



Windows & Mirrors

Instructor-Led Planning to Close Opportunity Gaps Reflected in Disaggregated Instructor-Level Data

CMC3 December 10, 2022

Presentation Goals



1. Explore ways to intentionally institutionalize Equity as a core planning value
2. Learn how CCSF uses disaggregated data to address opportunity gaps
3. Review PD materials to sample and/or adapt at your institution
4. Reflect on successes and pitfalls

Equity-mindedness is characterized by:

- Being color-conscious (as opposed to color-blind) in an affirmative and critical sense
- Being aware that one's own knowledge, beliefs, and practices assumed to be neutral can have outcomes that disadvantage racially minoritized groups
- Viewing racial inequities as problems of practice and feeling a personal and institutional responsibility to address them
- Being aware that while racism is not always overt, racialized patterns nevertheless permeate policies and practices and perpetuate inequitable educational outcomes (Bensimon, 2007) (Bensimon, 2012) (Dowd & Bensimon, 2015)

Equity-Minded Educators...

- assess and acknowledge that their practices may not be working
- understand inequities as a dysfunction of the various structures, policies, and practices that are the results of systems built, by design, to exclude, that they can control
- question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change
- become accountable for the success of students and see racial gaps as their personal and institutional responsibility.



CCSF Data

College-wide



Department-Level



Faculty-Level



English Community of Practice Summer 2019

Session 1:

Building Equity
into the first week
of class

Session 2:

Instructor-led
Planning Using
Disaggregated
Faculty-level data

Session 3:

Developing more
equitable
assessment
strategies



ENGLISH COMMUNITY OF PRACTICE
E-CoP SUMMER 2019

English Community of Practice Summer 2019

- 28 faculty (full and part-time) received up to 5 years of disaggregated data, confidentially
- Reading ahead of time to frame the discussion.
- Explanation and Q&A directly from research office data analyst
- One faculty models responding to her data
- The group reflects on their own data
- faculty driven, faculty designed



ENGLISH COMMUNITY OF PRACTICE
E-CoP SUMMER 2019

During the Session



Summer 2019 English Community of Practice
**A Look at Your Own Data:
Instructor-Led Planning on Closing Opportunity Gaps**

AGENDA IN FULL

Homework: Assigned two weeks ahead of the session date

1. Read:
 - a. Emily Style, [Curriculum As Window and Mirror](#), 1988.
 - b. Geneva Gay, [Preparing for Culturally Responsive Teaching](#), 2002.
2. [Window or Mirror, reading activity](#)
 - a. After reading each text, identify whether the text was a window to experiences you learn about from a distance or a mirror to your lived experiences;
 - b. explain how and why
 - c. Sign up for a hypothes.is account
 - d. Consider the window/mirror question through online annotation of the reading as [advance](#) homework. I'd ask for a minimum of three annotations/reading/person. Then we will look at it on the projector, discussing both the reading and the activity (both for us and as a model class activity).
3. Read: [A Guide to Disaggregating Instructor-Level Classroom Data*](#)
4. Read: [Developing Equity Mindedness from the Inside Out*](#)
5. Optional Reading related to Equity in the classroom
 - a. Devon Price, [Laziness Does Not Exist](#), Medium, 23 March 2019.
 - b. Peggy McIntosh: [Beyond the Knapsack](#), from Teaching Tolerance, Spring 2014.
 - c. Melinda Anderson, [Why the Myth of Meritocracy Hurts Kids of Color](#), *The Atlantic*, 27 July 2017.
 - d. Kathleen Osta and Hugh Vasquez, [Don't Talk About Implicit Bias Without Talking about Structural Racism](#), National Equity Project, 14 June 2019.
 - e. James Baldwin's [A Talk to Teachers](#), 1963.



