

Teaching and Learning in the 5-Star

**Cascadia College, Edmonds Community College, Everett Community College,
Lake Washington Institute of Technology, Shoreline Community College**

Ice-breaker Activity

Read your card's question to another attendee.

Respond to their card's question.

Swap cards.

Find a new partner!

A solid blue vertical bar is positioned on the left side of the slide.

WELCOME

Amit B. Singh, PhD

President, Edmonds Community College

Agenda

- Welcome, Goals, and Agenda
- Who are our students?
- Practicing a “Growth Mindset”

break

- Connecting with our students (“The 4 Connections”)
- Transparent assignments (“TILT”)
- Assessment strategies

break

- HR Policies
- Closing

Lunch with your College cohort!

Faculty Developers

- Peg Balachowski, Everett CC
- Rhonda DeWitt, LWTech
- Elisabeth Fredrickson & Jasmine Torres-Germack, Edmonds CC
- Brigid Nulty, Shoreline CC

Our Goals

By the end of this Orientation each of you will:

- understand community and technical college student demographics
- practice some reflective metacognition
- identify strategies for connecting with your students
- identify teaching strategies that you can apply to your course, including an introduction to transparent assignments and formative assessment
- be familiar with HR policies common to our colleges

Who Are Our Students?

“Close to **74 percent of undergrads** fall into one of these categories — and about **a third have two or three**.

- Financially independent from their parents
- Having a child or other dependent
- Being a single caregiver
- Lacking a traditional high school diploma
- Delaying postsecondary enrollment
- Attending school part time
- Being employed full time”

	LWTech	Cascadia	Everett	Edmonds	Shoreline
% Part-time students	47%	53%	46%	60%	58%
% have a job	34%	43%	36%	33%	17%
Age of students	30 (average)	19 (median)	25 (average)	29 (average)	27 (average)
% Under-represented minorities*	15%	17.4%	24%	24% (at least)	16%
% Taking pre-100 English or Math	18%	25%	23%	31%	41%
% First-generation*	34%	<i>not avail</i>	44%	>50%	<i>not avail</i>
% Low/er Socio-economic Status*	18%	10%	24%	32%	20%
% Transfer students	33%	9%	5%	13%	12%
% Workforce/Prof-Tech (not intending to transfer)	44%	29%	25%	35%	42%

Community colleges struggle to retain students, and support them to completion:

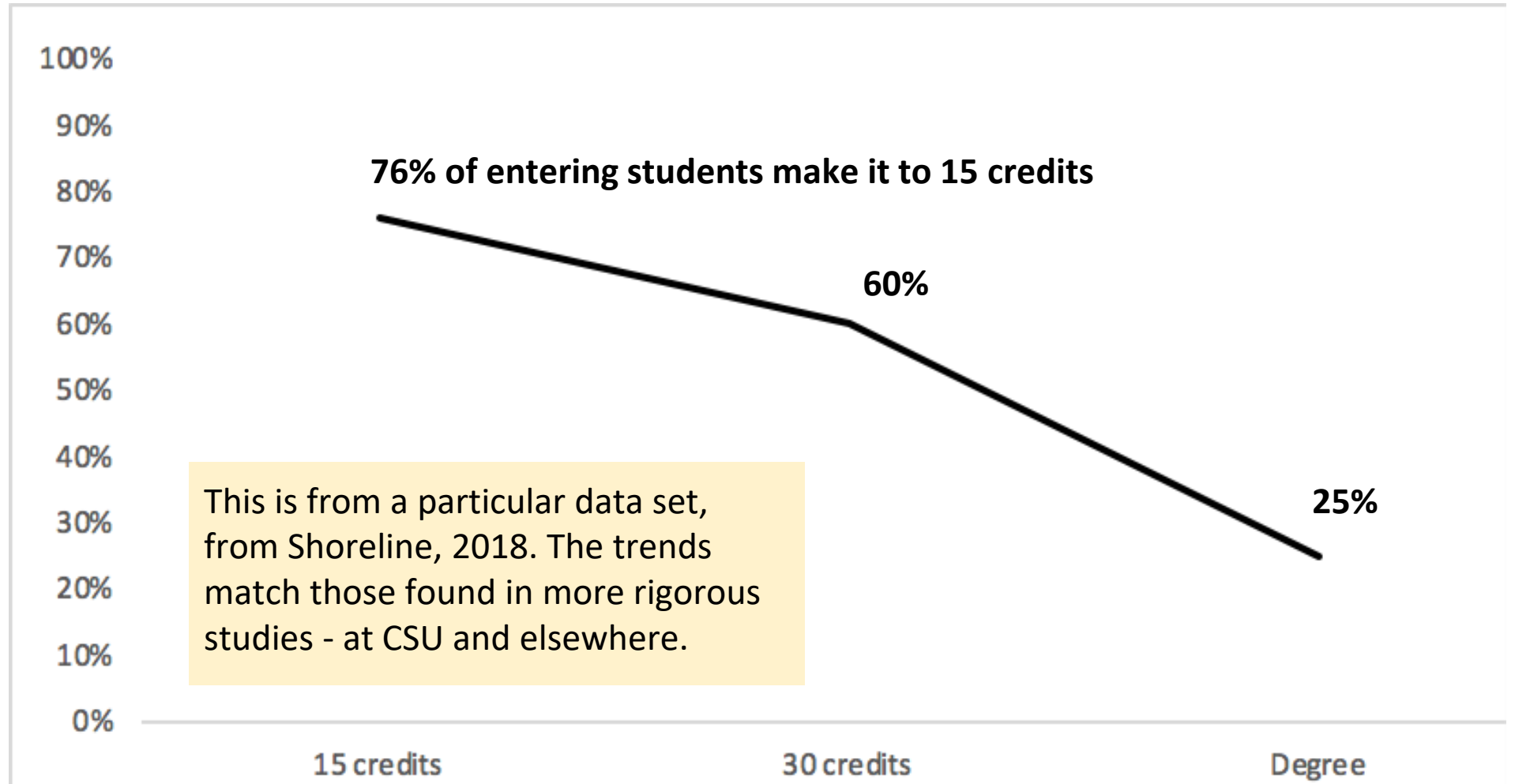
Backstory on the graphs in the next two slides:

CSU did a study of retention and graduation rates of their students, examining gaps between different populations. They went further, and looked at subsets of students who fit into more than one demographic category.

