

CPM-UDL Crosswalk Planning Tool

Student Centered Problem Based Inquiry Driven Lessons			Universal Design for Learning	
Lesson Phase	Look Fors	Common Barriers	Principles and Guidelines	How do we do it?
<p style="text-align: center;">Launch & Lesson Introduction</p> <p>Understanding the problem setting, mathematical context, and the challenge</p> <p>10 min. (20%) of a 50 minute lesson</p> <p>Purposeful Questions: What questions will help us set-up the lesson and connect to prior learning?</p>	<p>Teacher communicates student learning goals & expectations for the lesson (learning targets).</p> <p>Teacher connects the lesson to prior experience and/or real world context for students.</p> <p>If necessary, teacher provides the background information necessary for students to engage in the lesson (including vocabulary).</p> <p>Teacher spends adequate time on introducing the lesson without spending too much time.</p> <p>Teacher quickly reminds students of prerequisite math skills that might keep them from accessing today's lesson.*</p>			
<p style="text-align: center;">Explore with Classwork & Teamwork</p> <p>Students engage in the problem as the teacher moves about the classroom.</p> <p>25 minutes (50%) of 50 min. lesson)</p> <p>Purposeful questions: What questions will help assess student thinking and advance the math as students work through core problems?</p>	<p>Students grouped appropriately for the type of lesson.</p> <p>Teacher moves about the classroom as students are working, observing, and selecting the math ideas students are using that will advance the classes thinking during closure.</p> <p>Teacher asks open-ended questions to probe student thinking, getting them to explain their thinking, generate discussion, and meet a wide range of learners.</p> <p>Students are talking to each other about the math</p> <p>Students use a variety of representations & models to demonstrate thinking</p>			

<p style="text-align: center;">Summary & Closure</p> <p>Teacher guides students to reach the mathematical goals of the problem and to connect their new understanding to prior math goals.</p> <p>(15 minutes (30% of a 50 min. lesson))</p> <p>Purposeful questions: What questions will support reflect, justification, and making connections to bring closure to the lesson?</p>	<p>Teacher sequences student thinking when facilitating a class discussion of the lesson, providing coherent and compelling story line for the lesson.</p> <p>Students make connections between today's various approaches and the math ideas at the heart of the lesson.</p> <p>Teacher paraphrases and summarizes student thinking to make connections to larger math ideas.</p> <p>Teacher assesses where students are in their understanding of math in the lesson (formally or informally)</p>			
<p style="text-align: center;">Review & Preview</p> <p>Problem sets of mixed, spaced practice to support mastery over time.</p> <p>Purposeful Question: Are teachers intentional about the problem sets they assign?</p>	<p>Provides opportunities for mastery over time.</p> <p>Promotes student retention of essential topics.</p> <p>Solidifies students understanding of recent and previous content.</p> <p>Built for review and retention of math concepts.</p>			
<p style="text-align: center;">Assessments for Learning</p> <p>Standards Referenced assessments designed to reveal students mathematical thinking</p> <p>Purposeful Question: How do teachers use information from the assessments to guide future instruction?</p>	<p>Allow for mastery over time student learning. .</p> <p>Provide feedback to students and the teacher of the students mathematical understanding, misconceptions that need to be addressed, and the effectiveness of instruction.</p>			