## **IL 2476 –Teaching & Learning in Secondary Mathematics 1**

**IL 2430 –Teaching & Learning in Secondary Science 1**

**Fall 2019** (3 credits)

#### Instructor: Dr. Kari Kokka Phone: (412) 648-1079

#### Office Hours: by appointment, please email me at [**kokka@pitt.edu**](mailto:kokka@pitt.edu)**. Click** [**here**](https://drive.google.com/drive/folders/1LVs-GWfOKMbZHfWHFzQzHj1vygvzMbQM?usp=sharing) **for the Google Drive Folder for this course.**

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| Tuesdays  8/27/2019 through 12/10/2019 | 5:15 – 7:55 PM | 5401 WWPH |

## **COURSE DESCRIPTION AND REQUIREMENTS**

Teaching & Learning in Secondary Mathematics 1 and Teaching & Learning in Secondary Science 1 is a 3-credit course offered in the Fall term. This course is designed to help learners develop a vision for mathematics and science learning in a secondary classroom, and to begin to consider the multiple facets of the teacher’s work that effectively support such activity. Learners are introduced to current issues and effective teaching practices in secondary mathematics and science. Teacher candidates will learn the characteristics of classrooms, curriculum, and instruction that are inquiry-based, cognitively challenging and engaging for the adolescent, while considering equity and social justice goals.

**COURSE OBJECTIVES:**

The major goals of this course are to help you:

1. Learn about a) **foundational theories of education related to equity and social justice goals and b) equitable group work for heterogeneous classes**.

2. Develop a **vision** of what mathematics and science learning in secondary (7-12) classrooms, drawing from first-hand experience with learning tasks.

3. See and understand relationships between students’ learning and specific **actions** taken by the teacher before and during the lesson, the tasks in which students engage, and the resources (e.g., physical materials, knowledge, other students) that are available during a lesson. Understand the nature of task demands and the need for thorough and thoughtful **planning** to enact group worthy tasks of high demand.

4. Make observations of the classroom to which you have been assigned and reflect on students’ **opportunities to learn**, with respect to **equity** and **social justice** goals.

5. **Reflect** on your own mindset, identity, experiences, and dispositions and consider how these influence you as a teacher in your work with students.

The course is intended to contribute to your development as a critical, supportive, reflective, and effective teacher. We will use, in connected ways, readings, assignments, projects, your experiences from your field-placements (if applicable), instruction, and our classroom discussions to help you develop knowledge of important issues related to the above topics.

**REQUIRED READINGS:**

We will read a number of articles, which will be available through Courseweb/Blackboard. Below you will see a tentative schedule for reading assignments, but dates or even the readings themselves may change as we go along. Please let your instructor know if you have any difficulty accessing an assigned reading. Please obtain your own copy of:

(All Preservice Math/Science Teachers) [Watanabe, M. (Ed.). (2012). *" Heterogenius" Classrooms: Detracking Math and Science, a Look at Groupwork in Action*. Teachers College Press.](https://www.amazon.com/Heterogenius-Classrooms-Detracking-Science-Groupwork/dp/0807752460)

(Preservice Science Teachers) [Windschitl, M., Thompson, J., & Braaten, M. (2018). *Ambitious science*. Boston, MA: Harvard Education Press.](https://www.amazon.com/Ambitious-Science-Teaching-Mark-Windschitl/dp/1682531627/ref=sr_1_3?crid=VWNA49F7ZFCH&keywords=ambitious+science+teaching&qid=1566389541&s=gateway&sprefix=ambitious+s%2Caps%2C287&sr=8-3)

(Presevice Math Teachers) [Boaler, J. (2015). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching*. John Wiley & Sons.](https://www.amazon.com/Mathematical-Mindsets-Unleashing-Potential-Innovative/dp/0470894520/ref=sr_1_3?keywords=mathematical+mindsets&qid=1566389724&s=books&sr=1-3)

**COURSE REQUIREMENTS AND ASSIGNMENTS:**

The course schedule lists the major activities and assignments that will form the basis for your grade in the course. *The schedule indicates the dates when these items will be due.* Some of the written assignments will require additional directions, and these will be discussed in class. Please be sure you complete each assignment or reading by the date agreed upon in class.