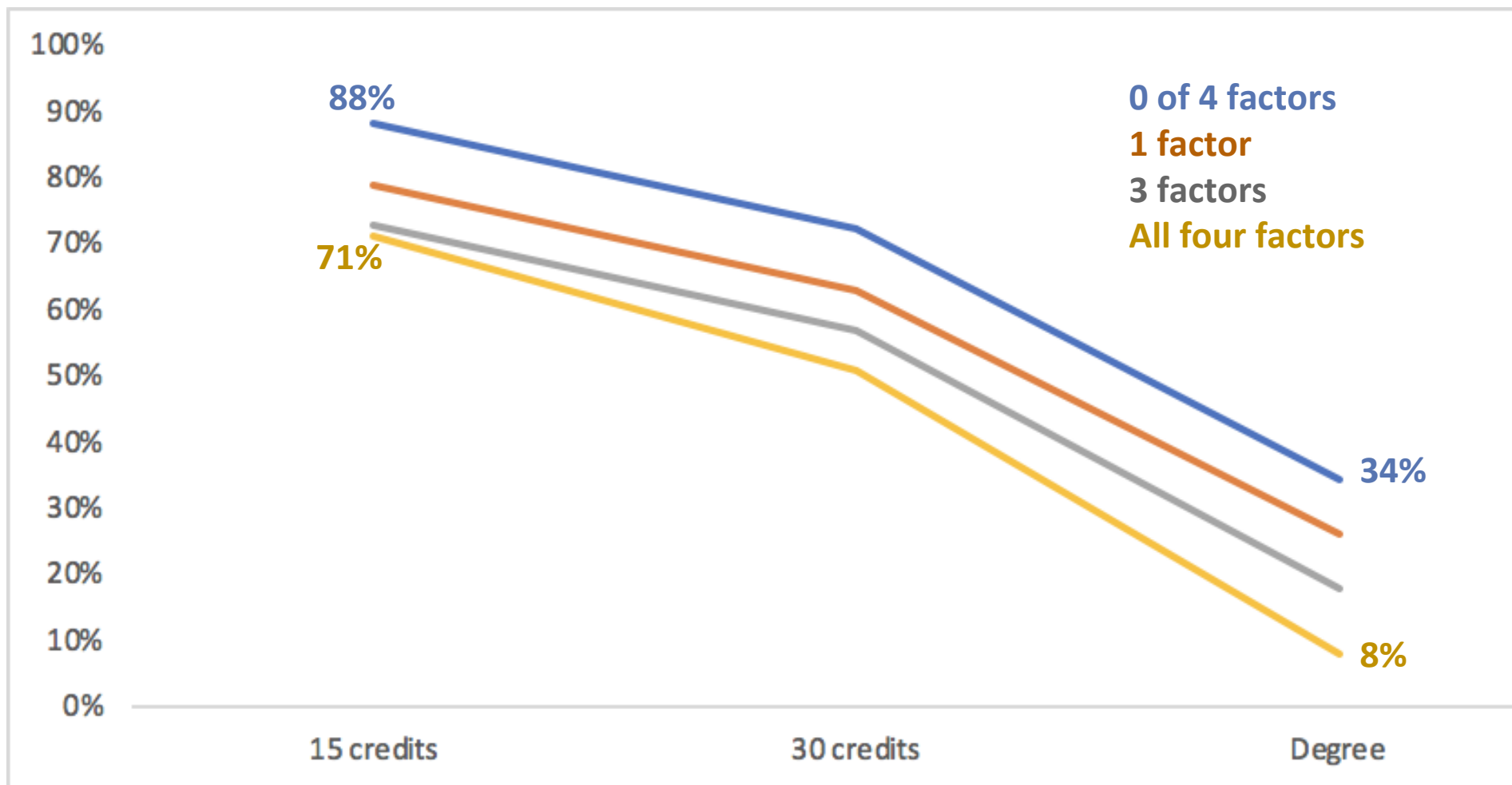
*In **Spring 2018**, **Shoreline** tried to replicate the study with our own data.*

You can watch a video about the two projects on the 5-Star Orientation Canvas site.

Community colleges struggle to retain students, and support them to degree:



This is more pronounced for certain groups of students.



The “equity gap”:

the difference in achievement between different groups of students that *does not* match their proportionate representation or academic capabilities

Hypothetical example:

Population is 60% first-generation, but population of *graduates* is 30% first-generation

Possible explanation:

Institution, system, and resources seem to better serve the 40% of students who are not first-generation.
Are there assumptions built-in to how we do things?

Implication:

We need to (re)examine policies, procedures, practices (etc.) through the lens of how they can support all students and “close the gap”

Take home message:

Our work - as educators - includes efforts to mitigate these success gaps, by reducing unintended barriers.

Removing Barriers by Developing a Growth Mindset



Grit. Effort.

