Mathematics Corequisite Remediation - Citrus College (NV Math Faculty Coreq Professional Development Meeting 11/23/20)

Classroom Setup

- Collaborative Classrooms pod furniture on wheels, large student desk spaces
- White boards on all classroom walls, free-standing white boards on walls with windows
- Document cameras
- Class sets of Laptop carts available for workshops
- Wi-Fi accessibility
- Class sets of TI-84 calculators and statistics manipulatives (double dice, cards, beads, tape measures)

Classroom Pedagogy

- Small Group Expectations
- Use Group Cards or Playing Cards to re-group students multiple times during one class session
- Group Quizzes
- Exam ReDos

Community of Practice (COP)

- o Bi-weekly faculty meetings with stipend
 - Course content and pacing discussions
 - Safe faculty discourse
 - Course-level resources

Faculty Leads

- COP Leaders
- Support faculty in transitioning course materials
- New faculty training/support

Attention to the Affective Domain

- Persistence Videos
- Growth Mindset Activity
- Educational Autobiography
- Productive Struggle Activity
- Angela Duckworth's Grit Video/Grit Scale

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Embedded Tutors

o Adjunct faculty and professional experts serve as tutors embedded in the classroom

Counseling Support

- o Counselor: in-class Time Management presentation
- Early Alert Workshops

Office of Institutional Research and Effectiveness Data Support

- o Corequisite course persistence and completion
- Corequisite student survey and student interviews

Administration support

- o Faculty encouraged to collaboratively redesign classes
- Academic freedom
- Faculty consulted as to scheduling options for corequisite courses



Reflection: How can you use these ideas in your college's implementation of just-in-time corequisite support?

1.List a few classroom changes you would want for your classroom and justify how and why they would improve your classroom?
2. List a few corequisite course pedagogy changes that would lead to success in your classroom?
3. What kind of additional professional development support do you need to teach your corequisite courses?
4. For a class you are going to start teaching during the next term, think about the question: What percent of your students do you believe will pass your course?
a. Watch the NPR YouTube video, <i>The Power of Expectation</i>b. What do you think of the results of the experiment?
c. After watching the video, does your answer to question four change? Elaborate and share with a colleague!