

Pedagogy:
Building Equity-minded Classrooms

ASCCC
2017 Summer Part-time Faculty
Leadership Institute
August 5, 2017

Presenters: Jessica Cristo, Paula Brown, Arnita Porter

Icebreaker Activity

Write 5 things that highlight your cultural/life identity.

- 1.
- 2.
- 3.
- 4.
- 5.

Write a short story about how these five aspects of your life have impacted who you are today.

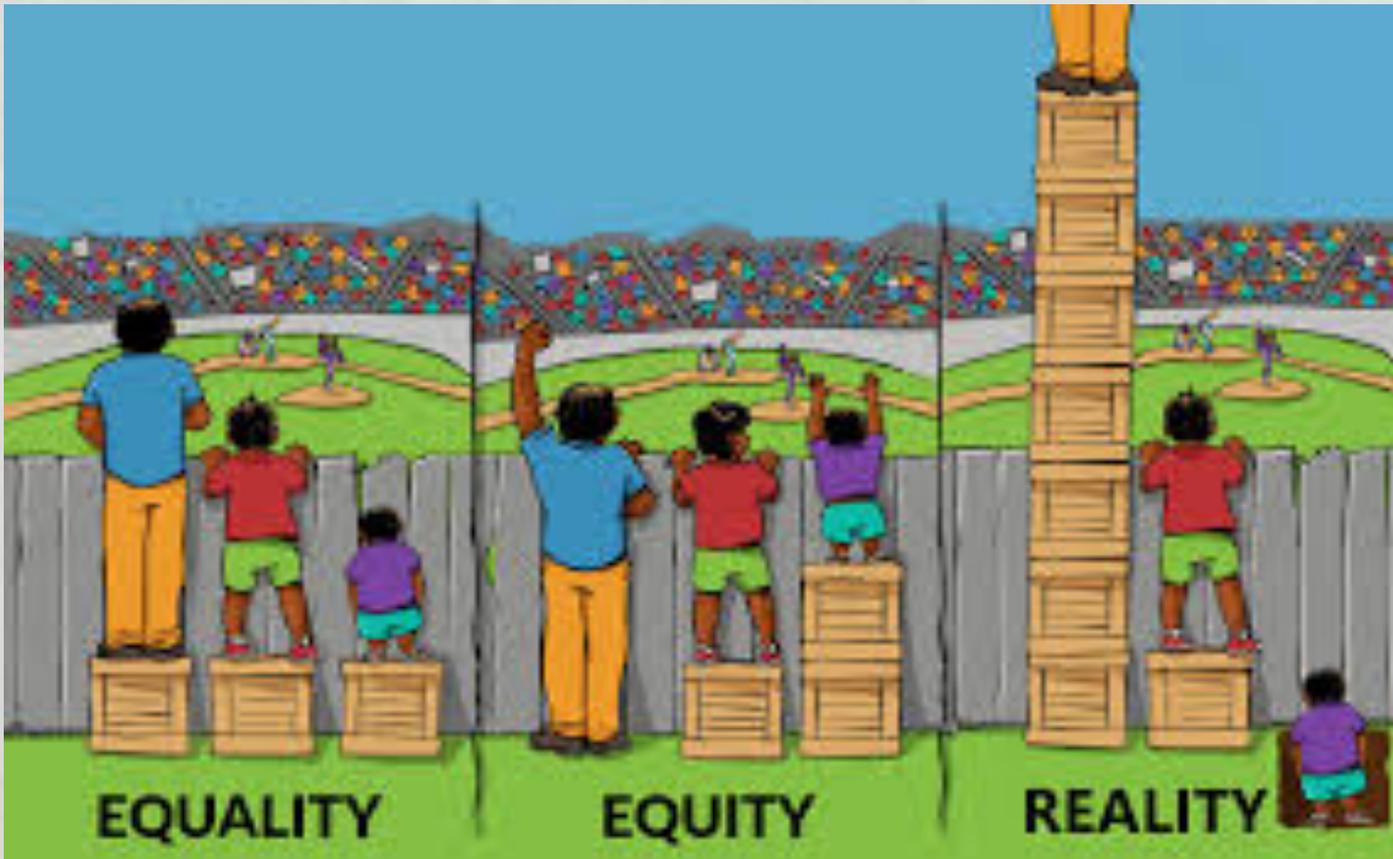


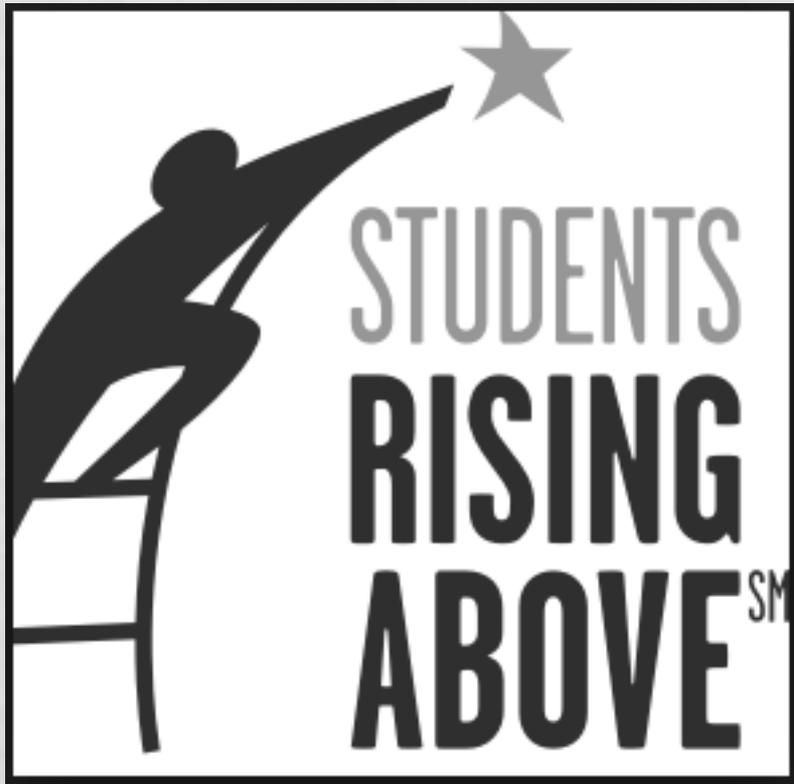
DANGER OF A SINGLE STORY

ICE BREAKER Pair & Share

Find a partner

Share your short story and something specific about your culture.



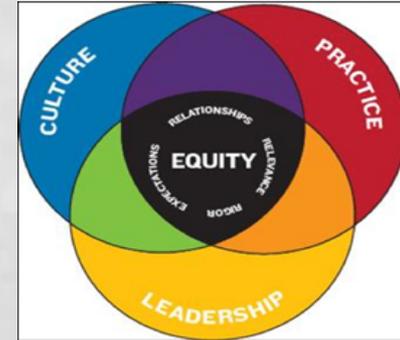


Traditionally, marginalized students experience challenges and barriers that result in lower completion rates and **inequitable outcomes**.

