

Course Information

EDUC 263C: Curriculum and Instruction in Mathematics (3 units)

Winter 2026

Tuesdays, 3:15 pm - 6 pm

Patricia & Jeffrey Raikes Bldg, Rm 104

Course Instructors

Primary Instructor: Marjorie Hahn (she/her pronouns)

Feel free to call me “Margie” in writing and when we talk.

Email address: mhahn3@stanford.edu

Primary Instructor: Marti Hoyt (they/them pronouns)

Feel free to call me “Marti” in writing and when we talk.

Email address: mxmarti@stanford.edu

Office Hours

Join your instructors and your peers to discuss the material being covered in class, questions or concerns you might have, and other related issues. Please join even if you don't have any questions. We are both available by appointment, and meetings can be held in person in Raikes or via Zoom. Please email us to set up a meeting, or use [this link](#) to schedule with Margie.

Course Overview/Goals

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 portions of class time dedicated to workshopping its parts.

Course Structure

This course will be a discussion-based seminar that will meet weekly in person for 10 sessions. All readings, slides, and assignments will be posted on Canvas.

Key Readings

All course readings will be posted as PDFs on Canvas. Many readings include chapters from the following books:

- Dillon, F. L., Perry, A. D., Cheng, A., & Outzs, J. (2022). *Answers to your biggest questions about teaching secondary math*. Thousand Oaks, CA: Corwin Press.
- Smith, M. S., Steele, M. D., & Sherin, M. G. (2020). *The five practices in practice: Successfully orchestrating mathematics discussions in your high school classroom*. Thousand Oaks, CA: Corwin Press.
- Spangler, D. A., & Wanko, J. J. (eds.). (2017). *Enhancing classroom practice with research behind Principles to actions*. National Council of Teachers of Mathematics.

Technology

You will need access to a device that connects to the internet to access email and Canvas. Students should bring their STEP-provided iPad or another device to each class session. Students can borrow equipment and access other learning technology from [the Lathrop Learning Hub](#). For tech support, see [Student Tech Resources and Support](#).

At the beginning of the quarter, all course readings will be posted electronically to Canvas, and you can print them free of charge in Raikes if you wish.

Coursework and Grading

We invite you to engage actively by both listening and contributing, as this will enrich your learning experience and that of your peers. This means that you have a clear idea of the main points, you may have formulated some questions, and/or you have noted any related issues that the reading or topic raised for you. On some days, we may ask you to respond to the article and engage with your peers in the discussion section of Canvas.

Regarding participation, we are looking for you to contribute to small and whole group discussions in class and online discussions. Whether you are more talkative or more introverted in nature, we expect that you make concerted efforts to both listen and contribute, monitoring your level of sharing, and making space for others to join in. We recognize that you may have more to say about one topic over another, but across the ten classes, we should have heard your thoughts and ideas in both small and whole group discussions and online. This will help your learning as well as the learning of the group.

Throughout the quarter, you will be required to complete several homework assignments, conduct readings (see Winter Course Schedule), and complete classroom tasks. Our expectation is that everyone will receive an A grade. If your work – including the quality of your participation and major assignments – is not at that standard, we will discuss ways to improve it.

Major Winter Assignments

For the main assignment for this course, you will complete all the requirements of Task 1: Planning per the edTPA handbook, as well as a reflection. The goal is that you will choose material that you are likely to be teaching for the edTPA (however, changes happen!); thus, you will be one-third of the way through the Tasks. You will select an appropriate due date to share a draft with us, and the final submission (incorporating feedback and reflection) will be due on Sunday, 3/16, by 11:59 pm.

Additional small weekly homework assignments will be assigned via Canvas prior to the expected due date. Assignments may include selecting a video clip from your own teaching to bring to class, reflecting on a topic and/or placement, or preparing a teaching facilitation.

Course Policies

Presence and Participation

All synchronous instruction and participation in this course will be in person. In addition, given how interactive class time will be, there will be minimal lecturing and few reasons to support class recordings. However, we understand the unpredictability that remains in our lives and circumstances may arise that will interfere with your ability to attend class. This might include the possibility that you, your peers, or we, the teaching team, wake up one morning not feeling too well, or might need to quarantine or isolate for the safety of everyone. In light of these considerations, we request that you:

- Refrain from attending class if you're feeling unwell. You may be able to participate via Zoom, depending on the activities for that day. If not, schedule office hours with us so you can ask questions and get caught up.
- For class sessions you miss, review the class notes and activity artifacts posted on Canvas *and* asynchronously complete any assignments posted on Canvas in a timely manner.

