

English Community of Practice

Session 1

Building Equity
into the first
week of class

Session 2

Instructor-led Pl
anning Using Di
saggregated Fa
culty-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 hypothesis 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

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
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
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

Primary instructor
only

5 years of
aggregate data
(if available)

* Hide small
sample sizes

Explicitly identify
opportunity gaps

Walk through
each piece of the
data sheet

During the Session

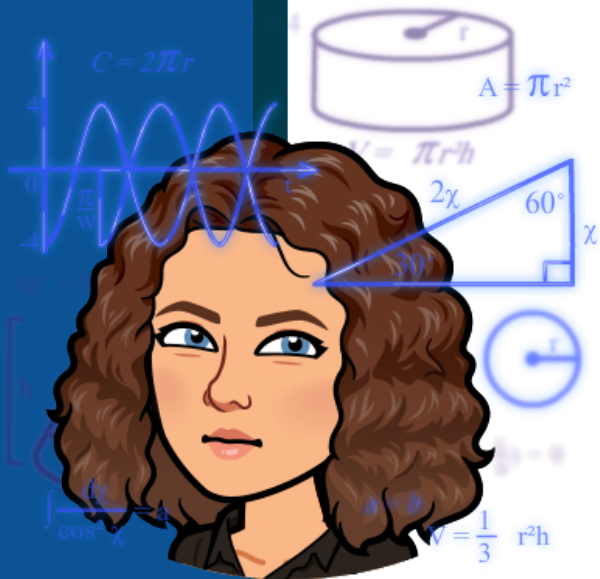
The Framework

How does equity inform your curricular choices (such as, interpersonal relationships, classroom facilitation, curriculum, rules and policies, values and beliefs)?

With your data in mind, where in this work do you thrive?

With your data in mind, where do you see opportunities to improve your agency?

One Faculty's Data



One faculty presents her data
She shares her reflection
process after seeing her 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



Outcomes

- Department-wide understanding of the urgency required to improve our curriculum and methodology
- Dialogue addressing systemic barriers, microaggressions, implicit bias, anti-racist practices and ways that we can all do better in supporting students
- Changes to syllabus, course policies
- The WHAT project, speakers, ongoing department meeting focus on equity gaps and improvement areas

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.

