

Equity project leadership series: Designing a
Cohesive Equity-Embedding Framework for SI
Leaders, Tutors, and Embedded Tutors

***Riverside College
Cafeteria
August 17, 2017***

Paula Brown

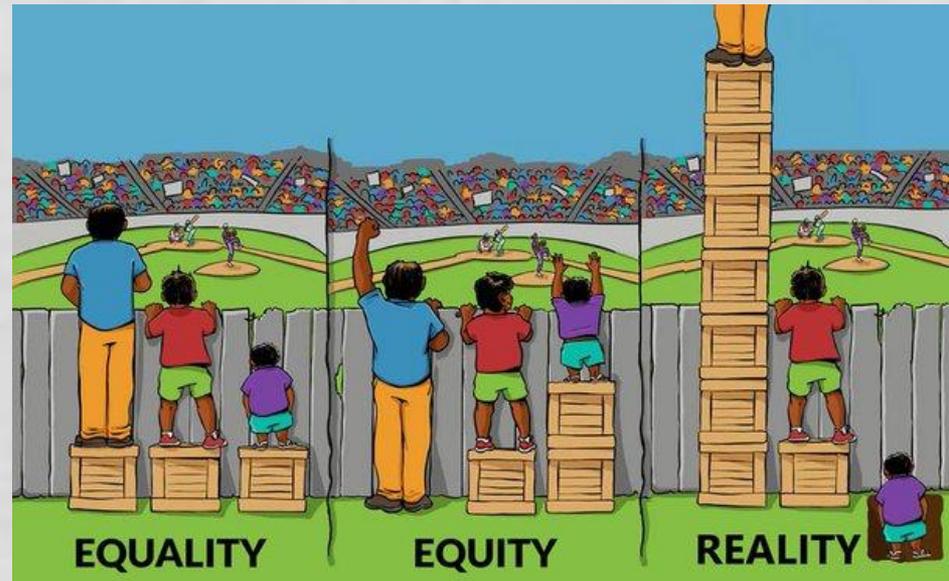
Arnita Porter

AGENDA

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|-------------|--|
| 8:00-9:00 | Check-in, Continental breakfast |
| 9:00-9:15 | Welcome, Introduction, ice-breaker |
| 9:15-9:45 | Overview Equity, Cultural Humility , CRTL |
| 9:45-10:15 | Shared Reading Activity |
| 10:15-11:00 | Tutor Skills & Effect on student success |
| 11:00-11:15 | Bio break |
| 11:15-12:00 | Learning Barriers, activity |
| 12:00-1:00 | Lunch |
| 1:00-2:00 | Effective strategies for embedding equity and CRTL |
| 2:00-2:45 | Planning for improving student success outcomes |
| 2:45-3:00 | Reflections, next steps, feedback |
| 3:00-4:00 | Networking |

GOALS

- 1) Provide an overview of Equity, cultural humility, and Culturally Responsive Teaching and Learning (CRTL).
- 2) Discuss how these principles and practices can support your goals, enhance the valuable service you provide, and deepen your practice.
- 3) Identify strategies and activities that align with your program's goals to close achievement gaps and increase student success rates.



