

The Equity Centered Classroom: Syllabi ReDesign

Facilitated By

Arnita Porter, J.D.
She/Hers/Herself preferred pronouns
Consultant & Training Associate

Allied Path Consulting, LLC
alliedpathconsulting@gmail.

Facilitator's Starting Points

- There will be more questions than answers.
- **This is an ongoing learning process.**
- We are equals/peers in this learning space, working together for student success.
- **Our values, cultural identities, and past experiences matter ... They are in the room!**
- Conflict is always possible, and conflict is OK when addressed from the heart.
- **We are all prejudiced; prejudice is learned and can be unlearned.**
- We are here to *learn* from each other.

The Four-Fold Way: Our Community Agreements

The Four-Fold Way: Walking the Paths of the Warrior, Teacher, Healer, and Visionary By Angeles Arrien

1. **Show up**, or choose to be present.
2. **Pay attention** to what has heart and meaning.
3. **Tell the truth** without blame or judgment.
4. **Don't be attached to the results**; stay open to outcome, not attached to it.

Agenda

This session will focus on creating inclusive and welcoming environments. We will explore this topic through the first touch-point: the syllabus.

Learn strategies, practices, and tools to demonstrate a culture of caring, increase students' sense of belonging, and types aligning the syllabus with the larger goal of students success for *all*.

Practice using a syllabus review tool.

“Mindfulness means
paying attention
in a particular way;
On purpose, in
the present moment,
and non-judgmentally.”

Jon Kabat-Zinn



Mindfulness is awareness cultivated through meditation and other mind-body practices to regulate and shape our attention and emotions.

AUTOPILOT

Automatic thoughts & feelings trigger unhelpful habits of mind & lead us to react in unskillful ways.

MINDFULNESS

Mindful awareness disrupts automatic tendencies to create space to choose a different response.

stimulus >> reaction

stimulus >> mindfulness >> response

Mindfulness trains our minds, which over time, trains our brains.



- o Reduces stress & anxiety
- o Improves mood & working memory
- o Prevents relapse of depression
- o Increases emotional intelligence
- o Develops awareness & resilience

A Quick Review of Equity

Equity is defined as “the state, quality or ideal of being just, impartial and fair.”¹

The concept of equity is synonymous with fairness and justice.

It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.

- The Annie Casey Foundation



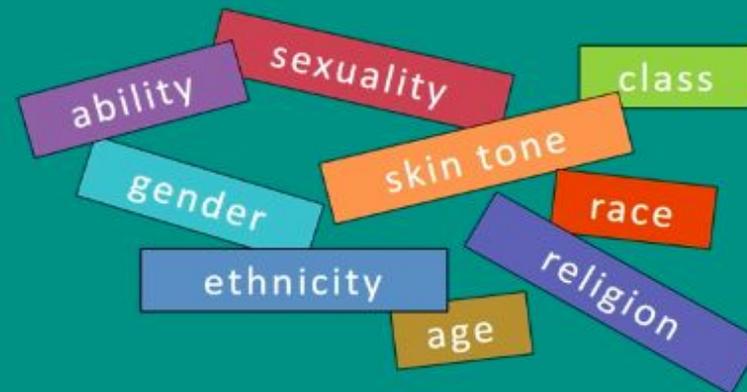
EQUITY

Seeking equity does not mean taking a slice of someone's pie; this breeds resentment that aligns with zero-sum thinking.

Equity means giving everyone access to essential ingredients and skills to bake their own pie.

[@Mindset2Equity](#)

OTHERING



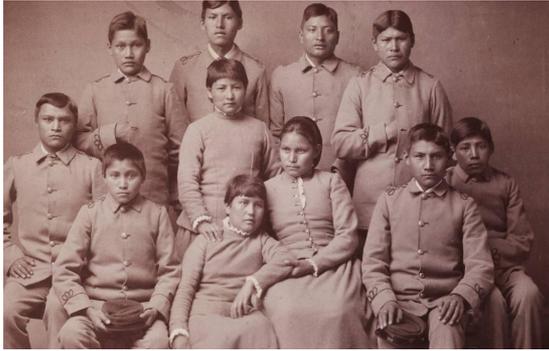
Othering is a generalized set of common processes that denies someone's full humanity based on them being less than and/or a threat to the favorite group

