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)

Collaborative, Empowering, Engaging, Empathetic, Supportive, Kind, Equitable, Meaningful, Social, Equality, Student Involvement, Learning by doing, memorable, identity-respecting, applicable, critical thinking, relationships, transparent, Generative, Structured, Open, relational, communal, Flexible, responsive, real-world applications, clarity, connecting, faculty presence, Thoughtful, for-justice, Active, Accessibility, Relevance, Relevant, Adaptable.
What is Equitable Teaching? (submit single word answers; multiple answers accepted)

Honoring different learning styles
Services provided to needs of students
Accessible for all types of learners
Student-centered
Transparent
Unbiased
 Relevant
Prerequisite
Intentional
Needed
Informed
Collaborative
Differentiated
Supportive
Wholistic
Justice
Empowering
Flexible
Needed
Informative
Social
Supportive
Open-minded
Accessible
Active
Representation
Culturally-responsive
Engaging
Not sure how this term applies to teaching mathematics. In fact the terms that are being shared now

Join at slido.com
#711 839
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
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.
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
Student Success Agenda

Scholarships/Financial Aid
Predictive Analytics
Authentic Assessment
Advising and Career Guidance
High-Impact Practices
Guided Pathways
Course and Program Redesign
Supplemental Instruction/Tutoring
### 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 Environment
   - 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](#).

Learn about our programs that lead to a [Certificate in Effective College Instruction](#), endorsed by the American Council on Education at [acue.org](http://acue.org).
Faculty Love ACUE

Among ACUE-credentialed faculty:

- **93%** Find the experience Relevant
- **89%** Recommend ACUE to colleagues
- **95%** 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

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

- **68** Evidence-based practices learned, on avg.
- **25** new practices implemented
- **85** Practices learned more deeply
- **65** Additional practices planning to implement

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.

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.

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

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 microcredential 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
“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

Predictability (Structure)  Resources (Support)

Transparency (Care)
General Education Plan for Student Success

- Diversity, Equity, and Inclusion
  - Faculty & Peer Support
  - Inclusive Teaching Practices

- Course materials
- Examples
- Language & framing
- Assignments
TILT Framework for Assignments (Winkelmes)

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