ICE BREAKER

- READ-PAIR-SHARE

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

Ralph Waldo Emerson

Snapshot

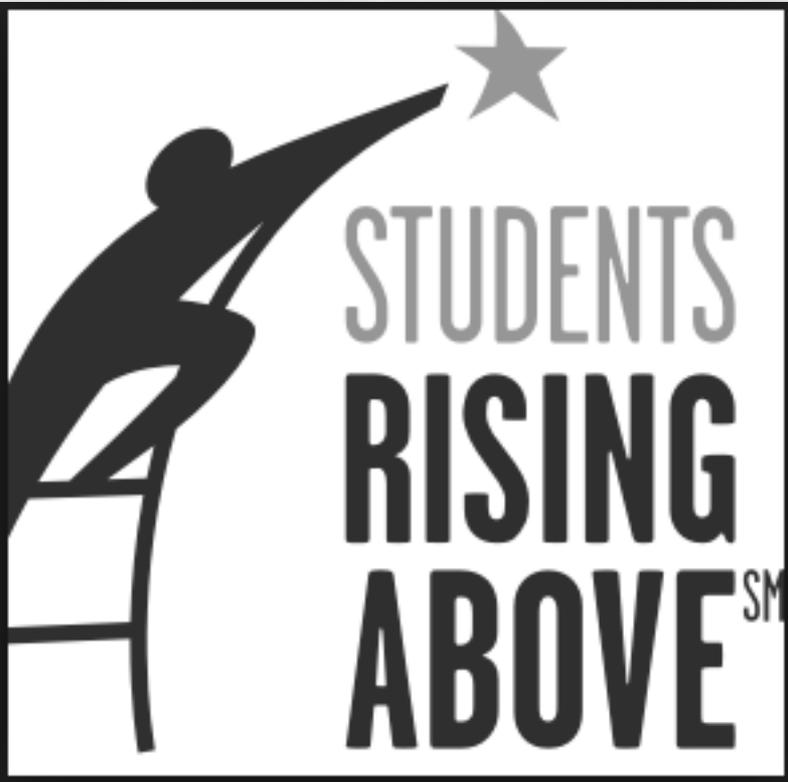
CCC

- 113 Campuses
- More than 2.1 million students
- Over 67% are students of diverse backgrounds
- Roughly 53 percent are female

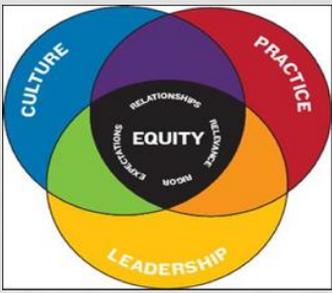
LACCD

- More than 136,000 students
- 82.5% diverse ethnic backgrounds
- 19.2% speak languages other than English
- 76,579 Female
- 57,766 Male

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

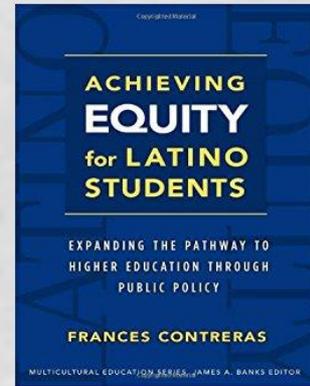
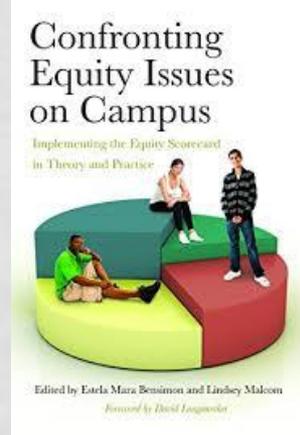


Equity

- 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)



CULTURE

Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and the arts.

RACE

- Race is a social construct used to develop social class, hierarchies of power, privilege and access.
- Race relates to a person's appearance, chiefly the color of their skin.
- Racism is a direct product of race.

Cultural Competence

- Knowledge, attitudes, skills, and practices
- Allows individuals to form relationships and create learning environments
- Supports the academic achievement and personal development of learners from diverse racial and cultural groups

Cultural Humility

- Cultural humility, a process of reflection and lifelong discovery to understand oneself and then others in order to build honest and trustworthy relationships.
- Redressing the imbalance of power
- Commitment to understanding and respecting different points of view
- Promotes engaging with others humbly, authentically, and from a place of learning
- **Key:** Deliberate reflection of your own values and biases.
(Tervalon & Murray-Garcia, 1998)

Cultural Humility ask us to...

