

Transcript

Hello, my name is Nancy Sattler. First and foremost, I am a classroom teacher. I have taught continuously since January of 1983 when I began teaching as an adjunct faculty mathematics and science teacher at Terra Community College in Fremont, Ohio. After completing my masters degree in Mathematics Education, I was hired as a full time mathematics teacher at Terra in the fall of 1989. The next fall I was promoted to department head for mathematics and science. In 1994, I began working on my Ph.D. and also began teaching mathematics remotely. I recorded my own videos and later wrote my own HTML for my online intermediate algebra class. In 2004, I graduated with a Ph.D. in Higher Education, with minors in both Research and Measurement and in Education Technology.

I have learned the importance of using research-based strategies in the classroom. In 2007 I began teaching online in the master's program at Walden University in the college of education. At the present time I am a senior contributing faculty and serve as lead faculty for all master's level mathematics courses for classroom teachers. Every 8 weeks throughout the year I teach the course "Teaching and Learning Mathematics."

Throughout the years I have had various jobs at Terra including Curriculum Chair, Association Dean, and Dean, the job that I had when I retired in 2012 to

devote more time to AMATYC, having been elected president-elect after having served as Treasurer and Mid-West Vice President.

From 1994 until 2009 I co-chaired the Ohio Great Teacher Seminars. At the seminar, classroom teachers from various disciplines teaching at community colleges gather in search of the “great teacher.” There are no experts, but rather teachers share their problems and innovations in the classroom. Through the years, I realized that as teachers we can learn from one another.

The number one thing that I have found to be important with my students in my 37 years of teaching is communications. I have now taught at a distance for 26 years and have found that students need constant communications from their instructors to keep them on target with their learning. I am firmly committed to equity. AMATYC has created an Equity Committee whose purpose is to increase mathematics achievement for diverse learners. As faculty, it is our responsibility to use equitable classroom practices.

It is my hope that you will learn a bit about communicating with your students and promoting equity as I share with you my thoughts.

How Can I communicate with my students and promote equity?

This presentation will . . . Define Communication. Define Equity. Define the difference between Equity & Equality. Share strategies that promote equity and Issue an invitation to you.

Communication is the process of passing information and understanding from one person to another. Equity is the quality of being fair and impartial. The difference between Equity and Equality: Equality means treating every student the same while Equity means making sure every student has the support they need to be successful. There are two dimensions of educational equity: Fairness – ensuring that personal and social circumstances do not prevent students from achieving their academic potential and Inclusion – setting a basic minimum standard for education that is shared by all students regardless of background, personal characteristics, or location. In an equitable classroom environment, students of all backgrounds (e.g., race, nationality, gender) have the same opportunities to learn and develop their knowledge. To create an equitable learning environment, educators must be culturally competent and possess the ability to communicate and work effectively across cultural lines.

To communicate and promote equity teachers must: Create a welcoming environment for all students; Use body language, gestures and expressions to convey a message that all students' questions and opinions are important; Use varied active learning strategies; Use random response strategies; Seek multiple perspectives; Use wait time; Provide students with criteria for successful task completion; and ask students for feedback on the effectiveness of instruction.

Create a welcoming environment for all students, how can we do that? Ask students for the correct pronunciation of their names; Correctly pronounce their names; Make culturally appropriate eye contact with all students; Integrate culturally diverse and relevant examples into your classes. In a virtual class, consider a Classroom Café – have students share pictures and something about themselves. Use body language, gestures and expressions to convey a message that all students' questions and opinions are important. Smile. Nod your head in affirmation. Turn toward students who are speaking to express interest.

Use varied active learning strategies: use Whole group and/or small group discussion; Turn and Talk or Think-pair-share; Provide partial outline for lecture; Use Group projects;

Ask students for their “Muddiest Point”, what don’t they understand?

Use random response strategies. That could be color-coded cards, equity sticks, Student Response Systems (better known as clickers) or Plickers. Seek multiple perspectives: Do not judge responses; Validate all perspectives with responses such as: That is one idea, does anyone else have another? That is one way to solve the problem, who did it in another way? Who has an alternative view? Use wait time: Silently wait at least 3-5 seconds for a student's response after posing a question; Silently pause at least 3 seconds to consider the student’s response before affirming, correcting, or probing; Pause silently following a student’s response to allow other students to consider their reactions and responses; Structure silent think time before expecting students to respond.

Provide your students with criteria for successful task completion: Evaluate student work by providing performance criteria using rubrics and exemplars; Develop rubrics with your students - consider equity and whether or not “the ratings that students receive have too much to do with gender, race, ethnicity, or socioeconomic status.

Ask students for feedback on the effectiveness of instruction: Ask students to indicate learning activities that are effective in helping them learn; Use interviews, surveys, and questionnaires to gather feedback from your students; Use exit cards to gather feedback about instruction.

Think about how you might promote equity in your own classroom.
Show your students they are valued by who they are and empower all students to succeed.

According to the AMATYC IMPACT document, the learning environment must be welcoming and promote principles of inclusion, access, and equity.

Be a Change Agent: *Head to my.amatyc.org/ and find innovations your colleagues are using and/or contribute innovations and ideas of your own.*

If you have any questions contact me at n.sattler@terra.edu, nsattler@terra.edu. I challenge you to communicate with your students with equity. Thank you for joining me.