Removing Barriers.

Adapted from Teachin' It!



FIXED

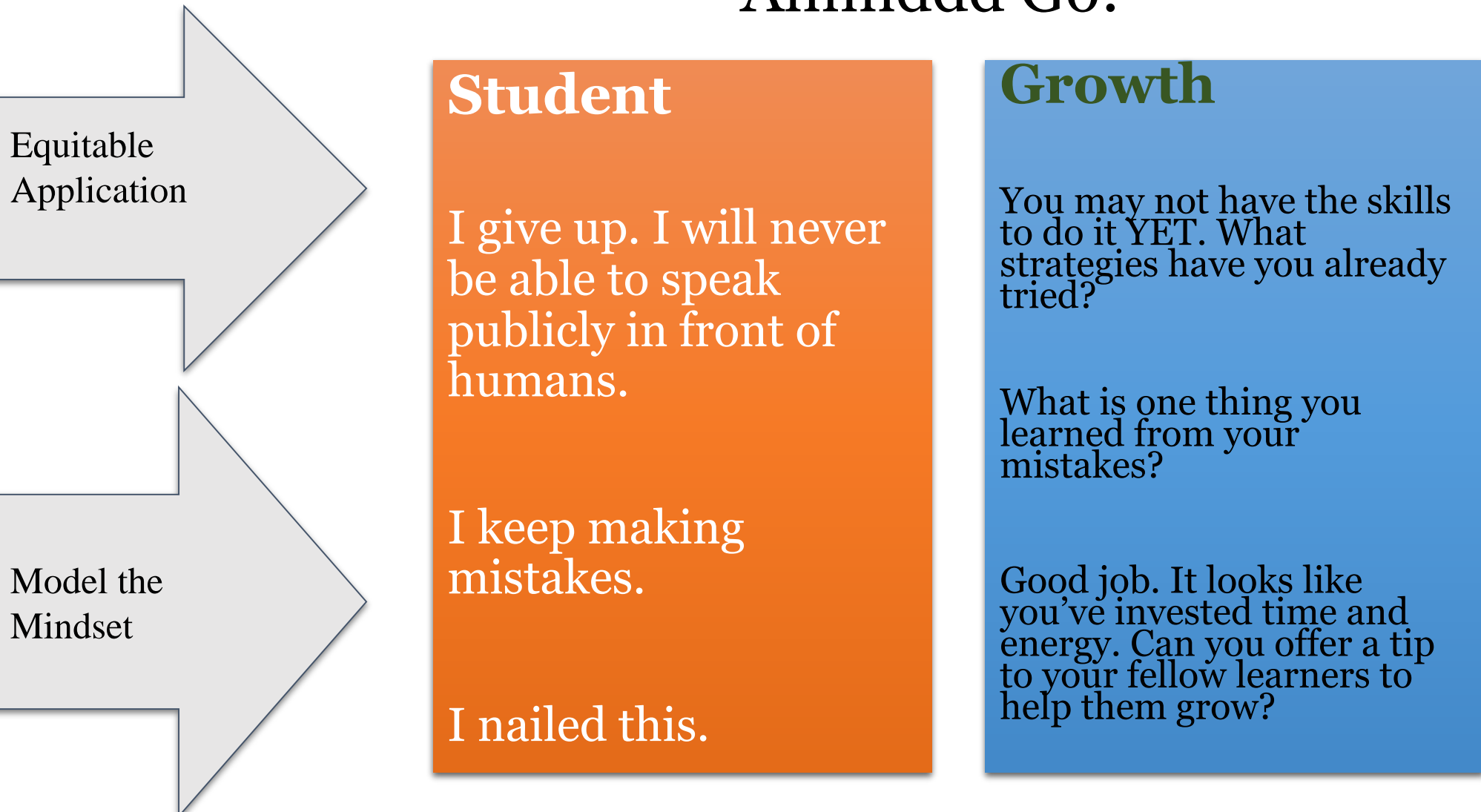


GROWTH

MINDSETS

How do we facilitate a climate
that encourages & supports a
growth mindset for all students?

Instructor: We are Going to Adopt a Growth Mindset! Annndddd Go!



Equitable
Application

Model the
Mindset

Student

I give up. I will never
be able to speak
publicly in front of
humans.

I keep making
mistakes.

I nailed this.

