

1. How do you address the different academic skills that students bring to the class?

2. How do you teach in a way that invites active interest and participation by all students in the class?

3. Connect students to services

then they are meeting with can reduce stressors. Generous Grace Periods

1: Group and pair

allows students of differing abilities to work as different partners. 2. Asking questions and play games. students to demonstrate their knowledge or ability

1. Bribe students to work ahead of due dates giving students time to improve their assignment and resubmit.

Help in their frustration, and to calm them and walk with them until their done.

Listen and be patient with the students.

Practicing

Be a modern instructor, drop the School Marm/Drill Sergeant bit.

Like Ibram Kendi, when I see racial differences, I see racism

Allow multiple ways to answer a question (Graphic, written, equations...)

Create a class for ALL students to learn how to be open to how they view curriculum in their courses.

I provide a variety of activities within the class that appeal to a broad base of experience levels and learning preferences.

scaffolding assignment dates

I ask students the heart about their personal opinions, experiences and perspectives

I try to create assessments that access a diverse group of strengths so that everyone has an opportunity to demonstrate their understanding in a way that works for them.

flexibility if they need it. Aligning assignments with outcomes and being transparent on purpose of assignments

You structure the class so that students with different outside stressors are able to participate on equal footing.

monitoring of ability of students to perform in class tasks

students can perform the task

B flexible, honest, acknowledge I make mistakes and may know less than my students

In my grading, I include the dropping of some of the lowest scores, so that if outside issues take them away from a focus on the class for a while, they it won't have a large impact on their grade.

I show that I value diverse experience.



Students understanding the material

# What is an example of meaningful assessment outcome?

Minute papers and TPS Reports where students can apply what they've learned

quick writes in class and/or during class on what students are getting from the content presented/taught

Application of the material to the world and themselves and subjective experience of progress

Classic application of theme/learnings to real life; but then come back to it in a future assignment.

Evidence that the student can actually use the knowledge or perform the skill.

Can you answer a question that seems unfamiliar at first, but which actually uses the knowledge you've learned so far?

What did you learn during the week? What do still struggle with? What is a success for you this week?

constant positive reinforcement for trying

Student demonstrating new material via cameras on zoom. I teach dance-so being able to demo-is important

Reflect back on the past \_\_\_ weeks of our course. How do you see \_\_\_ differently?

Student generated assessment tests and rubrics asking students to reflect on what they have learned and where they might need more help

I am finding the jam board a little frustrating with so many participating on it at once.



What kind of help do you need the moment their learning experiences every quarter

Students explain applied application of a course concept to something they care about

Have students explain, in a complete English sentence

Student reflects on their learning experiences other students

Students can use their learning in ways that are useful and meaningful to them.

Application of theory--how did you practice and use this strategy this week?

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What questions come up when you see these equity gaps? What is your role in setting the stage for how a student perceives, feels, and learns in your class after seeing your own gaps? How might that be different for different students?

For Filipinx professor, I still have anxiety for my own student community. but more so, I am more concerned for communities --PI come.

How do I find out the biggest factor to change in my classes? Where to start?

What if we have African American students that are not interested in a STEM major.

I actively reach out to students and ask how I can be of help

One small step of learning in your class, might mean a giant step of success in their next class.

This comment ("One thing I struggle with...") sums up my perspective very well, too:

One thing I struggle with when trying to address equity is that there are so many factors that we can't do anything to control (a student's living situation/work situation/attitude/etc). What are some ways I can help a student who is moving from couch-to-couch, working 60 hours a week, taking 18 units, and doesn't really want to be here succeed?

If we do an awesome job teaching, following most research-based approaches, won't everyone's success rate go up, thereby preserving the gaps?

for any assistance the students need. Once it was for a pair of shoes.

Why are students feeling unable to succeed in this environment

like Ibram Kendi, When I see racial differences, I see racism

We often say that our students have "made a choice" to be here, but if we asked them whether it really felt like a choice to them, what would they say? Do they really feel like they chose to go to college?