The Language of Othering

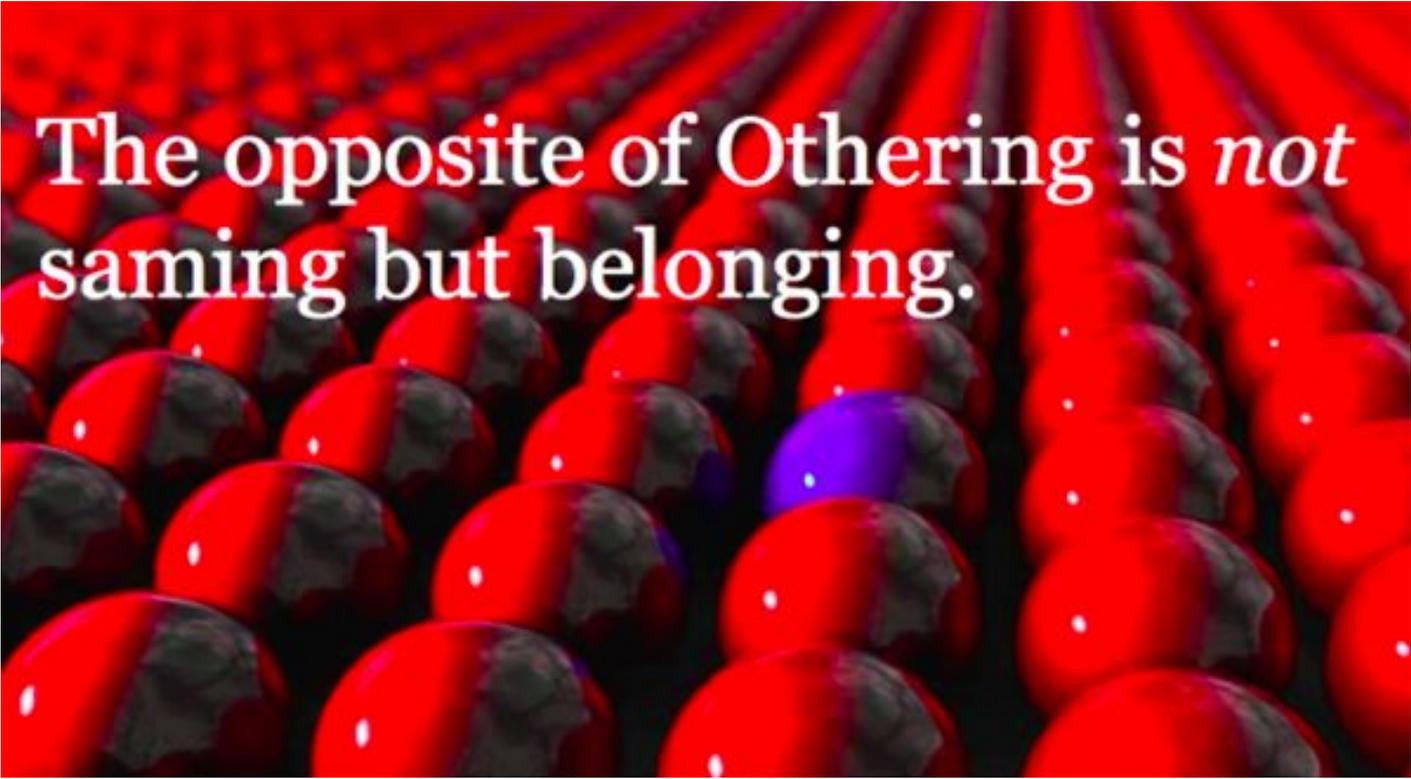
On Language:

At the fundamental level, all languages have ways of distinguishing between “them” and “us”; these very pronouns highlight the distinction between the groups. As the first person plural pronoun, “us” places the speaker within a group with a shared identity. By contrast, “them” is the third person plural, which is used to refer to people at a distance. In their denotation, their meaning, the words “us” and “them” contain no indication of power structures or perceptions of these groups. However, the power of words does not just derive from their definitions, but also from the connotations that they acquire through usage.

-The Language of Othering, by **Inspire Solutions**



NOT SAMING

A photograph of a grid of glossy spheres. Most are red, but one in the middle is purple. The spheres are arranged in rows that recede into the distance, creating a strong sense of perspective. The lighting is dramatic, with bright highlights on the spheres and deep shadows between them.

