

Facilitating Equity-Minded Change in the Classroom: A Case Study in Using Section-Level Data

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An Overview of the Reading Apprenticeship Cohort's Experience

Reading Apprenticeship Cohort Journey

- Completed Reading Apprenticeship (RA) training in Fall 2021
- Starting in Spring 2022, conduct section-level data analysis with a focus on equity outcomes
 - Use a process to view and interact with student-level data
- Develop and apply RA strategies to mitigate observed gaps in course success
 - Emphasis on cultivating a community of practice

Reading Apprenticeship Overview

- Focus on integrating social-emotional learning into curriculum
 - Four interacting dimensions:
 - Social
 - Personal
 - Cognitive
 - Knowledge-building
- => Developed via exploration of thinking processes**

Facets of Equity-Mindedness

- 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

Emphasis on Data Literacy (Reading Apprenticeship Cohort)

REPORT TEMPLATE DATA USER SETTINGS SCHEDULES LIVE EXCELS

Equity Report: Course Success Rate by Section and Ethnicity-Combined Sections

Report Results

This report was created so that faculty could examine course success rate by ethnicity to help identify disproportionate impact and student groups that may need additional strategies.

Report Results Analytics Charting

Runtime Parameters

Enter "C" for Crafton or "V" for SBVC *	<input type="text" value="C"/>	<input checked="" type="checkbox"/> Ignore case
Enter Term or Terms (e.g.: 2015FA,2016SP) *	<input type="text" value="2021FA"/>	<input checked="" type="checkbox"/> Ignore case
Enter the Subject (e.g.: CSCI, CIS)	<input type="text"/>	<input checked="" type="checkbox"/> Ignore case
Enter Course (e.g.: SOC-100) ?	<input type="text"/>	<input checked="" type="checkbox"/> Ignore case
Enter Section Name (e.g.: SOC-100-70)	<input type="text"/>	<input checked="" type="checkbox"/> Ignore case
Enter Faculty ID Number	<input type="text"/>	<input checked="" type="checkbox"/> Ignore case

Faculty Access of Section-Level Data

- Course success rates for each faculty for classes they taught disaggregated by race

Section	Race	N Grades	Success Rate
ENGL-101-XX	African American	6	66.0
ENGL-101-XX	Asian	10	86.0
ENGL-101-XX	Caucasian	28	87.4
ENGL-101-XX	Hispanic	24	67.6
ENGL-101-XX	Multiple Races	6	81.0
ENGL-101-XX	Native American	6	68.0
ENGL-101-XX	Unknown	5	70.0
	Total	85	73.0

The Importance of Examining Data by Section (instructor variability)

ENGL-101 Sections (2020-2021)				
Race/Ethnicity	Instructor 1 (N = 35)	Instructor 2 (N = 85)	Instructor 3 (N = 50)	Instructor 4 (N = 125)
African American	100.0%	50.1%	77.2%	65.7%
Asian	60.0%	50.1%	63.2%	75.3%
Caucasian	42.0%	63.3%	53.3%	76.5%
Hispanic	40.0%	56.9%	70.1%	66.3%
Multiple Races	61.2%	52.2%	60.7%	72.1%
Native American	-	51.4%	70.1%	58.9%
Unknown	-	61.4%	62.4%	71.8%
Totals	47.3%	56.4%	62.1%	72.3%

Data Sense-Making: Prompts for Discussion

- What do you notice with the course success rate? Are there differences between ethnicities? Is one group performing at a substantially lower rate than other groups? Which group?
- If you have more than one course, are any differences in course success occurring in more than one class? If there is a theme between multiple courses, what is it?

Delineation of Purpose

- As equity practitioners we must be able to emphasize the following:
 - Constantly pay attention to how racially minoritized students are experiencing the classroom
 - Continually reassess practices and consider how those practices can be remediated to achieve racial equity goals

Faculty Use of Disaggregated Data

RA 101 @ WestEd (Sep 2021)

- Reading Apprenticeship framework
 - Impact on student motivation and achievement
 - Emphasis on participants' practicing Reading Apprenticeship routines in their classroom
- Course activities ~ 32h
 - Professional reading
 - Viewing classroom video
 - Posting to online discussions
 - Implementing RA routines in our classroom
 - Final paper (Self-Assessment)



Reading Apprenticeship

Account

Dashboard

Courses

Calendar

Inbox

History

Studio

Help

- Home
- Announcements
- Modules
- Community Norms
- Reading Strategies List
- Perusall
- Grades
- Discussions
- Badges
- Google Drive

