

**College of Education  
Curriculum and Instruction**

**ITP 465/565: Equity-Centered Mathematics Methods 1 for Elementary Educators**

Winter 2025

**Instructor/Pronouns:**

**Office:**

**Availability:**

**Phone & Email:**

**Course CRN:**

**Credits: 4**

**Course Meeting Schedule, Modality and Platform:** We will meet in-person for Sessions/Weeks: 1, 5, and 10. For all other weekly sessions, we will meet in Zoom at the scheduled time start. See our online platform, Canvas, for more details.

<b>Weeks 1, 5, 10</b>	<b>In-person in [Location]</b>
<b>Weeks 2-4, 6-9, 11</b>	<b>Zoom [Link]</b>

**Course Description**

Prepares candidates to teach mathematics for social justice through equity-centered, research based instructional practices. Supports candidates in developing anti-racist/anti-bias pedagogy by interrupting the notion of mathematics as neutral through exploration of instructional practices that center, support and affirm often-marginalized identities. **Emphasizes meaningful understanding of elementary-level mathematics content and situates teaching, learning, and assessment within the context of state and national standards as well as research-proven practices.**

**Essential Questions**

1. What *is* mathematics? What does it mean to *do* mathematics?
2. How do teachers draw on students' multiple identities to support their developing mathematical identities?
3. How do tasks, assessments, and instructional design influence student learning?
4. How do teachers support productive engagement with mathematical content, practices, and classroom community members?
5. How can teachers promote equity and justice through curriculum and instructional design?

### Five Equity-Based Instructional Practices (Aguirre, Mayfield-Ingram, Bernard Martin, 2013)

1. Going deep with mathematics
2. Leveraging multiple mathematical competencies
3. Affirming mathematics learners' identities
4. Challenging spaces of marginality
5. Drawing on multiple resources of knowledge

### Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center](#) to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the [Fire and Life Safety web page](#) for information.

### COE Vision: Educators and counselors create a just and equitable world.

COE Conceptual Framework	COE Disposition
<p><b>1. Diversity and Inclusiveness – Advocacy for Fairness and Respect.</b> 1.1 Candidates work effectively with diverse populations. 1.2 Candidates promote inclusive and therapeutic environments.</p>	<p><b>1. Advocacy for Fairness and Respect</b> a) Demonstrate the commitment to work for equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity b) Honor, value and demonstrate consideration and respect for diverse patterns and expectations of learning and communication</p>

<p><b>2. Research based practices and professional standards – Professionalism.</b></p> <p><b>2.1</b> Candidates critically analyze and implement research-based practices.</p> <p><b>2.2</b> Candidates demonstrate appropriate professional knowledge, skills, and dispositions.</p>	<p><b>2. Professionalism</b></p> <p>a) Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor.</p> <p>b) Demonstrate honesty, trustworthiness, and maintain confidentiality.</p> <p>c) Demonstrates flexibility, a willingness to listen, accept and adapt to change, and a tolerance for ambiguity.</p> <p>d) Act independently and responsibly, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication.</p> <p>e) Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants.</p>
<p><b>3. Impact on Learning and Development – Commitment to learning.</b></p> <p><b>3.1</b> Candidates ensure that all learners and clients succeed.</p> <p><b>3.2</b> Candidates use technology to enhance learning and development.</p> <p><b>3.3</b> Candidates influence policy and provide leadership for organizations.</p>	<p><b>3. Commitment to Learning</b></p> <p>a) Demonstrate commitment to ongoing professional learning and demonstrate a belief that everyone can learn and construct knowledge;</p> <p>b) Demonstrate the dedication, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator and counselor.</p>
<p><b>4. Evidenced-informed decision making – Reflection.</b></p> <p><b>4.1</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.</p>	<p><b>4. Reflection</b></p> <p>a) Review, analyze and evaluate the outcomes of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback.</p>

### Course Outcomes, Professional Standards, and Assessments

Course Outcome	COE and LEEP Outcomes	Professional Standard or Program Outcomes	Course Assessment
<p>1. Construct a deep, flexible understanding of mathematics content<sup>1</sup>, mathematics habits of mind (i.e., problem solving, reasoning and proof, communication, representation, and</p>		<p><a href="#">MS4</a></p> <p><a href="#">INTASC2a</a></p> <p><a href="#">AAQEP1a</a></p> <p><a href="#">C.1</a></p>	<p>Course Activities; Problem of the Day Number Sense Routine Project</p>

<sup>1</sup> This course draws upon and deepens aspects of the mathematics content knowledge gained in the MATH 211/212/213 sequence.

connections), and mathematics pedagogy.			
2. Develop productive attitudes about mathematics through confronting mathematical situations and considering implications for the classroom.	<a href="#">CF2.1</a> <a href="#">DISP4a</a> <a href="#">T2.3</a>	<a href="#">MS4</a> <a href="#">C.1</a>	Course Activities; Problem of the Day Number Sense Routine Project
3. Explore and evaluate philosophies, methods, and structures for teaching mathematics that reflect research-based best practices and state and national standards.	<a href="#">CF2.2</a> <a href="#">DISP2a</a> , <a href="#">DISP2b</a> , <a href="#">DISP2c</a> , <a href="#">DISP2d</a> , <a href="#">DISP2e</a>	<a href="#">INTASC2a</a> , <a href="#">INTASC2b</a> , <a href="#">INTASC3b</a> , <a href="#">INTASC3c</a>  <a href="#">ELL3b</a> , <a href="#">ELL3c</a> , <a href="#">ELL3d</a> , <a href="#">ELL4b</a>  <a href="#">TESOL3a</a> , <a href="#">TESOL3b</a>  <a href="#">AAQEP1a</a> , <a href="#">AAQEP1c</a>  <a href="#">C.2</a> , <a href="#">C.3</a> , <a href="#">C.4</a>	Course Activities
4. Analyze the learning opportunities for students when given a particular task, activity, educational software, etc. and make adaptations to enhance quality and/or access (i.e., learning with understanding, actively constructing new knowledge, and connecting to and building on existing understanding).	<a href="#">CF2.1</a> , <a href="#">CF2.2</a> , <a href="#">CF3.3</a> <a href="#">T1.2</a>	<a href="#">INTASC2a</a> , <a href="#">INTASC3b</a> , <a href="#">INTASC3c</a>  <a href="#">ELL4a</a>  <a href="#">TESOL4b</a>  <a href="#">AAQEP1b</a>  <a href="#">C.2</a> , <a href="#">C.3</a>	Course Activities
5. Design mathematics pedagogy that: - focuses on exploration of important ideas while challenging and supporting all students to learn them well; - orchestrates productive discourse; and	<a href="#">CF2.1</a> , <a href="#">CF3.1</a> , <a href="#">CF3.2</a> , <a href="#">CF4.1</a>  <a href="#">DISP1a</a> , <a href="#">DISP1b</a> , <a href="#">DISP3a</a>  <a href="#">FER4.1</a> , <a href="#">FER4.2</a> , <a href="#">FER4.3</a>	<a href="#">INTASC1b</a> , <a href="#">INTASC1c</a> <a href="#">INTASC2a</a> , <a href="#">INTASC2b</a> , <a href="#">INTASC3b</a> , <a href="#">INTASC3c</a>  <a href="#">MS4</a> , <a href="#">MS13</a> , <a href="#">MS14</a>	Course Activities Problem of the Day Number Sense Routine Project Equity Article Discussions