· ***Attendance (10%)****:* The expectation is that you will be **present**, **on time**, and **prepared** for every class. Attendance is expected at all scheduled classes. Just as any professional does, in the event of an emergency or other special circumstances, please contact the instructor if you will not be present in class for any reason. ***Overall,* missing more than one class *will be considered excessive and will result in a lower grade for the course (i.e., one letter grade per absence beyond one).***

· **Class Participation and Literature Circles: (30%):** You are expected to attend ALL classes, having completed reading (and any other preparatory) assignments, and participate in activities and discussions in ways that indicate a commitment to establishing and maintaining a professional learning community. This includes not only being thoughtful, reflective and respectful, but also challenging, critiquing, and sharing developing ideas.   
  
You will also work collaboratively with a Literature Circle group to analyze and apply course readings. Literature Circles (Daniels, 2002) are research-based structures and protocols we will use to support your understanding and application of course readings. You are expected to come to each class with your Literature Circle template complete. These templates are in our Google Drive folder. We will discuss these expectations in class.

· **Assignments (50%):** Assignments are listed in the tentative schedule of topics, readings, and assignments. Assignments must be turned in on time. Assignments will only be accepted up to 2 days late and with a grade reduction penalty. If you do not submit an assignment on time or within the 2 day late window, you may not be able to pass the class. All assignment descriptions are available in our course Google Drive Folder since August 26, 2019. Please look them over at the start of the term to familiarize yourself with the course expectations.

· **Reflections (10%):** You will be invited to reflect on your teaching and what you are learning throughout the term. This may be an in-class reflection or it may be a discussion board post online that you are invited to complete outside of class time. Please see the course rubric for more information about expectations for reflections.

**COURSE GRADES:**

Your grade will be calculated on standards based rubric. For every assignment you turn in you will also evaluate yourself with the assignment rubric. We will discuss this in class.

A: Exceeds Expectations/Meets Expectations

B: Meets Expectations

C: Meets Expectations/Needs Improvement

D: Needs Improvement

F: Excessive absences, missing /late assignments

**ASSIGNMENT COMPLETION AND SUBMISSION**

***Assignments must be turned in on time. Assignments will only be accepted 2 days late and with a grade reduction penalty. If you do not submit an assignment on time or within the 2 day late window, you may not be able to pass the class.*** If an extenuating circumstance arises (e.g. health related issue with a doctor’s note, family emergency) prior to the due date of an assignment, you may email the instructor to request an extension. Keep in mind that computer problems and the like are not considered extenuating circumstances. Please plan to turn in your assignments 1-2 days early.

## **Professional etiquette**

Please use appropriate, professional etiquette and communication for your graduate studies. Please refer to me as Dr. Kokka and follow standard professional norms for communication. I have found that it is better to be explicit with students about such expectations, thank you! This article may be of interest:<https://www.nytimes.com/2017/05/13/opinion/sunday/u-cant-talk-to-ur-professor-like-this.html>  
 **INSTRUCTOR INFORMATION:**Dr. Kari Kokka is an Assistant Professor of Mathematics Education in the Department of Instruction and Learning at the University of Pittsburgh. She studies Social Justice Mathematics, longevity of STEM teachers of color in urban schools, and STEM teacher activism. She has been teaching for the past 20 years in public high schools and university teacher education programs at the University of California Berkeley, St. Mary’s College, San Francisco State University, the University of San Francisco, and the Harvard Graduate School of Education. Prior to her doctoral studies, she was a math teacher and math coach for ten years, 2001-2011, in New York City at Vanguard High School, a Title I public school and member of the New York Performance Standards Consortium, where she used Complex Instruction and Performance Assessment. She began her teaching career a mathematics teacher and diving coach at Berkeley High School in Berkeley, CA in 1999. She was also a Mathematics Performance Assessment Development and Research Associate at the Stanford Center for Assessment, Learning, and Equity (SCALE) from 2013-2016. She completed her doctorate at the Harvard Graduate School of Education with Dr. Jon Star, her M.A. with the Stanford Teacher Education Program with advisors Dr. Jo Boaler, Dr. Rachel Lotan, and Dr. Linda Darling-Hammond, and her B.S. in Mechanical Engineering at Stanford University. She was born and raised in San Jose, CA and attended Title I K-12 public schools in East Side San Jose, CA. She is also co-founder of the [Creating Balance in an Unjust World Conference on STEM Education and Social Justice](http://creatingbalanceconference.org/) and just completed her two year service as co-chair (co-president) of the Critical Educators for Social Justice Special Interest Group of the American Educational Research Association.