- financial stress
- first generation
- negative perceptions of academic potential
- lack of helpful guidance and career support
- difficulty transitioning into higher ed
- lack of familiarity with academic culture and practices
- environment is alienating and sometimes hostile
- academic systems are not socially neutral
- system tends to displace and exclude the cultural knowledges, skills, and capital of certain groups of students

Equity

- Raising the achievement of **all** students
- Narrowing the gap
- Eliminating racial predictability and disproportionality

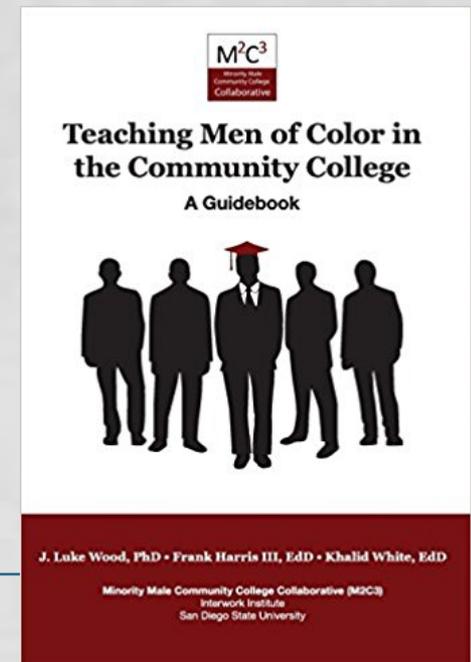
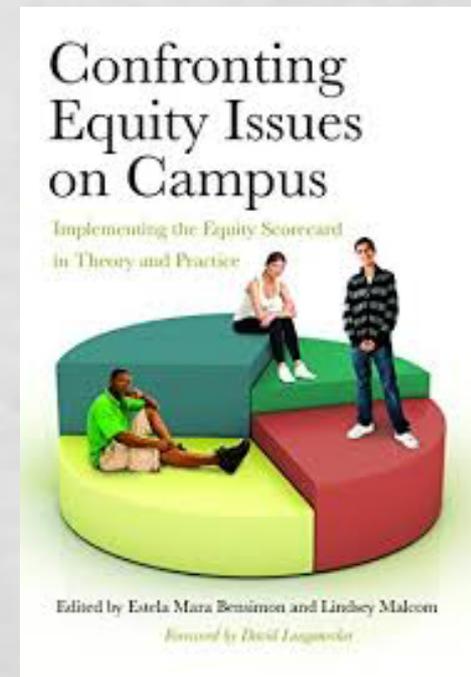
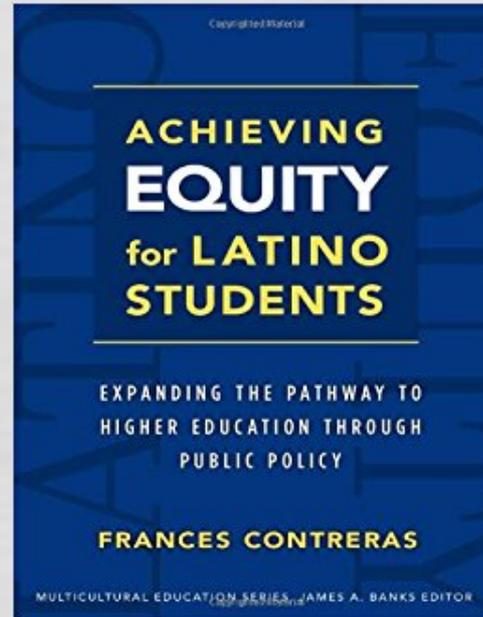