Growth

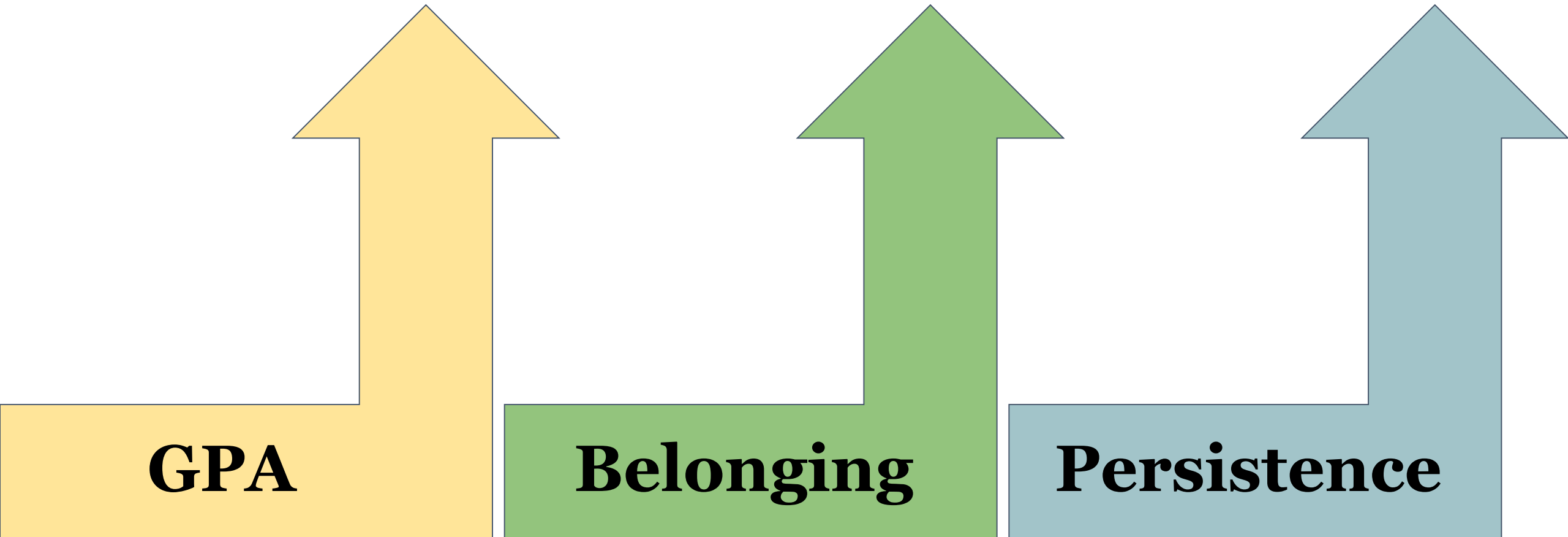
You may not have the skills
to do it YET. What
strategies have you already
tried?

What is one thing you
learned from your
mistakes?

Good job. It looks like
you've invested time and
energy. Can you offer a tip
to your fellow learners to
help them grow?

**Mistakes Reflection
&
Growth Mindset
Activity**

Growth Mindset & College Students



National Academies of Sciences, Engineering, and Medicine (2017).

“The greatest act of social justice an instructor can commit is to create safe learning environments where students from all backgrounds and identities can actualize their full potential as powerful learners.”

- Felicia Darling, *Teachin' It!*

Parting Gift!

Connecting with Students



Purpose: Empower educators to build relationships that promote student success.



Odessa College

- 17% dropout rate!
- students not completing
- failing to pass
- not finishing degrees



The 4 Connections

**Interact with
Students by
Name**

**Check-In
Regularly**

**Schedule One-
on-One
Meetings**

**Practice
Paradox**

The 4 Connections are based on Odessa College's Drop Rate Improvement Program. You can learn more about it at <http://achievingthedream.org/resource/13784/the-drop-rate-improvement-program-at-odessa-college>





Dr. Wood concluded:
“Common thread of **connectivity**
with the students.”

Learning Domains

- **Cognitive:** mental skills
- **Affective:** feelings or emotional
- **Psychomotor:** manual or physical



Affective

- Do I belong?
- Will I be good enough?
- Can I do this?
- (prioritize and integrate)



Odessa College - In Class Retention

Before

83%

After

95%*

***“regardless of gender, age, race/ethnicity, or Pell status”**

Odessa's High Drop Instructors

	Historic (3-Year Average)	Drop Rate Improvement Plan (Fall 2011)
Instructor 1	28.1%	6.7%
2	23.7%	9.7%
3	22.7%	15.1%
4	20.8%	9.2%
5	20.7%	8.1%
6	19.0%	7.6%
7	18.6%	13.4%
8	18.4%	5.5%
9	18.3%	15.1%
10	22.0%	7.3%
11	19.8%	10.3%

Kistner, N. A., & Henderson, C. E. (2014, December 26). [The Drop Rate Improvement Program at Odessa College] [Fact sheet]. Retrieved January 4, 2018, from <http://achievingthedream.org/resource/13784/the-drop-rate-improvement-program-at-odessa-college>

Closing Equity Gaps

Pass Rates @ LWTech by Ethnicity

Race/Ethnicity	Pass Rates		Pass Rates	
	2014-2016	n (duplicated)	2016-2018	n (duplicated)
African American	71.17%	319	88.00%	329
Alaska Native, American Indian, Pacific Islander	79.00%	117	94.67%	148
Asian	92.17%	941	94.33%	1168
Hispanic	86.33%	388	91.67%	411
Other	87.17%	290	88.50%	482
Not Reported	86.83%	549	89.50%	761
White	90.67%	3764	93.34%	3817



Discussion

- How do you practice The 4 Connections already?
- In what ways can you practice them more intentionally?

BREAK

Transparent Assignments

Focusing Question

If I were to change one thing about my teaching, what would be the one thing that would most benefit the population of students I have in my courses?

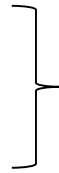
The Answer

Help students decode assignments by making them more transparent.