**OFFICE HOURS:** By appointment. The best way to schedule an appointment will be by emailing me at [kokka@pitt.edu](mailto:kokka@pitt.edu).

**Course Policies**

**NAMES and PRONOUNS**

I will gladly honor your request to address you by your name and pronoun (that may differ from the school records). Please advise me of this early in the term so that I may make appropriate changes to my records. You may email me at kokka@pitt.edu or tell me in person in class, whichever is most comfortable to you! I want to be sure you feel yourself and comfortable in our class community.

**ATTENDANCE***:* The expectation is that you will be **present**, **on time**, and **prepared** for every class. Attendance is expected at all scheduled classes. Just as any professional does, in the event of an emergency or other special circumstances, please contact the instructor if you will not be present in class for any reason. Overall, **missing more than one class** will be considered excessive and will result in a lower grade for the course (i.e., one letter grade per absence beyond one).

**WRITING CENTER**

I highly encourage you to take advantage of the writing center. You may schedule an appointment online, but I called, and they suggested that you give them a call in order to schedule a phone appointment with them for those who do not live in the Pittsburgh area. They can be reached at (412) 624-6556.<http://www.writingcenter.pitt.edu/graduate-services>

**STATEMENT ON CLASSROOM RECORDING**

To ensure the free and open discussion of ideas, students may NOT record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**DEPARTMENT GRIEVANCE PROCEDURES**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.

2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator, Dr. Ellen Ansell.

3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr. Patricia Crawford).

4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Michael Gunzenhauser).

5. If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer (currently Dr. Michael Gunzenhauser).

**Sexual Harassment**

The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. It is also a violation of the University of Pittsburgh’s policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment. Any individual, who, after thorough investigation and an informal or formal hearing, is found to have violated the University’s policy against sexual harassment, will be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, or expulsion. Any disciplinary action taken will depend upon the severity of the offense. For more information, see the Web site: http://www.pitt.edu~provost/har.html.

The University of Pittsburgh policy for reporting sexual harassment is also described in the *New Student Handbook*, pg. 24.

**G-GRADES**

If unforeseen events (such as major illness) prevent a student from timely completion of course work, he/she may request a meeting with the instructor to discuss the possibility of earning a “G” grade for the term. If both student and instructor agree to the “G” grade, they collaboratively write a document that describes exactly what the student needs to do to complete the required course work and the time frame within which he/she must do so.

“G” grades are rarely given and only in unusual circumstances.

IMPORTANT NOTE: The federal government’s policies governing educational loans stipulate that a student must be making good progress toward his/her degree in order to continue to be eligible for financial assistance. “Good progress” is measured in part by the student’s completion of at lest 2/3 of all credits for which he/she is registered. Thus, receiving a “G” grade—which indicates that the course has NOT been completed—may negatively impact a student’s ability to receive federally-subsidized loans.

## **ACADEMIC INTEGRITY**

As a student, you have the responsibility to be honest and to conduct yourself in an ethical manner while pursuing academic studies. You should cite sources of information for papers, projects, and lesson plans (if, for example, you obtain an activity from a teacher’s edition of a text, give the source). Since a major purpose of written course assignments is to give you experience in using various available resources, incorporating ideas from the other sources is encouraged and will not lower the evaluation of your work. In some cases, collaboration with peers will be encouraged/expected. In other cases, you will be expected to work alone. Please ask if you have doubts about what counts as acceptable collaboration. Should you be accused of a breach of academic integrity, procedural safeguards including provisions of due process have been designed to protect student rights. These may be found in guidelines on academic integrity: *Student and Faculty Obligation and Hearing Procedures*. This information may be accessed online at <http://www.pitt.edu/~graduate>.

