**IL 1433 and 2433 Spring 2021  
Mathematics Instruction for Young Learners**

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| **Class Meets:** Tuesdays 5:00 – 7:30p via Zoom  1/19/21 through 4/27/21  **Office Hours:** by appointment, please sign up at [www.calendly.com/kokka](http://www.calendly.com/kokka) or email me at kokka@pitt.edu | **Zoom info:**<https://pitt.zoom.us/j/96363260788>    Passcode: math  Meeting ID: 963 6326 0788 |

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| **Bookmarks**  [Course Description and Objectives](#fykoaxr32s72) [Required Text](#ub7yj870eep7) [Course Requirements and Assignments](#pjpze9cac0g1) [Course Grades](#65kyll6dfwji) [**Tentative Schedule of Readings and Assignments**](#s6mfhqshjqk9) [Feedback Rubric](#jo8pektl6v8y) [Course Policies](#9m3babqupnf7) | **Other helpful links** [**Class Google Drive Folder of Resources**](https://drive.google.com/drive/folders/1kHkgpKE8I3QgnuVVIK3eQFE86gglNM9d?usp=sharing)  [**Jamboard**](https://jamboard.google.com/d/1WRncxvMthJ49CkumDsqwpMxbXMaMaPTQtsBR0WEjvTA/edit?usp=sharing) **1**  [**Jamboard 2**](https://jamboard.google.com/d/1-UQi09xfnRdbpmDkOfnTYn-V29vkJzVRKsZAFkJbeDA/edit?usp=sharing)  [**Our Community Norms**](https://docs.google.com/document/d/1I7g9vyqnwcxj-HjHd0_6O0H66KHxaxa-rq5cXIa1XuQ/edit?usp=sharing)  [Pitt Teacher Ed Program Info](https://app.education.pitt.edu/teacherprep/index)  <https://bit.ly/SJMathScienceResources>  SJM resources I collected  <https://bit.ly/DrKokkaBitmoji> Class bitmoji  [APA formatting Purdue OWL](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)  “What’s going on in this graph?” [NYT site](https://www.nytimes.com/column/whats-going-on-in-this-graph)  NYT [graphs for students](https://www.nytimes.com/2020/06/10/learning/over-60-new-york-times-graphs-for-students-to-analyze.html) [PECT PK-4 prep materials](http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA006_PrepMaterials.html) |

## **Course Description and Objectives**

This course investigates methods for teaching mathematics to diverse elementary school children. The course is intended to contribute to your development as a critical, equity-oriented, supportive, reflective, and effective elementary teacher of mathematics. We will use readings, assignments, projects, and our classroom discussions to facilitate your understanding of important issues related to equitable mathematics teaching and learning. We will focus on topics such as cognitive demand, classroom discourse, group work, equitable pedagogical and assessment practices, culturally relevant pedagogy, social justice, abolitionist, antiracist pedagogies, healing-informed approaches, building relationships with students and their families, and how to navigate teaching dilemmas. You will work in small groups, partnerships, and individually in class and for your assignments and projects. Our class community will support each other’s progress toward the course learning goals.

**COURSE OBJECTIVES:**

1. **Growth Mindset and Conceptual Understanding**: Foster a growth mindset to build conceptual understanding and number sense, both for ourselves and our students.

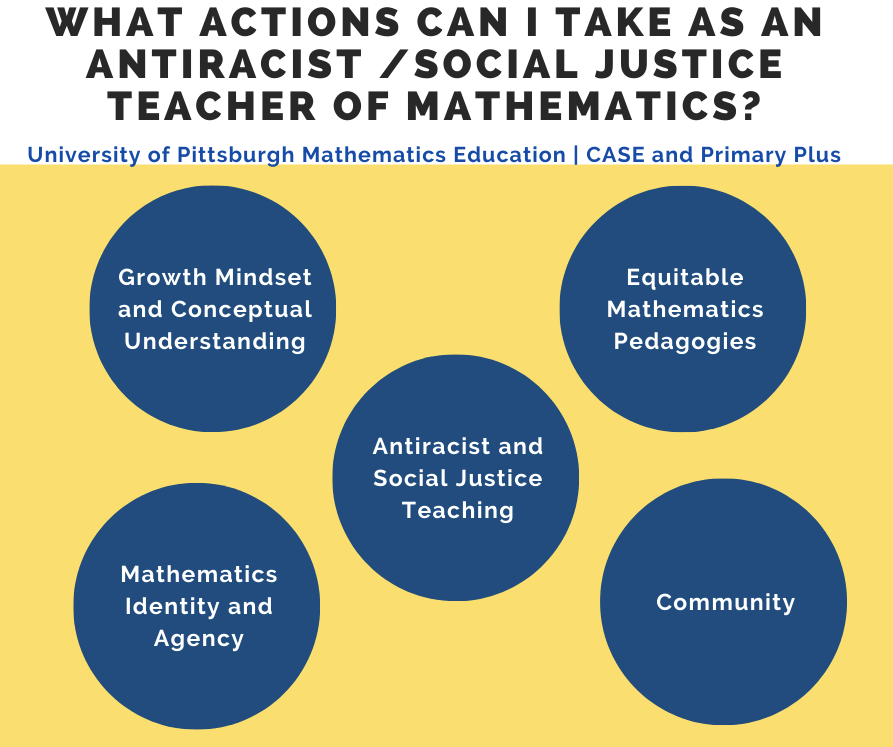
2. **Equitable Mathematics Pedagogies**: Learn equitable mathematics pedagogies.