Transparent Assignments

- **Purpose**

- Skills practiced
- Knowledge gained



Relevance to students 5 years out
Connection to Learning Outcomes

- **Task**

- What to do
- How to do it

- **Criteria**

- Checklist or rubric in advance so students can self-evaluate.
- What excellence looks like (multiple annotated examples)

Results

Transparent Assignments boosted students'

- Academic **Confidence**
- Sense of **Belonging**
- **Skills** valued most by employers
- **Persistence** rates

**Larger effect for
traditionally underserved
students.**

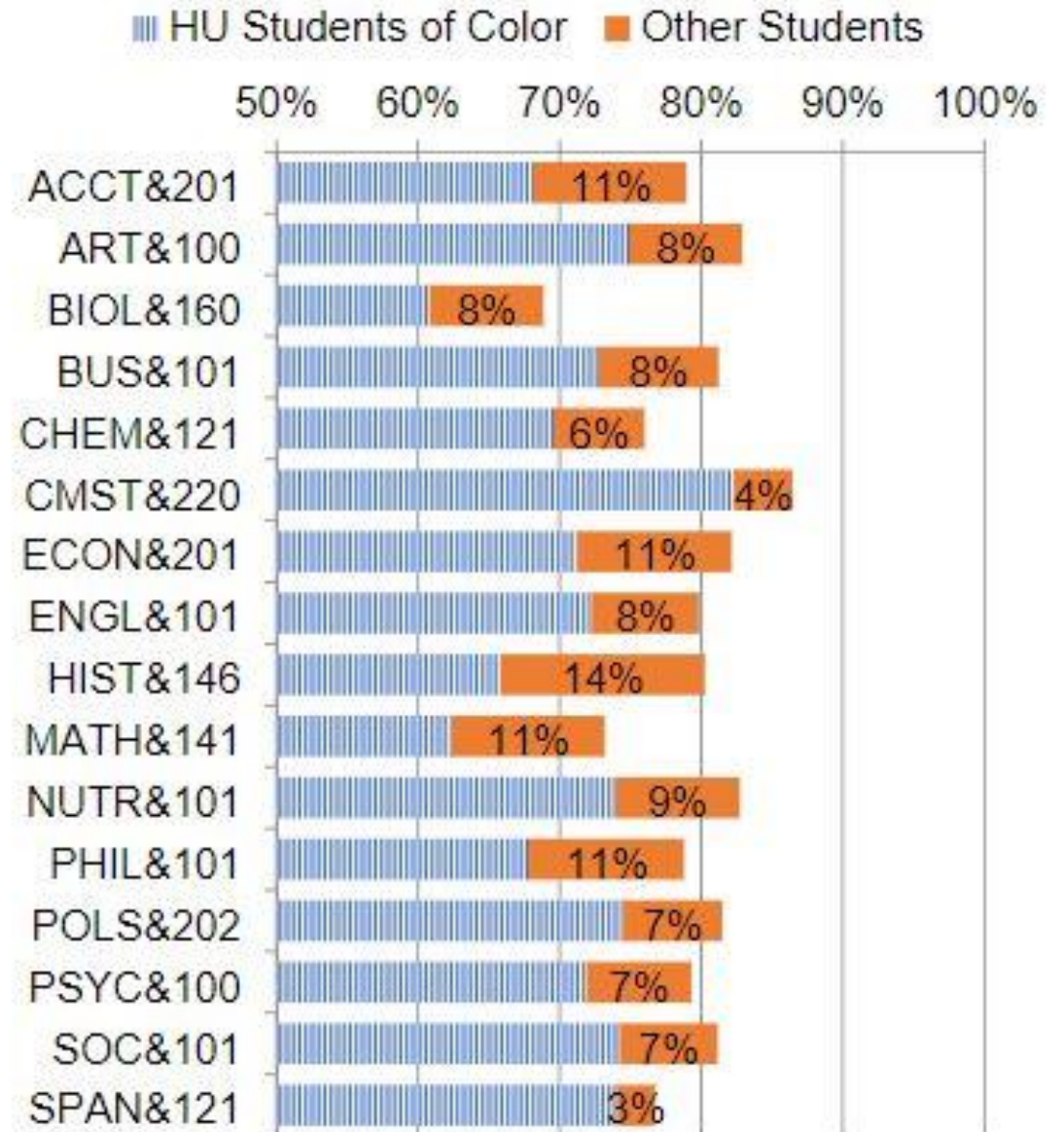
Takeaway

Transparent Assignments (TILT) are an equity strategy.

The Equity Gap

Statewide, historically underrepresented students of color have **lower course completion rates (3%-14%)** compared with their white and Asian peers.

Statewide data provided by SBCTC Policy Research Associate, Devin Dupree: ddupree@sbtc.edu



Students Respond to TILTed Assignments

“It would increase my overall confidence in the class.”

“I’d have a better understanding of the relevance of the lessons and class in general in relation to my education and career.”

“I would feel that the instructor wants to set me up for success.”

Scientific Evidence Assignment -- Before

- What is the **purpose** of this assignment?
- What **knowledge** or **skills** are involved in completing this assignment?

Scientific Evidence Assignment -- After

- What changed?
- How would these changes impact your confidence?
- What further changes would you suggest?

What is TILT?

- Transparency In Learning and Teaching
- An approach to teaching more transparently
- A template for designing assignments, organized by **Purpose, Tasks, and Criteria**
- A small teaching change that improves persistence and success rates, especially for traditionally underserved students.

*More information at [TILT Higher Ed](#).

Formative Assessment



68 *DAYS* *TILL* *SPRING*

Have you been shopping lately?



**TELL US
HOW WE'RE
DOING!**



Defining Assessment

Any process that provides information about the thinking, achievement, or progress of students



What is Summative Assessment?

- **EVALUATES** student learning according to some benchmark
- Typically involves quantitative feedback (a grade)



What is Summative Assessment?

- EVALUATES student learning according to some benchmark

Looking in the wrong place!

- Typically involves quantitative feedback (a grade)



What is Formative Assessment?

- A check-in used to potentially modify teaching and learning activities
- Typically involves **qualitative** feedback
- Assessment **FOR** learning vs. assessment **OF** learning
- Continuous improvement loop



**TELL US
HOW WE'RE
DOING!**

- Effective assessment is complex and requires the use of multiple measures—formal and informal, traditional and authentic—as **part of a balanced system**.
- Exams and quizzes have their place in our work, but they don't tell the whole story about student learning.
- Assessment FOR learning doesn't rely on body language!

