

Boosting Student Outcomes: Hartnell's Equity Rubric for Teaching & Learning

In this workshop, we will explore themes for employing equity-minded teaching practices in the learning environment for different abilities, ethnicities, and age groups. We will focus on 5 practices presented by Dr. Frank Harris and Dr. Luke Wood (coralearning.org) adapted and recently updated by the Hartnell Student Success & Equity Committee into a rubric for self-reflection. We will briefly visit all 5 of the dimensions as well as the “why”. In particular, we will explore specific examples for each dimension. Participants will receive a copy of the Rubric and will be given the opportunity to provide further input and discuss new approaches and examples.

Boosting Student Outcomes: Equity Rubric for Teaching & Learning

By Senorina Vazquez

(A faculty led, Academic Senate committee reflection tool)

Learning Outcomes

“The goal is to obtain optimal balance between challenge/support while conveying high expectations and demonstrating authentic care.”

-Dr. Harris and Dr. Wood

- Experience the “Why”
 - Review the 5 dimensions of our Equity Rubric.
 - Identify some examples for the Dimensions
-

Part 1: Why? Mindset
Matters! To engage in this
work, we must accept we
are biased.

Cultural Context Inventory Quiz (what is your cultural dominance?)

NOTE: We are not assigning hierarchical value to high and low context cultures. Neither is better or worse. Our job is to be aware and to find balance with these when we engage our students, colleagues, staff, and faculty.

When do Cultural Biases Emerge?

“You think you are acting normal when you are in your culture.”

Edward T. Hall

“It is impossible to achieve true inclusion and equity without understanding ourselves and our cultural biases. We can only get better at eradicating cultural biases by accepting we have them.”

Dr. Melissa Salazar



Dr. Melissa Salazar



Differences Between High and Low Context

	Low Context	High Context
Communication Patterns		
Interactions & Relationships		
Time		
Responsibility & Purpose		
Dealing with Programs/Conflict		

Low/High Context in US Higher Education



Low Context - **Rewarded**

- Independence and competition
- Getting needs met quickly, directly
- Fast processing of information
- Direct communication of meaning
- Future time orientation
- Linear, discrete delivery of information
- Separation of emotional thinking from self

High Context - **Minimized**

- Cooperation and interdependence
- Indirect/roundabout ways to resolve conflict
- Importance of time for process
- Use of allegory, metaphor, story
- Reflection on past learning
- Integration of ideas into whole
- Emotional engagement as integral part of learning

Dr. Melissa Salazar, CTL Cookbook. 2023 By ESCALA Educational Services Inc., Santa Fe, NM.

German
German Swiss
Scandinavian
Northern Europe

North American
British Isles
Canadian

French
Spanish
Italian
Central Europe

Latin American
Greek
African
Arab

Japanese
Native American
Chinese
Indian

Strongly Low Context

- **Communication**
 - Direct, linear
- **Emphasis on:**
 - Specific, precise, outcomes
- **Less attention to:**
 - Unspoken messages
 - Body language

Strongly High Context

- **Communication**
 - Indirect, story
- **Emphasis on:**
 - Human relations, process
- **More sensitivity to:**
 - Non-verbals
 - Feelings of others



CAUTION:

Be careful not to stereotype all people from these countries - every pattern has exceptions. Think of this research as showing general patterns of group behavior. Also remember that culture can vary over time, so it is not a fixed characteristic of all people from these regions!