3. **Antiracist and Social Justice Teaching**: Use course readings to enact antiracist, social justice, culturally relevant, healing-informed, and abolitionist mathematics pedagogies. Consider and discuss dilemmas of teaching mathematics.

4. **Mathematics Identity and Agency**: Reflect your own identity, experiences, and dispositions while learning about students’ mathematics identities. Develop strong mathematics identities and foster agency, both for ourselves and our students.

5. **Community**: Contribute to a professional, collaborative, supportive learning community, at Pitt, your placement, and in life. Partner with families, caregivers, and community to support students as people and as learners.

***Essential Question****: What actions can I take as an antiracist /social justice teacher of mathematics?*

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**REQUIRED READINGS**

We will read a number of articles, which will be available through Canvas. 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 me know if you have any difficulty accessing an assigned reading. Please obtain your own copy of the required text below.

**REQUIRED TEXT:**

[Elementary and Middle School Mathematics](https://www.pearson.com/us/higher-education/program/Van-de-Walle-Elementary-and-Middle-School-Mathematics-Teaching-Developmentally-plus-My-Lab-Education-with-Enhanced-Pearson-e-Text-Access-Card-Package-10th-Edition/PGM2359265.html?tab=resources): Teaching Developmentally, 10th edition, by Van de Walle, Karp, and Bay-Williams. You will be able to purchase the e-text of the book with access to MyLab with associated videos and other resources on our class Canvas site for $47.05. Please email me if this is cost prohibitive for you.

**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 dates noted below. [Note: Assignments and percentage weights are subject to changes.]

**Attendance, Punctuality, and Participation (20%)**

Please attend all classes. Arrive on time, and remain for the entirety of the class. Everyone receives one “freebie” absence. If you are absent more than once you may receive make up work for it. Please email Renata [rar137@pitt.edu](mailto:rar137@pitt.edu) promptly to receive the make up work. Of course there are extenuating circumstances, e.g., hospitalization, etc. please email us.

**Attendance Expectations:** The expectation is that you will be present, on time, and prepared for every class, having completed reading (and any other preparatory) assignments. With Flex@Pitt, we understand that there may be instances when you are not able to attend class synchronously. Please let us know if you will not be able to attend class.

**Active participation**: You will be invited to be an active participant in class by speaking or using the chat function during whole class Zoom discussions and in small groups. You will be expected to be thoughtful, reflective, respectful, and generative in class discussions (on Zoom and online, e.g. Discussion Boards). Please be aware of your “airtime” in class as taking up too much “airtime” does not invite others to the conversation and is not considered strong participation for this course. Scroll down to read more about class participation expectations in the rubric at the bottom of this document.

**Asynchronous Prework (15%)**

You are expected to attend ALL classes, ***having completed reading and asynchronous prework***, and participate in activities and discussions in ways that indicate a commitment to establishing and maintaining a professional learning community.

**One-on-one meeting:** You will have at least one individual meeting with me to get to each other and for me to support your needs. This is considered part of your asynchronous class time (even though it’s synchronous). Please check the calendar for what dates/times you are checking in with me. I am sending a Google Form to see if you want to meet with me individually or with a small group.

**Asynchronous Activities:** You will be assigned “pre-work” to prepare for our synchronous class. Please complete the “pre-work” and all readings before class. Some classes will be shortened (5-6:30 with 1 hour of asynchronous “pre work” to complete before class) but on days when you will present to each other we will meet synchronously 5-7:30.