Educational: Educators provide **all students** with the **individual support** they need to reach and exceed a common standard (Linton, 2011; p. 39)

Institutional Educational **policies, processes** and **practice** that **guarantee educators provide all students** with the individual support they need to reach and exceed a common standard or expectation (Linton, 2011; p.87)

Equity Principles

- Content Integration
- Knowledge Construction
- Equity Pedagogy
- Prejudice Reduction
- Institutional Culture

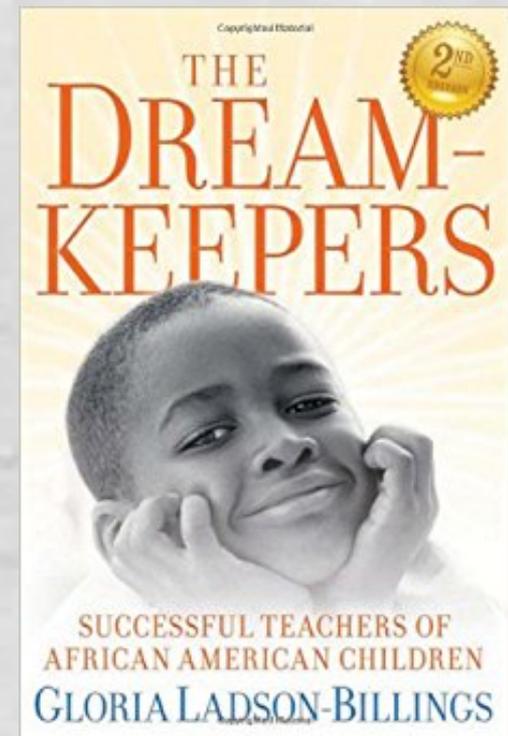


CULTURALLY RESPONSIVE TEACHING & LEARNING (CRTL)

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. (Ladson-Billings, 1994).

PRINCIPLES

- Communication of High Expectations
- Active Teaching Methods
- Teacher as Facilitator
- Inclusion of Culturally and Linguistically Diverse Students
- Cultural Sensitivity
- Reshaping the Curriculum/Department/Program
- Student-Controlled Classroom Discourse
- Small Group Instruction and Academically-Related Discourse



Learning Barriers

Unconscious Bias

- **Prejudices we have but are unaware of. They are “mental shortcuts based on social norms and stereotypes.” (Guynn, 2015)** A lifetime of experience and cultural history shapes every one of us and our judgments of others.

<https://youtu.be/7jKio4oipws>

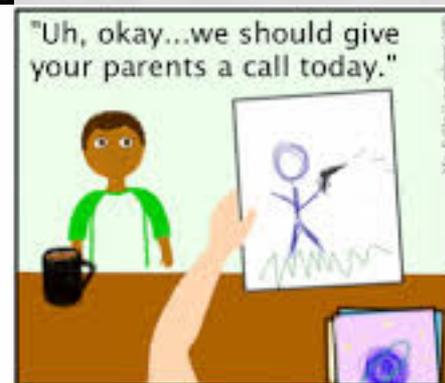
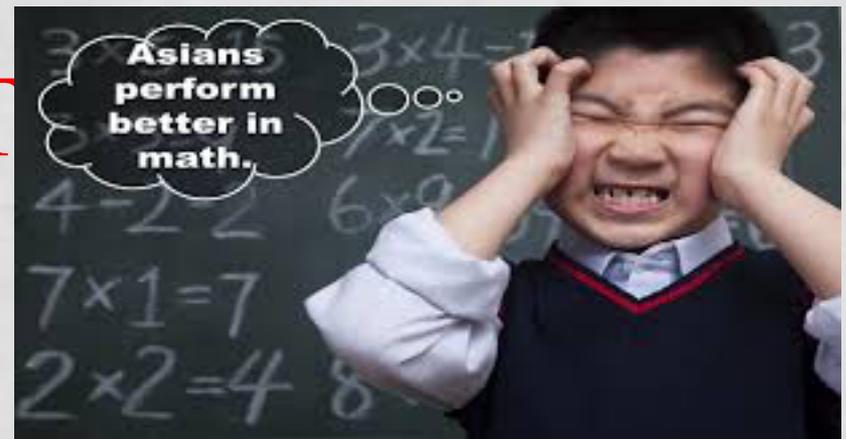
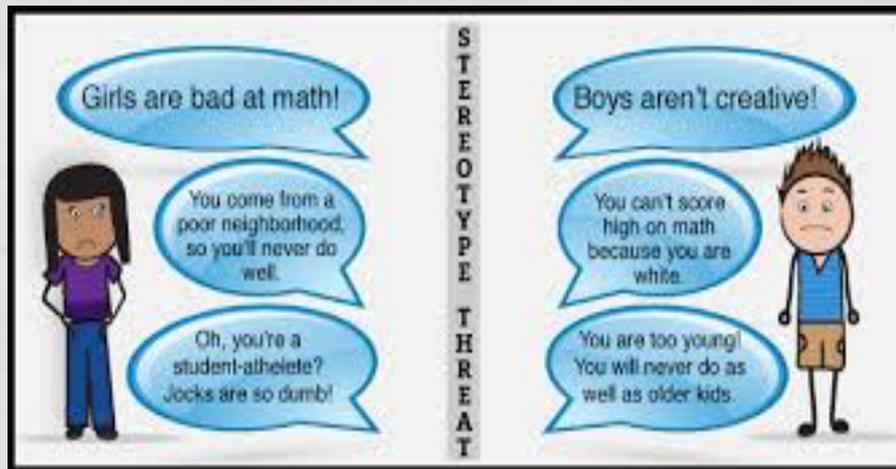
Microaggressions

- everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

<https://www.youtube.com/watch?v=xAIFGBIEsbQ>

Stereotype Threat

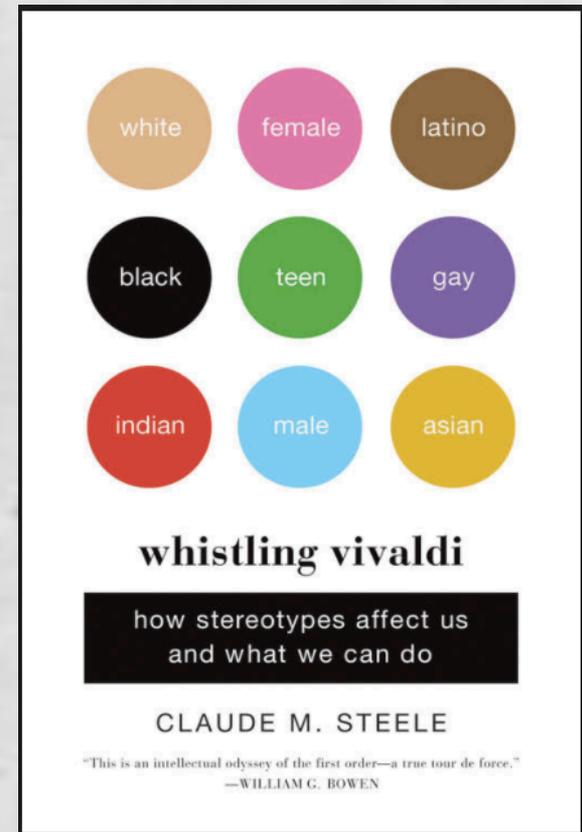
- Being at risk of confirming, as self-characteristic, a negative stereotype about one's group; threat decreases confidence, effort, explanations, and outcome of student's interactions in school. (Steele, 1992) https://youtu.be/Abi_KPVILJo



What Are the Effects?

Students may:

- not perform
- decrease effort
- not get involved
- feel singled out
- over perform with increased stress
- feel pressure to prove themselves
- feel invisible
- feel alienated
- have decreased trust and motivation
- lowered comfort around non-___ people
- not feel good enough...



Shared Reading

Community College Change Agents at HSIs (CUE)



Jigsaw Activity

Split up into small groups of _____

Read your section of the article (**2 mins**)

Switch to **Expert Groups** with corresponding section number (1-4)

Discuss sections and presentation of content – key points, golden lines (**2 mins**)

Return to your original group and share information in sequence (**4 mins**)



Findings from Policy Report [“What Matters For Community College Success”](#)

ASSUMPTION #1:
The availability of programs equals students’ ability to access them.

REALITY:
Most students are not consistently informed about what support programs are available or what services they can receive.

Pathways to Postsecondary Success
Policy Report #2
Park et al., 2013



Findings from Policy Report [“What Matters For Community College Success”](#)

ASSUMPTION #2:
Students will seek support if they need it.

REALITY:
Some students are reluctant to seek help,
even when they know they need it.

Findings from Policy Report [“What Matters For Community College Success”](#)

ASSUMPTION #3:

Providing general information and advice is sufficient to aid students.

REALITY:

Students need personalized guidance and need to be coached on decision-making.

Assumption 1-The availability of programs equals students' ability to access them

RECOMMENDATION

Think like a Student

Use the Classroom for Outreach

“Outreach and program advertisement efforts need to take into account the realities of students' lives... During the first week of each semester, for example, we saw various booths and tables advertising programs and clubs for students in the main quad. While this is an important element of outreach that can grab many students' attention, the women in our study who attended classes on other parts of campus or who arrived at school after 5:00 p.m. often **did not have an opportunity** to even see, let alone visit, the booths.”

