

# The Equity Centered Classroom: Syllabi ReDesign

**Facilitated By**

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# 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.

stimulus >> reaction

## MINDFULNESS

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

stimulus >> mindfulness >> response

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

### PROVEN BENEFITS

- 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.”<sup>1</sup>

***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



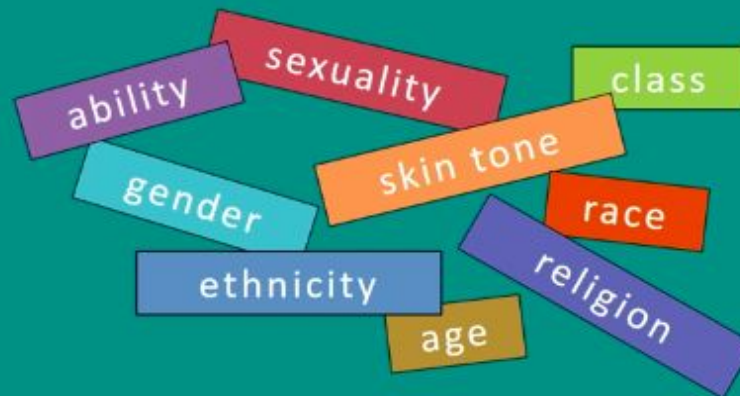
## EQUITY

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

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



# What Is Belonging?

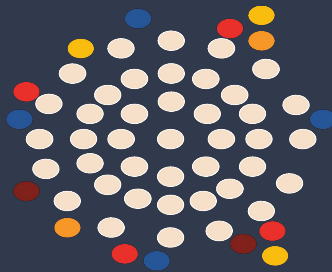
“Belonging is being part of a collective **we**. It’s about how much we believe we *fit* in a group or place – and how much that place or group welcomes or includes us. It’s the result of connecting with others in rich relationships and engaging in our communities to make them better. Belonging is fundamental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

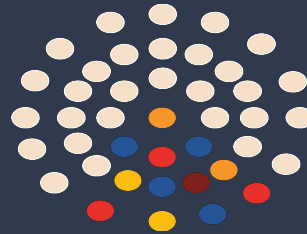
A community, a workplace, a specific culture group – these are all things to which we may belong.”

# Belonging Matters!

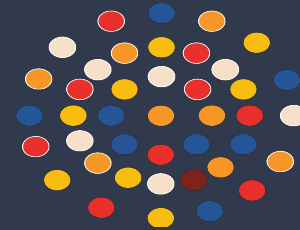
- Belonging is linked to better academic, psychological, and health outcomes...
- About **25 percent** of students are classified as having a low sense of belonging...
- **Teacher support** is one of the **strongest predictors** of having a sense of belonging in school...
- Emotional support from teachers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



*EXCLUSION*



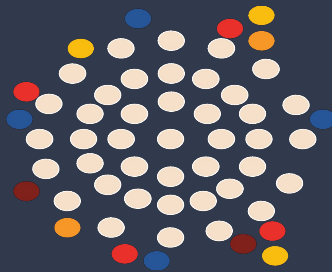
*INTEGRATION*



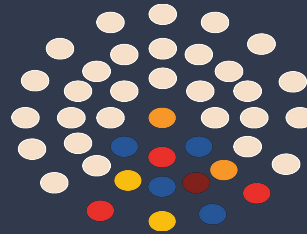
*INCLUSION*

Adapted from john a. powell

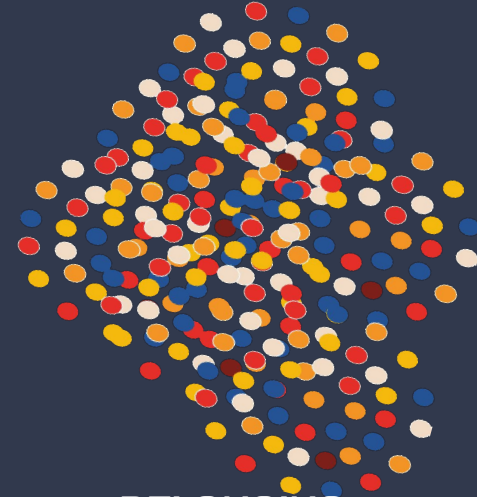
**BLUEPRINT**<sup>FOR</sup>  
**BELONGING**



*EXCLUSION*



*INTEGRATION*



*BELONGING*

Adapted from john a. powell

**BLUEPRINT**<sup>FOR</sup>  
**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 justice<sup>9</sup> or positive behavioral interventions and supports<sup>10</sup>

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

Provide educators with **training** on emotional intelligence, mindfulness, and resilience to stress and trauma<sup>6</sup>

Encourage teachers to engage in perspective-taking to better understand students' experiences and the negative feelings that may lead to misbehavior<sup>8</sup>

Structure **dynamic group work** in which small groups jointly solve a problem in ways that encourage cooperation<sup>11</sup>

Adopt **strong anti-bullying policies** to promote inclusivity and improve school safety for marginalized students<sup>1</sup>

Hire teachers and administrators who reflect the **diversity** of your students<sup>7</sup>

