



CARNEGIE MATH
PATHWAYS
WestEd

**Quality Instruction
Webinar Series**



ACUE

Inclusive and Equitable Instructional Design: A Foundation for Student Success

September 29, 2021 | 3-4 PM ET

Panelists



Earle Crosswait

Academic Specialist –
Mathematics, Saginaw
Chippewa Tribal College



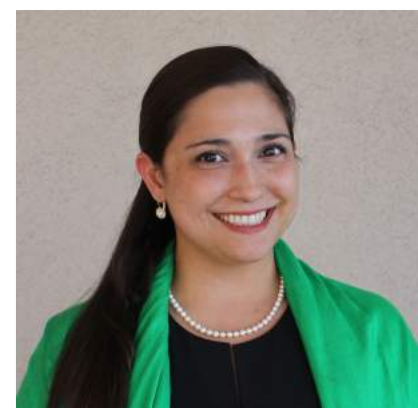
Ann Edwards

Senior Research
Associate, Director of
Teaching and Learning,
Carnegie Math
Pathways/WestEd



Penny MacCormack

Chief Academic Officer,
Association of College and
University Educators (ACUE)



**Kristina
Ruiz-Mesa**

Associate Professor & Basic
Course Director,
Department of
Communication Studies,
California State University,
Los Angeles



What is Quality Teaching? (submit single word answers; multiple answers accepted)



Join at
slido.com
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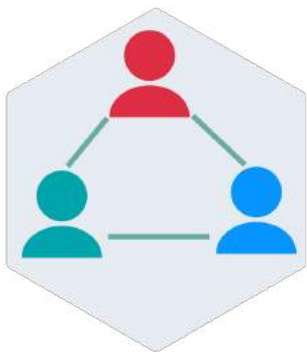
What is Equitable Teaching? (submit single word answers; multiple answers accepted)



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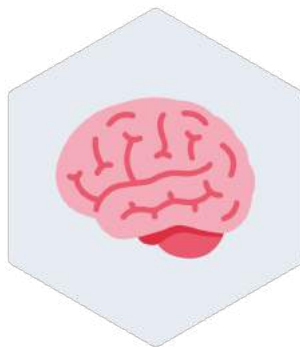
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Carnegie Math Pathways



Active collaborative instructional model

supports
student-centered
teaching and promotes
belonging and inclusion



Embedded social emotional supports

foster growth mindset,
confidence, and
belonging to support the
whole learner



Relevant curriculum and researched-based pedagogy

ensure high quality
learning opportunities
for all students

What Inclusivity and Equity Mean in CMP

- Instructional design that promotes inclusion
- Equitable teaching practices
- Relevancy of the mathematics content and the contexts to local needs, values, and norms
- Making math a powerful tool for social justice



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Culturally Relevant Practice: Adapting the “Statway Cohort Contract” to a “Cultural Contract”

Statway Cohort Contract

By signing below, I agree to fulfill the following requirements for participation in Statway, and acknowledge that I understand the requirements for continued enrollment.

Specifically:

- I commit to successfully completing Statway with the members of my cohort.
- I commit to helping all of my cohort members understand statistics and complete Statway.
- I will come to class every day prepared to participate in all classroom activities.
- I will contribute to creating a productive classroom atmosphere that supports everyone learning.
- I will keep an open mind and a positive attitude, and will be willing to try out new learning strategies and study skills.

Printed Name: _____ Signature: _____ Date: _____

Printed Name: _____ Witness: _____ Date: _____

The Seven Grandfather Teachings of the Anishinaabe




- Love
- Wisdom
- Respect
- Truth
- Humility
- Honesty
- Courage

Instead of forming the basis for a classroom contract, the students' posters became living documents.

Aakdehe win
"Bravery"

Bravery is coming to class even
when I'm not prepared.

Bravery is raising my hand when I
don't understand.

I'm brave when I volunteer. 

Bravery is staying
for the group quiz.