Building a Culture of Formative Assessment

<http://www.jessestommel.com/why-i-dont-grade/>



Amy Fast, Ed.D

@fastcrayon



The saddest and most ironic practice in schools is how hard we try to measure how students are doing and how rarely we ever ask them.

5:05 PM - Mar 28, 2016



290



219 people are talking about this



Purpose

**The purpose of formative assessment is to learn the whole story - is learning taking place in your class?
Are you adapting to the needs of the students?**

Purpose

**The purpose of formative assessment is to learn the whole story - is learning taking place in your class?
Are you adapting to the needs of the students?**

Task

Choose one *AfL* and use several times during the quarter. Collect data, report to students what you learned.

Purpose

The purpose of formative assessment is to learn the whole story - is learning taking place in your class? Are you adapting to the needs of the students?

Task

Choose one *AfL* and use several times during the quarter. Collect data, report to students what you learned.

Criteria

Look for trends in student responses, and make adjustments to classroom practices as needed.

Building a Culture of Formative Assessment

Why do this?

- *Stay in touch with what students are thinking and doing.*
- *Adjust your classroom practices.*
- *Address student concerns.*
- *Think about the continuum of relationship building in your class.*



Can formative assessment help reduce equity gaps?

- Formative assessment is an equity strategy because it emphasizes getting *all students* to the same start and finish line of understanding, because it can help all students, which means it helps underserved students to a greater degree.
- The student voice is a critical element of a balanced system.

Similarities

Cree accolades/recognized
Hunters So responsibility to each
Age means other
addicted to residential
Adventures school
Snow war/soldiers
 casualties

Differences

Elijah/English/Xavier/Cree

Elijah is not residential longer
more familiar with the western way

Elijah - adventure/accolades

Xavier -> to take care of Elijah

Elijah needs acceptance/
acknowledged/like the attention

Elijah's values/beliefs

Xavier has principles
values -> ?

Elijah is stripped of
identity

Xavier has N







***CAN I
DO
THIS?***



***CAN I
DO
THIS?***

***IS IT
RELEVANT?***



**DO I
BELONG
HERE?**

**CAN I
DO
THIS?**

**IS IT
RELEVANT?**

I used to think...

An exam would help students identify their strengths and weaknesses and target areas that need work. *And then they would work on those areas.*



Now I know...

Learning takes place in students' heads
where it is **INVISIBLE** to others.
This means that learning must be
assessed differently: what **ALL** students
can *do* with their learning.

I used to think...

Grades were a reliable proxy for student learning. *A bad grade meant they would just study harder. “You just need to study more!”*



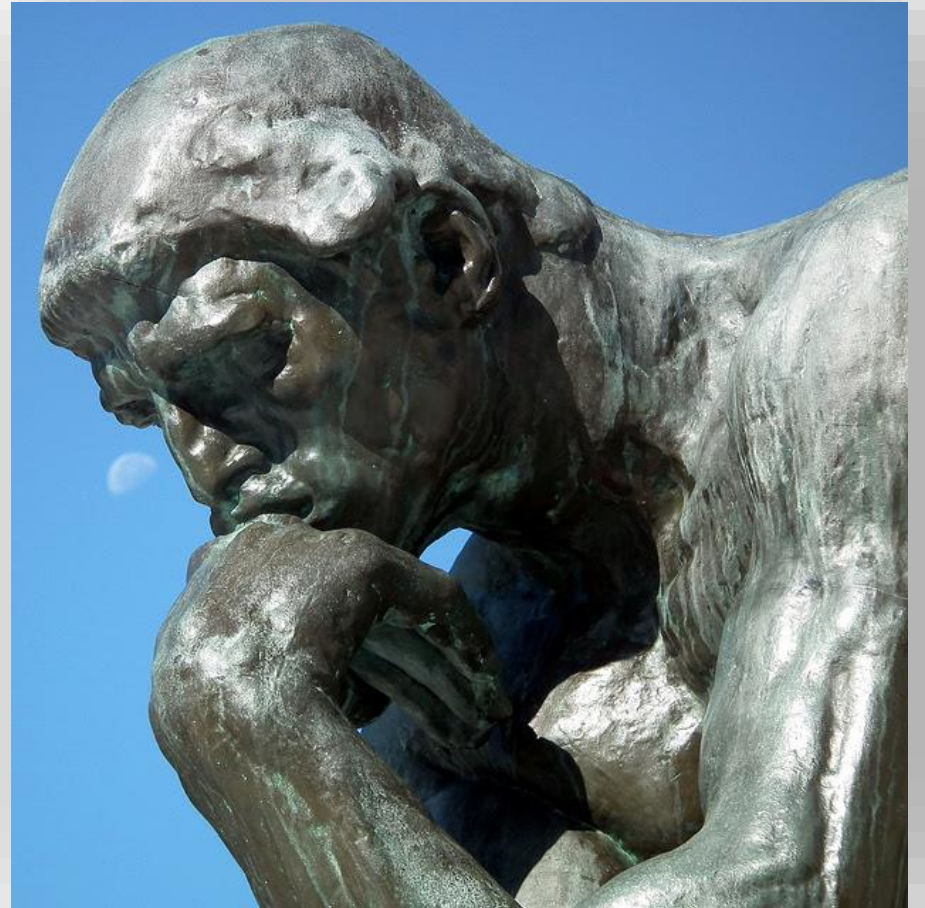
Now I know...