# BELONGING

Have, communicate, and support **high expectations** for all your students<sup>12</sup>

Use **mindfulness practices** to reduce your exhaustion and stress<sup>14</sup>

Strive to find **common ground** and similarities with all your students<sup>15</sup>

Use **culturally responsive practices** to promote a sense of belonging in students from traditionally underserved groups<sup>16</sup>

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 work<sup>13</sup>

## CLASSROOM-LEVEL ACTIONS

<sup>1</sup> Ruff, Greytak, Kosciw, & Villenas, 2016

<sup>2</sup> Jennings & Greenberg, 2009

<sup>3</sup> Dix, 2004

<sup>4</sup> Okonofua, Paunescu, & Walton, 2016

<sup>5</sup> Greenberg, Domitrovich, Weissberg, & Durlak, 2017

<sup>6</sup> Ross, Farmer, & Horsey, 2012

<sup>7</sup> Aronson & Patnoe, 1997; Hake, 1998

<sup>8</sup> Yeager et al., 2016

<sup>9</sup> Gehlbach et al., 2016

<sup>10</sup> Jennings et al., 2017

<sup>11</sup> National Academies of Sciences, Engineering, and Medicine, 2018

<sup>12</sup> 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

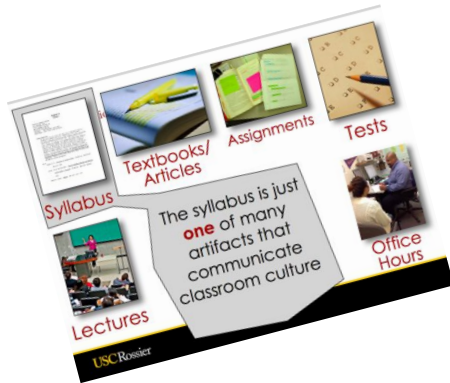
**Drop Policy:** Any student who has stopped doing the assignments has the responsibility to officially drop the class either on-line, by phone, or in the Admissions and Records office. Failure to officially drop may result in the student receiving a grade of “F”. **The policy is that an instructor has 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  
Section RE05 - Online  
February 4 - June 3, 2019  
Instructor: Dr. Porter (aporter@wla.edu)

**COURSE REQUIREMENTS AND OUTLINE**  
\*\*\*PLEASE NOTE: COURSE SYLLABUS CONTAINS SCHEDULE AND SUBJECT TO CHANGE\*\*\*

- Textbook:** California Real Estate Law, 7th Edition. Author: Wall Huber and Kim Tyler, J.D. Publisher: Educational Technology Company (ETC), ISBN: 978-0-86177-845-1. This book can be purchased from the WLAC Bookstore (West Los Angeles College Bookstore: 510.297.4000).
- 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, meet a foundation for additional real estate study and personal development course will also achieve the following Institutional Student Learning Outcomes:
  - Institutional SLO: Technical Competence:** Utilize the appropriate technology efficient for information, academic, personal and professional needs.  
- Program Level SLO:
  - Institutional SLO: Communication:** Effectively communicate thought in a clear, well-organized manner to persuade, inform and convey ideas in academic, work, family and social settings.  
- Program Level SLO:
  - Institutional SLO: Cultural Diversity:** Respectively engage with other cultures in an understanding form.  
- Program Level SLO:
- Course Materials & Methods:** This is an online course that uses ETUTOR (Easy To Use Tutor Examination Software). All written assignments, quizzes, tests, and other materials will be posted ETUTOR and must be submitted ETUTOR. This course is supported by MAC and PC. Access computer with a reliable, stable internet connection is required.
- Assessing Your Course:** Your course will be accessible before February 4th. Please visit information on West Los Angeles College (WLAC) Distance Learning website at <http://www.wla.edu/distance> where you will find links to course information including required major login instructions, Technical Requirements and videos on how to login, navigate within links, My Post to the Discussion area.

**4. Assignments, Quizzes and Exams:** Legal Aspects of Real Estate includes 17 chapters, 17 quizzes, 7 exams and a written assignment. There may also be assignments for your class. Written assignments and Quizzes are located in links under the "Assignments, Tests and Surveys" tab. ALL WRITTEN ASSIGNMENTS, QUIZZES AND EXAMS ARE TIME SENSITIVE AND WILL NOT BE ACCEPTED BY THE ETUTOR SYSTEM AFTER THE DEADLINE. Make-up exams are not offered. You should complete one chapter per week to finish. This leave sufficient time to complete your coursework.