Be Aware of Your Own Bias

- Expectations
- If-Then routines

Grading for Equity

- Grades reflect student mastery at end of course
- Grades resist bias and intrinsically motivating

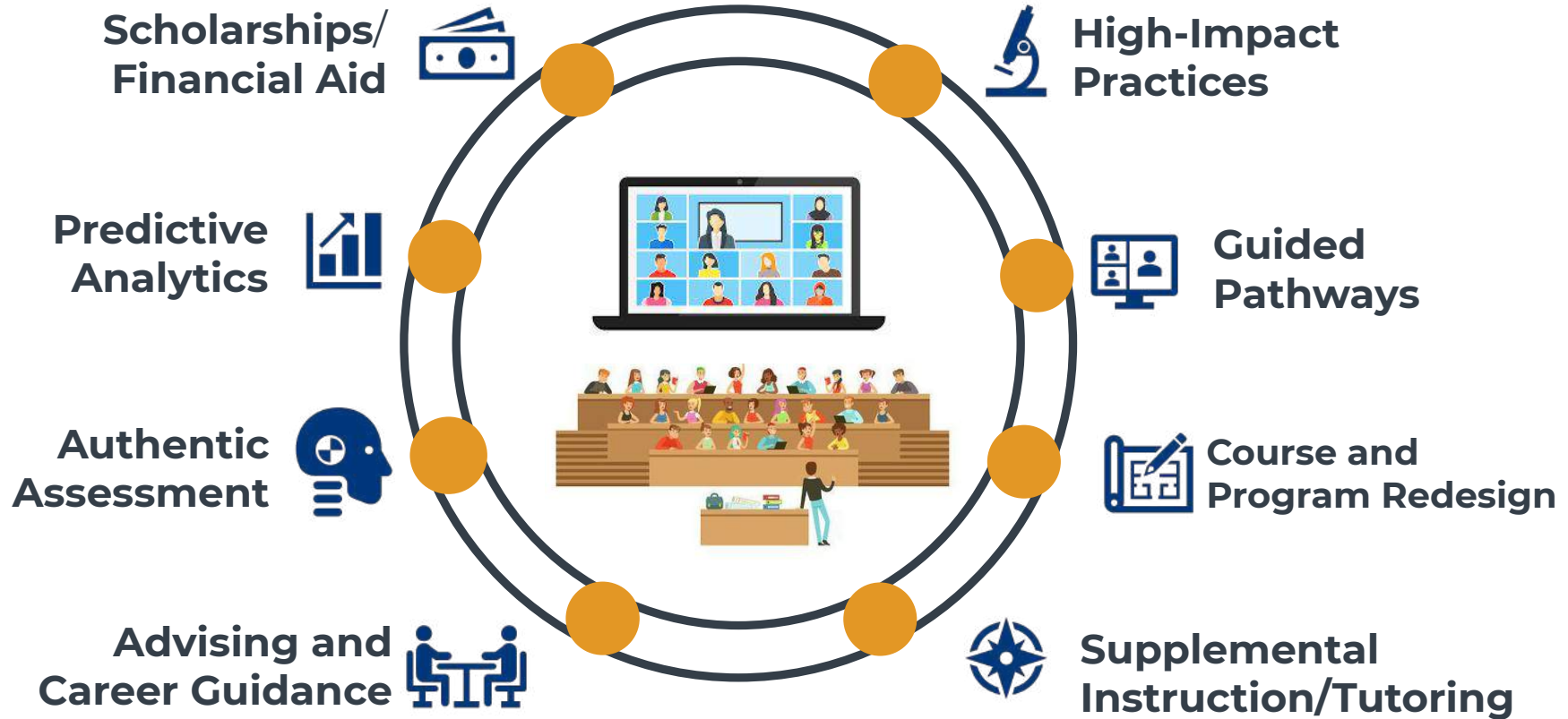


ACUE's mission:
Ensure student success
and equity through
quality instruction



ACUE









Effective Practice Framework[®]







1

Designing an Effective Course

- ▶ Establishing Powerful Learning Outcomes 
- ▶ Aligning Assessments with Course Outcomes 
- ▶ Aligning Activities and Assignments with Course Outcomes 
- ▶ Preparing an Effective Syllabus 

2

Establishing a Productive Learning Environment

- ▶ Leading a Productive First Day 
- ▶ Promoting a Civil Learning Environment 
- ▶ Motivating Your Students 
- ▶ Ensuring Access to Equitable Learning 
- ▶ Helping Students Persist in Their Studies 
- ▶ Embracing Diversity in Your Learning Environment 