**Reflections:** 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 during or outside of class time.

**Major Assignments (adds up to 65% see below)**

Assignments are listed in the tentative schedule of topics, readings, and assignments. I have changed my “late policy” to be flexible given the stress and circumstances of a global pandemic. Assignments are expected to be submitted to Canvas by the due date and time. However, this is a difficult time for all of us. ***If you need an extension please email me before it’s due or on the due date at the latest.*** Please read the course grading policy below. Basically as long as you submit your assignments on time you will have the opportunity to revise any assignment until you receive a meets/exceeds expectations (equivalent of an A). However, if you submit your assignment more than 1 week late you will not have the opportunity to revise. You may consider completing an extra credit option listed in the “Assignments” section in Canvas (due 4/27/21). ***Please note that you must complete all major assignments to pass the course.***

1. **Math Autobiography (15%):** You will explore your own mathematics identity and learn more about your school context and students’ math identities.

2. **Lesson Planning (15%):**

You will work with a team to use concepts from the course to design mathematics lesson plans.

3. **Social Justice Mathematics Resource Share (15%):** You will present at the school wide Social Justice Curriculum Fair April 7, 2021 4:30-7:30p. We will hold class April 7th instead of April 6th that week. You will share a social justice mathematics lesson or resource with a team.

4. **Teacher Toolkit Project (20%):** You will summarize course concepts by creating a teacher toolkit for how to be an equity-oriented and/or social justice teacher of mathematics.

**COURSE GRADES**

You will receive a complete/incomplete (or late) for asynchronous “prework.” Your major assignments will be evaluated with a standards based rubric. For every assignment you turn in you will also evaluate yourself with the assignment rubric. Please scroll down to read the Feedback Rubric. We will discuss this in class. As long as you receive mostly “meets expectations” and “exceeds expectations” you will receive an A in the course. You may revise an assignment as long as you turn it in on time. Basically I want everyone to be able to revise assignments to receive an A in the course. I will also be offering extra credit opportunities if interested.

A: Receives mostly “Meets Expectations”/”Exceeds Expectations” on major assignments

Attends all classes on time, completes asynchronous work on time, turns in assignments on time

A-: Receives mostly “Meets Expectations” with some “Exceeds Expectations” on major assignments

Attends all classes (may be late to some classes), completes asynchronous work (sometimes late), turns in assignments (sometimes late)

B+: Receives mostly “Meets Expectations” on major assignments

Attends all classes (may be late or absent or leave early), completes asynchronous work (sometimes late), turns in assignments on time (may be late)

B: Receives mostly “Meets Expectations” on major assignments

Attends classes (may be late or absent or leave early), missing some asynchronous work (sometimes late), turns in assignments on time (may be late)

C: Needs Improvement/Meets Expectations

Misses multiple classes and/or asynchronous work. Turns in assignments but may be late.

D: Needs Improvement

Misses multiple classes and/or asynchronous work. Misses a major assignment or more.

F: Excessive absences, missing / late assignments

**ASSIGNMENT COMPLETION AND SUBMISSION**

I have changed my “late policy” to be flexible given the stress and circumstances of a global pandemic. Assignments are expected to be submitted to Canvas by the due date and time. However, this is a difficult time for all of us. ***If you need an extension, please email me before it’s due or on the due date at the latest.*** Please read the course grading policy above. Basically as long as you submit your assignments ***on time*** you will have the opportunity to revise any assignment until you receive a meets/exceeds expectations (equivalent of an A). Not submitting an assignment jeopardizes your ability to pass the course, but G grades are also a possibility. Please read below.

**G-GRADES**

If unforeseen events (such as major illness) prevent a student from timely completion of course work, they 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 coursework and the time frame within which they must do so.

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 least 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.

**OFFICE HOURS:** By appointment. The best way to schedule an appointment will be by emailing me at kokka@pitt.edu or by using [www.calendly.com/kokka](http://www.calendly.com/kokka).