Formative assessments are designed to help students **reflect on their learning. In other words, this helps them develop their metacognitive* skills, to think about what they know and how they know it.**

Metacognition is "thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills. The term comes from the root word meta, meaning "beyond". [Wikipedia](#)

Now I know...

**I can become a better
teacher AND learner
using formative
assessment
techniques.**



Building a Culture of Formative Assessment

- *Start small, but definitely start!*
- *Try 1, try it again, try it again. Set the expectation early.*
- *Remember to review the results!*
- *Tell students what you learned and what you will do with the information.*
- *Then make data informed decisions.*

Let's Practice:

The Three Minute Pause

The *Three-Minute Pause* provides a chance for students to stop and reflect on ideas that have just been introduced, make connections to prior knowledge, and seek clarification.



Let's Practice:

The Three Minute Pause

The *Three-Minute Pause* provides a chance for students to stop and reflect on ideas that have just been introduced, make connections to prior knowledge, and seek clarification.

The thing that resonated the most for me today was..



Can formative assessment help develop a sense of belonging?

As faculty we typically enter the classroom having honed various **one-way communication skills**: lecturing, presenting, writing, etc. Assessment requires that we shift that to become a **two-way path**.

And, research shows that students who feel safe and supported by adults are better able to learn. <https://edut.to/2Kbwack>



Can formative assessment help develop a sense of belonging?

Most students don't expect instant solutions.

They want to be heard, to vent and rant sometimes.

Once they know they are being heard it becomes unnecessary for them to rant and vent.



Can formative assessment help develop a sense of belonging?

Choose 1 formative assessment technique

Provide the rationale – why are you asking students to do this? Be transparent!

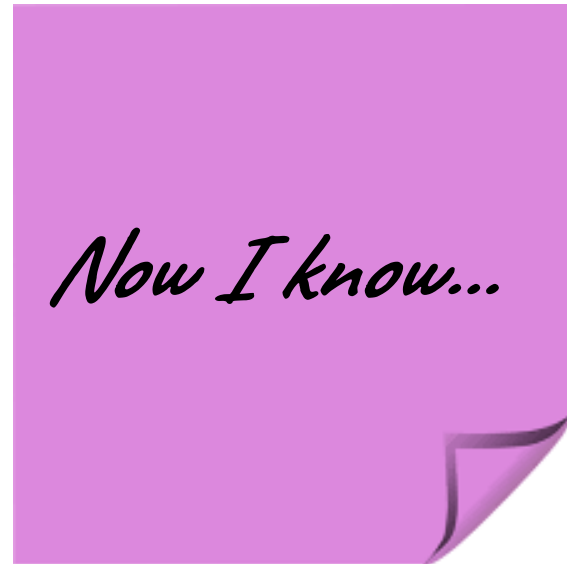
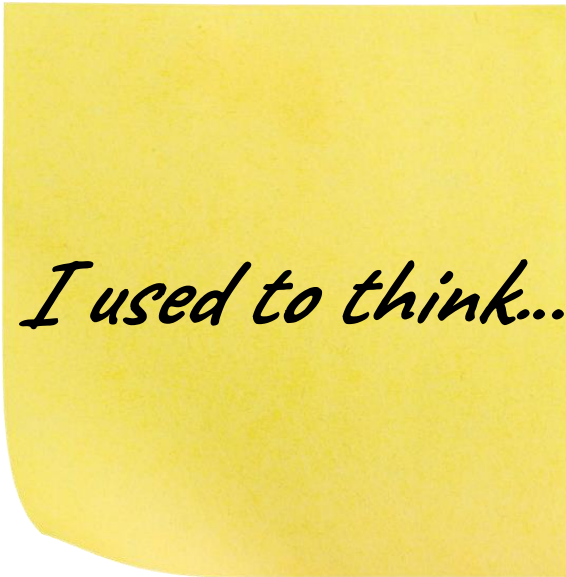
ALWAYS ALWAYS ALWAYS ALWAYS DEBRIEF

What did you learn using this technique and what will you do about it?

Examples of FATs

- Tools for Formative Assessment - - Techniques to Check for Understanding - - Processing Activities -	
1. Index Card Summaries/ Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
2. Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
3. One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
4. Analogy Prompt	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
5. Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
6. Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
7. Student Conference	One on one conversation with students to check their level of understanding.
8. 3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> • I changed my attitude about... • I became more aware of... • I was surprised about... • I felt... • I related to... • I empathized with...

Examples of FATs



Take a moment to reflect on this topic: ***What are the Barriers to Student Success.*** Use the sticky notes provided to describe how your ideas about barriers in a college classroom have changed.

Advice

The purpose of this workshop is to provide a toolbox with practical advice. Formative assessment is just one tool. Showing up with a positive attitude is one tool. Creating connections is one tool. Reflection is one tool. Growth mindset language is one tool.

In all cases, design tight and facilitate loose.

BREAK

Human Resources

HR Representatives

- **Mushka Rohani, Edmonds**
- **Meena Park and Katie Stewart,
LWTech**
- **Veronica Zura, Shoreline**

HR



The first place to go to ask your questions about...

