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=xAlFGBlEsbQ

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_KPvIJo
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-DACAmenced 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](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, call us hotline 514-243-5423.
  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!

**PROTESTERS!**

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 as 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]

**Did you Know...**

- You can’t win because you haven’t had “the surgery.”
- I don’t care if you have a driver’s license, I don’t change your name in our records.
- You can’t dress like this because your gender on our school record isn’t accurate.

For more information go to transstudent.org
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

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

- Provides students with the expectations of the course
- Clarifies the goals of the course
- Outlines course/college policies
- Sets the tone of the class
- Delineates student responsibilities
- Serves as a planning tool for instructors
- Often viewed as a contract between the instructor and the student
- Provides a record that communicates new students will be assessed
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?
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?
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 space and techniques of renting, tenant selection and supervision, relations with owners, budgets, purchasing policies, contracts, letters 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 estate property are welcome. All assignments, quizzes, tests and other materials will be posted on Canvas. Course Credits: 3 Units

COURSE TEXTBOOK INFORMATION
Basic Real Estate Appraisal - Principles & Procedures, 5th Edition (Beta)
Publisher: DeLong and Frickey - ISBN 10: 0-13-384805-6

INSTRUCTOR: Dr. Anita Porter | Email: PorterA@3csn.edu

Online office hours by appointment
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.”

Ralph Waldo Emerson
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 AND SUGGESTED READINGS


• Cultural Humility, Peoples, Principles and Practices. [https://www.youtube.com/watch?v=_Mbu8bvKb_U](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](http://www.hks.harvard.edu/programs/saguaro/about/about-saguaro)


• Stanton-Salazar, Ricardo “**Manufacturing Hope and Despair: The School and Kin Support Networks of U.S. Mexican Youth**”


- 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=W2bAlUKtvMk

- 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