Weekly Application

- ▶ Week 0: Getting Started (Sep 13-19)
- ▶ Week 1: What is Reading Apprenticeship? (Sep 20-26)
- ▶ Week 2: Social and Personal Dimensions of Reading Apprenticeship (Sep 27-Oct 3)
- ▶ Week 3: Metacognitive Conversation: Think Aloud (Oct 4-10)
- ▶ Week 4: Metacognitive Conversation: Talking to the Text (Oct 11-17)
- ▶ Week 5: Apprenticing Readers in Your Discipline (Oct 18-24)

- Home
- Announcements
- Modules
- Community Norms
- Reading Strategies

TttT: PreLab Application

This is a graded discussion: 6 points possible

4.4 - Making It Real: Talking to the Text

Talking to the Text is another core metacognitive routine that helps instructors assign Talking to the Text as homework, so there is often an asynchronous element.

STEP 1: PLAN

When preparing to model this routine in your classroom, refer to [Planning](#) for more information on planning.

STEP 2: TRY IT OUT

Model:

Similar to Think Aloud, start by sharing a model of your Talking to the Text.

- Share a marked up document
- Share your screen in Zoom or use a document camera in a classroom
- Share a short video

After you model, ask students to comment on what they notice you doing. You might ask them to take notes on their own copy of the text you are using.

Individual Practice:

Ask your students to silently Talk to the Text. This could happen in real time or asynchronously. You could have students Talk to the Text with.

Metacognitive Conversation:

When you are **synchronous**, ask pairs to compare their Talking to the Text notes. You could have students use the [Metacognitive Funnel](#) ↓ here, and ask students to discuss their notes. When you are **asynchronous**, you can invite students to share their Talking to the Text notes.

Invite students to share photos of their Talk to the Text notes in a discussion.

Invite students to describe their Talk to the Text notes in a discussion forum.

Tools like Perusall, Padlet, Google docs, or Voicethread

could be set up in Perusall or another social annotation tool.

RA Framework



MedMicro @ CHC

- Questions & Challenges
 - Preparation vs Outcome
 - Coursework
 - Pedagogy
 - Flipped Classroom Model
- Data Analysis (ANOVA vs t-test)
 - 10 years (n = 1280)
 - Age
 - Gender
 - Ethnicity
 - Bonus
 - Format Change @2017FA

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Remote Laboratory Instructions

19 videos • 7,200 views • Last updated on Feb 26, 2022

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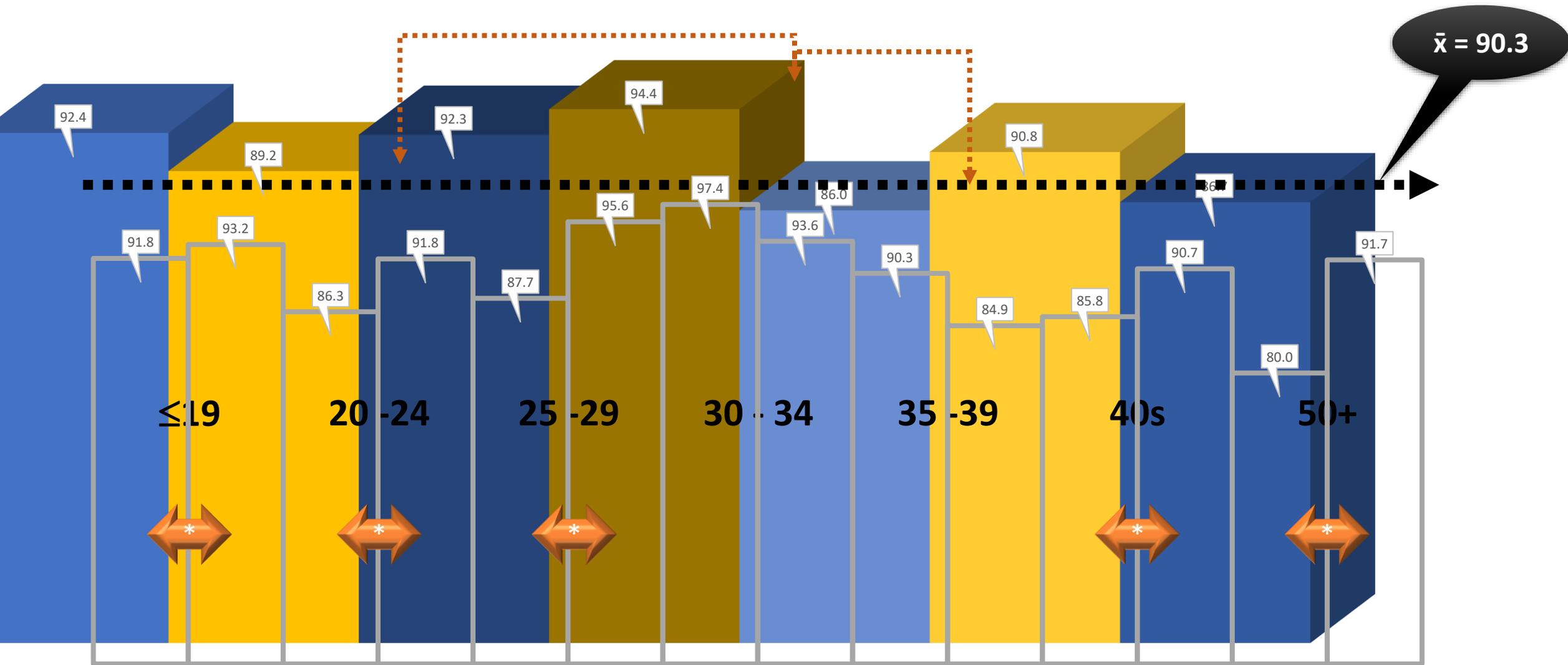
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- 11:10
- 16:45 Remote Medical Micro: Endospore and Acid Fast Stains
DxM [Death by Micro]
- 19:24 Classification Lab Imaging
DxM [Death by Micro]
- 12:15 LR 4 Prelab Explanation
DxM [Death by Micro]
- 1:46 Introduction to Animated DXM Channel
DxM [Death by Micro]
- Laboratory 47: Unknown Project I
DxM [Death by Micro]