Assumption 2-Students will seek support if they need it

RECOMMENDATIONS:

Create communities of support for students, including peers, faculty, and educational counselors

Embed academic and social help within courses

“When students have **meaningful connections** with members of the college community, they have a web of social and academic support that helps them persist...Moreover, even if instructors are approachable, reluctant students may not seek help because they are self-conscious or afraid (Cox, 2009; Stanton-Salazar, 2001). And students who *are* willing to ask for help may not do so until they are critically behind. For students who are reluctant or unable to seek academic help, for whatever reason, **structured supports that are formally embedded in given courses**—for example, through tutoring or learning communities—are critical.”

Assumption 3-Providing general information and advice is sufficient to aid students

RECOMMENDATIONS:

Require students to meet with counselors and educational advisors on an ongoing basis.

Develop social and academic webs of student support within and across courses and people

“Students need coaching to develop individual decision-making skills, as well as **accurate**, personalized information about navigating educational institutions...Administrators and practitioners must constantly **question assumptions** about students and assess the effectiveness of programs designed to serve them.”

Community Cultural Wealth

Sociologist Pierre Bourdieu's theory on
Social Capital

Banking concept of education

Students are **not** a Tabula Rasa

Community cultural wealth
recognizes the assets students of
Color bring with them into the
classroom, assets that are
frequently underutilized and or
unrecognized by the educational
system (Yosso, 2005).

DEFICIT BASED THINKING

ASSET BASED THINKING

Update on DACA, AB540, un-DACAmented students

- *DACA-2yrs and then it must be renewed*
- *No guarantees for renewal*
- *It may not be worth applying at this time*
- *You do not need DACA to utilize CA Dream Act*
- *CA will allow “undocumented” people a have driver’s license (AB-60) <http://www.dmv.org/ca-california/ab-60-drivers-license.php>*

Sanctuary Cities (in addition to all counties)

Alameda County
Berkley
Contra Costa County
Los Angeles County
Los Angeles
Monterey County
Napa County
Orange County
Riverside County
Sacramento County
San Bernardino County
San Diego County
San Francisco County
San Mateo County
Santa Ana (New)
Santa Clara County
Santa Cruz County
Sonoma County

Waiting approval in CA.

- SB 6 would provide money for legal services for undocumented immigrants
- SB 31 aims to prohibit state agencies from sharing information with federal authorities about a person's religion.

Know Your Rights

**WHAT TO DO
IF ICE COMES TO YOUR DOOR**

DO NOT OPEN DOORS
ICE cannot come in without a signed warrant or if you let them in. Tell them to pass the warrant under the door before you open.

REMAIN SILENT
ICE can use anything you say against you in your immigration case so claim your right to remain silent!
*Say "I plead the fifth amendment and choose to remain silent!"

DO NOT SIGN
Don't sign anything ICE gives you without talking to an attorney.

REPORT THE RAID!
Report immediately: UWD hotline 1-844-343-1623.
Take pictures, video and notes: badge numbers, number of agents, exactly what happened!

FIGHT BACK!
Get a trustworthy attorney & explore all options to fight your case. If detained, you may be able to get bail - don't give up hope!

unitedwedream.org/KnowYourRights 

PROTESTERS! ACLU

You have every right to:
Peacefully assemble to exercise your First Amendment right to protest.
Protest in traditional "public forums" such as streets, sidewalks, and parks so long as you aren't blocking traffic.
Protest without a permit in response to recent events.
Distribute leaflets and other literature on public sidewalks without a permit.
Photograph or videotape cops.

[» Learn more: aclu.org/kyr-protest «](http://aclu.org/kyr-protest)



Did you Know...



that all of these are ILLEGAL?

For more information go to transstudent.org **TSER** IT GETS BETTER PROJECT

By Landyn Pan & Ethan Lopez Source: http://www.aclu.org/files/assets/transstudent_kyr_20120508.pdf

CCCCO

- The state chancellor's office on Jan. 31 sent a correspondence to community college administrators asking whether any faculty, staff or students of the college have been detained or prevented from entering the United States.
 - Find out what the process is on your campus
 - LACCD Chancellor did send a letter of support
 - Student are fearful about "data sharing" and ICE raids on campus
 - Only a few UC and CSUs have stated they are safe spaces but none have been proclaimed as Sanctuary Campuses to the full extent

AFT- Call for Sanctuary Campuses

- Refuse to give U.S. Customs and Border Protection and U.S. Immigration and Customs Enforcement physical access to campus for investigating or detaining students, faculty and campus workers.
- Prohibit campus security from inquiring about or recording immigration status or enforcing immigration laws.
- Refuse to voluntarily release academic records, employment records or membership lists of organizations to the Department of Homeland Security, ICE or other law enforcement agencies targeting individuals solely on the basis of their immigration status, religion, racial or ethnic background, sex or gender identity, sexual preference, or political affiliation.
- Defend the principles of academic freedom and specifically decry and defend against blacklisting faculty.
- Aggressively protect the civil rights of all members of the campus community from crime, including hate crimes and sexual assault, and continue to use the guidelines for handling sexual assault cases released by the Education Department's Office for Civil Rights, regardless of whether that office is modified or eliminated.
- Provide the financial, academic and social supports to students, faculty and campus workers necessary to ensure true educational opportunity and economic well-being, recognizing that these supports are particularly vital for people who may be targets because of immigration status, religion, racial or ethnic background, sex or gender identity, sexual preference, or political affiliation.