**ALL COURSE WORK (QUIZZES AND WRITTEN ASSIGNMENTS) MUST BE COMPLETED AND SUBMITTED BY JUNE 3, 11:59 PM ET/PT. COURSE WORK SUBMITTED AFTER THIS TIME WILL NOT BE ACCEPTED.**

**7. Attendance:** Students are expected to login consistently throughout the semester. All students should login to the course by Monday, February 11th. If you have not logged in and participated by Friday, February 22nd you will be dropped from the course. Students who are dropped might not be reinstated. A student who does not regularly login and does not complete the coursework is subject to being dropped from the course or meeting on "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 point system and students may earn up to a total of 900 points. The final grade will be based upon the total number of points (out of 900) 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 Assignment = 50 points**  
Quizzes = 150 points (Chapters 1 - 15)  
Exam 1 = 100 points (Chapters 1 - 4)  
Exam 2 = 100 points (Chapters 5 - 10)  
Exam 3 = 100 points (Chapters 11 - 15)  
The course grade will be based upon the following:

90% and over = "A"  
80% to 89.9% = "B"  
70% to 79.9% = "C"  
60% 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, homeowners' wills, estates and taxes. All students interested in pursuing a career in real estate, taking this class toward 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 Credit: 3 Units

**COURSE TEXTBOOK INFORMATION:**  
California Real Estate Law, 8th Edition (Huber)  
Publisher: Educational Technology Company (ETC)  
ISBN 12: 978-1-62664005-3

**WLAC Bookstore:**  
Ph: 916.297.4980 | [www.wla.edu/bookstore](http://www.wla.edu/bookstore)

**INSTRUCTOR:** Dr. Amelia Porter | Email: [PorterAE@wla.edu](mailto:PorterAE@wla.edu)  
Online office hours - by appointment

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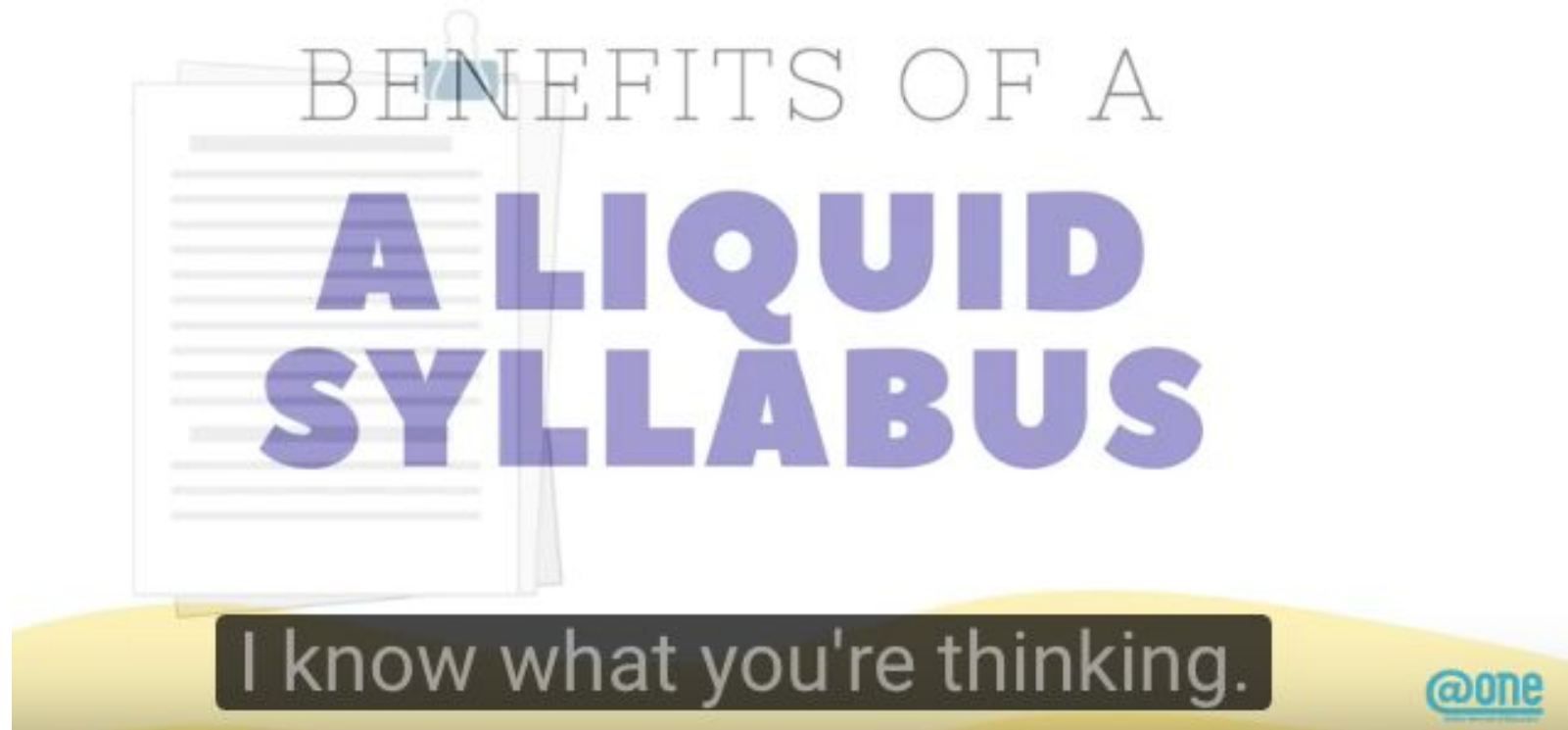
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<https://sites.google.com/view/dr-porter-re-005-f19>

# Mobile-Friendly Liquid Syllabus



<https://youtu.be/90BmvCuXMol>

# 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***