Get Comfortable with Being
Uncomfortable

<https://www.youtube.com/watch?v=QijH4UAqGD8>

Faculty Data

The Set Up



- Faculty sign up ahead of time for the PD event and were informed about the faculty level data.
- Assurances the faculty level data will not be used in evaluation.
- Faculty name and a unique identifier are collected.
- The Office of Research delivers the data to the faculty member directly.
- Faculty receive Guide to Disaggregating Instructor-Level Data

Faculty Level Data

Name: Knowles, Beyoncé

Race/Ethnicity (* notes equity population)	Enrolled at Census(#)	Enrolled at Census(%)	Success (#)	Success (%)	Percentage Point Gap
American Indian/Alaskan Native*	1	0.2%	0	*	*
Asian	140	24.7%	85	60.7%	No Gap
Black or African American*	50	8.8%	22	44.0%	0.13
Filipino*	48	8.5%	29	60.4%	No Gap
Latino*	120	21.2%	59	49.2%	0.07
Pacific Islander*	9	1.6%	4	*	*
Two or more Races	50	8.8%	30	60.0%	No Gap
Unknown	8	1.4%	3	*	*
White	140	24.7%	88	62.9%	No Gap
<hr/>					
Foster Youth*	11	1.9%	4	36.4%	*
Students with Disabilities (DSPS)*	60	10.6%	35	58.3%	No Gap
Veterans*	50	8.8%	25	50.0%	0.07
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Total	566	100.0%	320	56.5%	

Courses included (ENGL 1A, ENGL 1C, ENGL 95, ENGL 96)

Up to 5 years of data was collected (Fall & Spring semesters only) for each faculty member, the semesters included/you taught ENGL at CCSF are, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Spring 2018, Fall 2018, Spring 2019

Data Definitions

Only students enrolled at census are considered

Success: Includes C or better (A, B, C, P)

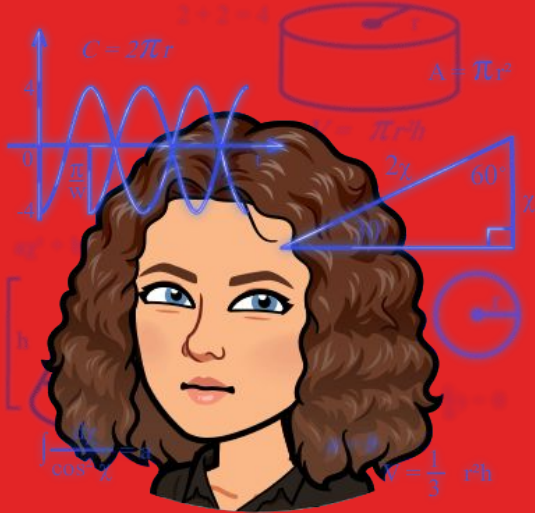
Percentage Point Gap equals the average course success minus the course success of the subgroups

* N too small to calculate

- Success: needs 10 or more in the enrolled column
- Percentage Point Gap: needs 30 or more in the enrolled column

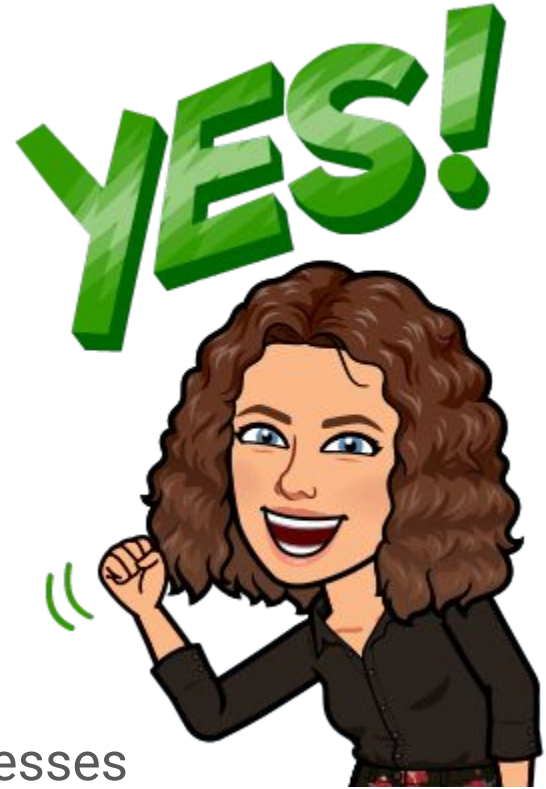
One Faculty's Data

- examines groups that are doing well in her classes
- examines groups not doing as well
- questions what parts of her practice encourage these data trends