Please note the following academic integrity issues related to plagiarism are especially relevant within the context of this program—

· **You may not represent ideas, text, or other products/work that was created by others as being your own.**

o This means that you must provide appropriate and complete citations when incorporating ideas of others. Moreover, you should put the ideas of others into your own words when incorporating them into documents. Even so, it is appropriate to cite the source of the idea (honor intellectual ownership).

o This also means that you may not represent yourself as having contributed to a project when you have in fact not done so.

o Related to this, you may not allow another class member to represent him/herself as a fully contributing partner on a group project if you have knowledge that his/her contributions were minimal or nonexistent.

o Finally, you may not submit work that you have submitted previously (in other courses or professional contexts) to fulfill the requirements of a course without obtaining express permission from the instructor(s).

**STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**NCTM / NSTA Professional Membership:**

You are highly encouraged to **obtain a student membership in the National Council of Teachers of Mathematics (NCTM) or National Science Teacher Association**. To do this, go to their respective website, [www.nctm.org](http://www.nctm.org)<https://www.nsta.org/>. Click on the “membership” tab at the top of the page.

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**IL 2476 –Teaching & Learning in Secondary Mathematics 1**

**IL 2430 –Teaching & Learning in Secondary Science 1**

**Fall 2019**

**TENTATIVE SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS**

(This is subject to be revised and changed as needed throughout the course. Please visit this Google Doc to view the most up-to-date syllabus.)

PADLET [LINK](https://padlet.com/karikokka/dlbpt7hqc04a)