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

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| **Class** | **2021 DATE** | **TOPIC** | **READINGS**  **(complete by class meeting date)** | **Asynchronous Pre-Work**  **Assignments Due** |
| 1 | 1/19  5-6:30p | Growth Mindset | Chapters 1 and 2 Mathematical Mindsets  Watch Dr. Jo Boaler’s TED Talk [13 min.] <https://youtu.be/3icoSeGqQtY>  Read the front page of this site [Pitt SoE Equity and Justice](https://www.education.pitt.edu/about/equity-and-justice) |  |
| 2 | 1/26  5-6:30p plus  1 hour asynchronous work | Growth Mindset | [Ch. 1] Van de Walle  Chapter 7 Mathematical Mindsets  Check Ins after class:  6:35-6:40 Abby Hughes  6:40-6:45 Nicole Lally  6:45-6:50 Ethan Becker  6:50-6:55 Paige Wheeler 6:55-7:00 Kristen Digiacomo  7:00-7:05 Emily Phillips  7:05-7:10 Emily Sovak  7:10-7:15 Amelia Marx  7:15-7:20 Ned Murphy  7:20-7:25 Phoebe Thornbury  7:25-7:30 Erin Bergen  You’ll log off the class Zoom and log to this one [(this link has a waiting rom feature) https://pitt.zoom.us/j/97692864541](https://pitt.zoom.us/j/97692864541) | To complete by 11:59p Sunday 1/24:  1. Please fill out this Google Form <https://forms.gle/MJ38BWhe9jiTUWsaA>  2. Please complete by Tuesday’s class 1/26:  a) Watch Dr. [Ibram Kendi on Democracy Now](https://www.democracynow.org/2019/8/13/ibram_x_kendi_intelligence_tests_education) [8 min] b) Watch the two videos from Chapter 1 from the e-book [10 min.] c) Watch the 5 videos that correspond with WIM 1 [[ 2-5 min each] https://www.youcubed.org/resource/wim-videos/](https://www.youcubed.org/resource/wim-videos/)  These are the individual links for the 5 videos:  <https://www.youcubed.org/resources/mindset-video/>  <https://www.youcubed.org/resources/brain-crossing-video/>  <https://www.youcubed.org/resources/speed-video/>  <https://www.youcubed.org/resources/patterns-video/>  <https://www.youcubed.org/resources/mistakes-video/>  3. Think about how all of these videos are connected: How are standardized tests connected to mathematics and to racial inequality in schools? Why is it important for teachers to have a growth mindset about all their students? |
| 3 | 2/2  Webinar 5-6 and Class 6-7 plus 30 min asynchronous prework. Please register for the event [here](https://pitt.zoom.us/webinar/register/WN_Z0OUA_TYRmW873PIaqX1Ug?utm_source=sendgrid.com&utm_medium=email&utm_campaign=website). | Social Justice Mathematics  Join the BLM in Schools Webinar Event 5-6 and Class 6-7 | Chao & Jones (2016) [That’s not fair and why: Developing social justice activists](https://static1.squarespace.com/static/56d5d77ec2ea518d9da5c09e/t/597238a6db29d6e167e531de/1500657833948/That%27sNotFairTodosArticle.pdf) in PreK. In J. Aguirre & M. Civil (Eds.) *Teaching Excellence and Equity in Mathematics: Special issue on social justice.* 7(1) 15-21.    “Ethnic Studies: 10 Common Misconceptions” By Miguel Zavala, Nick Henning, and Tricia Gallagher-Geurtsen    [“Six Reasons I Want My White Child to Take Ethnic Studies” By Jon Greenberg](https://everydayfeminism.com/2016/03/white-child-ethnic-studies/)  Check ins:  7:05-7:10 Kristen Digiacomo 7:10-7:15 Ashleigh Wilson 7:15-7:20 Britt McIntosh  7:20-7:25 Caroline Seery 7:25-7:30 Casey Kollmeier  7:30-7:35 C’enna Crosby  You’ll log off the class Zoom and log on to this one [(this link has a waiting room feature) https://pitt.zoom.us/j/97692864541](https://pitt.zoom.us/j/97692864541) | **To complete by Tuesday 2/2 for class:**  a) Please register for the BLM event [here](https://pitt.zoom.us/webinar/register/WN_Z0OUA_TYRmW873PIaqX1Ug?utm_source=sendgrid.com&utm_medium=email&utm_campaign=website). You will use this link for class 5-6 then our usual class link 6-7. [1 min.]  b) Watch [I Know My People Are Strong: BLM at School](https://www.youtube.com/watch?v=sO-_PlUeCG0&feature=emb_logo) also on this site <https://www.blacklivesmatteratschool.com/> [2 min.]  c) Watch this [video](https://youtu.be/J4Xh87oePtY) about Black Lives Matter at School. Dr. Denisha Jones and Jesse Hagopian will be the speakers for the webinar event we will join for class 5-6 on Feb 2nd about [BLM at School](https://www.blacklivesmatteratschool.com/) and to discuss their new [book](https://iamaneducator.com/2020/11/19/announcing-the-new-book-black-lives-matter-at-school-an-uprising-for-educational-justice-co-edited-by-denisha-jones-and-jesse-hagopian-foreword-by-opal-tometi/). [3 min.]  d) Watch [BLM in Seattle Schools](https://youtu.be/ykWs3Xapocg) [2 min.] [ABC News BLM brought to Seattle Schools](https://www.youtube.com/watch?v=jaNNlMtcH1w&feature=emb_logo) [2 min.] d) Listen to [this WESA story](https://www.wesa.fm/post/teens-behind-civil-saturdays-once-felt-silenced-then-they-turned-activism#stream/0) about Black, Young, and Educated Pittsburgh [4 min] Nicholas will be a speaker Feb 3rd 5-6p. If interested in joining [here](https://pitt.zoom.us/webinar/register/WN_s22f84S9S3y8fJVL-JLmvg?utm_source=sendgrid.com&utm_medium=email&utm_campaign=website) is the link to register. C’enna will be moderating this discussion!  Browse these sites: [15 min.]  [Black Lives Matter At School](https://blacklivesmatteratschool.com/) [Woke Kindergarten](https://www.wokekindergarten.org/) [Dis/ability Justice Resource Sampler](https://padlet.com/christopher_r_r/b0yr3nsfquhudpt9)  [Teaching Tolerance](https://www.tolerance.org/)  [National Education Association Ed Justice](https://neaedjustice.org/black-lives-matter-at-school/) |