CA. State Aid Commission (CSAC)

- CA DREAM Act
 - BOG Fee Waiver
 - CAL Grant A/B
 - State Scholarships
 - Campus Scholarships
 - Dream Loan Program (UC Campuses)

<http://www.csac.ca.gov/>

Applying an Equity Lens in the Classroom: How do we see our students?

WRITE:

First...reflect on words and labels used in our institutions, classrooms, and programs to describe our students.

Write each word on a post-it note.

Place post-it notes on a large poster. (Deficit) (1 min)

Next...think about alternative positive language to describe our students if we were communicating an expectation of success? What new words could be used to describe them?

Write each word on a post-it note.

Place post-it notes on a large poster (Re-imagined/Redefined)
(1 min)

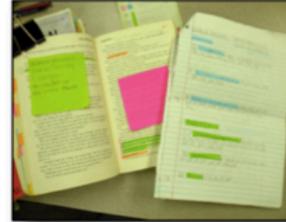
Classroom Culture



Syllabus



Textbooks/
Articles



Assignments



Tests



Lectures

The syllabus is just **one** of many artifacts that communicate classroom culture



Office Hours

USC Rossier

The Syllabus



Applying an Equity Lens in the Classroom:

THE CHALLENGE TODAY



To set that lens aside....

To use a student lens to view a syllabus

How does a student experience my syllabus?

What would I take away regarding the culture of the class? My instructor's teaching style? My instructor's expectations of me?


CENTER FOR
URBAN EDUCATION

Applying an Equity Lens in the Classroom:



How might I experience the syllabus if I were a first generation student? An African American student? A Latino/a student?

What does it mean to assess a course syllabus from an equity perspective?

An Equity-Minded Syllabus

DEMYSTIFIES INSTITUTIONAL PROCESSES AND RESOURCES

Clarifies and gives details about effective work and study habits, definitions of terms such as office hours, and locations of important places, such as the bookstore and tutoring center.

WELCOMES STUDENTS AND COMMUNICATES AN EXPECTATION OF SUCCESS

Warm and welcoming and invite students to interact with faculty. Using language that is welcoming can help readers recall information more easily than when they believe document language is unfriendly or punitive. Use positive and uplifting language.

ENGAGES DIVERSE BACKGROUNDS AND EXPERIENCES

Does selected course assignments and readings help students of various backgrounds connect to the academic topics? Does the course material allow students to engage in the material using topics that are personal and meaningful in their everyday lives?

SYLLABUS EXAMPLE #1

Math 100: College Arithmetic

Section Number: 0001

Instructor Name, Office Location, Office Phone, and Email.
Class Time, Class Location, and Important Dates.

Welcome to College Arithmetic

I look forward to spending the semester learning math with you. You will be amazed at how easy some concepts are to understand, and equally amazed at how challenging some problems are to solve. Over the semester, you will experience a range of feelings, including success and failure; challenge and boredom; accomplishment and frustration. Please know that I and your fellow students will be here to help you through it. Also, persistence and hard work means a lot more in this class than "intelligence." Put in time and effort and I know you will succeed.

As an instructor, I will do everything in my power to give you all the resources and support to help you succeed. If I am not doing this, please do feel free to reach out to me. Again, I am here to see you succeed in math. Please hold me accountable as I will hold you accountable.

What will I learn?

At the end of this course, you will be able to demonstrate the fundamentals of arithmetic, including addition, subtraction, multiplication, division, conversion of whole numbers, decimals, percentages, and fractions, as well as correct order of operations.

Resources:

There are many excellent resources available to you on our campus (listed below). The other students in the class are also a great resource—working together will help you! I am also very happy to help you. As a math instructor, my goal—is to see you excel in math. Because time is limited, it may be difficult or impossible to answer all of your questions during class itself. If you have unanswered questions, something isn't making sense to you, or if you just would like to talk in greater detail about a topic we have covered, I encourage you to come talk to me after class or during my office hours.

Math Tutoring Lab	(Building XXX, Room XXX)	Hours
Tutoring Services	(Building XXX, Room XXX)	Hours
Academic Learning Center	(Building XXX, Room XXX)	Hours
My Office Hours	(Building XXX, Room XXX)	Hours
Textbook Website	website:	password:
Youtube	Search for videos on course content	

You will receive extra credit for using any of the first three
Have the staff there sign your syllabus in the space on the last page and bring it back to class before 5 points extra credit.