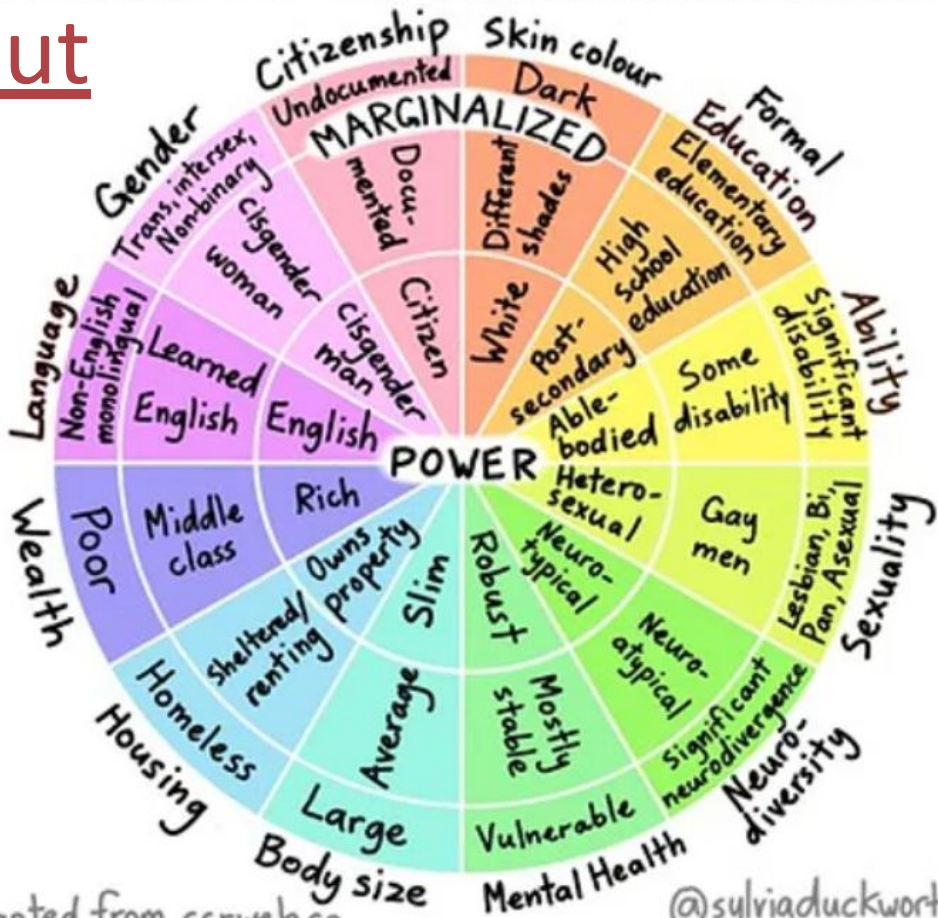
WHEEL OF POWER/PRIVILEGE

Identities: more about our culture

Our Identity has many aspects and these influence how we work and interact with others.

Some are visible and some of the aspects are invisible to the eye.

Where do you have power/privilege?



Adapted from ccrweb.ca

@sylvia duckworth

EQUALITY

imagines an equal world.

"I care about all students equally"



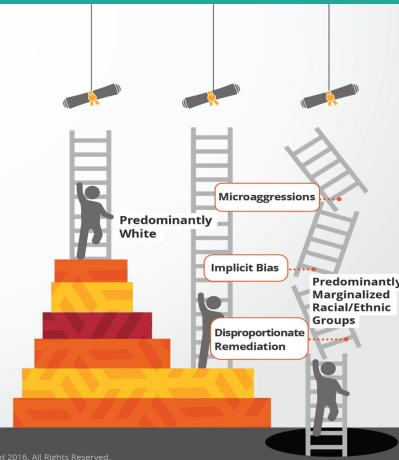
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And it has
**BIAS AND
SYSTEMIC
RACISM.**



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In contrast, **EQUITY**
redirects resources to
the pathways with
greatest need to fix
barriers and intentionally
provide support.



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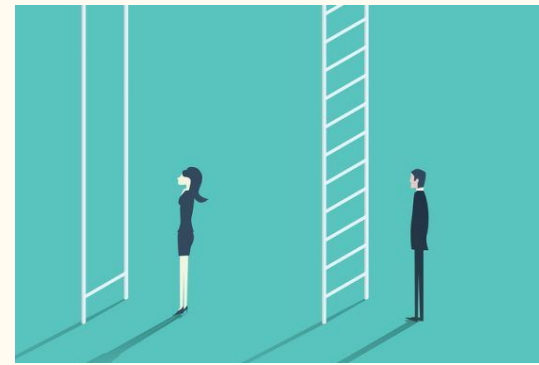


photo credit: Center for Urban Education

Why does our Equity Rubric Make a Difference?