| 4 | 2/9  5-6:30p plus  1 hour asynchronous work | Mathematics Identity | [Chapters 1-3] Impact of Identity  Guest: Michelle Cody 6:00-6:30  6:35-6:40 Daniela Amoafo-Danquah  6:40-6:45 Emma Potter  6:45-6:50 Hobie Beauseigneur  6:50-6:55 Jack Haverty 6:55-7:00 Lee Levi  7:00-7:05 Libby Korber  7:05-7:10 Lucie Corrick  7:10-7:15 Mara Keen  7:15-7:20 Mary Gurnavage  7:20-7:25 Mauriana Sciullo  7:25-7:30 Mia Krawczel  7:30-7:35 Virginia Haseleu  7:35-7:40 Ashleigh Wilson You’ll log off the class Zoom and log on to this one [(this link has a waiting room feature) https://pitt.zoom.us/j/97692864541](https://pitt.zoom.us/j/97692864541) | 1. Sign up for a presentation group/room for your Math Autobiography presentation on 2/16 on this [Google Doc](https://docs.google.com/document/d/1NTki66zosEyXCpFSqo9AkHmI5bqtUEyDMWBrbr5IHRM/edit?usp=sharing). [1 min.] 2. Read the assignment description in Canvas for the Math Autobiography due 2/16. You will be giving each other and yourself feedback with this [Google Form](https://forms.gle/gHQZk6MKth3jD5RL8) on 2/16. Click on it to see how your colleagues will be giving you feedback. [1 min.]3. Write a [thank you note](https://www.kudoboard.com/boards/HmGmAxJo) to Dr. Denisha Jones and Jesse Hagopian [2 min.]  **4.** Watch [Race the Power of an Illusion Part 3 The House we Live In](https://pitt.kanopy.com/video/race-power-illusion-0) [make sure you select Part 3 The House We Live In] [58 min] |
| 5 | 2/16  5-7:30 class | International perspectives  Lesson Planning  Renata math game (addition) | [Math Education in the US, Germany, and Japan: What can we learn from this?](https://www.educationworld.com/a_admin/admin/admin074.shtml)  [Ch. 4] Van de Walle  Of course watch the videos in your e-text for chapter 4 as you read the chapter.  Optional Browse:  <https://nces.ed.gov/timss/><http://www.timssvideo.com/>  7:35-7:40 Ashleigh Wilson | No asynchronous prework  **Math Autobiography DUE with presentations**  <https://docs.google.com/presentation/d/1BjKC3ZO1SnzISRpWxc7ViOjzpKEgj8z_XM7nvrFxk2Y/edit?usp=sharing> |
|  | 2/23 |  | Student Self Care Day |  |
| 6 | 3/2  5-7 class with 30 min of asynchronous work  HWYCI\* | Equity  Elementary Math Content (Number Sense) | "Framing Equity: Helping Students 'Play the Game' and 'Change the Game'" by Dr. Rochelle Gutiérrez  [Ch. 7] Van de Walle  Of course watch the videos in your e-text for chapter 7 as you read the chapter. (For 7.3 you can focus on 3:30-8:12 instead of watching the whole thing.)  7:05-7:10 Natalie Christopher  7:10-7:15 Nina Kochanowicz  7:15-7:20 Santina Schofield  7:20-7:25 Sierra Vogel  7:25-7:30 Taylor Stumbo  7:30-7:35 Mara Keen  <https://pitt.zoom.us/j/97692864541> | [HWYCI](https://forms.gle/fWwS8e3Mj7RxWUFb8) [15 min]  Please give anonymous feedback with this [link](https://forms.gle/HiqeLMDVS9Geegd3A). [4 min.]  Watch this [video](https://deepblue.lib.umich.edu/handle/2027.42/65013) of an elementary classroom teaching mathematics [10 min]  If you haven’t yet please add a thank you to Michelle’s [Kudoboard](https://www.kudoboard.com/boards/sDL821KY) thank you! [1 min.] |
| 7 | 3/9  5:00-7:00 class with no asynchronous work this week | Elementary Math Content (Meanings of Operations)  Renata math game (subtraction) | Kamii Ch. 4 [45 min. Renata]  [Ch. 8] Van de Walle  Of course watch the videos in your e-text for chapter 8 as you read the chapter.  Suggested reading: Kamii Ch. 11  7:00-7:05 Natalie Christopher | This is from last week’s asynchronous work but we will discuss it for today’s class.  Watch this [video](https://deepblue.lib.umich.edu/handle/2027.42/65013) of an elementary classroom teaching mathematics [10 min] |
| 8 | 3/16  5-7 class with 30 min of asynchronous work | Elementary Math Content (Addition and Subtraction) | ~~Civil, M. & Khan (2001)~~ [~~Mathematics Instruction Developed from a Garden Theme~~](https://www.nctm.org/Publications/teaching-children-mathematics/2001/Vol7/Issue7/Mathematics-Instruction-Developed-from-a-Garden-Theme/)~~.~~ *~~Teaching Children Mathematics, 7~~*~~(7), 400-405~~  [Ch. 11] Van de Walle - You can skip the Computational Estimation sections (last 2 sections)  Of course watch the videos in your e-text for chapter 11 as you read the chapter.  7:15 [Michelle King](https://remakelearning.org/person/king-michelle/) focus group | **Asynchronous Pre-work finish by 3/16** Application Exercise 11.1: Standard Algorithms for Addition and Subtraction in Canvas, PECT prep [25 min]SJCF keynote [input](https://forms.gle/jywodZFjnGw6g9vq7) [3 min.][Sign up](https://docs.google.com/spreadsheets/d/1q3O0sw1QUfswK7coGd0kTC5_6GIu3B_s68FBrhL03KI/edit?usp=sharing) with a group for the Social Justice Curriculum Share, or indicate you’d like us to assign you to a group [2 min.] **Lesson Planning Assignment DUE with mini presentations**  **(New Date!) Feedback** [**form**](https://forms.gle/Rm4xLBPweHNfjnQi8) |
