

MAT-934 – Culturally Responsive Mathematics Teaching

Independent Study Online Course Syllabus

Instructor: Candi Reimer, M.A.
Phone: (559) 355-3871
Email: candi.reimer@me.com

Number of Graduate Semester Units: 3
Target Audience: Grades PK-14 grade teachers
Course Access: ce-connect.fresno.edu

Course Description

Students bring a rich variety of cultural backgrounds and identities to classroom learning. Research suggests that teachers who value student culture and experience are better able to foster academic success, cultural competence, critical citizenship, and caring relationships. Culturally responsive mathematics is a pedagogy that seeks to energize the relationship between students' home and community culture and classroom mathematics learning. This fully online course will support practices that draw on student experience and diversity for enriched and engaged mathematics learning. All of the readings and activities included in this course support the Common Core Mathematics Content and Practice Standards and Common Core Standards for English Language Arts.

Note: There is no required textbook for this course.

Required Texts and Course Materials

Textbook: There is no required textbook for this course.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).

<https://moodle.org> // <https://moodle.org/demo> // <https://docs.moodle.org>

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

Common Core Standards for Mathematics

<http://www.corestandards.org/the-standards/mathematics>

- Counting & Cardinality
- Operations & Algebraic Thinking
- Number & Operations
- Measurement & Data
- Geometry
- Ratios & Proportional Relationships
- The Number System
- Expressions & Equations
- Functions
- Statistics & Probability

Common Core Standards for Mathematical Practice

<http://www.corestandards.org/Math/Practice/>

- Standard 1: Make sense of problems and persevere in solving them
- Standard 2: Reason abstractly and quantitatively
- Standard 3: Construct viable arguments and critique the reasoning of others
- Standard 4: Model with mathematics
- Standard 5: Use appropriate tools strategically
- Standard 6: Attend to precision
- Standard 7: Look for and make use of structure
- Standard 8: Look for and express regularity in repeated reasoning

Common Core Standards for English Language Arts

<http://www.corestandards.org/ELA-Literacy/>

- Anchor Standards
- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking & Listening
- Language
- Range, Quality, & Complexity
- Literacy in Science & Technical Subjects

National Board for Professional Teaching Standards

<http://www.nbpts.org/five-core-propositions>

- Proposition 1: Teachers are committed to students and their learning.
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- Proposition 3: Teachers are responsible for managing and monitoring student learning.
- Proposition 4: Teachers think systematically about their practice and learn from experience.
- Proposition 5: Teachers are members of learning communities.

Continuing Education Program Student Learning Outcomes

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|------|---|
| CE 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4 | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5 | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6 | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

Student Learning Outcomes (SLOs) for This Course

| Student Learning Outcomes for This Course By the end of this course student will be able to: | National Standards Addressed in This Course* | Continuing Education Program Student Learning Outcomes Addressed** |
|--|---|---|
| 1. Demonstrate through written reflection an understanding of current research which supports culturally responsive mathematics teaching (CRMT) and how it relates to current Common Core standards. | NBPTS Prop. 1, 2 ISTE 3, 4, 5 | CE 1, CE 2, CE 4, CE 6 |
| 2. Demonstrate effective use of tools, resources, and pedagogies that support implementation CRMT in the classroom. | NBPTS Prop. 1, 2, 4 ISTE 1, 2, 3, 4, 5 | CE 2, CE 4, CE 6 |
| 3. Analyze, design, facilitate, and reflect on CRMT lessons. | NBPTS Prop. 1, 2, 3, 4, 5 ISTE 1, 2, 3, 4, 5 | CE 2, CE 3, CE 4, CE 6 |
| 4. Collaborate with teaching peers and online colleagues to share insights and deepen their professional practice. | NBPTS Prop. 1, 2, 4, 5 ISTE 3, 4, 5 | CE 1, CE 3, CE 4, CE 5, CE 6 |