Once you have missed three class sessions, you have missed almost 1/3 of the course, and it is likely not possible for you to complete it satisfactorily. *If you anticipate persistent challenges to participating in class or submitting work on time, or if you are already aware of needing to miss one or more classes, please follow up with us as soon as possible to ensure we have a proactive plan in place.*

Deadlines and Submissions

Assignment deadlines are listed in the course schedule, along with estimated times of completion, to enable you to effectively plan and balance your academic work and other commitments. Despite the best planning, however, we know that life happens! So:

- Please contact us in advance if you have any concerns about completing major assignments on time this quarter. Your instructors may grant extensions, but late work submitted without an extension may be subject to a grade penalty.
- As with all of your work in C&I this year, you may revise and resubmit any written assignment for a higher grade.

All assignments should be digitally submitted to Canvas as a single file unless otherwise specified by the instructors. You may choose to submit a Word document or a link to a *shared*

Google document. All feedback will be provided digitally within the documents you have submitted to Canvas.

Please save all files using the following naming convention:

Lastname_Assignment

For example: Hahn_Norms Assignment

The Honor Code

All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. Please review [Stanford's Honor Code](#), [these recommendations](#) from the Office of Community Standards, and [documentation and citation resources](#) from the Hume Center for Writing and Speaking.

Use of AI Tools *[This policy is adopted from Dr. Stina Krist's EDUC 395B Syllabus]*

Depending on the context, artificial intelligence (AI) can either enhance or impede learning. There are times when these tools might provide us with new ideas and understandings (e.g., brainstorming or getting feedback). At other points, practicing skills and synthesizing ideas on our own will be crucial for the learning process. Thus, being mindful of when to use these tools will help us navigate the complexity of interacting with AI technologies in the classroom and beyond.

For this course, you may use generative AI to help with brainstorming, produce a draft, etc., as long as that output is treated as a draft and you substantially modify it. To support transparency and sharing of use practices, please disclose any time you use generative AI as part of your reading response posts or Milestone assignments.

Course Privacy Statement

As noted in the university's [recording and broadcasting courses policy](#), students may not audio or video record class meetings without permission from the instructor (and guest speakers, when applicable). If the instructor grants permission or if the teaching team posts videos themselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the [Office of Accessible Education](#).

Academic Accommodations

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class. If you experience a disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started or to re-initiate services, please visit oe.stanford.edu.

If you already have an Academic Accommodation Letter, we invite you to share it with us. We encourage you to share your Academic Accommodation Letter with us as early as possible to ensure timely coordination of accommodations.

Learning Resources

Your peers and instructors are valuable sources of learning, and we hope you will make the most of our time together! In addition, Stanford has a wealth of resources for graduate students, from group study halls to well-being coaches to professional development offerings. Which of the resources below will you explore?

- [Writing tutors](#) from the Hume Center for Writing and Speaking, to get additional feedback on your teaching portfolio materials
- [English as a Second Language \(ESL\) courses](#) for international graduate students
- [Pedagogy workshops and programs](#) from the Center for Teaching and Learning (CTL), to continue your teaching development
- [IDEAL Pedagogy](#) self-paced course, learning community, and/or syllabus consultation from CTL, to continue developing inclusive pedagogy practices
- [Peer Academic Coaching](#) from CTL, to help with time management and other work strategies
- [Study Halls](#) from CTL, to work in quiet companionship with other students
- [Grad Grow](#) from the Office of the Vice Provost for Graduate Education, to develop key professional competencies, including in teaching and mentorship
- [Well-being coaches](#) from Vaden, to receive holistic support and guidance

Course Schedule

The course schedule is available [here](#) in Google Sheets format. Smaller weekly homework assignments may be added to Canvas and shared in class.

We aim to be as transparent as possible while acknowledging that students' needs and course expectations may change as the quarter progresses. This syllabus is as up-to-date as possible, but any adjustments will be shared via Canvas and in person. [Last Updated 1/5/26]