- It assumes all student can be successful
- It creates a faculty/student partnership
- Equity addresses the root of the problem by providing OPPORTUNITIES (where there were fewer). E.g., Schools are funded differently, communities have limited opportunities.
- “Without an equity perspective, we have a lens of oppression.” - Dr. Luke & Dr. Harris

Equality ~~≠~~ Equity



*“We should define
our students by
their potential, not
their limitations.”*

*- Dr. Eddie
Comeaux*

Part 2: Introducing
Equity-Minded Practices
for Teaching & Learning

Hartnell College Equity Rubric for Teaching and Learning

- To help us identify our current place with these concepts and themes.
- Equity is a mindset, a journey, and a process.
- SSEC expects to edit and improve the ideas and language.
- Pg.1 - SSEC equity statement and operational definitions
- Pg.2 - Framing language
- Pg.3 - Dimension 1 (Be Intrusive)
- Pg.5 - Dimension 2 (Be Relational)
- Pg.7 - Dimension 3 (Be Culturally Relevant & Affirming)
- Pg.9 - Dimension 4 (Be Community Focused)
- Pg.11 - Dimension 5 (Be Race Conscious)



[View the webinar archive!](#)

Hartnell College Equity Rubric for Teaching & Learning

Pg.3 - Dimension 1 (Be Intrusive)

- Read Dimension 1, examples on pg. 4
 - It means to not sit back and take a hands-off approach to your online teaching. You must be actively tracking progress towards learning, identifying when students are disengaging and reach out proactively before it is too late.



"Offer support even when they don't ask for it" - Dr. Eddie Comeaux

What: Proactive student engagement

Why: No student falls through the cracks

Hartnell College Equity Rubric for Teaching & Learning

Pg.5 - Dimension 2 (Be Relational)

- Read Dimension 2, examples on pg. 6
 - Be relational emphasizes fostering relationships.

What: Authentic relationships & connections

Why: To demonstrate to students we are invested in their success

“Sometimes we can misinterpret cultural cues as being incurious.” - Dr. Eddie Comeaux



Hartnell College Equity Rubric for Teaching & Learning

Pg.7 - Dimension 3 (Be Culturally Relevant & Affirming)

- Read Dimension 3, examples on pg. 8
 - Refers to designing an environment in which all students feel welcomed, valued and included. Ventajas/Assets

VENTAJAS/ASSETS	CONOCIMIENTOS/FUNDS OF KNOWLEDGE ¹
ASPIRATIONAL 	<ul style="list-style-type: none"> Able to set high aspirations Able to recognize value of education Able to remain hopeful about the future
LINGUISTIC 	<ul style="list-style-type: none"> Ability to use two or more languages to communicate and to form relationships with others Employing diverse forms of communication skills in multiple contexts
FAMILIAL 	<ul style="list-style-type: none"> Modeling the strength and determination of the family Ability to use knowledge gained through the value of family <i>consejos, respeto, testimonios, y educación</i> Validation & encouragement from siblings, parents, relatives
SOCIAL 	<ul style="list-style-type: none"> Ability to create social networks Ability to make new friends and to form new relationships
RESISTANT 	<ul style="list-style-type: none"> Ability to resist stereotypes and combat microaggressions Ability to overcome hardships, such as poverty and lack of resources
GANAS/ PERSEVERANCE 	<ul style="list-style-type: none"> Able to develop inner strength, become self-reliant and determined to succeed Able to recognize and embrace the sacrifices that must be made to attend college
ETHNIC CONSCIOUSNESS 	<ul style="list-style-type: none"> Having cultural pride Exhibiting pride in attending a HSI Having a deep commitment to Latino community – “Giving Back” Being focused on the betterment of the collective whole
SPIRITUALITY/ FAITH 	<ul style="list-style-type: none"> Turning to faith in God/ Higher power Having a sense of meaning and purpose Understanding the importance of gratitude, goodness and compassion
PLURIVERSAL 	<ul style="list-style-type: none"> Ability to operate in multiple worlds (college, peers, work, family, native country) and diverse educational and geographical contexts Ability to hold multiple and competing systems of meaning in tension in diverse social and educational contexts