<p>- honors student’s gender, race, ethnicity, socio-economic background, language, and learning</p>	<p><a href="#">T3.3</a></p>	<p><a href="#">ELL3b</a>, <a href="#">ELL3c</a>, <a href="#">ELL3d</a></p> <p><a href="#">TESOL3a</a>, <a href="#">TESOL3b</a></p> <p><a href="#">SEL1a</a></p> <p><a href="#">AAQEP1c</a></p> <p><a href="#">C.2</a>, <a href="#">C.3</a></p>	
<p>6. Cultivate a pedagogical knowledge to support equal access to information, shared voice, and respect for the potential for ALL students within the classroom community.</p>	<p><a href="#">CF1.2</a>, <a href="#">CF2.1</a>, <a href="#">CF3.1</a></p> <p><a href="#">DISP1a</a>, <a href="#">DISP1b</a></p>	<p><a href="#">INTASC1a</a>, <a href="#">INTASC1b</a>, <a href="#">INTASC1c</a>, <a href="#">INTASC4b</a></p> <p><a href="#">MS11</a>, <a href="#">MS12</a>, <a href="#">MS13</a></p> <p><a href="#">ELL3b</a>, <a href="#">ELL3c</a>, <a href="#">ELL3d</a></p> <p><a href="#">SEL1b</a></p> <p><a href="#">AAQEP1e</a></p> <p><a href="#">C.2</a>, <a href="#">C.3</a>, <a href="#">C.4</a></p>	<p>Course Activities Math Autobiography Problem of the Day Number Sense Routine Project Equity Article Discussions</p>
<p>7. Graduate students only: Graduate-level teacher candidates will be able to synthesize course concepts and use leadership skills to communicate them and support colleagues’ professional learning.</p>	<p><a href="#">CF2.1</a>, <a href="#">CF2.2</a> <a href="#">DISP2a</a>, <a href="#">DISP2b</a>, <a href="#">DISP2c</a>, <a href="#">DISP2d</a>, <a href="#">DISP2e</a></p>	<p><a href="#">INTASC3c</a></p>	<p>Identity in Mathematics Circle</p>

**Required Texts and Digital Resources**

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., Empson, S. B. (2015). *Children’s mathematics: Cognitively Guided Instruction*. Heinemann.

Aguirre, J., Mayfield-Ingram, K., & Martin, D. (2013). *The impact of identity in K-8 mathematics: Rethinking equity-based practices*. National Council of Teachers of Mathematics. [Free access to the e-book available at PSU library.](#)

**Additional readings, videos and podcasts** (will be linked in Canvas)

- American Educational Research Association. (2016, February 18). *EdTalks: Designing learning for equity - Na'ilah Suad Nasir* [Video]. YouTube.  
[https://www.youtube.com/watch?v=WfGtG0tD\\_ag](https://www.youtube.com/watch?v=WfGtG0tD_ag)
- Basu, D., & Greenstein, S. (2019). Cultivating a space for critical mathematical inquiry through knowledge-eliciting mathematical activity. *Occasional Paper Series, 2019(41)*, 4.
- Chao, T., & Marlowe, M. M. (2019). Elementary mathematics and #BlackLivesMatter. *Occasional Paper Series, 2019(41)*, 9.
- Coleman, L. K. (2020). Build a bridge: Provide access to grade-level content for all students. *Mathematics Teacher: Learning and Teaching PK-12, 113(7)*, 590-593.
- Gallivan, H. R. (2020). Revising Tasks to be culturally relevant. *Mathematics Teacher: Learning and Teaching PK-12, 113(10)*, e43-e50.
- Varley Gutierrez, M. (2013). I thought this US place was supposed to be about freedom. *Rethinking mathematics: Teaching social justice by the numbers*, 21-25.
- Hudson, D. (Host). (2021, May 25). The power of listening to children's thinking - interview w/Berkeley, Christine, & Karen (No. 25) [Audio podcast episode]. In *Kids Math Talk*.  
<https://www.kidsmathtalk.com/post/episode-25-the-power-of-listening-to-children-s-thinking-interview-w-berkeley-christine-karen>
- Jacobs, V. R., & Ambrose, R. C. (2008). Making the most of story problems. *Teaching Children Mathematics, 15(5)*, 260-266.
- Jacobs, V. R., Martin, H. A., Ambrose, R. C., & Philipp, R. A. (2014). Warning signs! *Teaching Children Mathematics, 21(2)*, 107-113.
- Kilpatrick, J., Swafford, J., & Findell, B. (2001). The strands of mathematical proficiency. *Adding it up: Helping children learn mathematics*, 115-118.
- Liu, C. (Host). (2021, March 16). Dani Wadlington on the Equitable Math Toolkit and HS math teaching (S2. E12) [Audio podcast episode]. In *Todos Mathematics for ALL*.  
[https://www.podomatic.com/podcasts/todosmath/episodes/2021-03-16T18\\_31\\_14-07\\_00](https://www.podomatic.com/podcasts/todosmath/episodes/2021-03-16T18_31_14-07_00)
- Ohio Patton College. (2019, November 15). *EdTalks: Dr. Courtney Koestler, "Teaching is not Neutral"* [Video]. YouTube. <https://www.youtube.com/watch?v=Bio5XkflNSo>
- Tan, P. (2017). Building inclusive mathematics classrooms for students with disabilities. *For the Learning of Mathematics, 37(3)*, 21-24.
- Turrou, A. C., Franke, M. L., & Johnson, N. (2017). Choral counting. *Teaching Children Mathematics, 24(2)*, 128-135.
- Varley Gutierrez, M. (2009). "I thought this US place was supposed to be about freedom." *Rethinking Schools, 24(2)*.
- Waid, B. E. (2020). Supporting LGBTQ+ students in K–12 mathematics. *Mathematics Teacher: Learning and Teaching PK-12, 113(11)*, 874-884.
- Ward, J. (2020). Exploring playground access with mathematics. *Mathematics Teacher: Learning and Teaching PK-12, 113(11)*, 887-894.
- Yeh, C., & Otis, B. M. (2019). Mathematics for whom: Reframing and humanizing mathematics. *Occasional Paper Series, 2019(41)*, 8.
- Yeh, C., Sugita, T., & Tan, P. (2020). Reimagining Inclusive Spaces for Mathematics Learning. *Mathematics Teacher: Learning and Teaching PK-12, 113(9)*, 708-714.

