EDUC 263C: CURRICULUM & INSTRUCTION IN MATHEMATICS  
CERAS 302  
TUESDAYS, 3:15 – 6:00 PM

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INTRODUCTION

This is the third of a three-course sequence focused on mathematics teaching and learning. The course sequence is designed to create an opportunity for sustained learning and professional growth. Our goals for the year are to help you:

- Increase your knowledge of mathematics and mathematics pedagogy
- Examine your own knowledge, beliefs, and assumptions about mathematics, teaching, and students
- Increase your theoretical knowledge and practical experiences in planning, teaching, and assessing mathematics
- Understand the mathematical needs of a diverse range of students
- Understand the complexities of diverse, multi-ability classrooms while broadening your repertoire of teaching strategies
- Learn from your experiences in schools through informed reflection

This quarter we will continue to develop skills in lesson planning and will focus on how particular lessons fit into larger instructional learning segments. We will draw upon what we have learned to design learning segments and individual lessons centered on equity. The experience of developing and refining a segment of instruction is the cornerstone of our work this quarter, and it will prepare you for success on edTPA, the culminating performance assessment of your teaching proficiency in the spring. You will submit pieces of this learning segment often this quarter and there will be frequent chunks of class time dedicated to workshopping its parts.

COURSE REQUIREMENTS

We expect you to come to class having completed the reading and assignments due for that day and prepared to participate in class discussions and activities. Attendance to all sessions is mandatory. You can request an extension on a due date, but it must be done in a timely manner.

Assignments:

Learning Segment Assignment (LSA) (See the linked assignment sheet for details.)

Assessment and Evaluation Criteria

During week 6 (on 2/14), we will take some time to analyze an assessment that you will use to evaluate your students’ developing knowledge and skills. It should be an assessment that will be completed by the whole class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate: (a) conceptual understanding, (b) procedural fluency, and (c) mathematical reasoning and/or problem-solving skills.
Class Facilitation/Rehearsal

During weeks 8 and 9 (on 2/28 and 3/7), we will take turns facilitating a mathematics task using the 5 Practices Framework. You will have the option to do this individually or with a partner.

Short video clip

During week 10 (on 3/14), we will take some time to analyze student reasoning in your classrooms using video records. You will select a 3-minute video clip from one of your video observations. This clip should address either rubric 6, 7, 8, or 9 of the edTPA. You do not need to be in the clip, but it’s fine if you are.

Submitting Assignments:

All assignments should be digitally submitted to Canvas as a single word document, unless otherwise specified by the instructors. All feedback will be provided digitally within your submitted documents in Canvas.

Please save all files using the following naming convention:
Lastname_Assignment.doc
For example: Brown_Lesson Plans.docx

Assessments and Grading:

Your grade will be based primarily on the quality of the assignments mentioned above. We will also consider attendance and active contributions to class discussions. As with all of your work in C&I this year, you may revise and resubmit any written assignment for a higher grade.

We expect that you will turn in all assignments by the due date. Please contact us well in advance if you have concerns about completing assignments on time. Extensions may be granted by your instructors, if requested. Late work that is submitted without an extension may be subject to a grade penalty.

UNIVERSITY POLICIES

All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. Website: https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard

Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: (650) 723-1066, URL: https://oae.stanford.edu/).
## Course Schedule

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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Due: 1/22 (Sunday at 10 pm) |
Due: 1/22 (Sunday at 10 pm) |
Due: 2/5 (Sunday at 10 pm) |
Due: 2/5 (Sunday at 10 pm) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
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**Due: 3/12 (Sunday at 10 pm)**

**Class Facilitation/Rehearsal**
<table>
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<th>Date</th>
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*Due: 3/19 (Sunday at 10 pm)* |