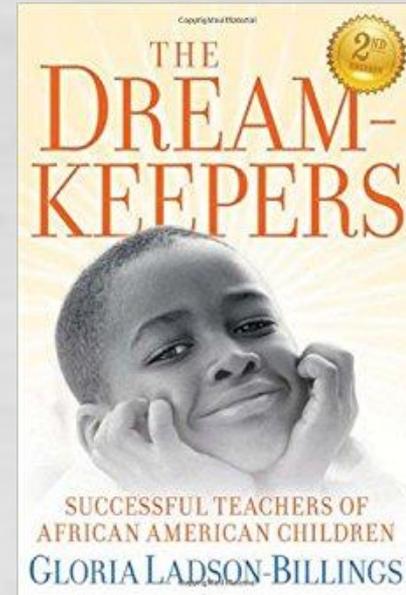
- Meet each person where he or she is
- Suspend judgment
- Resist the need to impose personal values, beliefs, “truths,” and notions of right and wrong
- Reduce the harm of prejudice and oppression
- Challenge and name assumptions and biases
- Share the hidden rules of success
- Redefine the cultural norms of an organization
- Open opportunities for equity

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
- Student-Controlled Classroom Discourse
- Small Group Instruction and Academically-Related Discourse



SHARED READING

**TUTORING IS EQUITY IN
PRACTICE!!!**



**Students
Improve
through
Tutoring**

An illustration of a stack of three books: a green one on top, a purple one in the middle, and a yellow one at the bottom. A red apple with a green leaf sits on top of the green book. To the right of the text is a black inkwell with a quill pen resting inside it.

Tutor

- ✓ Particularly competent in one or more academic areas
 - ✓ Provides personal instruction and guidance
 - ✓ For those having difficulty learning specific courses
 - ✓ Helps students gain self-confidence
 - ✓ And become **independent learners**
-
- ✓ Peer Tutor
 - ✓ Group Tutoring

Tutoring Skills

- Be prepared
- Work effectively individually and in groups
- Time management
- Problem solve
- Communicate effectively
- Good listener
- Motivator
- Strategies for recognizing learning styles



- Treat students with respect and courtesy
- Exhibit patience and sensitivity
- Be approachable, relatable and welcoming

Positive Effects of Peer Tutoring

- Overall learning among students is increased.
- Students learn how “to learn” in a social situation.
- Students gain increased confidence in their ability to think.
- Students become more respectful of each other’s ideas.
- Peer pressure begins to support academic activity.

Consider...

What Does Your Tutoring Session Look Like

- What is your process?
- How do you prepare?
- How do you create an environment that is learning-centered?
- Are you **APPROACHABLE**?
- Is your content **relatable**?
- Are you **welcoming**? Is the environment **welcoming**?

BIO BREAK

11:00 – 11:15 AM

Learning Barriers

Unconscious Bias

- Prejudices we have but are unaware of. They are “mental shortcuts based on social norms and stereotypes.” (Guynn, 2015) <https://youtu.be/7jKio4oipws>

A lifetime of experience and cultural history shapes every one of us and our judgments of others.