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

| Module Title | Module Assignments and Activities | Points Possible for Each Assignment |
|--|---|-------------------------------------|
| Welcome Module | <ul style="list-style-type: none"> • Introduction video • Moodle online tutorial • Course syllabus | |
| Module 1 – Orientation and Introductions | <ul style="list-style-type: none"> • Introductions and goals for class • 1.1 Assignment: Submit Orientation • 1.2 Forum: Class Introductions | 4, 4 |
| Module 2 – About Culturally Responsive Mathematics | <ul style="list-style-type: none"> • Explore the what and why of culturally responsive mathematics teaching (CRMT) • Read a Fresno Pacific University perspective • Explore the differences between multicultural education, social justice math education, and culturally responsive mathematics pedagogy • Watch a video, read research articles, write reflection, and participate in forum discussions. • 2.1 Assignment: Four Cs for Critical Reading and Reflection • 2.2 Forum: Share Two Cs | 10, 4 |
| Module 3 – Research and Rationale | <ul style="list-style-type: none"> • Explore the rationale for culturally responsive mathematics pedagogy dispositions and practices • Explore equity concerns in mathematics education • Examine the benefits and theories of CRMT • Read articles and watch videos provided in this module • 3.1 Assignment: Research Q & A • 3.2 Forum: Share Two Questions | 10, 4 |
| Module 4 – Teacher Identity and Positionality | <ul style="list-style-type: none"> • Examine how personal backgrounds, identities, and privilege affect mathematics teaching • Explore a research study on implicit bias • Watch videos on bias and privilege • Read articles about power, privilege, and positionality (for example, mathematics as gatekeeper). • Read a sample math teaching positionality statement • 4.1 Assignment: Positionality Statement • 4.2 Forum: Share Your Positionality Statement | 10, 4 |
| Module 5 – Supporting Positive Student Mathematics Identities | <ul style="list-style-type: none"> • Explore tools for supporting positive mathematics identities • Read about cultural funds of knowledge in mathematics • Watch videos about knowing students, constructivism, | 4, 4 |

| Module Title | Module Assignments and Activities | Points Possible for Each Assignment |
|--|--|-------------------------------------|
| | and asset-model thinking <ul style="list-style-type: none"> • Read an article on deficit views of mathematics • 5.1 Forum: Cultural Funds of Knowledge • 5.2 Forum: Papi's 70th Birthday Task | |
| Module 6 – Further Features and Frameworks for Mathematics Teaching | <ul style="list-style-type: none"> • Explore characteristics of CRMT lessons • Contrast equity and equality • Explore CRMT framework • Read a mathematics teaching vignette • Take a community math walk • 6.1 Assignment: Community Math Walk Presentation • 6.2 Forum: Community Math Walk Reflection | 10, 4 |
| Module 7 – Mathematical Lesson Resources and Preparation | <ul style="list-style-type: none"> • Explore resources for classroom implementation. • Read research articles on implementation challenges (for example, <i>Embracing the inherent tensions in teaching mathematics from an equity stance.</i>) • Analyze a lesson • 7.1 Forum: Lesson Analysis • 7.2 Forum: Lesson Recommendations | 4, 4 |
| Module 8 – Lesson Design and Implementation | <ul style="list-style-type: none"> • Design mathematics lessons relevant for your grade level. • Participate in peer lesson review • Conduct activities with your class and reflect. • 8.1 Assignment: Upload Your CRMT Plans (2) • 8.2 Forum: Sharing Plans • 8.3 Assignment: Lesson Implementation Reflection | 20, 4, 10 |
| Module 9 – Reflecting and Looking Ahead | <ul style="list-style-type: none"> • Develop a checklist, create presentation, reflective conversation with colleague • Watch a video • 9.1 Final Reflection | 10 |
| | TOTAL POINTS | 124 points |

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.

- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

| Grade | Percent | Description | Rubric |
|-------|-----------|--------------|--|
| A | 90-100% | Excellent | Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship. |
| B | 80-89% | Very Good | Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship. |
| NC | Below 80% | Unacceptable | Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship. |

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.

- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 90 hours on a typical 2-unit course or 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Moodle: This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. Moodle is easy to learn and has a friendly user interface. To learn more about Moodle, go to https://docs.moodle.org/33/en/Student_FAQ. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - <https://col.fresno.edu/student>.

Moodle Site Login and Passwords: Students will need to have internet access to log onto <https://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email them at prof.dev@fresno.edu.

Getting Help with Moodle: If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at <https://col.fresno.edu/contact/request-services>. Please identify that you are with the "School = Continuing Education".

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

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| Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components. |
| Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others. |
| Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations. |
| Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view. |
| Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership. |
| Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems. |
| Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study. |
| Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information. |