1. Describe the way in which you meet the job qualifications: A) A valid lifetime California Community College Instructor Credential with authorization to teach Mathematics OR B) A master's degree in Mathematics or Applied Mathematics OR C) A bachelor's degree in either of the above AND a master's degree in physics, statistics or mathematical education OR D) The equivalent. (If you are applying for equivalency, please complete the equivalency form at the end of the job application.)  
     
   1: Ability and willingness to support students in various mathematics courses including courses with support, i.e., Statistics with support, Precalculus with Support, and Applied Calculus with support, Calculus, Differential Equations, Linear Algebra, and/or Discrete Mathematics. Furthermore, willingness to provide adequate support to students in order to promote success and retention.

2: Ability to facilitate effective mathematical learning in the classroom of various teaching modalities (online synchronous, online asynchronous, face-to-face, or hybrid). Several strategies may include experience in utilizing innovative class discussions, facilitating student collaboration /group work, tutoring, discovery learning, and designing lab activities/ just-in-time support.

3: Ability and willingness to integrate new and existing technology and Software/ Tools into the curriculum. These include Desmos or any calculator suite, Statcrunch, R, Geogebra, OER, etc.

4: Demonstrate experience and/or willingness to participate as a team member or leader in committees. Some examples are as follows: Math Path To Transfer, Math Teaching Communities, and Various Math Cohorts (Puente, UMOJA, Honors, etc.).

5: Have sensitivity and understanding of diverse academic socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities.

I have both a master’s degree and a Ph.D. in mathematics from the University of Wisconsin, Madison.   
  
I have worked with college students in mathematics for over 10 years as a teaching assistant, instructor of record, lecturer, and advisor/mentor. During this time, I have taught numerous different courses including algebra, statistics & probability, pre-calculus, business calculus, calculus, and various support courses. In teaching these courses I have developed significant experience teaching in various modalities (in-person, online, etc.) with several different pedological approaches. For example, I frequently attempt use a mix of various activity and inclusive learning methods in my classes such as group work, inquiry based learning, and human centered learning. FINSIH

California community colleges now offer first transfer-level courses to all students. Those students who did not complete an Algebra II or Intermediate Algebra prerequisite enroll in these courses along with a co-requisite support class. Discuss the benefits of such courses for students and how you would design a support class to help students in successfully completing transfer level math courses.  
  
I strongly believe it is important to center the needs of students, especially students from underrepresented groups. Given that at times students from underrepresented groups have been poorly served by non-transfer-level courses I feel it is important that all students have access to transfer-level courses. However, I also strongly believe that as an educator I need to meet my students where they are and adjust my teaching and courses to meet their needs. I feel like this is especially true in mathematics as topics often build upon each other, and it is crucial for students to have a firm mathematical foundation to succeed in subsequent courses. Combined these two views make me believe that courses with a co-requisite support component are crucial. Since AB705/1705 means some students may be enrolling in courses without all the background material it is important to make sure these students succeed by providing them additional support and helping them fill any gaps in the background knowledge. I believe that courses with a co-requisite support component are an excellent way to do this.

I have taught support courses and supportive paths courses at both the University of Wisconsin-Madison and San Francisco State University. My experience with these courses has led me to center four ideas when designing and teaching such courses.

First, I think it is crucial to not treat these courses as remedial courses. All students have their strengths, and I have found that students respond better to courses that center their strengths and challenge them to grow. I feel like this is especially important in courses with co-requisite support as often students in these courses (incorrectly) view themselves as bad math, and potentially carry trauma from previous math courses. When teaching such courses, I attempt to highlight how much the students know and show them just how much they achieve by challenging and supporting them.

Second, when it comes to structuring the material in such a course, I have found that the “just in time” approach works well, that is introducing the necessary background material gradually as it is needed for the topics in the course. Doing this helps provide students with a better understanding of why the background material is important and, in my experience, this helps motivate them in learning the background material. Further, this approach prevents students from getting bogged down in the background material early in the course or feeling like these courses are remedial.

Third, I found it important to recognize that students in these courses often need additional support outside of the classroom. As such when teaching a support course, I like to view myself as a resource for connecting students to other support networks. For example, I like to know how I can help direct students to access health care, mental health support, temporary housing, food services, and tutoring resources. By caring about students as people they are often able to more fully participate in their classes and more likely to achieve their dreams.

Finally, as with all courses I teach I find it crucial to center the humanity of my students and the material we are working on. This means asking students to bring all their experiences, backgrounds, identities, and knowledge into the learning environment. And engage the material in a humanistic way, seeing how mathematics and quantitative thinking are integral aspects of their lives.  
On a larger note one approach that I have had the privellege of being

1. >
2. In particular, given that since introduction of AB705/1705 some students who did not complete an Algebra II or Intermediate Algebra will enroll
3. The Los Medanos College math department is dedicated to fostering a culture of equity, inclusivity, and anti-racism in our teaching practices. We value diverse approaches to achieving these goals. Please share an example of your teaching practice, educational experience, or any other project which you feel best reflects your commitment to promoting equity and anti-racism. Feel free to draw upon or include any relevant resources (including but not limited to books, academic journals, etc) or experiences which have informed your perspective.