Career Studies, Real Estate

West Los Angeles College

RE Finance Syllabus, Sp 2017 - 8 Weeks

REAL ESTATE APPRAISAL

RE 009, Section 8086 | Online | June 12 - July 23, 2017



COURSE DESCRIPTION: This is a 6-week course taught online using Canvas, therefore, you will need access to a computer and/or smartphone with a reliable, stable internet connection. This course is designed for real estate brokers, salespeople and owners of income-producing properties. Topics covered include the nature and types of property management, organization for management, leases and contracts, rent scheduling, selling of space and techniques of renting, tenant selection and supervision, relations with owners, budgets, purchasing accounts, reports, ethics and legal and professional relationships. All students interested in pursuing a career in real estate, taking this class toward a college degree or improving their general knowledge of real property are welcome. All assignments, quizzes, tests and other materials will be posted on Canvas. **Course Credit: 3 Units**

COURSE TEXTBOOK INFORMATION:

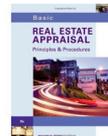
Basic Real Estate Appraisal: Principles & Procedures, 8th Edition (Betts)
Publisher: Cengage Learning - ISBN 13: 978-1-133-49595-6

WLAC Bookstore:

Ph: 310.287.4560 | www.wlac.edu/bookstore

INSTRUCTOR: Dr. Arnita Porter | Email: PorterAE@wlac.edu

Online office hours by appointment



SYLLABUS EXAMPLE #2

Math 200: Elementary Algebra

Section Number: 0001

Instructor Name, Office Location, Office Phone, Email, and Office Hours.
Class Time, Class Location, and Important Dates.

Objectives: Math 200 is designed to introduce the fundamentals of algebra. Math 200 covers algebraic notation, variables, algebraic operations, equalities, and inequalities, substitution, factoring, polynomials, exponents, and solving linear equations.

Methods of presentation: The textbook, handouts, and transparencies will be used to present course material. Students should ask questions if they do not understand a concept.

Class rules:

- Attendance is mandatory. I will be taking roll at the beginning of class, before the break, after the break and at the end of class. You must be present for a whole session or it will count as an absence. Starting with your 4th absence you will lose 3% off of your total class grade for each absence. On your 12th absence you will be dropped from the class, unless the drop deadline has passed, in which case you will receive an F for the class. Attendance is critical for being successful in any class. Any appointment should be scheduled so that it will not conflict with class.
 - No late homework assignments are accepted. No make up quizzes will be given. If you miss a quiz, you will be given a zero for that assignment.
 - No cell phones/pagers in class. If they ring or disturb the class, you will be given a verbal warning. The second time it occurs, you will be excused from class.
 - Cheating is not tolerated. If you use someone else's work as your own, you will receive an F for that assignment and possibly for the class. I expect to see your work. Do not walk past the class to come to the front to sit or turn in homework. If you cannot enter the classroom in a non-disruptive behavior you will be asked to leave.
 - I give a lot of partial credit so show all work on homework, quizzes and exams.
 - You may only use a calculator not an electronic device such as a Palm Pilot or cell phone even though it may have calculator functions. Also your calculator must be able to function free of making noise.
 - If you are not present when I return tests and assignments you must come to my office to pick your material. It is your responsibility to pick up the material. I will purge everything at the end of the semester.
 - Lecture is intended to be a supplement to the book. You are responsible for the contents of the text.
 - If you are responsible for the book. You are responsible for the better. ©
- The syllabus and schedule are subject to change with notice from the instructor. You are responsible for noting these changes.

Goals: Embedding Equity and CRTL in the Classroom

LEADERSHIP INSTITUTE GOALS: 6 months and 1 year

Consider including equity and CRTL practices in your goals.

How do you plan to embed these practices in your classroom?

What professional learning activities and events will you attend to learn more about equity and CRTL pedagogy?

Organizations: CUE, RP Group, CORA, A2Mend, UCLA Diversity, Education Trust-West, Pacific Educational Group (Courageous Conversations)

•3CSN Save-the-Date Flyer, CoPs



"The secret in education lies in respecting the student."

Wrap- up Moving Forward Feedback



Thank YOU!

