

The following rubrics are used to evaluate the delivery and content of each course of the Math TLC master's degree program. This evaluation is performed by the Course Evaluation Team who will review the contents of the course notebook of instructional materials and interview the course instructor who will identify where within their delivery of the course and/or where within their notebook the following rubric categories are addressed, at what level of quality, and how the quality might be improved or occurrences increase.

### **Culturally Responsive Mathematics Pedagogy Rubric (#2)**

The Math TLC is committed to developing courses in the master's program that includes activities that engage teachers in collectively analyzing, exploring and understanding culturally responsive mathematics pedagogy (Math TLC Strategic Plan Objective 1.5). To insure this objective, the quality of a sample of activities that address culturally responsive mathematics pedagogy will be assessed by the Masters Program Team with the goal that 75% of the course materials will be at least Developing and 50% of the course materials at least Proficient in each category.

Current research and practice literature suggests five key areas of teacher learning that increase teaching effectiveness, particularly culturally and ethnically diverse students (Gay 2002): (1) developing a knowledge base about cultural diversity, (2) learning mathematical content from ethnically and culturally diverse origins, (3) participating in and building a caring community of learners – this includes developing ways to calibrate teacher intentions with student perceptions, (4) seeing personal communication patterns and using that awareness to learn to communicate effectively with diverse students, and (5) responding supportively to socio-economic, cultural, and ethnic diversity in the delivery of instruction.

In looking for culturally responsive mathematics pedagogy, the Course Evaluation Team is looking specifically for occurrences of the above five keys.

The following rubric is used by the Master’s Program Team to determine the extent to which Course Development Teams were able to meet these criteria.

<b>Category<sup>1</sup></b>	<b>Advanced (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Score</b>
Cultural responsive mathematics pedagogy will be modeled in each course.	At least six occurrences of cultural responsive mathematics pedagogy is modeled in the course.	Four to five occurrences of cultural responsive mathematics pedagogy is modeled in the course.	Two or three occurrences of cultural responsive mathematics pedagogy is modeled in the course.	One occurrence of cultural responsive mathematics pedagogy is modeled or discussed in the course.	
All courses require participants to be actively engaged in collectively analyzing, understanding, discussing and debating culturally responsive mathematics pedagogy.	Three or more activities or approximately 15% of total course time engages participants in collectively analyzing, understanding, discussing and/or debating culturally responsive mathematics pedagogy.	Two activities or approximately 10% of total course time engages participants in collectively analyzing, understanding, discussing and/or debating culturally responsive mathematics pedagogy.	One activity or approximately 5% of total course time engages participants in collectively analyzing, understanding, discussing and/or debating culturally responsive mathematics pedagogy.	Participants are required to do something, such as read an article, related to analyzing, understanding, discussing and debating culturally responsive mathematics pedagogy but are not actively engaged in it.	