What: Course values students’ culture and experience
Why: Provides relevance, meaning, and context to student lives

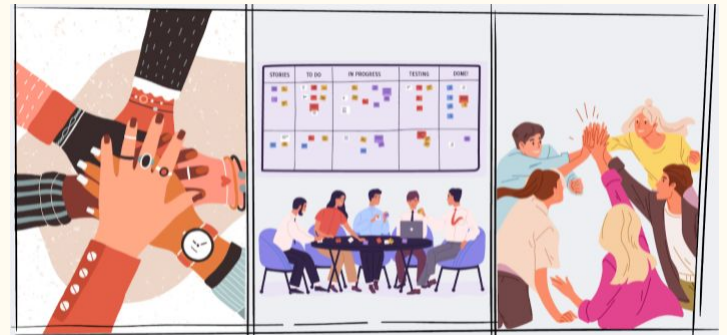


Hartnell College Equity Rubric for Teaching & Learning

Pg.9 - Dimension 4 (Be Community Focused)

- Read Dimension 4, examples pg. 10
 - Emphasizes required interaction through collaboration and discussion.

What: Intentional molding of class roster into a community
Why: To foster one another's learning



Hartnell College Equity Rubric for Teaching & Learning

Pg.11 - Dimension 5 (Be Race Conscious)

- Read Dimension 5, examples pg. 12
 - Reminds all of us that we must intentionally see racial identity as a first step in recognizing our own unconscious biases. Wood and Harris warn educators against the perils of believing “race doesn’t matter.”
 - Microaggressions are real and cause long term trauma

What: Create intentional opportunities to engage in racial and equity issues.

Why: All students feel they are valued and safe to engage in discourse.

Acknowledge Microaggressions are assaults:



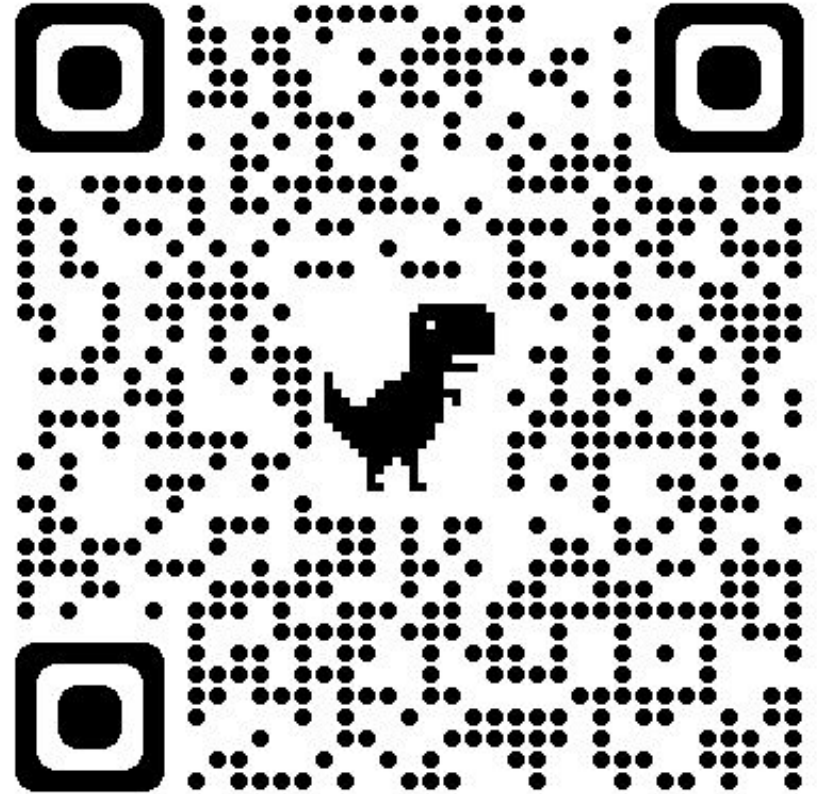
Table Group Discussion

Keeping in mind the presentation on Cultural Responsiveness as well as the Equity Rubric for Teaching & Learning...