Jessica Cristo

jessica@3csn.org

Paula Brown

paula@3csn.org

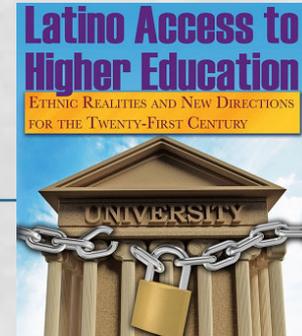
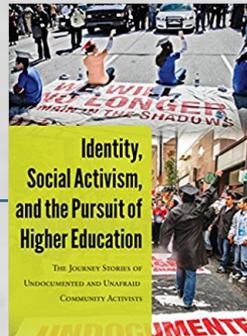
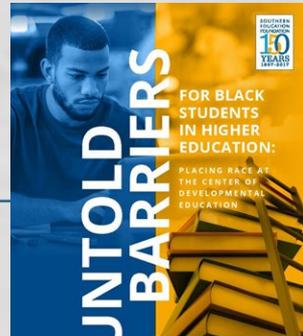
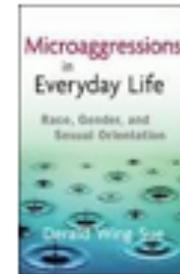
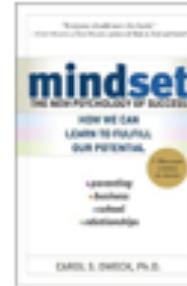
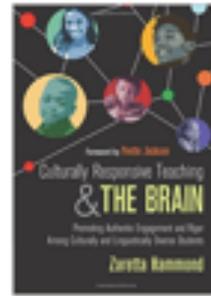
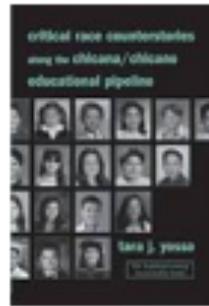
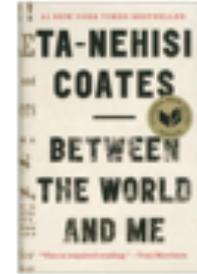
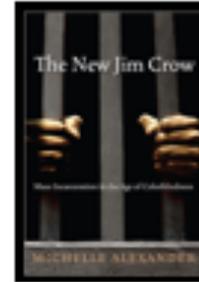
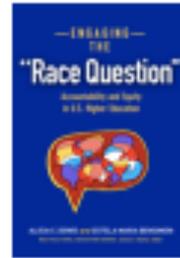
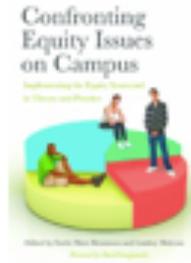
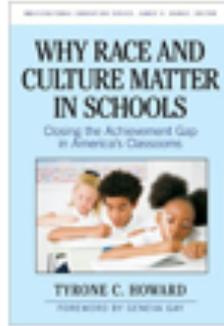
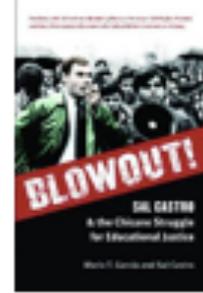
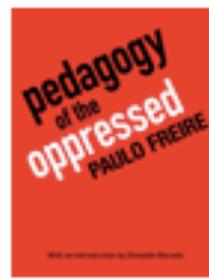
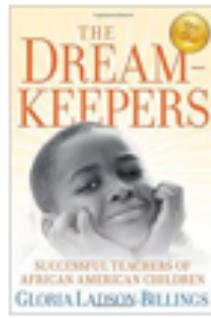
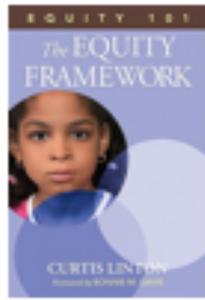
Arnita Porter

arnita@3csn.org

3CSN.org



RESOURCES



• RESOURCES AND SUGGESTED READINGS

- **Truscello, David, Coleman, Larry, & Stone, P.** Social Capital, Stereotype Threat and the Myth of Effort: A Narrative of Two Culturally Responsive Education Initiatives. The International Journal Of Interdisciplinary Educational Studies. Vol. 7. 2013
- Cultural Humility, Peoples, Principles and Practices. <https://www.youtube.com/watch?v= Mbu8bvKb U>
- THE SAGUARO SEMINAR: CIVIC ENGAGEMENT IN AMERICA. Dr. Robert Putman, Harvard Kennedy School, <http://www.hks.harvard.edu/programs/saguaro/about/about-saguaro>
- BetterTogether. <http://www.bettertogether.org/>
- Stanton-Salazar, Ricardo “**Manufacturing Hope and Despair: The School and Kin Support Networks of U.S. Mexican Youth**”
- Magdaleno, Kenneth, Fresno State University. “**Recognizing the Cultural Value Students Bring to School**” <http://clearvoz.com/wp-content/uploads/2013/09/Magdaleno-2.pdf>
- **Student Support Redefined: What Students Say They Need To Succeed.** Darla Cooper, Director, Research and Evaluation, Rogear Purnell, Senior Researcher and Terrence Willett, Senior Researcher, The RP Group
- <http://rpgroup.org/system/files/Student%20Support%20%28Re%29defined%20-%20What%20Students%20Say%20They%20Need%20to%20Succeed.pdf>
- **Tough, Paul** “**What if the Secret to Success is Failure**” New York Times Magazine, The Education Issue, September 2011. <http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html? r=1>

- **Steele, Claude-** Whistling Vivaldi and Other Clues to How Stereotypes Affect Us
- **Dweck, Carol** - Mindsets, The New Psychology of Success
- **A GIRL LIKE ME** - https://www.youtube.com/watch?v=PAOZhuRb_Q8
- **STUDENTS DISCUSS STEREOTYPE THREAT** - <https://www.youtube.com/watch?v=W2bAIUKtvMk>
- **Steele, Claude. On Stereotype Threat** <https://www.youtube.com/watch?v=failyIROnrY>
- **What is Stereotype Threat-** <https://www.youtube.com/watch?v=iOLdxZC3Yp8>
-
- **VIDEO** – Say what?! Small slights, big impact
- https://www.youtube.com/watch?v=f83xc1sM_j4
- **VIDEO** – Microaggressions in everyday life
<https://www.youtube.com/watch?v=BJL2P0JsAS4>
- **VIDEO** – “White Like Me: Reflections on Race from a Privileged Son” | Talk at Google
<https://www.youtube.com/watch?v=oV-EDWzJuzk>