## Course Format, Weekly Components, and Schedule

This course is designed to support teacher candidates in developing an approach to teaching mathematics that builds on children’s innate sense-making skills and the funds of knowledge that they bring into the classroom. Each component of the day is intentionally designed to model research-based teaching strategies that we hope you may integrate into your instructional routines and to provide space and time for you to process big ideas around teaching mathematics for equity and social justice. While it is assumed that you have reviewed much of the content needed to teach elementary mathematics in your prerequisites, we will spend significant time doing math tasks in order to experience them as a learner and to then process them as a teacher.

The components below will be features of our weekly classes and are meant to be experienced by you as both a student and as a teaching apprentice.

- **Math notebook:** used weekly for written reflection, note taking, and working through mathematical tasks. Using a notebook for mathematics communicates the idea that math is a subject that should be engaged with an inquisitive and reflective mind, as well as provide an avenue for a constant written dialogue between students and their teacher.
- **Daily quick-write:** the first 5-7 minutes of the day intended to open each class as a way for candidates to settle in and begin thinking about the content for the day.
- **Number sense routines:** mathematics “warm-up” routines that provided multiple entry points for learners to share their thinking while developing a flexible understanding of numbers, number relationships, and solution strategies.
- **Problem of the day:** (word problems) will be featured in most class sessions that will be used to introduce or apply a mathematical concept or standard. Word problems are emphasized by Cognitively Guided Instruction in Mathematics (CGI) as essential for introducing and applying new math content as well as assessing mathematical understandings.
- **Content Application:** the segment of the day wherein the subject of the weekly readings will be applied to continue developing candidates’ teaching repertoires. The aim for this segment is to zoom in and focus on one building block of your instructional approach.
- **Class discussion and/or Community circle:** will be a space to discuss and reflect upon the weekly articles that feature social justice applications of math content and community-centered, problem-based lessons. The aim is to zoom out and see how teaching for equity and tailoring instruction to students’ local and cultural context might play out in a full lesson or series of lessons. Community circles will be featured during in-person sessions, and a variety of other discussion formats will be modeled for online sessions.

**Class Format for Synchronous Learning:** We will meet in person during weeks 1, 5, and 10.

During the other weeks, we will meet in Zoom for the majority of our class period, with time for breaks, off screen reflection, and break out rooms to process and apply course content.

### Course Schedule

Session, Date & Modality	Enduring Questions	Topics/In-Class Activities	Reading/Watch/Listen <i>(To Be Completed Before Class)</i>	Assignment(s) Due
Session 1 F2F	<p>Why do identity and relationships matter in the mathematics classroom?</p> <p>How do we think about teaching and learning mathematics with an asset-based and equity-oriented lens?</p>	<ul style="list-style-type: none"> <li>● Quick Write</li> <li>● Community building activity</li> <li>● Number Sense Routine(s): Notice &amp; Wonder</li> <li>● Big picture course expectations &amp; assignments</li> <li>● Establishing a Mathematics Learning Environment: The Story of 2 Noras</li> <li>● Establishing an Equity and Student Centered Orientation: Rights of Learners (Olga Torres)</li> <li>● Community Circle</li> </ul>	<p><b>Course syllabus</b></p> <p><b>Aguirre et al. (2013) Ch. 1</b> in <i>The Impact of Identity in K–8 Mathematics Learning and Teaching</i></p>	Math Journal Week 1
Session 2 <i>Synchronous</i>	<p>How do our own identities and mathematics experiences as students shape and inform our role as mathematics teachers?</p> <p>What are the political implications of mathematics curriculum, instruction and learning environments?</p>	<ul style="list-style-type: none"> <li>● Quick Write</li> <li>● Number Sense Routine(s): Ways to Make &amp; Quick</li> <li>● Watch and unpack messages we/they received about math in and outside of school: <b>Video: <u><a href="#">Dr. Courtney Koestler: "Teaching is not Neutral"</a></u></b></li> <li>● Eliciting Student Identity: <u><a href="#">Funds of Identity</a></u>; <u><a href="#">Identity Survey</a></u></li> </ul>	<p><b>Children’s Mathematics Ch. 1 and 8</b></p> <p><b>Aguirre et al. (2013) Ch. 2, 3, &amp; 5</b> in <i>The Impact of Identity in K–8 Mathematics Learning and Teaching</i></p> <p><b>Podcast: <u><a href="#">“The Power of Listening to Children's Thinking - interview w/Berkeley, Christine, &amp; Karen”</a></u></b></p>	Math Journal Week 2

Session, Date & Modality	Enduring Questions	Topics/In-Class Activities	Reading/Watch/Listen (To Be Completed Before Class)	Assignment(s) Due
	How might authentically listening and responding to student thinking shape and be shaped by instructional decisions? What impact might this student-centered approach have on children’s learning experience?	<ul style="list-style-type: none"> <li>● Introduce Student Interview Project</li> <li>● Introduce “Equity Circle” assignment</li> <li>● Group Discussion on Aguirre Ch. 5, “Building on Students’ Strengths: the Case of Curry Green”</li> </ul>	<u><a href="#">Kids Math Talk Podcast, July 2021, Episode 25.</a></u>	
Session 3 <i>Synchronous</i>	<p>What are different problem types and why does it matter for how students approach problem solving?</p> <p>In what ways does the context of word problems impact student understanding?</p> <p>How do authentic, inquiry-based investigations elicit students’ knowledge and utilize mathematics to understand their surroundings?</p>	<ul style="list-style-type: none"> <li>● Number Sense Routine: Three of These Things</li> <li>● Share Math Autobiography slides in triads</li> <li>● CGI addition and subtraction problem types</li> <li>● Addition &amp; subtraction single digit solution strategies</li> <li>● Watch Zakyla’s series of videos for examples of an interview <ul style="list-style-type: none"> <li>● <a href="#">Ryan had 26 toy trucks...</a></li> <li>● <a href="#">Charles had 60 rocks...</a></li> <li>● <a href="#">Grandma has 5 plates with 27 cookies on every plate...</a></li> </ul> </li> <li>● Reading Discussion</li> </ul>	<p><b>Children’s Mathematics Ch. 2 &amp; 3</b> (Carpenter et al., 2015)</p> <p><b>Article: Cultivating a Space for Mathematical Inquiry</b> (Basu &amp; Greenstein, 2019)</p>	<p>Math Autobiography</p> <p>Math Journal Week 3</p>