| 9 | 3/23  5-7 class with 30 min of asynchronous wor | Elementary Math Content (Multiplication and Division) | [Ch. 12] Van de Walle Of course watch the videos in your e-text for chapter 12 as you read the chapter.  You may skip the last section “Computational Estimation”  Browse the [PA standards](https://www.pdesas.org/Page/Viewer/ViewPage/11/) in math grades P-4 | **Asynchronous Pre-work finish by class time 3/23 5p:** Add the title of your presentation for the Social Justice Math Resource Share Presentation to the [Spreadsheet](https://docs.google.com/spreadsheets/d/1q3O0sw1QUfswK7coGd0kTC5_6GIu3B_s68FBrhL03KI/edit?usp=sharing)  Application Exercise 12.1: Invented Strategies for Multiplication  Application Exercise 12.2: Invented Strategies for Multiplication in Canvas (PECT prep) [25 min.] |
| 10 | 3/30  5-7 class with 30 min of asynchronous work | Elementary Math Content (Fractions) | ~~[Chapters 4-6] Impact of Identity~~  [Ch. 14] Van de Walle  Of course watch the videos in your e-text for chapter 14 as you read the chapter. You may skip the last 3 sections [Equivalent Fractions, Comparing Fractions, and Teaching Considerations for Fractions Concepts]  6:30-7 Mini Presentations for your Social Justice Math Resource Share  After class: Grade Check-In and Office Hours | No asynchronous prework because next week’s class is 3 hours (on Wed 4/7)  **Social Justice Math Resource Share Project DUE You will present these on 4/7 for the Pitt SoE Social Justice Curriculum Fair**  Please register at [bit.ly/SJCF\_Pitt](http://bit.ly/SJCF_Pitt) |
| 11 | Wed4/7  4:30-7:30 SJCF | Social Justice Mathematics | Make sure you complete this form for the Roundtable presentations you watched as well as one for your own as a self assessment. <http://bit.ly/SJCF_Roundtable> and this one about your overall experience <http://bit.ly/SJCF_Reflection> | No asynchronous prework  Note: We will hold class on Wednesday 4:30-7:30 this week to participate in the Pitt SoE Social Justice Curriculum Fair. I will eliminate 30 minutes of asynchronous work from the prior week so that I am not requiring extra time of you.  **SJCF Presentations** |
| 12 | 4/13  Rehearsals\*  5-7 class with 30 min of asynchronous work | Social Justice Mathematics    Elementary Math Content (Measurement) | [Ch. 18] Van de Walle  Of course watch the videos in your e-text for chapter 18 as you read the chapter. You may skip the “weight and mass” and “angles” sections.  Optional: Healing informed Social Justice Mathematics by Kari Kokka OR  Social Justice Pedagogy for Whom By Kari Kokka\* (Choose one to read) I will present on this in class. | Please fill out your OMET thank you  Application Exercise 18.1: Perimeter  Please enter your names [here (Links to an external site.)](https://docs.google.com/spreadsheets/d/1ppPReIoaQm3Qn_yG7xJ-mWqoQlQ6YQkosV7_llYOtPI/edit?usp=sharing) for your plans for the Final Assignment, or indicate that you plan to do this independently. Indicate which Option (1, 2, or 3) you are choosing.  Make sure you completed this form for the Roundtable presentations you watched as well as one for your own as a self assessment. <http://bit.ly/SJCF_Roundtable> and this one about your overall experience <http://bit.ly/SJCF_Reflection> |
| 13 | 4/20  5-7 class with 30 min of asynchronous wor | Elementary Math Content (Data and Statistics)   Last Day of Class | ~~Bartell~~  [Ch. 20] Van de Walle  Of course watch the videos in your e-text for chapter 20 as you read the chapter.  Google Feedback Form  <https://forms.gle/yySRSSYXo4L1uhsd8> | Please fill out your OMET thank you. [10 min]  Watch this [video](https://youtu.be/9f82oMg6QRQ) by Francesca Ramsey of MTV Decoded [6 min.] Answer the [Discussion Board Post on Canvas](https://canvas.pitt.edu/courses/81555/discussion_topics/586798) and if time please respond to 1-2 classmates. [10 min.]  **Final Assignment DUE with mini presentations. If you choose Option 3 your Part I Reflection is due today, and you will come to class for the final “exam” April 27th 5-7:30p.** |
| 14 | 4/27  5-7:30p Final Exam same zoom link | Final Exam (If you choose Option 3) | ~~Simic-Muller, K., Turner, E.E., Varley-Gutierrez, M.C. (2009). Math club problem posing.~~  *~~Teaching Children Mathematics,16~~* ~~(4), 206-212~~  ~~[Ch. 21] Van de Walle~~  Final “Exam” if you choose Option 3 |  |