What I think Works

- Interactive, personal assignments
- Timely and current topics
- Student questionnaire
- Learning names quickly
- Required one-on-one conferences
- Flexible office hours
- “Attempts” at self deprecating humor
- Sharing personal anecdotes
- Get to class early; stay after
- Assignments worth more as semester progresses



What Doesn't Work

- Focus on talkative students
- Rigid deadlines and course policies
- Course materials & policies that centered my comfort
- Insufficient time spent on community building and only in the beginning of the term.
- Focus on all-class discussions, rather than small group work
- Publicly call out bad behavior
- Course syllabus with punitive tone
- Make assumptions in attempts to connect with students; impact>intent



Framing the Windows and Mirrors

During the Session

1. How does equity inform your curricular choices (such as, interpersonal relationships, classroom facilitation, curriculum, rules and policies, values and beliefs)?
2. With your data in mind, where in this work do you thrive?
3. With your data in mind, where do you see opportunities to improve your agency?

What Worked



What Didn't



...practitioners must possess the skills to ask questions of the data that support sensemaking from a critical race perspective.... disaggregated data can be dangerous if it is viewed as confirming beliefs about the “underperformance” of Blacks, Latinx, Indigenous, and AsianAmerican/Pacific Islander students....

Attributing racial inequities in educational outcomes to students’ cultural values, lack of motivation, not having a “growth” mindset, lacking self-efficacy, and other shortcomings is unfortunately not a rare occurrence in unrehearsed talk among practitioners (Bensimon & Harris, 2012).



Considerations

- Data access
- Administrator support
- Time to process privately and in groups, with ongoing support from peers and leadership (chair, dean, VC/VP of Instruction).
- Inviting and encouraging faculty to interrogate their own practice as well as the structures that they work within to question effectiveness and validity.

Equity-Minded Professional Development

- Present and discuss racial equity gaps as a result of **institutional failures**
- Be anti-deficit; actively naming and dismantling ideas and statements that center racially minoritized student deficits as the cause of equity gaps, and replacing those ideas with **affirming, validating, and asset-based ideas of racially minoritized students**
- Place more focus on **decentering Whiteness** in faculty classroom practices rather than focusing only on student support services.
- Provide suggestions for **routine and race-conscious inquiry** into practices and policies to help practitioners identify how their taken-for-granted practices may be centering Whiteness and contributing to racial equity gaps

Community of Practice Resources

- [A Look at Your Own Data: Instructor-Led Planning on Closing Opportunity Gaps, Agenda](#), English Community of Practice, City College of San Francisco, Summer 2019.
- [A Guide to Disaggregating Instructor-Level Classroom Data](#), City College of San Francisco Office of Student Equity, Spring 2020.
- [Developing Equity Mindedness from the Inside Out](#), City College of San Francisco Office of Student Equity, Spring 2020.



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Equity Connect

A collection of digital resources, curated by the CCSF Office of Student Equity, to support faculty, staff, administrators and students as they work to dismantle inequities in educational systems, policies and practices that create barriers, uphold anti-racist informed educational practices, and learn about the systemic impact on the success of students and employees of color. Our goal is that this website will be a clearinghouse providing a variety of equity-focused digital resources, including existing on-campus resources as well as external support. In addition, Equity Connect includes resources related to local, state and national conversations regarding diversity, equity, inclusion, belonging and anti-racism and the impact these principles make on student success and student equity.

Office of Student Equity Home

Black Minds Matter: 2022 Fact Sheet

White Anxiety, Redefined

<https://sites.google.com/mail.ccsf.edu/ccsf-maintaining-equity-online/home>



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