Session, Date & Modality	Enduring Questions	Topics/In-Class Activities	Reading/Watch/Listen <i>(To Be Completed Before Class)</i>	Assignment(s) Due
Session 4 <i>Synchronous</i>	<p>What are the core features of CGI classrooms?</p> <p>How does the addition/subtraction problem type and strategy framework extend to grouping (multiplication and division) problems?</p> <p>How might I strategically pose questions to support, extend and make children's thinking more visible?</p> <p>How can we draw on student's funds of knowledge to design culturally relevant tasks and contexts?</p>	<ul style="list-style-type: none"> <li>● Choral Counting</li> <li>● CGI multiplication and division problems with Funds of Knowledge lens</li> <li>● Multiplication &amp; division single digit solution strategies</li> <li>● Questioning Types: Open vs. Closed; Higher Order Thinking</li> <li>● Getting Students Talking: Eliciting, Supporting, and Extending Moves</li> <li>● Video Analysis: Questioning</li> <li>● Anticipating Student Thinking and Planning for Purposeful Questioning</li> <li>● Equity in Mathematics Circle</li> </ul>	<p><b>CGI Book Chapters 4 &amp; 5</b> (Carpenter et al., 2015)</p> <p><b>Article: Revising Tasks to be Culturally Relevant</b> (Gallivan, 2021)</p> <p><b>Article: Making the Most of Story Problems</b> (Jacobs &amp; Ambrose, 2008/2009)</p>	<p>Math Journal Week 4</p> <p><b>Conduct interview 1</b> with focus student. Have access to notes from interview 1 during session 5. Notes will not be turned in but will be used as the basis for a group discussion.</p>
Session 5 <i>F2F</i>	<p>How might we provide space for children to build and strengthen their number sense as well as sense of community through routines such as counting collections?</p> <p>What are the primary principles of counting and</p>	<ul style="list-style-type: none"> <li>● Number Sense Routine: Counting Collections</li> <li>● Videos of kids counting</li> <li>● CGI: Base Ten Understandings</li> <li>● Assessing student understandings: Strands of mathematical proficiency</li> </ul>	<p><b>CGI Book Chapter 6</b> (Carpenter et al., 2015)</p> <p><b>Aguirre et al., (2013) Ch. 6</b> in <i>The Impact of Identity in K–8 Mathematics Learning and Teaching</i></p>	<p>Math Journal Week 5</p> <p>Have access to notes from interview 1.</p>

Session, Date & Modality	Enduring Questions	Topics/In-Class Activities	Reading/Watch/Listen (To Be Completed Before Class)	Assignment(s) Due
	<p>why is counting foundational to math learning and growth?</p> <p>What are strategies for assessing student learning while centering equity?</p> <p>What are the strands of mathematical proficiency for which I should be assessing?</p>	<ul style="list-style-type: none"> <li>● Equity-centered assessment strategies + reading discussion</li> <li>● <b>Video:</b> <a href="#">Dr. Na'ilah Suad Nasir: Designing Learning for Equity</a></li> <li>● <a href="#">Gum task with student work</a></li> <li>● Planning for interview 2</li> <li>● Equity in Mathematics Circle</li> </ul>	<p><b>Article: Strands of Mathematical Proficiency</b> (Kilpatrick et al., 2001)</p> <p><b>Article: Choral Counting</b> (Turrou, Franke &amp; Johnson, 2017)</p>	
<p>Session 6 <i>Synchronous</i></p>	<p>How can we strategically engage students in discussions about numbers to build number sense and flexibility with number operations?</p> <p>How might we regularly and authentically communicate with student's caregivers in a way that positions them as partners in their child's mathematical journey?</p>	<ul style="list-style-type: none"> <li>● Number Sense Routine: Number Talk</li> <li>● Read number talk article in class</li> <li>● Assessing Student Thinking: Multi-digit Student Strategies</li> <li>● Continue providing equity-centered feedback</li> <li>● Communicating Progress with Caregivers</li> <li>● Introduce two-part number sense routine assignment</li> <li>● Equity in Mathematics Circle</li> </ul>	<p><b>CGI Book Chapter 7</b> (Carpenter et al., 2015)</p> <p><b>Aguirre et al., (2013) Part 3 section introduction and Ch. 7</b> and 7 in The Impact of Identity in K–8 Mathematics Learning and Teaching</p>	<p>Math Journal Week 6</p>

Session, Date & Modality	Enduring Questions	Topics/In-Class Activities	Reading/Watch/Listen <i>(To Be Completed Before Class)</i>	Assignment(s) Due
Session 7 <i>Synchronous</i>	<p>How do we facilitate discussions in ways that engage students in each other's ideas?</p> <p>How can teachers avoid marginalizing student thinking while trying to promote problem solving?</p> <p>What are strategies I can use to hold myself accountable for calling on students and asking questions of them equitably?</p>	<ul style="list-style-type: none"> <li>• Number Sense Routine: True/False Equations</li> <li>• Student Interview Part 2 Share Out: Connections to Ch. 9 and Warning Signs</li> <li>• Productive Talk Moves (CM Ch. 10)</li> <li>• Analyze for levels of engagement through <a href="#">this clip of Ms. Barron's</a> whole class discussion</li> <li>• <a href="#">EQUIP Tool</a> and Classroom Discussion</li> <li>• Number sense routine planning time</li> </ul>	<p><b>CGI Book Chapters 9 &amp; 10</b> (Carpenter et al., 2015)</p> <p><b>Article: Warning Signs</b> (Jacobs et al., 2014)</p>	<p>Math Journal Week 7</p> <p><b>Student Interviews (DUE):</b> Complete write up for student interviews. <i>Be sure to submit your project write up, all associated plans and artifacts as well as your self-assessment to Canvas.</i></p>
Session 8 <i>Synchronous</i>	<p>How can we create an inclusive classroom environment that honors and supports students and their diverse ways of knowing?</p> <p>How might we reimagine classroom spaces with the aim of being inclusive of all learners? What implications might that have for the notion of "differentiation"?</p>	<ul style="list-style-type: none"> <li>• Number Sense Routine rehearsals</li> <li>• Coherence Map as a planning tool (Building a Bridge)</li> <li>• Analysis and revision of scripted lesson for differentiation and inclusion strategies</li> <li>• Link to differentiation strategies introduced in 459/559</li> <li>• Equity in Mathematics Circle</li> </ul>	<p><b>Article: Reimagining Inclusive Spaces for Mathematics Learning</b> (Yeh at al., 2020)</p> <p><b>Article: Building inclusive mathematics classrooms for students with disabilities</b> (Tan, 2017)</p> <p><b>Article: Build a Bridge: Provide Access to Grade-Level Content for All Students</b> (Coleman, 2020)</p>	<p>Math Journal Week 8</p>

Session, Date & Modality	Enduring Questions	Topics/In-Class Activities	Reading/Watch/Listen (To Be Completed Before Class)	Assignment(s) Due
Session 9 <i>Synchronous</i>	<p>How can we leverage our mathematics instruction to combat racism and anti-Blackness?</p> <p>Where is the power in mathematics to identify and push back on gender oppressive structures embedded in curriculum and our everyday lives?</p> <p>Where are the opportunities for developing and strengthening student’s mathematical content knowledge through the discussion of social justice issues?</p>	<ul style="list-style-type: none"> <li>● Number Sense Routine: Student rehearsals</li> <li>● Experience a lesson taken from <a href="#">Upper Elementary Mathematics Lessons to Explore, Understand, and Respond to Social Injustice</a></li> <li>● Process mathematical concepts and potential to address historical harm by applying them.</li> <li>● Equity in Mathematics Circle</li> </ul>	<p><b>Elementary Mathematics and #BlackLivesMatter</b> (Chao &amp; Marlowe, 2019)</p> <p><b>Supporting LGBTQ+ Students in K–12 Mathematics</b> (Waid, B. E., 2020).</p> <p><i>Suggested Podcast:</i> <a href="#">Dani Wadlington on the Equitable Math Toolkit (TODOS, 2021)</a></p> <p><i>Suggested Article: Article: Mathematics for Whom</i> (Yeh &amp; Otis, 2019)</p>	Math Journal Week 9
Session 10 <i>F2F</i>	<p>How can students use mathematics as a tool to advocate for their community?</p> <p>How do authentic, inquiry-based investigations elicit students’ knowledge and utilize mathematics to</p>	<ul style="list-style-type: none"> <li>● Number Sense Routine: Notice, Wonder &amp; Connect Circle</li> <li>● Discuss tools and activities that build mathematical skills while providing community knowledge and data for teachers</li> <li>● Course Synthesis Activity</li> </ul>	<p><i>Article: Exploring Playground Access</i> (Ward, 2017)</p> <p><i>Article: I Thought This US Place Was Supposed to Be About Freedom</i> (Varley Gutierrez, 2013)</p>	Math Journal Week 10