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| **WEEK** | **2019 DATE** | **TOPIC** | **READINGS (complete by class meeting date)** | **Major ASSIGNMENTS DUE** |
| 1 | 8/27 | Introductions, Team Building, Goal Setting, Orientation to the Course    Vision for Equity and Social Justice | *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom* by Bettina Love |  |
| 2 | 9/3 | A Vision of Ambitious Teaching | [Chapter 1]  *Ambitious Science Teaching* by Windschitl, Thompson, and Braaten    Read all sections of the “The Work of Teaching Tab” including Overview, Core Ideas, Origin and Evolution, High Leverage Practices, High-Leverage Content, Practice-Based Teacher Education  <http://www.teachingworks.org/work-of-teaching> |  |
| 3 | 9/10 | How student and teacher identities influence teaching and learning | [Chapters 1-3]  *Impact of Identity* by Aguirre, Mayfield Ingram, and Martin [See Course Readings Folder in our class Google Drive Folder.] |  |
| 4 | 9/17 | Growth Mindset  TEAM 1 | [Introduction, Chapter 1 and 2]  *Mathematical mindsets* by Jo Boaler  Optional: [Norms and Mathematical Proficiency](https://www.nctm.org/Publications/teaching-children-mathematics/2013/Vol20/Issue1/tcm2013-08-28a_pdf/) by Kastberg and Frye  Optional: Yackel and Cobb (1996) Sociomathematical Norms, Argumentation, and Autonomy in Mathematics  [these articles will help your FOA 1 and 2 assignments about classroom norms; also the 5 Practices books will help you with FOA 1 and 2]  Optional: Browse the Week of Inspirational Math Week 1 Grades 5-12<https://www.youcubed.org/weeks/week-1-grades-5-9/> | Focused Observation #1 Productive Classroom Culture due 9/17 |
| 5 | 9/24 | Equitable Groupwork  TEAM 2 | [Chapter 2: Why Groupwork]  *Designing Groupwork: Strategies for the Heterogeneous Classroom* by Cohen and Lotan    Framing Equity: Helping Students “Play the Game” and “Change the Game” by Rochelle Gutiérrez    [Language reframing for reframing deficit language (NCTM productive and unproductive beliefs)](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Institues/Pre-K_Grade_12_Common_Core_Series/John_handouts.pdf) | Focused Observation #2 Classroom Talk Due 9/24 |
| 6 | 10/1 | Equitable Groupwork  TEAM 3 | [Chapter 7: From tracking to growth mindset grouping]  *Mathematical mindsets* by Jo Boaler    Case Study (we will read and discuss this in class if we have time; no need to read anything in advance of class) | Enacting Practices Assignment #1 Warming them Up to present in class 10/1  (EPA #1 Write Up due 10/22) |
| 7 | 10/8 | Equitable math and science instruction: Tasks and Models | [Chapters 6-7]  *Ambitious Science Teaching* by Windschitl, Thompson, and Braaten (S)    [Chapters 4-5]  *Mathematical mindsets* by Jo Boaler (M) |  |
| 8 | 10/15 | Equitable Groupwork  TEAM 4 | [Chapters 1-3]  *Heterogenius Classrooms: Detracking Math and Science* by Maika Watanabe  Watch video(s) [We will watch a video in class. No need to watch one at home on your own for this week.]  [The Physics of Music and Musical Instruments](http://kellerphysics.com/acoustics/Lapp.pdf) (resource, no need to read this) | FYI Center for Urban Education Event 4-6 [but I think you all have class at 4] |
| 9 | 10/22 | Equitable Groupwork | Never Say Anything a Kid Can Say by Reinhart  [Chapters 4-5]  *Heterogenius Classrooms: Detracking Math and Science* by Maika Watanabe  Watch DVD video chapters 1-12 (up to 29:24) | EPA #1 Write Up due 10/22 |
| 10 | 10/29 | Equitable math and science instruction | [Chapters 8-9] (note this has been revised 10/8/19)  *Ambitious Science Teaching* by Windschitl, Thompson, and Braaten (S)    [Chapter 6]  *Mathematical mindsets* by Jo Boaler (M)    Case Study (we will read and discuss this in class if we have time) | Focused Observation #3 Observing another teacher Due 10/29 |
| 11 | 11/5 | Equitable Groupwork | [Chapters 6-7]  *Heterogenius Classrooms: Detracking Math and Science* by Maika Watanabe  Watch video 48:00 - 1:20:00 (end) | Focused Observation Assignment #4 Exploration of Assessments Due 11/20 (new due date) |
| 12 | 11/12 | Educational Foundations | [Kinloch, V. (2018) Necessary Disruptions: Examining Justice, Engagement, and Humanizing Approaches to Teaching and Teacher Education. Teaching Works.](http://www.teachingworks.org/images/files/TeachingWorks_Kinloch.pdf)    Delpit (1988) Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children    Case Study (we will read and discuss this in class if we have time) |  |
| 13 | 11/19 | Educational Foundations | Ladson‐Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, *34*(3), 159-165.    A People’s Curriculum for the Earth (S)  [Rethinking Mathematics](https://eclass.edc.uoc.gr/modules/document/file.php/PTDE110/MATH%20AND%20SOCIAL%20JUSTICE.pdf) (M)  Note: Choose one chapter from either A People’s Curriculum for the Earth or from Rethinking Mathematics. | Enacting Practice Assignment #2 Encouraging Participation  due 11/23 |
| 11/26 No Class | | | | |
| 14 | 12/3 | Educational Foundations | *Executive Summary of the Just Discipline and the School-to-Prison Pipeline in Greater Pittsburgh by* Huguley, Wang, Monahan, Keane, Koury    Bang, M., Warren, B., Rosebery, A. S., & Medin, D. (2012). Desettling expectations in science education. *Human Development*, *55*(5-6), 302-318. | Social Justice Mathematics Resource Share 12/3 in class |
| 15 | 12/10 | Equitable math and science instruction | <https://youtu.be/Nel5PF8jtsM> Dr. Dave Kung TED Talk Math for Informed Citizens    <https://www.ruhabenjamin.com/teaching>  Dr. Ruha Benjamin (video) | Course Reflection due 12/10 |

**The Class Participation Rubric (shown below) provides guidelines for the evaluation of participation.**

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|  | **Participation** |
| Above Expectations | · Offers whole class comments on a regular basis, ~2 times per class.  · Aware of how much “space” or “airtime” one takes up, ***invites new voices*** to the conversation  · Refers to specific passages from class readings and other sources  · Contributions “push” the conversation by adding to, questioning, considering other viewpoints related to concerns of equity and social justice. |
| Meets Expectations | · Offers whole class comments on a regular basis, ~2 times per class.  · Aware of how much “space” or “airtime” one takes up  · Refers to specific passages from class readings  · Contributions demonstrate that the individual has been following the “flow of the conversation” |
| Needs Improvement | · Unaware of how much “space” or “airtime” one takes up (talking too much, offering whole class comments more than 3 times per class, or not enough, 0-1 times per class)  · Does not refer to specific passages from class readings, relies too much on personal experiences  · Contributions do not demonstrate that the individual has been following the “flow of the conversation” |