Overall Course Feedback/Rubric/Grade

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Growth/**  **Development** | **Revisions Suggested/**  **Needs more attention in this area** | **Meets Expectations** | **Exceeds Expectations** |
| Understanding Course Content: Equity, Social Justice, Antiracism, Abolitionist, Culturally Relevant, and Ethnic Studies Pedagogical and Theoretical Goals | Minimally applies critical analysis of course readings and concepts to assignments and discussions in class and online (discussion board) and/or misunderstands course content. | Applies critical analysis of course readings and concepts to assignments and discussions in class and online (discussion board). | Clearly and consistently applies critical analysis of course readings and concepts to assignments and discussions in class and online (discussion board). Goes above and beyond to seek out additional resources. |
| Assignments | Assignments are missing listed requirements and write up briefly discusses how what was learned can be applied to one’s own teaching. Equity and abolition goals are minimally mentioned. | Assignments meet all listed requirements and write up discusses how what was learned can be applied to one’s own teaching. Equity and abolition goals are mentioned to ensure reaching all students. Draws on course readings. | Assignments meet all listed requirements and write up discusses in detail how what was learned can be applied to one’s own teaching. Equity and abolition goals are thoroughly discussed to ensure reaching all students. May draw on readings outside of class in addition to course readings. |
| Lesson Planning | Lesson plans include learning goals, some equitable pedagogical practices, consideration of students’ backgrounds (tailored to your specific context, setting, culture) with attention to detail, anticipated student responses, supports for students with IEPs, multilingual students, students who may struggle. Lesson plans may not clearly align with assessment practices that inform future plans/revisions of plans depending on what is learned from assessments.    Missing listed requirements. | Lesson plans include clear learning goals, equitable pedagogical practices, thoughtful task creation or selection, consideration of students’ backgrounds (tailored to your specific context, setting, culture) with attention to detail, anticipated student responses, supports for students with IEPs, multilingual students, students who may struggle. Lesson plans align with assessment practices that inform future plans/revisions of plans depending on what is learned from assessments.    All requirements completed. | Lesson plans include clear learning goals, equitable pedagogical practices, thoughtful task creation or selection, consideration of students’ backgrounds (tailored to your specific context, setting, culture) with attention to detail, anticipated student responses, supports for students with IEPs, multilingual students, students who may struggle. Lesson plans align with assessment practices that inform future plans/revisions of plans depending on what is learned from assessments. Plans may also be ambitious, innovative to support student engagement, higher order thinking, and ownership of learning.    All requirements completed. |
| Reflections | Minimally reflective in assignment submissions and in classroom discussions. Minimally draws on course readings. | 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.) Draws on course readings. May draw on readings outside of class in addition to course readings. |
| Equity and Social Justice Goals (Social Justice, Culturally Relevant Teaching, Ethnic Studies) | Minimally analyzes lesson plans, assessments course materials, textbook materials, policies procedures at placement, etc. to consider equity and social justice goals. Minimally draws on course readings. | Analyzes lesson plans, assessments, course materials, textbook materials, policies procedures at placement, etc. to consider equity and social justice goals. Draws on course readings. | Consistently analyzes lesson plans, assessments, course materials, textbook materials, policies procedures at placement, etc. to achieve equity and social justice goals. Draws on course readings. Goes above and beyond to seek out additional resources. |
| Classroom Discourse/ Participation | Unaware of how much “space” or “airtime” one takes up (talking too often or not enough). 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. 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. |
| Professional Community | Does not meet professional obligations (e.g. inappropriate comments, disrespectful of class community, not prepared and on time, does not complete readings, assignments are late/missing) | Meets professional obligations (e.g. being respectful of the class community, arriving prepared and on time, turning assignments in on time, and completing readings). | Exceeds professional obligations (e.g. being respectful of the class community, arriving prepared and on time, turning assignments in on time, and completing readings). Goes out of their way to be supportive of classmates. |