Session, Date & Modality	Enduring Questions	Topics/In-Class Activities	Reading/Watch/Listen <i>(To Be Completed Before Class)</i>	Assignment(s) Due
	understand their surroundings?			
Session 11 <i>Asynchronous</i>		<b><i>No class session. Final assignment due by end of regularly scheduled class period.</i></b>		<b>Number Sense Routine and Course Reflection (DUE):</b> Complete and turn in Number Sense Routine project. <i>Be sure to submit your project write up, all associated plans and artifacts to Canvas.</i>

## Course Assignments

### Course Assignments and Evaluation

- To ensure equitable and assets-based assessment and grading, the following policies and practices are in place for this course.
  - Universal Design for Learning strategies guided course development, as evidenced by variety and choice in modes of expressing your learning.
  - Grading criteria will be provided for each assignment in the form of rubrics, score guides, or clear descriptive criteria.
  - In a teacher preparation program, dispositions and professionalism are represented in the standards for which you must demonstrate proficiency to qualify for licensure. We recognize that the concepts of appropriate dispositions and professionalism are rooted in whitemstream values and norms. To mitigate the potential inequities arising from assessment of dispositions and professionalism, the criteria are spelled out explicitly and concretely.
  - If you earn a lower grade than you had hoped for when you submit a major assignment (e.g., XYZ specific assignments), you may take up the instructor’s feedback to redo the assignment with the possibility of improving your grade.
  - To allow your final course grade to reflect your assets and proficiencies, rather than emphasize missing assignments or missing evidence of proficiency, the lowest possible grade on any assignment will be 50%.
  - The course is designed very intentionally to scaffold your learning. The content and assignments for each week prepare you for the content and assignments for the following week. You will get much more out of the course if you complete each assignment by the scheduled due date. However, we recognize that life circumstances can arise that make it very difficult to get an assignment in on time. If you are unable to complete an assignment by the scheduled due date, reach out to the instructor to request a different due date. (In weeks 9-11, it is very important to follow the scheduled due dates so that your course grade can be calculated and submitted to Banner on time.)

Assignment	Collaboration	In and/or Out of Class	Retrieval Site	Submission Site	Due Date
<b>Preparation, Upholding Community Expectations, and Active Engagement and Listening</b>	Individual	In-class	Math Journal Prompts provided in class; Math Autobiography see below	Canvas	Weekly

<b>Student Interviews</b>	Individual	Out-of-class	Template & Guide provided below	Canvas	Week 7
<b>Number Sense Routine Rehearsal</b>	Individual	In-class	Template & Guide provided below	Canvas	Plan and Lead 1 for the term
<b>Number Sense Routine Planning and Facilitation</b>	Individual	Out-of-class	Template & Guide provided in class	Canvas	Week 11
<b>Final Reflection</b>	Individual	In-Class	Prompts below	Canvas	Week 11
<b>Graduate Students: Equity in Mathematics Circle</b>	Small Group	In- & out-of-class	See below	Canvas	Weekly (Plan and Lead 1 for the term)

1. **Weekly Preparation, Upholding Community Expectations, and Active Engagement and Listening (25% of grade)**

- As members of a learning community, we each have a responsibility to uphold our shared [Community Expectations](#) in class discussions, collaborative work, email, and other communications. In addition, earning full credit in this area requires that you attend and actively participate in all class sessions.
- I expect you to participate fully in whole group and small group discussions both by actively, respectfully listening to others and by contributing comments that reflect respect, thoughtfulness, and attempts to make connections to and among course readings. Your preparation for and participation in discussion will be reflected in your course grade. Please have course readings available for reference during class.
- Please save texting, web surfing, social media, and side conversations (via chat, text, or face-to-face) for time outside of class so that you may be *fully present* for class activities. Your choice to be fully present and to take a positive, open-minded stance will be reflected in your course grade.
- **Additional Assignments Included in Preparation, Upholding Community Expectations, and Active Engagement and Listening Grade:**
  - a. **Math Journal:**  
The majority of your class work will be completed in your math journal. Each week, you will be provided with a template for the session's journal entries, which will be a mix of reflections on readings and in-class tasks, as well as math work. The math journal entries are designed to be completed primarily in class (or at the end of class asynchronously) and are due at the end of class each day. At the end of

the term, you will compile all of your math journal entries into a single document in order to keep a record of your work for yourself.

- **IN THE CASE OF A NECESSARY ABSENCE, PLEASE INFORM THE INSTRUCTOR PROMPTLY (IDEALLY PRIOR TO ABSENCE). TO RECOUP MISSED POINTS, YOU WILL COMPLETE THE MATH JOURNAL ENTRIES FOR THE WEEK TO THE BEST OF YOUR ABILITY USING THE SLIDEDECK AND MODULE RESOURCE; AND INCLUDE A 1-2 REFLECTION OF THE WEEKS' READING(S) AND HOW THEY CONNECT TO YOUR FIELD EXPERIENCES. YOU WILL SUBMIT USING THE SAME LINK IN THE MODULE FOR THE CORRESPONDING WEEK'S MATH JOURNAL SUBMISSION.**

b. **Math Autobiography Slide Deck:**

Our identity, beliefs and experiences as math learners shape who we are as math teachers. In this assignment, you will create a set of 10 slides in the effort of reflecting on and sharing pieces of your own mathematics autobiography. See Chapter "Know Thyself: What Shapes Mathematics Teacher Identities" in Aguirre, Mayfield-Ingram, & Martin (2013) *The Impact of Identity in K–8 Mathematics Learning and Teaching* for examples. There will be specific prompts for half of your slides, and following questions may guide your reflection as you craft your full deck of slides:

- What is your mathematics learning autobiography? In other words, tell the story of how you were taught mathematics and how you learned it. Sometimes it can help to include a personal story from your math learning experience.
- What aspects of your own history with learning mathematics do you think has an impact on your views about mathematics? How would you describe your current math identity? How might your current math identity shape how you approach teaching mathematics?
- What roles did race, class, gender, culture, and language play in your math learning story? How do you think those experiences connect with or differ from students you are or have worked with and their developing math identities?
- This assignment will be assessed according to level of completion (full credit will be given to students who answer all 5 prompts and create 5 of their own).
- **DUE: \_\_\_\_\_ - please submit to Canvas prior to the start of class**

**Evaluation of Preparation, Upholding Community Expectations, and Active Engagement and Listening**

- Make a copy of [this rubric document](#). Change the filename to: LASTNAME\_FIRSTNAME\_COURSENUMBER\_RUBRIC
  - Example name: KENDI IBRAM 465/565 RUBRIC
- Share the document with your instructor for the course identified in your filename.

