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?

I conceptualize assessment as teacher monitoring of ability of students to perform in class tasks. Students can perform the task like Ibram Kendi, when I see racial differences, I see racism.

I try to meet students where they are by creating scaffolding assignments that they can perform the task. Like Ibram Kendi, when I see racial differences, I see racism.

Listen and be patient with the students. Be a modern instructor, drop the School Marm/Drill Sergeant bit.

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

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

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

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

Scaffold assignments by dates.

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What is an example of meaningful assessment outcome?

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

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

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

What kind of help do you need at the moment?

Have students explain, in a complete English sentence

Student joins chats and start helping other students

Student explains, applied a theory of a course concept to something they are about

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

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?

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

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

My role is to identify the gaps and creatively attack them using different teaching tactics. Getting their work completed, I wonder to what extent some of the gaps that exist are due to these issues and students not having access to resources that assist them with this. I do try to provide flexibility and compassion when they reach out to students and ask how I can be of help available 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 they really felt like a choice to them, what would they say? Do they really feel like they chose to go to college? 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?

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

What if we have African American students that are not interested in a STEM major. It seems like we have to really go out of our way for those students with challenging life situations. They need us even more.

An important factor is the instructor’s ability to perceive, understand and identify gaps. This involves reflection, research and data collection. If we do an awesome job teaching, following most research-based approaches, won’t everyone’s success rate go up, thereby preserving the gaps?
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.

Active outreach to range of communities.

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

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 email students individually mid quarter for a checkin.

I spent 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")

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

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.

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

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

I will also assessment dates. IF student there is a perform where some students are off, just because I wasn’t able to finish the work on time at what other commitments. The changing the deadlines helps everyone.

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

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

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What are challenges with this shift to meaningful assessment?

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

There may be pressure from stakeholders, 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.

We need more district institutional researchers to work with departmental colleagues to create SLO's/assessments.

Get Canvas to allow grades without points. I think you can set up assignments as complete or incomplete - not graded.

We 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.

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

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"