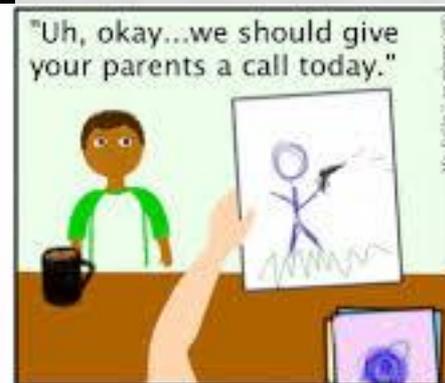
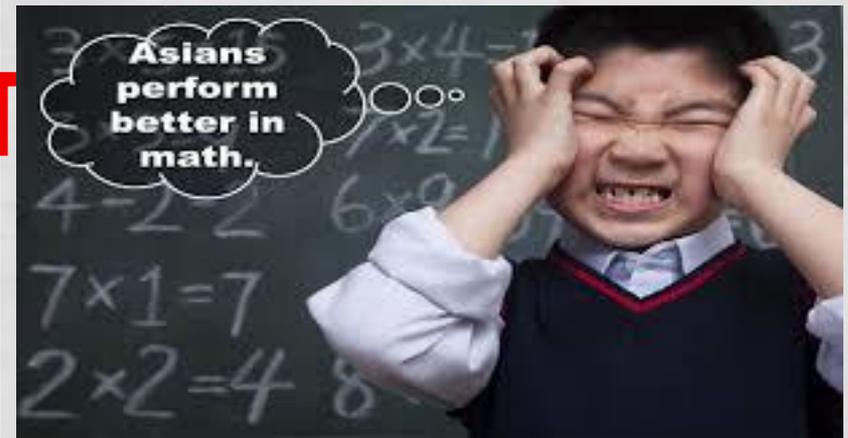
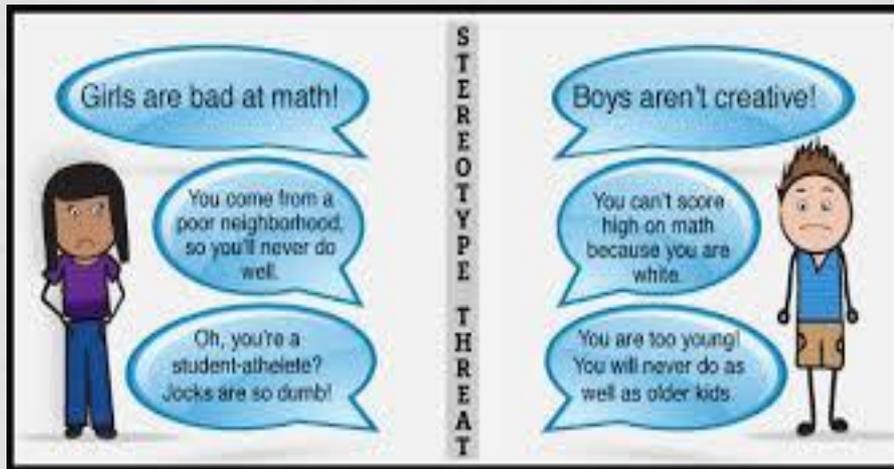
Microaggressions

- 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.....

Activity

Think Pair Share

- <https://www.youtube.com/watch?v=C3LFB4mJ0DI>

Think about the questions below

1. What learning barriers (bias, stereotype threat or microaggressions) have you experienced based on your culture?
2. How did it make you feel when you were seen as a stereotype?
3. How did you overcome it?
4. How are you going to make sure your student doesn't experience this?
 - Pair off and share your responses

LUNCH

12:00 – 1:00 PM

Action Planning:

Creating Equity-minded Tutoring Sessions

- How you deliver this valuable service you provide?
- What does your service look like when viewed through an equity and culturally responsive lens?

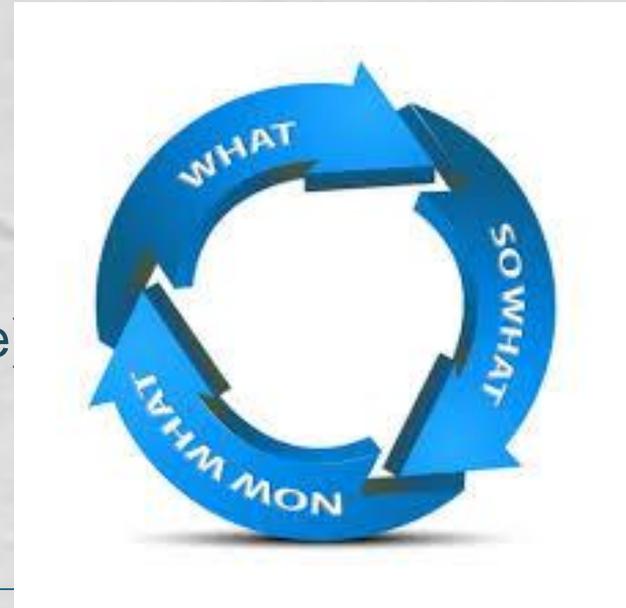
- Are you **approachable**?
- Is your content **relatable**?
- Are you **welcoming**?
- Is the environment **welcoming**?

Action Planning: Creating Equity-minded Tutoring Sessions

Consider...

- how will you reframe/restructure your sessions to include equity and culturally responsive practices.
- as an equity practitioner, in what ways will you support your students?