- After class Week 3, use **yellow highlights** to indicate which score in each row best matches your preparation, contributions, and engagement in the course.
- For each rubric row, **add comments** explaining why you think that is the appropriate score and indicating what you plan to focus on in your preparation, contributions, and engagement in the remaining sessions.
- Your instructor will offer you feedback and will supply their own scores to help you know where you can improve in the remaining sessions.
- At the end of the term, your instructor may or may not ask you to self-evaluate again, reflecting on the entire term.
- Your instructor will score you on this rubric based on your preparation, contributions, and engagement across the entire term.
- Because your performance on the components of this rubric will bear so heavily on your success in a student teaching placement, your final rubric scores will be considered when the faculty evaluate your application to student teaching.

2. **Student Interview Project – (25% of grade undergrad/20%grad)**

**Student Interview Part 1:** For part 1 of your student interview, you will consult with your cooperating teacher to select one student in your field placement. This will be a time to help your student become more comfortable with you before you ask them to complete math tasks in Part 2. During the interview, you will find out more about the student’s (a) interests, (b) cultural and linguistic background, and (c) attitudes about mathematics in order to design problems for your next interview. The interview will last approximately 10 minutes.

- **Interview Part 1:** Use the following list of questions to guide your interview for Part 1. You should feel free to adapt the questions as needed. Do make (and keep) a list of the questions you actually ask!
  - a. Questions about Students’ Interests and Activities: e.g. What do you love learning about? Favorite subjects? Tell me 5 things that I don’t know about you.
  - b. Questions about Students Home and Community Knowledge Bases and Resources: e.g. What kinds of things do you do at home? - both regular routines (e.g. chores, having dinner with family, etc.) and things you enjoy (e.g. hobbies, special celebrations, etc.)? What’s something that you enjoy doing outside of school? Where is your favorite place to do that?
  - c. Questions about Students Ideas/Dispositions Related to Math: e.g. What is a math activity that you enjoy doing? What topic in math is challenging for you or that you are working on getting better at? How do you use math outside of school (note: students may not be aware that they use math outside of school, so you may need to dig in with this question to identify times when they count, add, subtract, share fairly, etc.)?
- **Student Interview Part 2:** For Part 2 of your student interview, you will inquire into the same student’s understanding of mathematics through operations and

computational strategies, and observe problem solving skills using the Cognitively Guided Instruction (CGI) Problem Types discussed in our course text. This will be an opportunity to craft tasks for *your specific focus student*, diagnose their understanding, and uncover their thinking through questioning. You will use the knowledge you gained from Part 1 to develop problems that are tailored for your student’s interests and funds of knowledge in the effort to elicit and assess your student’s mathematical knowledge related to the operations. See below for steps to plan, implement and reflect on the interview (see project description and scoring guide for more details):

- a. **Step 1: Pre-Plan the Interview:** You will craft 3 problems based on what you learned about your student during the first interview and the CGI problem types we are learning about in class. Before the interview you will write your problems and “Do the Math!” where you brainstorm at least 2-3 strategies that you think the student could come up to solve each problem (both correct and incorrect). Finally, brainstorm at least 3 questions that you could ask to: (a) keep the student talking about their thinking and (b) clarify your understanding of what the student is thinking/doing
  - b. **Step 2: Conduct the Interview:** The interview will last approximately 15 minutes. Have a notebook so that you can take notes about your student’s responses. If you think that taking notes will be difficult for you and/or distracting to the child, recording the interview is HIGHLY recommended so that you capture the words from your student rather than your interpretation.
  - c. **Step 3: Analyze your Student’s Understandings and Reflect on Your Interactions with the Student After the Interview:** After you have conducted the interview, you will need to carefully assess your student’s mathematical understandings related to their conceptual understandings, procedural fluency, and problem-solving skills. You will also think about what you would focus on next for this student.
  - d. **Step 4: For your write-up,** you will include your pre-plan template and your analysis of student understanding, wonderings about student thinking, and reflection on the interview (see full assignment description for prompts).
- **DUE:** \_\_\_\_\_ - *please submit to Canvas prior to the start of class*

**Student Interviews Scoring Guide**  
Elementary Mathematics Methods

	<b>Needs Improvement (1-2)</b>	<b>Emerging (3)</b>	<b>Proficient (4)</b>
<b>Pre-plan</b>	Some aspects of the pre-plan are missing.	Some aspects of the pre-plan are underdeveloped and do not provide a picture of the plan.	Pre-plan fully addresses the prompts outlined in the template.

<b>Introduction of Student</b>	Addresses less than half of the prompt. -OR- There is insufficient support for answers.	Addresses the majority of the prompt with some support for answers from the interview and/or observations.	Addresses every component of the prompt fully with support for answers from the interview and/or observations.
<b>Analysis of Student Understanding</b>	Analysis of mathematical understanding is not supported with direct evidence from the interview. -OR- Analysis does not connect to conceptual understanding, procedural fluency, mathematical reasoning, and/or problem-solving.	Analyzes what the student could and could not do related to conceptual understanding <b>and</b> procedural fluency <b>or</b> problem-solving/mathematical reasoning. Supports claims with direct evidence from the interview but some of the claims may be incomplete or underdeveloped.	Analyzes what the student could and could not do related to conceptual understanding, procedural fluency, mathematical reasoning, <b>and</b> problem-solving. Supports claims with direct evidence from the interview.
<b>Wonderings about Student Thinking and Next Steps</b>	Reflection on next steps has missing components (e.g., focus content, questions, or rationale).	Reflection on next steps is underdeveloped and does not provide a clear picture of the plan.	Reflection includes <i>specific</i> focus content and questions for next interaction along with a rationale supported with evidence from the interviews.
<b>Learning about Self</b>	Addresses less than half of the prompt. -OR- There is insufficient support for answers.	Addresses the majority of the prompt with some support from the interview, observations, and/or personal experiences.	Addresses every component of the prompt with detailed support from the interview, observations, and personal experiences.

3. **Number Sense Routine Rehearsal (10% of grade):** Prior to teaching your number sense routine in the field, you will have the opportunity to teach it in class to a group of your peers for practice and feedback. For this assignment, you will select a number sense routine that has been modeled in class, complete the pre-plan, and teach the lesson during class session 7 or 8. Then, you will apply what you learned from the routine and feedback from your peers to modify your planning template that you will then use to teach a group of students in your practicum placement. In the event that you are unable to teach your lesson in practicum, your rehearsal session can serve as the basis for your analysis for the full project (see description below).

