Create an Environment Where ALL Students Learn Rigorous Mathematics
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Opportunity Gap
- Who teaches the developmental courses?
- What mathematics content and pedagogical content knowledge is necessary to support underrepresented minority students in developmental mathematics courses?
- Is there a perception that some students can’t learn high cognitive demanding mathematics?
- Are there low expectations of certain groups of underrepresented minority students?
- Is there significant structural support from the institution?
- How might an institution increase the opportunity for students to become successful in developmental mathematics courses?

Opportunity Gap: Creating the Environment
- Discuss the questions posed as it relates to your institution, your department, and your developmental courses. How has your institution and faculty addressed some of these questions?
- How does the content and delivery of your course support high cognitive demand and high expectations?
- Does your institution provide structural support for developmental courses in your department?
- What steps might you take to reduce or eliminate the opportunity gap?
- How would you create an environment that supports a growth mindset in students?

Stereotype Threat
- Are there societal messages that inform me that I don’t belong here?
- When I walk into a mathematics class and see a disproportionate amount of people unlike me, do I feel threatened? Do I feel safe? Is this a real safe?
- When I walk into a mathematics class and see a disproportionate amount of people like me, do I feel threatened? Do I feel safe? Is this a real safe?
- Do I allow someone else’s view of me impact what I think of myself?
- How can I gain the confidence to excel in mathematics if I am constantly faced with negative stereotypes?
- My family encourages me to work hard and not bother the teacher. How can I inform the teacher that I do care even if I don’t ask for help?

Stereotype Threat: Creating the Environment
- What environment do you establish in your class to inform students that they belong and not feel threatened in your class?
- How can instructors address the stereotypes that students face?
- How do you engage all of your students?
Lack of Excellence and Equity Pedagogy

- What is the quality of the mathematics taught and how are the students taught?
- Are the mathematics standards lowered in order for students to pass the course (low level curriculum for students in developmental mathematics)? Why or why not?
- What attempts are made to determine what the students’ mathematical and affective needs are?
- What mechanisms are used to determine how students learn mathematics? What appropriate instructional strategies enhance that learning?
- What extensive support systems and scaffolds are in place to increase the learning of students who have traditionally been unsuccessful?
- Does “more of the same” work? Why or why not?

Lack of Excellence and Equity Pedagogy (and Support)

- What models of support are used at your institution?
- Do they include out of classroom support? One-on-one tutoring? Peer tutoring? Group learning?
- What types of support are available for English learners?
- Do students seek the services? Why or why not?
- What might be done to increase students’ awareness of the services available to them at your institution?