- **WHAT?** (have you learned today)
- **SO WHAT?** (how does it relate to tutoring)
- **NOW WHAT?** (how will it inform your practice)

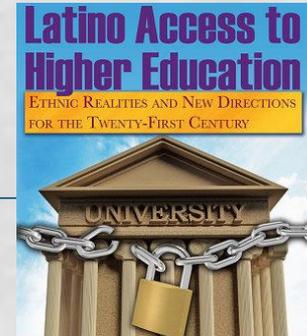
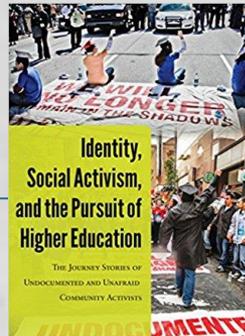
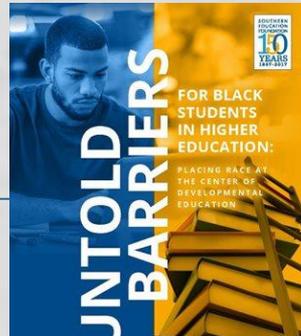
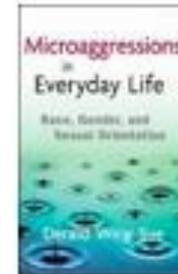
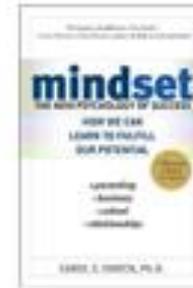
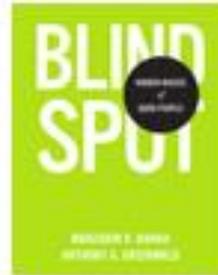
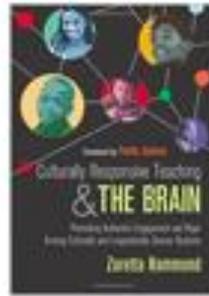
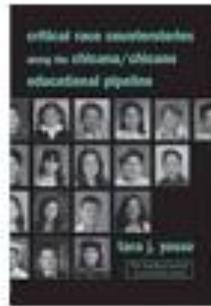
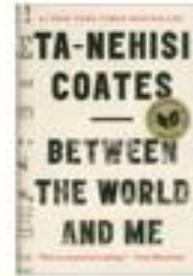
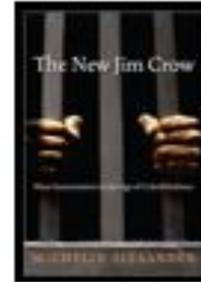
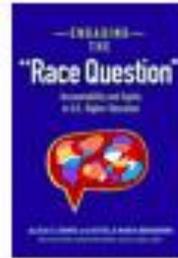
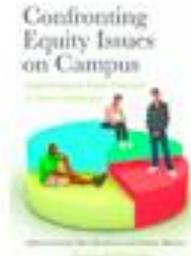
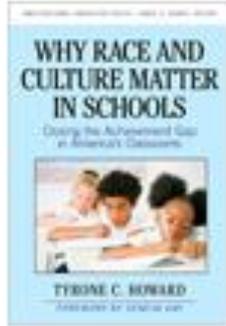
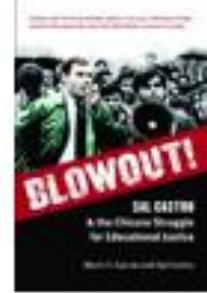
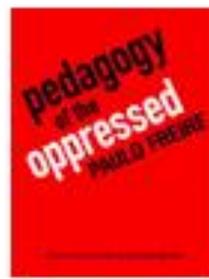
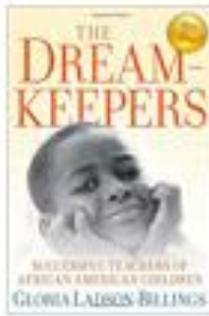
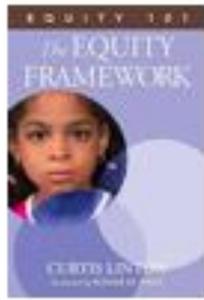


REMEMBER:

**TUTORING IS EQUITY IN
PRACTICE!!!**



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=failylROnrY>
- **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>

Thank YOU!

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