- This assignment will be graded on level of completion of both the pre-plan and the carrying out of the lesson in class.
- **DUE:** \_\_\_\_\_ - *please submit to Canvas prior to the start of class*

4. **Number Sense Routine Planning and Facilitation Project (25% of grade undergrad/20%grad)**

Facilitate a Number Sense Routine in your field placement or with your peers in class- similar to those modeled throughout our class. You will engage your class (or a small group of at least 3 students) in a group discussion about a problem or set of related problems. During a Number Sense Routine, students articulate and defend their ideas. They also listen and analyze the reasoning of others. By asking “good questions” you will uncover what your students understand and how they are using their math skills. Number Sense Routines are also a vehicle that you can use to model notation, make math thinking and ideas visible, and connect representations to one another. Number Sense Routines typically last about 10-15 minutes, it may vary depending on the task and the age of the students. You will submit the following (see project description and scoring guide on Canvas for more information):

- **Pre-Planning Template:** Identify the Number Sense Routine you would like to facilitate and your rationale for your selection. Complete the “Do the Math!” section to anticipate the strategies you think will come up. That is, carry out and record solution strategies and responses that you think may come up (both correct and incorrect). Make a plan for how you will want to record student thinking in order to highlight the mathematics ideas you would like to have come forward. Think through both the questions that you will ask as well as the moves you will make to assure that students have the opportunity to articulate and defend their thinking as well as listen and analyze the thinking of others.
- **Artifacts from the Lesson:** Submit picture(s) or screenshot(s) of how you recorded your students’ thinking during the Number Sense Routine for everyone to see.
- **Write up:**
  - **Part 1: Analysis of Student Understanding:** Examine the “data” you gathered by listening to and recording the students’ strategies and facilitating the discussion. Analyze your group of students’ understanding and, specifically, what kind of concepts and procedures they know as well as are still learning. Support your claims about what your students understand, their strengths, and their difficulties with evidence (i.e., things students said or did) from the Number Sense Routine.
  - **Part 2: Next Steps for Instruction:** Consider ways that you would want to move the class’ thinking forward in terms of content, mathematical practices, dispositions, etc. What specific number sets and/or routines would you pose next and why?
  - **Part 3: Reflecting:** Write about what you learned about yourself as a facilitator of this discussion. Specifically, what went well and what do you want to change/try next to improve? Reflect on what you have learned from this Number Sense Routine about student thinking, teaching, learning, and assessment. Draw upon your readings from across the term to support your actions, decisions, goals, etc.

\* It is highly suggested to audio- or video-record these sessions for your own note taking purposes not to share. This will ensure that you have an accurate record of your students’ thinking and ways your moves influenced that thinking.

- **DUE:** \_\_\_\_\_ - *please submit to Canvas prior to the start of class*

**Number Sense Routine Planning and Facilitation Scoring Guide**  
Elementary Mathematics Methods

	<b>Needs Improvement (1-2)</b>	<b>Emerging (3)</b>	<b>Proficient (4)</b>
<b>Pre-plan</b>	Some aspects of the pre-plan are missing.	Some aspects of the pre-plan are underdeveloped and do not provide a picture of the plan.	Pre-plan includes a rationale and goals for the number sense routine, anticipated student strategies-- both correct and incorrect--and specific questions to draw out students' mathematical thinking.
<b>Artifacts from Lesson</b>	No pictures	Picture unrelated to stated number sense routine or so unclear that it is not possible to understand what was done.	Includes picture(s) of how you recorded your students' thinking during the number sense routine.
<b>Analysis of Student Understanding</b>	Analysis is not present, focus is on reporting.-OR- Analysis is not supported with direct evidence from the number sense routine.	Analysis of what students understand in relation to the number sense routine focus may be incomplete or underdeveloped. Claims are only partially supported.	Analyzes what the students understand, their strengths, and their difficulties in relation to the focus of the number sense routine. Supports claims with direct evidence from the number sense routine.
<b>Next Steps for Instruction</b>	Missing the numbers(s) to pose next. -OR- Suggested problem(s) do not align with the analysis of student understanding.	Includes next number set(s) to pose and an under-developed rationale for the problem(s) based on analysis of student understanding.	Includes next problem(s) to pose and a well-supported rationale for the problem(s) based on analysis of student understanding.
<b>Reflecting on Learning<sup>2</sup></b>	Reflection includes general statements, without specifics, about what was learned from the experience.	Generally describes what was learned from experience (i.e., what went well <b>or</b> what to change). Describes what was learned about at least 2 of the following: student thinking, teaching, learning, assessment.	Specifically describes what was learned about self from experience (i.e., what went well and what to change). Describes what was learned about student thinking, teaching, learning, and assessment.

**5. Final Reflection (15% of grade)**

In place of an in-class final exam, you will complete a written reflection of your learning from this class, how it aligns or misaligns with how you hope to teach mathematics in your future classroom, and what steps you plan to take to continue growing as a learner and teacher of mathematics. Your reflection should include citations to course texts, projects and learning experiences.

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<sup>2</sup>\* Note: A score of proficient equates to an A on the A-F grading scale.

- This assignment will be assessed according to a rubric that addresses the prompts provided for reflection, as well as the citations to and application of course materials.
- **DUE:** \_\_\_\_\_ - *please submit to Canvas prior to the start of class*

**6. GRADUATE STUDENTS ONLY: Equity in Mathematics Circle Lead and Learning Resource (10% of grade, graduate students only)**

Classroom teachers are often called upon to support and lead colleagues. For example, you may be asked to be a grade level team leader; research for, plan and implement professional learning activities for and with colleagues; and/or participate in school committees. This assignment is designed to support you in developing those professional leadership as well as research skills through the design and implementation a professional learning activity for your peers. All graduate students will take a turn co-planning and facilitating an in-class “equity in mathematics” circle (~20 minutes long) based on the week’s assigned chapter(s). You will also create a resource that will support your colleagues in further learning around the week’s enduring questions.

The items you will submit for grading include,

- The **learning resource** your group creates for your colleagues. Your resource may take the form of a pamphlet, a slide deck, or any additional platform that is easily accessible and navigable. Please be sure that this is not simply a list, but contains a synthesis of the week’s readings and a clear description of why each element is included in your resource. You will need to do external research to complete this assignment.
- your group’s facilitation plan, and
- a one page reflection of the planning and facilitation process written in your math journal under the week you facilitated. It is recommended that you send the plan to the instructor prior to review prior to facilitation.

*Note: If there is only 1 graduate student in a course, then the instructor will co-plan and facilitate with the graduate student.*

**Grading Scale**

<b>Grade</b>	<b>Percentage</b>
A	93-100%
A-	91-92%
B+	89-90%
B	83-88%
B-	80-82%

\*GRADUATE: Less than 80 percent is below graduate standard and indicates unsatisfactory performance in the course. Graduate students must maintain a GPA of 3.0 or higher for satisfactory academic progress.