- What do you feel? think? wonder? hope?
- What didn't you understand or what resonated?

**Equity Monitor makes sure all voices are given the opportunity to be heard (1 minute per person)*

Part 3a:
Applying
Equity-Minded
Practices
(Dimension 1) to
communications



Be Intrusive with Humanized-Welcoming Language

"An equity-minded syllabus is warm and invites students to interact with faculty. Using language that is welcoming and positive communicates that you believe in your students' abilities to complete the course successfully." -Fabiola Torres

Instead of:	Try using:
Mandatory	Begin with, "Plan to succeed"
Dropped from the course...	I will check in on you if you forget to participate
Rigorous exceptions	"You really want to look out for X, and here's a strategy so that it doesn't happen."
Requirements	Tips for success
No Excuses	Search for solutions and communicate with me
Your Responsibility	Confusion is normal. Contact me.



Analytic Geom. & Calc. I

Apr 4, 2023 at 2:15pm

Hello!

Are you okay? I noticed that you did not submit this assignment yet and it is very important for you to understand my grading system. Please read the instructions and figure out where you stand in our class. Remember that your grade in this class does not depend on points. Take advantage of this week to go through each module week by week and complete any missing assessments. Let me know if you need any reopened or additional tries.

Best,

Nina



Analytic Geom. & Calc. I

Apr 24, 2023 at 1:40pm

Hello!

In case you need it, I have reopened all MOM quizzes until May 18, our last class. Let me know if you need additional attempts :) Good luck in these last three weeks! Si Se Puede!

Remember, it takes 5 positive affirmations to counteract 1 negative. Did you put yourself down even once this week? We need to raise ourselves up 5 times to balance our mental wellness for that one time!! I am strong enough. I am smart enough. I am capable enough, I am valuable and belong here, I am worthy. Yes, you are enough!!

Best,

Nina

Be Intrusive with policies that “demystify” and communicate a culture of care

- When it makes sense, use bulleted and numbered lists to make your syllabus, announcements, or assignments easier to comprehend.
- Include images as a means to engage your students' emotions, describe complex ideas, and they help students who are not native English speakers.
- Couple high stakes assignments with low stakes assignments, and high levels of support

Table Group Discussion (5 minutes - Equity Monitors)

- Do you offer both low stake and high stake assignments?
- Do you offer examples, “recipes”, or resources to help students be successful with the assignments?
- Do you use student friendly language to describe assignments and provide “A” quality examples? (avoid using academic language)