An important factor is the instructor's ability to perceive, understand and identify gaps. This involves reflection, research and data collection.

My role is to identify the gaps and creatively attack them using different teaching tactics

them for getting their work completed. I wonder to what extent some of the gaps that exist are due to these issue and students not having access to resources that assist them with this. I do try to provide flexibility and compassion when

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# What are your practices to address inequities within your class/area? Share concrete examples of what you have tried that worked or didn't work and why?

I renamed "office hours" as "student time"

I call my office hours  
"student drop in hours"

Community building activities. Open houses, mixers, group work, pair work. Intercultural and intracultural.

I spend the first day of my (science) class demonstrating to students that they are EXCELLENT scientists (so many of them come in saying "science is my worse subject")

Student ambassadors were helpful with some students who did not have the tech skills to manage on zoom/canvas/etc. This ability is a great gap still with students.

Student volunteer teaching assistant embedded in Canvas (preferably your previous student).

I email students individually mid quarter for a checkin.

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I avoid two grading practices associated with failure: a large part of the grade based on exams, and no chance to recover from a grading setback

I revised my syllabus that emphasizes that deadlines can be extended. I also have a syllabus quiz that repeats this.

Didn't work: Office hours and invite students

Did work: Reach out to students who are struggling and start a dialog

Active outreach to range of communities.



One-to-one communication - emails, Zoom meetings, etc. Students don't want to "bother" us, so we have to reach more than half-way.

sending students to tutoring is not enough. I have office hours in the WRC, so they go.

each student should have an opportunity to take a leadership role during class meetings

I email students telling time that i am willing to help anytime. Most of the time, the students do not reply. I message a lot of reminders to students. They tell me they appreciate it. And, if someone misses two assignments in a row, I invite them to come "see me" and make an appointment so we can chat.

I've gotten way more flexible on making up assignments, but then the students who really struggle often can't take advantage of that.

I will alter assessment dates if I see that there is a pattern where some students are late, just because they aren't able to finish the work on time b/c of other commitments. So changing the deadline helps everyone

THIS!!! =>

I gave students the opportunity to bring notes to the exams, but I found that almost none of them do it.

Work hard to build a relationship with students. Ask about their focus in school and interests.

Allowing students flexibility in assignment options - each fulfills the same course requirement - i.e. paper OR video OR pairs conversation and report

I got rid of textbooks... they are criminally expensive!!!



Supply a Jamboard to collect assessment reflections in your department meetings.

# What are challenges with this shift to meaningful assessment?

How does one assess how a student has improved their self-confidence.

## What is needed from the institution or yourself to advance meaningful assessment?

There may be pressure from stake-holders, including the learning institution, to use quantitative, standardized assessments. Teaching is a complex act and a course is a complex event. Infrastructure shortcomings make this complexity even greater. Evaluations of classroom teaching, etc. are often short, 1-2 hours, if in-person observation occurs at all. Thorough processes are needed throughout and at all levels.

more district institutional researchers to work with departments to create SLO's/assessments



Articulation should be addressed, because if a course is articulated to UC and CSU, how can we be sure that UCB, say, would be "okay with" radically new ways of assessing students?

Get Canvas to allow grades without points

I think you can set up assignments as complete or incomplete - not graded.

true. "incomplete" shows a big red X. and "not graded" shows students a banner "this assignment is not part of your final grade" not the messaging I want

We need more administrative/institutional support

have an honest conversation about how a lot of academia is about disciplining students who aren't perceived as measuring up, rather than really focusing on what the student needs to learn and be successful

Commitment to doing this work is difficult. I am concerned about the institution's commitment to creating this change. I know change takes time but I worry about how "on board" the institution is.

Even students aren't used to new assessment methods... many don't know how to handle something that isn't a test or is awarded "points"

Rethinking how I've always done things-to be ever more inclusive, understanding differences and progress in learning.

For me, the biggest challenge is my own limits to creativity and the need for consistent collegial exchange.

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