Overall Feedback:

**Course Policies**

**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 Teaching, Learning, and Leading 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 21 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](https://vanguardhighschool.org/), a Title I public New York City high school and part of the [Coalition of Essential Schools](http://essentialschools.org/) and [New York Performance Standards Consortium](http://www.performanceassessment.org/), where she used Complex Instruction and Performance Assessment. She began her teaching career as 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/) (founded in 2007), former co-chair (2017-2019) of the [Critical Educators for Social Justice SIG](http://www.cesjsig.org/), and she has been involved with the [Radical STEMM Educators of the Bay Area](https://www.facebook.com/groups/TM4SJ/), [People’s Education Movement](https://peoplesedbayarea.wordpress.com/), and the [New York Collective of Radical Educators](http://nycore.org/). You can hear more about her work with the [Abolition Science podcast](https://www.abolitionscience.org/home/2020/3/10/2wasodgvfco761sha12sd0cfo3xg4h) and the [Leading Equity podcast](http://sheldoneakins.com/karikokka/). You can also learn more about her work at her [University of Pittsburgh faculty profile](https://www.education.pitt.edu/people/KarenKokka) or at [www.karikokka.com](http://www.karikokka.com).

**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 send me a chat during 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, but I understand there may be times and circumstances where you may need to watch the video and complete an alternative task instead. Please contact me [kokka@pitt.edu](mailto:kokka@pitt.edu) and Renata [rar137@pitt.edu](mailto:rar137@pitt.edu) if you will not be present in class for any reason.

**WRITING CENTER**

I highly encourage you to take advantage of the writing center.<http://www.writingcenter.pitt.edu/graduate-services> They can also be reached at (412) 624-6556.

**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.

**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).

**ACCESSIBILITY**

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

**STUDENTS WITH DIS/ABILITIES**

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.

**DIVERSITY AND INCLUSION**

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, see:<https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>. I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed

online: https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

**STATEMENT ON SCHOLARLY DISCOURSE**

It is essential that we approach our scholarly discussions, both in class and out of class (e.g., online), with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other’s opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other’s positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard I expect of all of us, and a standard that applies to all inquiry in the university.

**SELF CARE**

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that’s available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night: University Counseling Center (UCC): 412 648-7930. University Counseling Center Mental Health Crisis Response: 412-648-7930 x1 Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN). If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121; Off-campus: 911

**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<http://cfo.pitt.edu/policies/documents/policy06-05-01web.pdf> also the previously listed link is helpful<https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>.

**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 TLL 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. Katrina Bartow Jacobs.

3. If the matter remains unresolved, the student should talk to the associate chair of TLL (currently Dr. Sheila Conway) or the chair Dr. Sabina Vaught.

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

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).

**NCTM Professional Membership:**

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