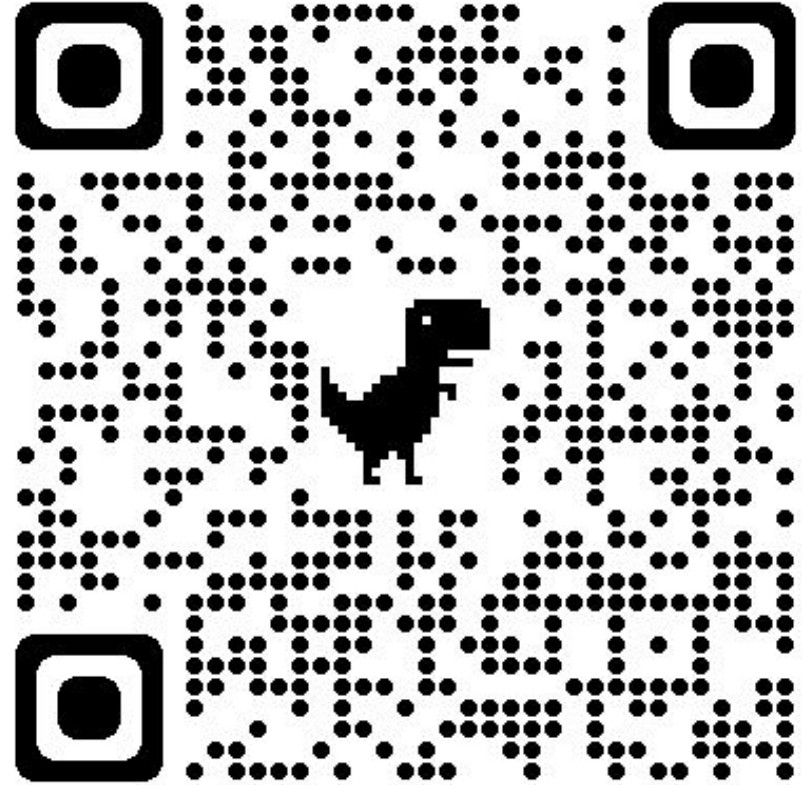
Analytic Geom. & Calc. I

Mar 17, 2023 at 11:34am

I hope you are well! I noticed you were absent yesterday. Are you ok?

Best,
Nina

Part 3b:
Applying
Equity-Minded
Practices
(Dimensions 2
Be Relational)



Wise Feedback

- STEP 1: Communicate high expectations.
- STEP 2: Explain that you believe the student can meet the expectations.
- STEP 3: Provide actionable feedback that demonstrates support.

“For this learning outcome, a 90% score is expected. I realized you have been overwhelmed with midterms and essays so perhaps you were sleep deprived when assessing this learning outcome. I recommend you review problems #7-12 with me or a tutor and then retake the quiz. Let me know if you need additional attempts on the assessment.”

Warm Demander

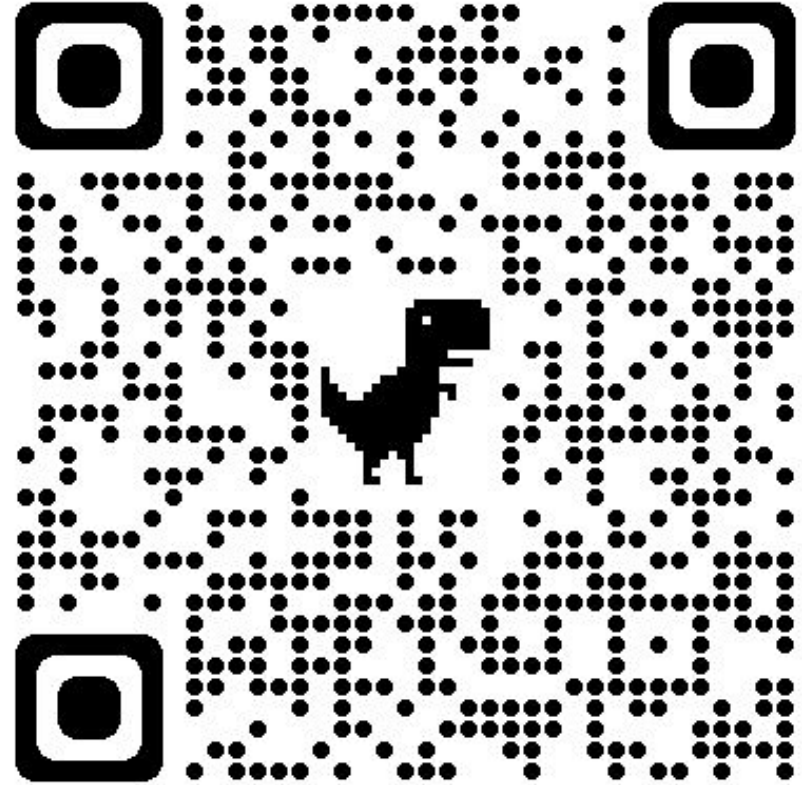
High Expectations + High levels of Support

1. The ability to create a climate of emotional warmth that dissipates student fear
2. The ability to express concern and care for students by demanding and providing the opportunity for high quality academic work

“Warm Demander” was coined in 1975 by Judith Kleinfeld in Alaska. When she distinguished between the characteristics of effective and ineffective teaching practices.