The opposite of Othering is *not* saming but belonging.

What Is Belonging?

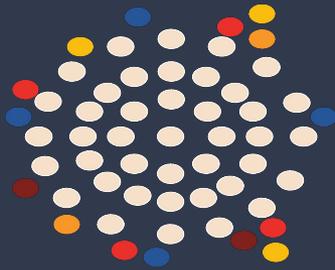
“Belonging is being part of a collective **we**. It’s about how much we believe we *fit* in a group or place – and how much that place or group welcomes or includes us. It’s the result of connecting with others in rich relationships and engaging in our communities to make them better. Belonging is fundamental to our sense of happiness and well-being.

Each of us has a personal connection to the idea of belonging that is influenced by our experiences with the people, places and identities to which we feel connected. So where do we belong? What do we belong to?

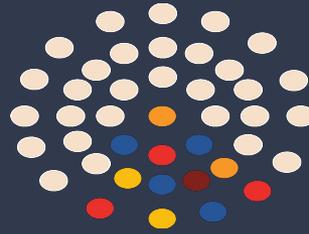
A community, a workplace, a specific culture group – these are all things to which we may belong.”

Belonging Matters!

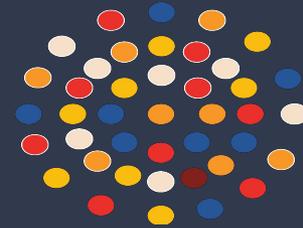
- Belonging is linked to better academic, psychological, and health outcomes...
- About **25 percent** of students are classified as having a low sense of belonging...
- **Teacher support** is one of the **strongest predictors** of having a sense of belonging in school...
- Emotional support from teachers is linked to Social Emotional Learning (SEL) development in students...



EXCLUSION



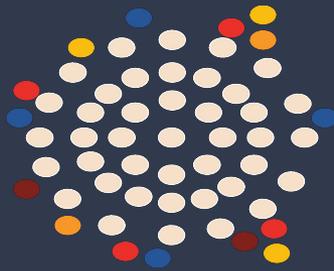
INTEGRATION



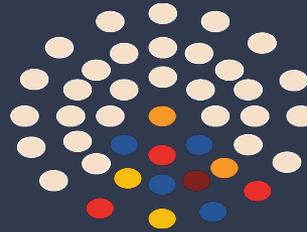
INCLUSION

Adapted from john a. powell

BLUEPRINT^{FOR}
BELONGING



EXCLUSION



INTEGRATION



BELONGING

Adapted from john a. powell

BLUEPRINT^{FOR}
BELONGING

LEARNING IS PROFOUNDLY SOCIAL

A positive environment that supports a sense of belonging is key to student success

CHANGE THE QUESTION

Why do these students have poor social and emotional capacities?



How can we ensure our school climate leads to the healthy development of each student?

SCHOOLWIDE ACTIONS

Take a schoolwide approach to SEL that includes policies and practices that foster positive climate, such as replacing punitive or exclusionary discipline with restorative justice⁹ or positive behavioral interventions and supports¹⁰

Noticing students who don't seem to feel comfortable in the school? Here are actions you can take.

<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/social-emotional-learning.pdf>

Provide educators with training on emotional intelligence, mindfulness, and resilience to stress and trauma⁶

Encourage teachers to engage in perspective-taking to better understand students' experiences and the negative feelings that may lead to misbehavior⁸

Structure dynamic group work in which small groups jointly solve a problem in ways that encourage cooperation¹¹

Adopt strong anti-bullying policies to promote inclusivity and improve school safety for marginalized students⁷

Hire teachers and administrators who reflect the diversity of your students⁷

BELONGING

Have, communicate, and support high expectations for all your students¹²

Use mindfulness practices to reduce your exhaustion and stress¹⁴

Strive to find common ground and similarities with all your students¹¹

Use culturally responsive practices to promote a sense of belonging in students from traditionally underserved groups¹⁴

Encourage students to focus on mastery rather than performance goals. Cultivate a classroom in which mistakes are understood to be part of learning, effort is valued, and students learn to appreciate challenges and hard work¹⁵

CLASSROOM-LEVEL ACTIONS

¹ Ruff, Greytak, Kossiw, & Willens, 2016
² Jennings & Greenberg, 2009
³ Dec, 2004
⁴ Okonofua, Paunescu, & Walton, 2016