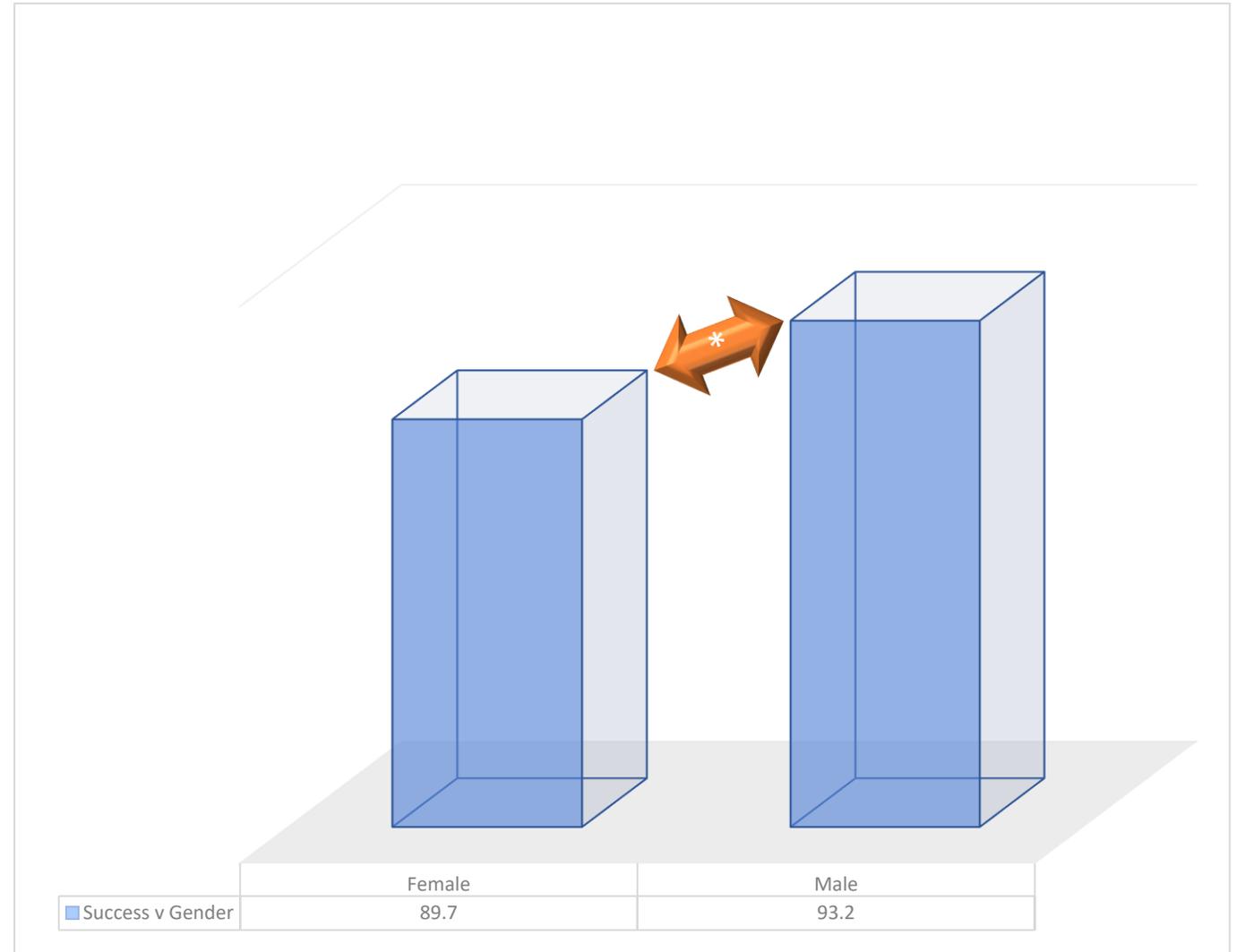
- Written Guidelines
 - 3 levels
- Examples
- YouTube Tutorial