Ventajas/Assets: Refers to designing an environment in which all students feel agency, welcome and as valuable contributors.

Part 3b:
Applying
Equity-Minded
Practices
(Dimensions 3
Be CR and A)



Ventajas/Assets: Refers to designing an environment in which all students feel agency, welcome and as valuable contributors.

“An asset-based views that focus on Latin@ cultural wealth and experiential ways of knowing that students employ to transcend their socioeconomic circumstances and to excel in education.”

Do you value “other” ways of knowing?

Do you offer multiple opportunities to show learning?

Does your grading practice reflect a growth mindset philosophy?

Do you incorporate Universal Design for Learning?

Do you offer metacognitive assignments as well as content?

Table Group Discussion & Sharing

Do you use wise feedback?

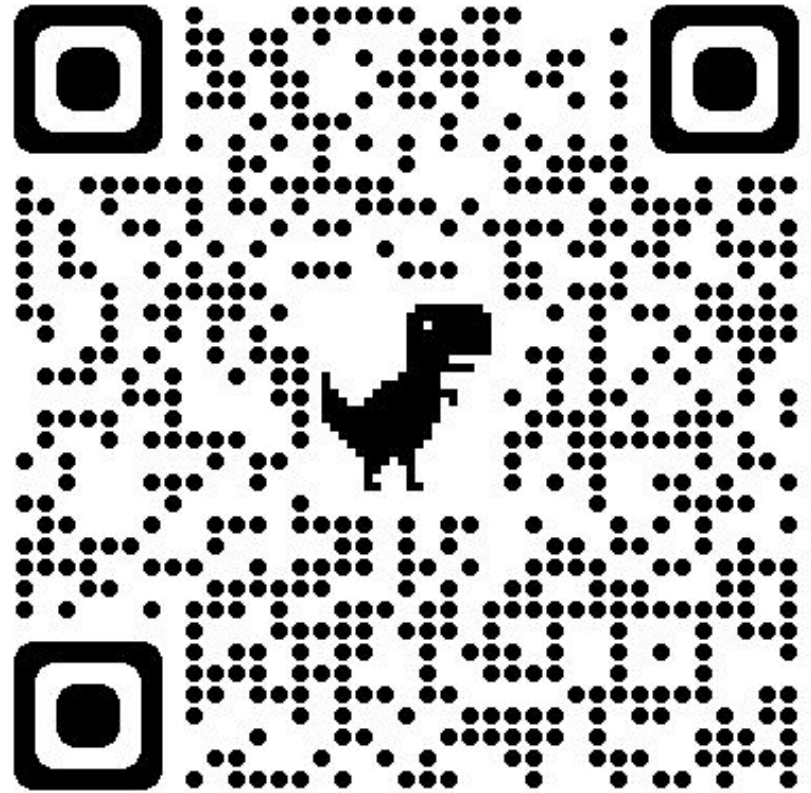
Are you a warm demander?

Do you employ “ventajas”?

How can you use either of these next month?

**Equity Monitor makes sure all voices are given the opportunity to be heard (1 minute per person)*

Part 3c:
Applying
Equity-Minded
Practices
(Dimensions 4
Be Community
Focused)



A black and white photograph showing two people shaking hands over a desk. The desk has two laptops and a smartphone. The person on the left is wearing a watch. The background is slightly blurred, showing other people in a professional setting.

“Love what you do? Personify that love. Leverage students up to the level of your passion.”

– **Fabiola Torres**

“Encourage students to lean in.”

“Creating community is necessary if you want to abolish the [power] dynamics..., teacher and pupil, manager and staff. You must build community and get to know each individual. We must make time for reflection and share our lived experience to be part of the larger community. Individuals drop out because they don’t feel like they belong not because they cannot do the work.”

- “Supporting Faculty and Staff through Anti-racist pedagogy workshops” By Shawn Grant, Angela Polite, Kristen Cole @ AAC&II: DESS2023

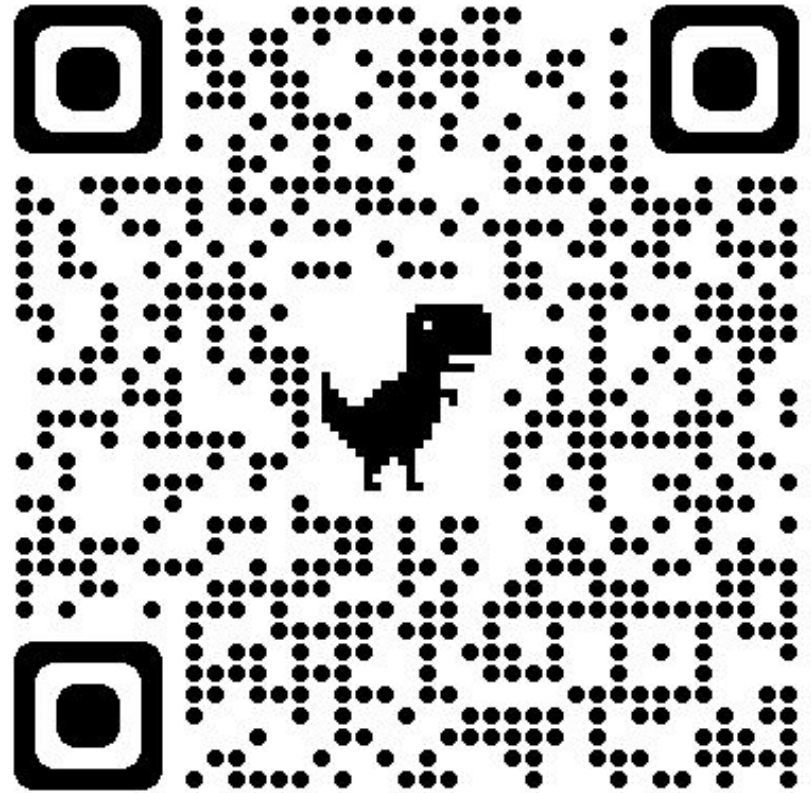
Table Discussion: What if you were a student in your class?

- **Would you feel comfortable approaching the instructor for assistance?**
- **How might you experience the syllabus and course content if you were:**
 - **A first generation student?**
 - **An African American student?**
 - **A Latinx student?**
 - **An LGBTQ student?**
 - **A financially insecure student?**
 - **A student whose native language is not English?**
 - **A student with different abilities?**
 - **A student with young children?**

Excerpt from: Equity & Culturally Responsive Teaching and Learning - Facilitated by Fabiola Torres

@ONE courses California Virtual Campus

Part 3d:
Applying
Equity-Minded
Practices
(Dimensions 5
Be Race
Conscious)



Things to consider

- Teach students (and you) what micro-aggressions are
- Include a safe way for students (and you) to interrupt micro-aggressions
- Acknowledge your privilege and power and what they provide to you
- Acknowledge the lack of power for others



Acknowledge Microaggressions:



Wrap Up - Whip Around

- What did you learn about yourself?
- What inspired you or made you feel validated?

Have a Question?



Thank You!

svazquez@hartnell.edu

-Nina

Links & References

[Humanizing Remote Instruction](#) - Michelle Pacansky-Brock

[Practicing Radical Love](#) - Fabiola Torres

[Faculty Learning Community Action Plan](#) - by: Melissa Williams,
Minnesota State

[Employing Equity Minded Teaching](#) - Dr. Frank Harris and Dr.
Luke Wood

[Make them feel Nurtured](#)
[Mindful Language Packet](#)

[Build Your Library](#)
[Peralta Equity Rubric](#)