⁵ Greenberg, Domitrovich, Weissberg, & Durlak, 2017
⁶ Ross, Barnett, & Horne, 2012
⁷ Aronson & Patnoe, 1997; Hake, 1998
⁸ Yeager et al., 2016

⁹ Gehlbach et al., 2016
¹⁰ Jennings et al., 2017
¹¹ National Academies of Sciences, Engineering, and Medicine, 2018
¹² Covarrubias, Herrmann, & Fryberg, 2016

First Touch Point: Equity-Centered Syllabus

With your group, you will:

- Review the document. What do you see? How does it make you feel? What is most strongly communicated (i.e., belief in student success, implications that rules will be broken, or the value of inclusion and respect)
- Reflect on the document. What is the potential impact on student success? What communicates shared power and respectful engagement? What reinforces student-centeredness and commitment to student success?
- Dialogue on the document. Without judgement, share your personal experience of the syllabus and how you think a student may interpret or experience the document. What was missing? What worked well? What could be enhanced?
- Consider concrete application or ideas for a more equitized syllabus. With your team, brainstorm suggestions for a more equity-centered syllabus, for the most marginalized students in particular.

This activity inspired by the University of Southern California, Center for Urban Education Rossier School of Education syllabus review protocol.

Traditional Policy Language

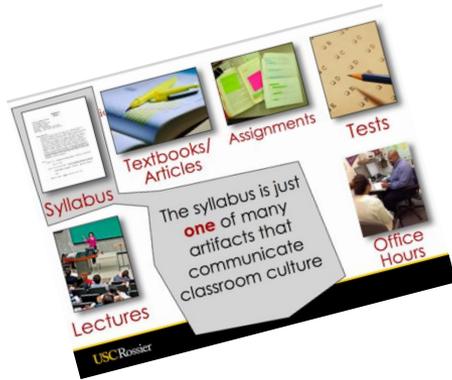
Drop Policy: Any student who has stopped doing the assignments has the responsibility to officially drop the class either on-line, by phone, or in the Admissions and Records office. Failure to officially drop may result in the student receiving a grade of “F”. **The policy is that an instructor has the right to drop any student who has one weeks’ worth of class absent at any time throughout the semester up to the drop deadline (the student must never assume that the instructor will do so). In this distance online course** I will drop any student who has not completed one weeks’ worth of assignments listed under Course Map (Week 1, 2, 3, etc.), or failed to comply with the instructions of the instructor for missed material, or has not met the hours required of the course. **February 20th** is the last day to drop without a W, and **May 7th** is the last day to drop with a W.

Equity-Minded Policy Language

Drop Policy:

Per college guidelines a student can be dropped if one weeks' worth of class attendance is missed. I understand taking online courses and juggling life may be tough. To help you manage your time, I have provided you with the course calendar. However, if an unforeseen circumstance arises and you miss material, please contact me and let me know so we can figure out a plan for you to get back on track. Our common goal here is to help you successfully pass the course. If you stop participating with the course material and don't inform me, I may drop you. You also have the option to drop the course yourself, if you choose to stop participating. **February 20th** is the last day to drop without a W, and **May 7th** is the last day to drop with a W.

Belonging in the Classroom Culture and Artifacts



LEGAL ASPECTS OF REAL ESTATE (RE 005)

WEST LOS ANGELES COLLEGE Spring 2015
Section B140 - Online
February 4 – June 3, 2015

Instructor: Dr. Porter (dporter@wlaac.edu)