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IL 2476 IL 2430 Overall Course Feedback/Rubric/Grade

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| **Area of Growth/**  **Development** | **Revisions Suggested/**  **Needs more attention in this area** | **Meets Expectations** | **Exceeds Expectations** |
| (FOA) Focused Observation Assignments | FOA assignments are missing listed requirements and write up briefly discusses how what was learned can be applied to one’s own teaching. Equity goals are minimally mentioned. | FOA assignments meet all listed requirements and write up discusses how what was learned can be applied to one’s own teaching. Equity goals are mentioned to ensure reaching all students. Draws on course readings. | FOA assignments meet all listed requirements and write up discusses in detail how what was learned can be applied to one’s own teaching. Equity goals are thoroughly discussed to ensure reaching all students. May draw on readings outside of class in addition to course readings. |
| (EPA) Enacting Practices Assignments | EPA write ups demonstrate lack of willingness to try new pedagogical practices and seek feedback from one’s mentor teacher and supervisor. The write up is not reflective about what went well, what could be improved, and how what was learned informs one’s teaching practice and teaching goals. | EPA write ups demonstrate willingness to try new pedagogical practices and seek feedback from one’s mentor teacher and supervisor. The write up is also reflective about what went well, what could be improved, and how what was learned informs one’s teaching practice and teaching goals. Draws on course readings. | EPA write ups demonstrate strong willingness to try new pedagogical practices and seek feedback from one’s mentor teacher and supervisor. The write up is also very reflective about what went well, what could be improved, and how what was learned informs one’s teaching practice and teaching goals. May draw on readings outside of class in addition to course readings. |
| (R) Reflection | Minimally reflective in assignment submissions and in classroom discussions. | Consistently reflective in assignment submissions and in classroom discussions. Open to new ideas and critique of own lesson plans, assessments, etc. Draws on course readings. | Highly reflective in assignment submissions and in classroom discussions. Seeks out additional opportunities for feedback (e.g. videotaping classroom, asking cooperating teacher and others to observe, etc.) May draw on readings outside of class in addition to course readings. |
| (ESJ) Equity and Social Justice Goals | Has minimal analysis or critique when analyzing course materials, textbook materials, policies procedures at placement, etc. to consider equity and social justice goals. | Has a critical eye when analyzing course materials, textbook materials, policies procedures at placement, etc. to consider equity and social justice goals. | Consistently has a critical eye when analyzing course materials, textbook materials, policies procedures at placement, etc. to consider equity and social justice goals. Goes above and beyond to seek out additional resources. |
| (CD) Classroom Discourse/ Participation | Unaware of how much “space” or “airtime” one takes up (talking too often, 3 or more times per class, or not enough, 0-1 times per class). Does not refer to specific passages from class readings, relies too much on personal experiences. Contributions do not demonstrate that the individual has been following the “flow of the conversation” | Offers comments on a regular basis, ~2 whole group contributions. Aware of how much “space” or “airtime” one takes up. Refers to specific passages from class readings. Contributions demonstrate that the individual has been following the “flow of the conversation” | Offers comments on a regular basis. Aware of how much “space” or “airtime” one takes up, ***invites new voices*** to the conversation. Refers to specific passages from class readings and other sources. Contributions “push” the conversation by adding to, questioning, considering other viewpoints related to concerns of equity and social justice. |
| (LC) Literature Circles | Literature Circle template entries are late, sparse, and/or inconsistent. Dominates discussion or does not speak up enough. | Consistently completes Literature Circle templates. Equitably participates in small group discussions. | Consistently completes Literature Circle templates, going above and beyond to help classmates. Equitably participates in small group discussions. Invites new voices to the conversation. |
| (PC) Professional Community | Does not meet professional obligations (e.g. arriving prepared and on time, turning assignments in on time, courteous and professional behavior) | Meets professional obligations (e.g. arriving prepared and on time, turning assignments in on time, courteous and professional behavior) | Exceeds professional obligations (e.g. arriving prepared and ready to help others, turning assignments early, courteous and professional behavior). Supportive of classmates. |

Overall Feedback: