rods, color tiles, and snap cubes to explore the critical roles relative nature, equivalence, counting, estimation, and comparison play in empowering students with fraction understanding. Unlock those doors to fraction sense for ALL students with manipulatives!

Grades 4 - 8

3 Integrating the Curriculum with Real World Scenarios

Cristina Sanchez, Carolyn Roselli & Lindsey Rogers, Georgia College and State University

The session will describe the importance of integrated curriculum and the benefits of incorporating real world scenarios into the students' education. There will be a brief history of integrated curriculum included in the presentation.

Grades 9 - 12

4 Stay Connected While Distant

Ismael Zamora, Bloom High School

Come learn how to maintain an individual touch while socially distant. We will explore how FREE software can facilitate assignments, feedback and assessment in an all-in-one software that is intuitive to learn. Classpad.net can be used to assign work and get individual feedback from every student.

Thursday, October 29, 2020
All Sessions are from 7:00 p.m. – 8:00 p.m.

FEATURED SPEAKER (GENERAL INTEREST)

1 How Do You Want To Be Remembered?

Marian Dingle, DeKalb County School District

As educators, we yearn to share our love of mathematics with those we teach. However, is this all that matters? Can we show our love for students in non-mathematical ways? We will discuss how to intentionally humanize our mathematical values that come in the form of standards of mathematical practice.

Grades 4 - 12

2 Developing Productive Meanings for Graphs from Quantitative Reasoning Perspective

Halil Tasova, University of Georgia

We will have a task that aims to analyze student responses on a task to get insights into how the students are reasoning about graphs, and also to have discussions about potential ways to respond to their thinking. We will be using real-world situations to explore how the quantitative relationships are represented in a graph by reasoning quantitatively and covariationally.

Grades 9 - 12

3 Exploring Limits of Sequences Using "Cool Problems"

Tom Beatini

Do sequences have to end? Let's explore some "cool problems" where sequences model real-world phenomena. See how technology connects algebraic representations, promotes algebraic thinking, and a deeper understanding of sequences and limits to help students move from algebra to calculus.

General Interest

4 Break Through Implicit Bias with a Conversation

Afreeka Miller, Janet Tomlinson, Chariese Crawford & Katie Ruff, Carnegie Learning, Inc.

Let's talk. We can break through the walls of implicit bias through conversation. The time is now to engage with fellow educators and understand the impact of implicit bias in our daily work. Embracing the fact that we all have them and are not "bad" people for them is the starting point of a movement in powerfully changing classroom practice.

2020 Georgia Mathematics Conference Board

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Alphonese Wilson	Dougherty County School System

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Beth Smith
904-607-9030
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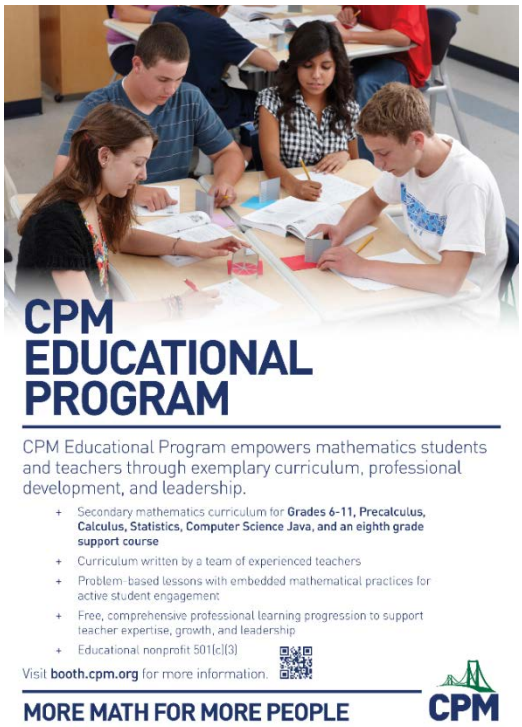
Get started with your remote resources today at education.ti.com/distancelearning. TEXAS INSTRUMENTS



CPM EDUCATIONAL PROGRAM

CPM Educational Program empowers mathematics students and teachers through exemplary curriculum, professional development, and leadership.

+ Secondary mathematics curriculum for **Grades 6-11, Precalculus, Calculus, Statistics, Computer Science Java, and an eighth grade support course**
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