COURSE REQUIREMENTS AND OUTLINE
*PLEASE NOTE: COURSE IN-CLASS CONTENTS ARE SUBJECT TO CHANGE

- Textbook:** California Real Estate Law, 7th Edition. Author: Walt Huber and Kim Tyler, J.D. Publisher: Educational Technology Company (ETC), ISBN: 978-0-919772-82-1. The book can be purchased from the WLAC Bookstore (West Los Angeles College Bookstore: 510.237.4000)
- Course Description & Purpose:** This course covers in detail the principles of property ownership and management, with special emphasis on the law as it applies to community property, conveyances, deeds, trust deeds, leases, brokerage activities, liens, foreclosures, wills, estates and taxes. Note: This course is required for the California Broker's License, elective for a real estate salesperson's license.
- Course Goals & Student Learning Objectives:** This course will provide students with information to develop and assess knowledge sufficient to pass the State of California Department of Real Estate Agency Licensing Examination, ensure a foundation for additional real estate study and personal development course will also achieve the following Institutional Student Learning Outcomes:
 - Foundational SLO: Technical Competence** - Utilize the appropriate technology often for information, academic, personal and professional needs.
- Program Level SLO
 - Foundational SLO: Communication** - Effectively communicate thought in a clear, well-organized manner to persuade, inform and convey ideas in academic, work, family and community.
- Program Level SLO
 - Foundational SLO: Cultural Diversity** - Respectively engage with other cultures in an individualized form.
- Program Level SLO
- Course Materials & Methods:** This is an online course that uses ETECH2 (Easy To Use Web Examine Software). All written assignments, quizzes, tests, and other materials will be posted ETECH2 and must be submitted ETECH2. The course is supported by WAC and PC - Access computer with a reliable, stable internet connection is required.
- Assessing Your Course:** Your course will not be available before February 4th. Please visit information at West Los Angeles College (WLAC) Distance Learning website at <http://www.wlaac.edu/distance> where you will find links to course information including required materials, technical requirements and videos on how to LogIn, Navigate, write Emails, My Post in the Discussion area.

4. Assignments, Quizzes and Exams: Legal Aspects of Real Estate includes 15 chapters, 15 quizzes, 3 exams and a written assignment. These may also be completed for extra credit. Written assignments and Quizzes are located in "Exams and Tests" under the "Assignments, Tests and Surveys" tab. ALL WRITTEN ASSIGNMENTS, QUIZZES AND EXAMS ARE TIME SENSITIVE AND WILL NOT BE ACCEPTED BY THE ETECH2 SYSTEM AFTER THE DEADLINE. Make-up exams are not offered. **You should complete one chapter per week Exam.** This lesson refers to a complete year coursework.

ALL COURSE WORK, QUIZZES AND WRITTEN ASSIGNMENTS MUST BE COMPLETED AND SUBMITTED BY 11:59 P.M. -PACIFIC TIME. COURSE WORK SUBMITTED AFTER THIS TIME WILL NOT BE ACCEPTED.

7. Attendance: Students are expected to log in consistently throughout the semester. All students should log in to the course by Monday, February 16th. If you have not logged in and participated by Friday, February 20th you will be dropped from the course. Students who are dropped might not be reinstated. A student who does not regularly log in and does not complete the coursework is subject to being dropped from the course or receiving an "F".

8. Course Withdrawal Procedure: Any student intending to withdraw from the course must follow the proper procedure, in accordance with the college's policies. The proper form must be filed with the Office of Admissions and Records, and the instructor must be notified in writing to avoid receiving an "F" on the final grade. If you fail to officially drop the class and do not complete the course you will receive an "F" on your permanent records.

9. Grading: Grading will be on the prior system and students may earn up to a total of 800 points. The final grade will be based upon the total number of points (out of 800) received during the course. Final exams, quizzes, and written assignments. Additional points may be earned from class participation, and other possible items as determined by the instructor.

Written Assignments = 50 points

Quizzes = 150 points (Chapters 1 – 15)

Exam 1 = 100 points (Chapters 1 – 6)

Exam 2 = 100 points (Chapters 6 – 10)

Exam 3 = 100 points (Chapters 11 – 15)

The course grade will be based upon the following:

80% and over = "A"

70% to 79.9% = "B"

60% to 79.9% = "C"

50% to 59.9% = "D"

LEGAL ASPECTS OF REAL ESTATE

RE 005, Section 12471 | Online | Aug 28 - Dec 17, 2017




COURSE DESCRIPTION: This course is taught online using Canvas, therefore, you will need access to a computer and/or smartphone with a reliable, stable internet connection. This course covers in detail the principles of property ownership and management, with special emphasis on the law as it applies to community property, conveyances, deeds, trust deeds, leases, brokerage activities, liens, homebased, wills, estates and taxes. All students interested in pursuing a career in real estate, taking this class towards a college degree or improving their general knowledge of real property are welcome. All assignments, quizzes, tests and other materials will be posted on Canvas. Course Credits: 3 Units

COURSE TEXTBOOK INFORMATION:
California Real Estate Law, 8th Edition (Huber)
Publisher: Educational Technology Company (ETC), ISBN 13: 978-1-62684000-3