3

Using Active Learning Strategies

- ▶ Using Groups to Ensure Active Learning 
- ▶ Using the Active Learning Cycle 
- ▶ Developing Effective Class Sessions and Lectures 
- ▶ Planning Effective Discussions 
- ▶ Facilitating Engaging Discussions 





4

Promoting Higher Order Thinking

- ▶ Providing Clear Directions and Explanations 
- ▶ Using Concept Maps and Other Visualization Tools 
- ▶ Teaching Powerful Note-Taking Skills 
- ▶ Using Advanced Questioning 
- ▶ Developing Self-Directed Learners 

5

Assessing to Inform Instruction and Promote Learning

- ▶ Developing Fair, Consistent, and Transparent Grading Practices 
- ▶ Developing and Using Rubrics and Checklists 
- ▶ Providing Useful Feedback 
- ▶ Checking for Student Understanding 
- ▶ Using Student Data and Feedback to Improve Your Teaching 



Specific modules with inclusive teaching practices included, as outlined in the [Inclusive and Equitable Teaching ACUE Curriculum Crosswalk](#).

Among ACUE-credentialed faculty:



Find the experience
Relevant



Recommend
ACUE to
colleagues



Refined
their
teaching



“ACUE is one of the best investments of my life. My overall approach to teaching has changed. My students' performance is at an all-time best.”

Saheed Oluwasina Oseni, Florida Atlantic University

68

Evidence-based practices
learned, on avg.

25

new practices
implemented

85

Practices **learned**
more deeply

65

Additional practices
planning to implement



ACUE's courses are so well designed with very helpful, carefully curated resources. The videos highlight practices and model real life scenarios. All faculty should earn this credential, regardless of experience—there is always something to learn and refine.”

Kathleen Leonard, University of Nevada, Reno

n= 5,291

ACUE-credentialed educators drive student success & equity



Sustained student performance.

Students who completed a gateway course with an ACUE instructor had a 4% increase in course passing rates, lower DFW rates & higher GPAs in their subsequent course.



Completion gaps eliminated.

Gaps in passing rates closed for Pell-eligible students and course completion gap narrowed by 50% for Black students.



Success rates improved.

Success rates were higher and DFW rates lower across 314 classes, improving odds of graduation for 3% of student body.



Diverse achievement.

Students earned more A, B or C grades at one of the nation's most diverse campuses, in a study of 4,554 students.



Economic equity achieved.

Six-point completion gap eliminated between Pell-eligible and other students; annual 25% increases in completion.



Grades & engagement up.

GPAs improved 0.19 points to above 3.0 across 100 classes enrolling 6,100 students; Johns Hopkins research found stronger engagement.

Inclusive Teaching for Equitable Learning (ITEL)

New online microcredentialed course to help faculty learn proven strategies for creating inclusive learning environments

The five-module microcredential includes:

1. Managing the Impact of Biases
2. Reducing Microaggressions in Learning Environments
3. Addressing Imposter Phenomenon and Stereotype Threat
4. Creating Inclusive Learning Environments
5. Designing Equity-Centered Courses



What faculty are saying about ITEL

"In the past I simply taught and never considered how my background and race may affect my teaching, and how students of different backgrounds may perceive me... By recognizing my own bias, I have been better able to treat all my students more equitably in class."

"I hate it when we are told to do something with our students but no one gives us any examples. This module had specific examples and ideas... I downloaded everything!"

"I absolutely love the use of research to support the concepts in this module. Thank you!"