Implementation of Lab
Success

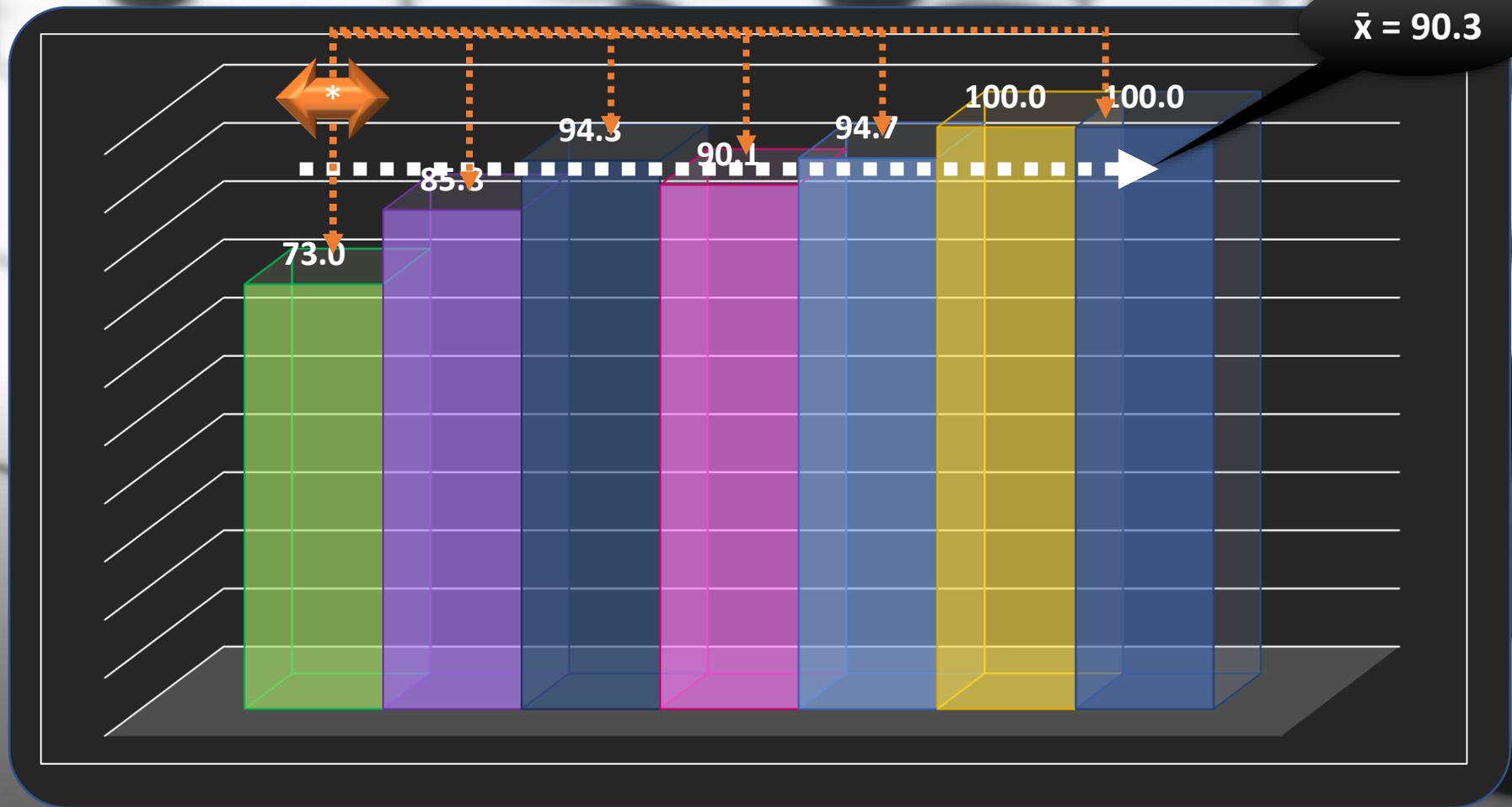
The Data: Age Ranges



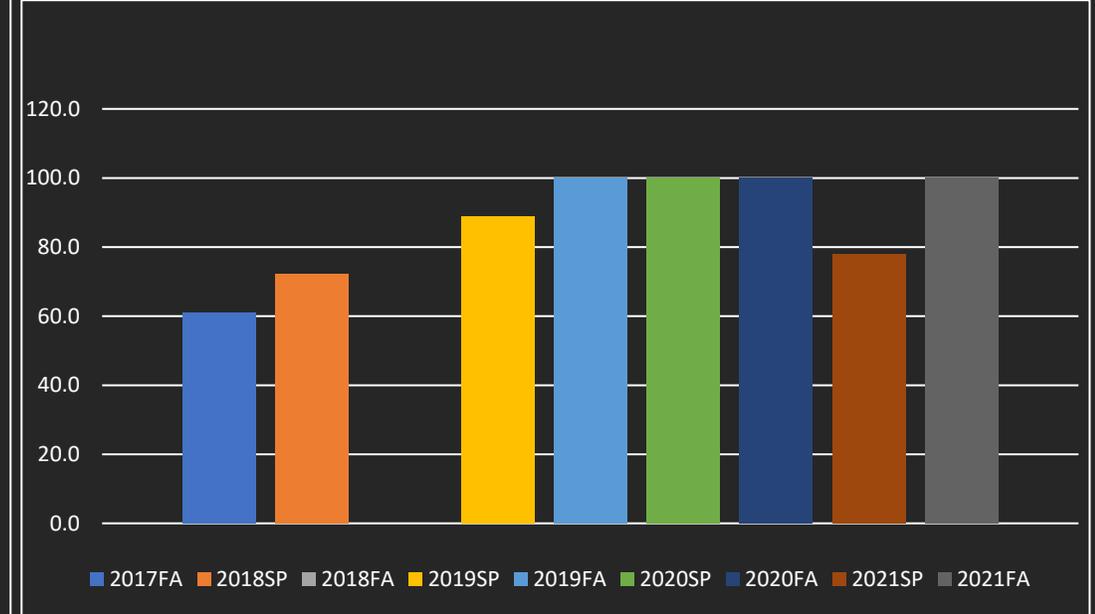
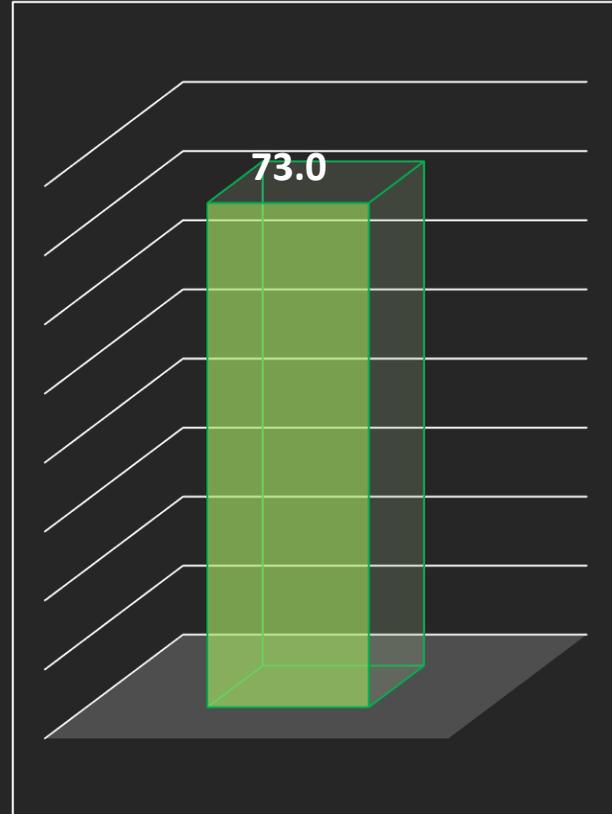
The Data: Reported Gender- dominated vs Gender- Gap



900 → 380



The Data: The Gap



The Data: The Hope

Group Activity

- Complete the Data Culture Assessment. After doing so, discuss the factors that have contributed to your scores (including those that have positively shaped your culture) and consider an approach to overcoming any identified cultural barriers.
- If you have more than one course, are any differences in course success occurring in more than one class? If there is a theme between multiple courses, what is it?