WLAC Bookstore:
Ph: 310.237.4000 | www.wlaac.edu/bookstore

INSTRUCTOR: Dr. Anita Parvizi | Email: PorterAE@wlaac.edu
Online office hours - by appointment

Course Goals & SLOs - Page 2

Calendar - Page 4

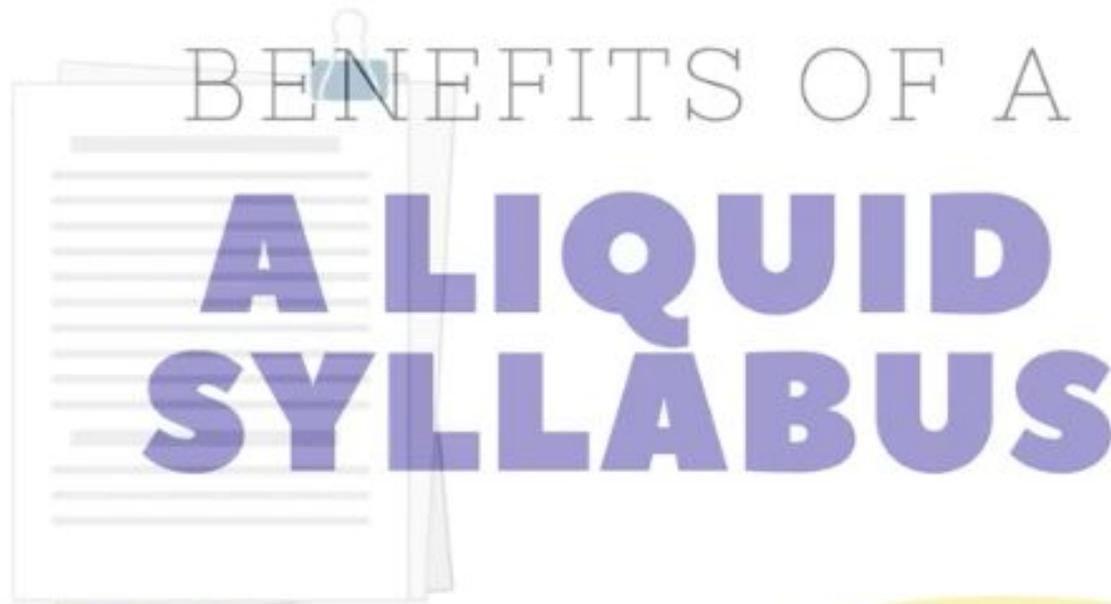
Coursework Info & Study Tips - Page 5

Teaching Philosophy - Page 6

Page 1

<https://sites.google.com/view/dr-porter-re-005-f19>

Mobile-Friendly Liquid Syllabus



I know what you're thinking.



Mobile-Friendly Liquid Syllabus



**Legal Aspects
of Real Estate**

Syllabus

This is a fully online course.

West Los Angeles College | RE 005, Section 11214 | Online | August 26 - December 15, 2019

<https://sites.google.com/view/dr-porter-re-005-f19/home>

Supporting Adult Learners

- Adults bring a wide range of personal and professional experiences to each new learning situation.
- Adults have a problem-solving orientation.
- Adults can be a valuable resource for one another.
- Adults lead busy, frenetic lives.
- Adults often have fixed viewpoints and entrenched habits.
- Adults are affected by the aging process.
- Adults have a deep need to be self-directing.
- Adults want to be treated with dignity and respect.

Rooted In Equity

- **Branches:** How will you integrate today's learning into your equity work?
- **Trunk:** How will you internalize or integrate equity throughout your work with colleagues and students?
- **Roots:** How will you help ensure your team will stay connected to these desired outcomes and a commitment equity?



Final Harvest

- ❖ Q&A
- ❖ Next Steps
- ❖ Appreciations



Thank you!



Our team wants to help create an equitized world; a world where everyone and every aspect of our individual and collective identities are embraced, celebrated, and centered.

We work toward building an equitized world one person, one team, and one system at a time. We offer supportive-guidance, coaching, workshops and resources for organizations committed to internalizing and institutionalizing the frameworks of cultural humility, equity literacy, and intersectional praxis.

We are humbled and honored to join you as an ally along your path!

***Allied Path Consulting, LLC
alliedpathconsulting@gmail.com***