C+	77-79%
C	73-76%

C- 70-72%

\*UNDERGRADUATE: Less than 70 percent indicates unsatisfactory performance in the course. Undergraduate students must maintain a GPA of 2.0 or higher for satisfactory academic progress.

ALL: Courses graded 'D' or below must be retaken to count toward LEEP requirements.

D 60-69%

F <60%

### University and Course Policies

<b>Additional Student Supports</b>	Completing a COE program is demanding and likely to challenge students in many ways. Students may face other external stressors, foreseen or unforeseen, that can pose additional challenges. We encourage students to be proactive in monitoring and advocating for their own health, well-being and supports as they go through this program. Click here to access a <a href="#">List of Resources and Supports</a> available to students.
<b>Attendance and Tardiness</b>	<p>Participation is a critical component of this course, and students are expected to attend all classes. If an absence is unavoidable, it is the student's responsibility to contact the instructor. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. It is recommended that students identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.</p> <p>Students are expected to make every attempt to be in class on time and to honor the importance of making good use of class time.</p> <p>Participation is a critical component of this course and students are expected to engage in all online activities, which may include but is not limited to, discussion forums, synchronous meetings, and collaborative projects. Attendance during synchronous class meetings is mandatory. If there is an extenuating circumstance and a student is unable to attend a live webinar, they must contact the professor before the class begins. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. Students are expected to make every attempt to login to online webinars on time and to honor the importance of making good use of class time.</p>

<p><b>Classroom Demeanor and Courtesy</b></p>	<p>Because students may not share the same opinions and/or ideas on different topics on this class, it is important to respect the opinions and ideas of others. In considering respectful communication, students should commit to understanding how institutional racism, structural inequity, prejudice, discrimination, bias and privilege impact communication, particularly when discussing sensitive and challenging topics. It is expected that some of the class material will evoke strong emotions, and students should work toward self- and other-awareness with regard to the impact of course material related to equity and diversity. Students should strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments.</p> <p>All students must abide by the <a href="#">PSU's Student Conduct Code</a> or the <a href="#">COE's Academic Performance Guidelines</a>.</p>
<p><b>Late Assignments</b></p>	<p>Due dates on the syllabus are provided as strongly suggested guidelines to keep students on schedule for facilitating learning and completing course requirements by the end of the term. If students need to turn in work later than the due date, please inform the instructor by the due date.</p>
<p><b>Academic Integrity</b></p>	<p><b>Academic integrity</b> is a cornerstone of any meaningful education and a reflection of each student's maturity and integrity. The <a href="#">Code of Student Conduct</a>, which applies to all students, prohibits all forms of academic misconduct, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized collaboration, disclosure and receipt of academic information, and other practices commonly understood to be academic misconduct. <i>Please ask if you have questions about whether collaboration is appropriate for any given assignment.</i></p>
<p><b>FERPA (in PK-12 Settings)</b></p>	<p>Federal FERPA <a href="#">guidelines</a>* apply in PK-12 settings where Teacher, Counselor, and Administrator Candidates learn about students' academic and personal history and use this information to improve their practice. It is important for candidates to maintain the privacy of the educational records of their PK-12 students and to limit sharing student personal identifiers to only those persons who have a legitimate educational interest.</p>
<p><b>FERPA (in university settings)</b></p>	<p><a href="#">PSU FERPA guidelines</a> require that non-directory information about students be kept confidential unless the student provides signed consent.</p>

	<p>Student work must be directly returned to each student (either face to face or via electronic or US mail). If students want a hard copy of their work returned after the end of a course, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>
<b>Incomplete Policy</b>	<p>The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.</p> <p>Eligibility Criteria</p> <ol style="list-style-type: none"> <li>1. Required satisfactory course completion.</li> <li>2. Reasonable justification for the request.</li> <li>3. Incomplete grade is not a substitute for a poor grade.</li> <li>4. Written agreement. (See <a href="#">Incomplete Contract</a>)</li> <li>5. Resolving the Incomplete.</li> </ol> <p>For more details, see the <a href="#">full PSU Incomplete Policy</a>.</p>
<b>Inclement Weather</b>	<p>On Campus Courses: Inclement weather conditions may require University closure, late opening, canceled events, or reduced operations. Portland's weather forecasts and road conditions are constantly monitored to ensure the safety of students, faculty, and staff.</p> <p>Closure announcements and updates are posted on <a href="http://www.pdx.edu">www.pdx.edu</a>. Notification may be sent via PSU ALERT depending upon the severity of the weather. Classes are canceled when the University is closed and instructors may arrange makeup classes. Exams are postponed if the university closes during Finals Week.</p> <p>Since learning modules are offered online, course content is available to students 24/7 and on-campus attendance is not required. Online course activities, including synchronous webinars, will not be canceled for inclement weather, even when PSU campus is closed. Cancellation of live webinars or meetings due to inclement weather is determined by the course instructor only. Students are responsible for contacting the instructor as soon as possible in case of major power outages.</p>
<b>LGBTQIA+ Resolution</b>	<p>As part of its commitment to social justice and human dignity, the COE demonstrates LGBTQIA+ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive. Instructors should honor student pronoun preferences.</p>
<b>Mandatory Health Insurance Policy</b>	<p>All students taking five or more credit hours per term (1 credit hour per term for international students) are required to have comprehensive medical insurance coverage. A student who does not have health insurance, or does not meet the criteria for the waiver application, will</p>

	<p>automatically be enrolled in the <a href="#">PSU Student Health Insurance Plan</a> and the student account is charged. The deadline to submit the waiver application is posted for each term. See the <a href="#">PSU Student Health Insurance Plan webpage</a> for more information.</p> <p>PSU provides students taking 5 or credits (1 credit for international students) with the mandatory PSU Student Health Insurance Plan. While PSU provides mandatory health insurance for eligible students it is IMPORTANT to note that this course is considered a Restricted Differential Tuition (RDT) type of course and therefore does not count toward the 5 credits necessary to be both eligible for and required to purchase the health insurance option. See the <a href="#">PSU Student Health Insurance Plan webpage</a> for more information.</p>
<p><b>Title IX Reporting Obligations</b></p>	<p>Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU’s Title IX Coordinator, the <a href="#">Office of Equity and Compliance</a> or the <a href="#">Dean of Student Life</a> and cannot keep information confidential. Students may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503.725.5672, book online at <a href="#">psuwrc.youcanbook.me</a>, or contact another confidential employee found on the <a href="#">Sexual Misconduct Response webpage</a>. For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module <a href="#">Creating a Safe Campus in your D2L</a>.</p>
<p><b>Student Food Security</b></p>	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at <a href="mailto:foodhelp@pdx.edu">foodhelp@pdx.edu</a>. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.</p>

<b>Recording Technology Notice</b>	We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the <a href="#">Acceptable Use Policy</a> and PSU's <a href="#">Student Code of Conduct</a> . A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. <b>You may not share recordings outside of this course. Doing so may result in disciplinary action.</b>
<b>PSU Scholarships &amp; Resources</b>	This <a href="#">link</a> contains a lot of great information for students including financial, academic, and personal resources.