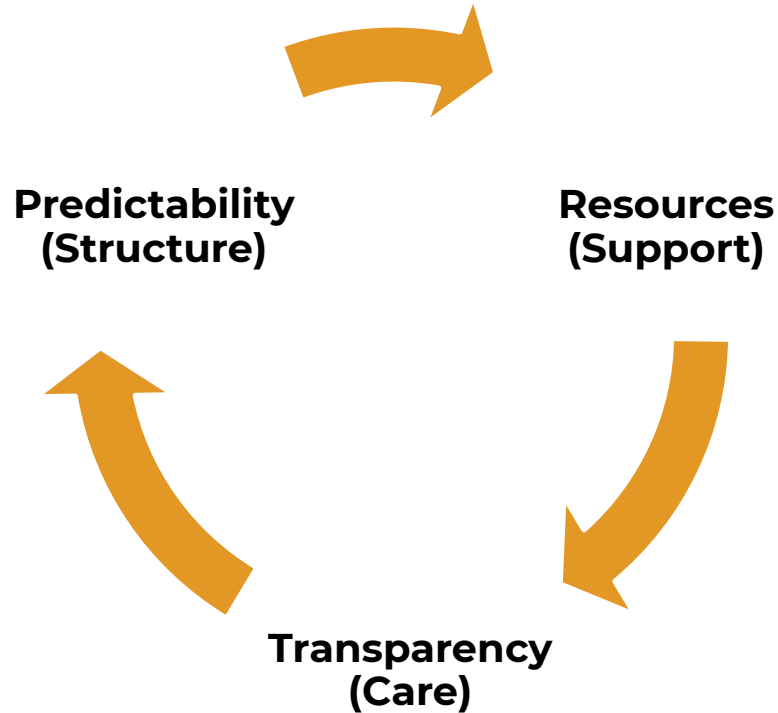
"The discussion of bias opened my eyes."

"In reflecting on this module's content, I can see that the invisibility of my privilege has made me not think critically. Now I'm thinking about how documents I share and pre-recorded videos/lectures can become accessible by adding alt text to any and all images I use in PPT slides..."

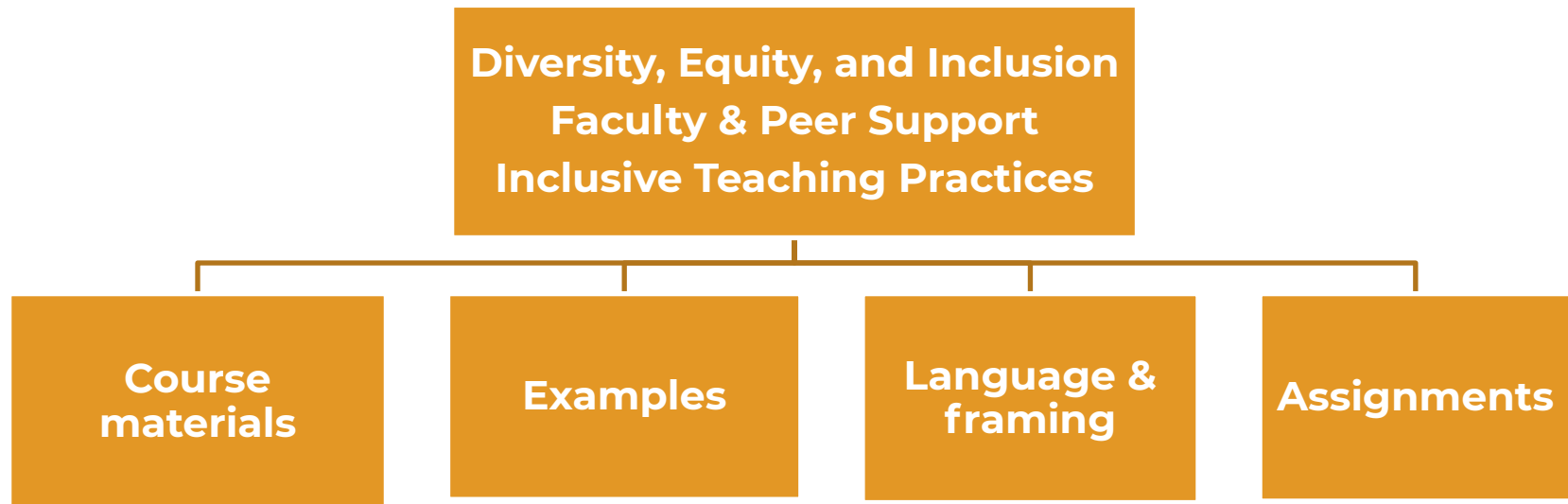
"I learned so much in a useful way. This is the first time I've been taught about microaggressions in a way that didn't offend me -- thank you!"



Planning for Student Success



General Education Plan for Student Success



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TILT Framework for Assignments (Winkelmes)

- **Purpose**
- **Assignment**
- **Skills**
- **Knowledge**
- **Tasks**
- **Criteria for Success**
 - **Include template, examples, and rubrics!**

Questions?



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