-policy

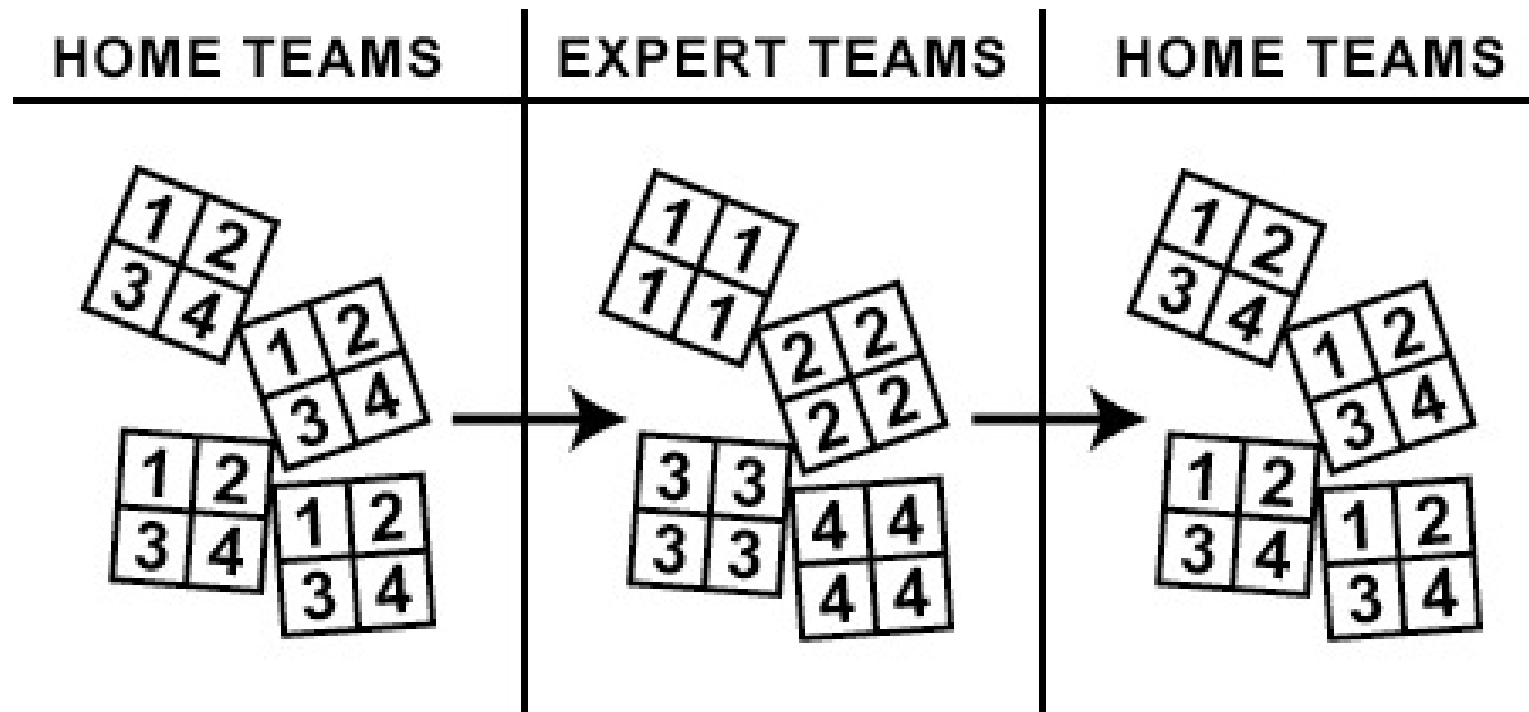
-your rights

-weird things that happen

-things you don't understand about the campus

-why it is the way it is

Jigsaw



Policy Review

1. Choose your policy summary page

1. Gather with your 'expert team' (others who have the same policy) to read and discuss the study guide

1. Complete the study guide for your policy

1. Return to your home team and share your new knowledge



You are an instructor in the international program. During finals week, one of your students gives you a gift. The student may or may not enroll in next quarter. Is accepting a gift a violation?

The faculty union president asks all faculty to contact their legislators to ask for more pay for faculty. The faculty members agree to make calls during their office hours. Is this a violation?

Two students in your class begin having an argument during a discussion about the Iliad by Homer. Student #1 calls student #2 an “ass.” You immediately stop the interaction, speak to the two students after class and tell student #1 what she did was inappropriate. Student #1 apologizes and says she is upset and is having a hard time focusing because another student (student #3) in the class has been staring at her and sometimes follows her out to her car after class. Student #2 says he saw student #3 staring at student #1 and licking his lips in class.

In the interest of saving money for your students, you simply copy the relevant chapters in the textbook and ask them to buy a ‘packet’ of materials.

You have noticed one of your students has been showing up to class with a strong odor, the odor resembles that of marijuana. The student is not disruptive but other students have reported this to you and you have noticed the odor yourself. What do you do?

Test your new knowledge on these scenarios.....



Muddiest Point
(in the form of a question)

Orientation Wrap-Up



- **Ice Breaker (Elisabeth & Jasmine)**
- **Growth Mindset (Jasmine)**
- **4 Connections, Chat Stations (Rhonda)**
- **TILT (Elisabeth)**
- **Turn and Talk (Elisabeth)**
- **Small group discussion (Elisabeth, Rhonda)**
- **Three-minute pause (Peg)**
- **I used to think . . . now I know (Peg)**
- **Plus Delta (Peg)**
- **Jigsaw & Muddiest Point (HR)**



Thought for the day:

“The best part about being a teacher is that it matters.

The hardest thing about being a teacher is that it matters every day.”

Todd Whitaker

Remember - every act of learning matters!

Upcoming Winter Workshops

The Accessible Syllabus Project

Fri, Jan 17, 2:30 - 4:00pm via Zoom (hosted by Edmonds)

Transparency Framework - Assignment (Re)Design (TILT)

Feb 1 - Feb 26, online in Canvas

Improving Peer Observations - Start with the Why

Sat, Feb 1, 10am - 12pm via Zoom

Effective Affective: Crafting Syllabus & Guidelines that Motivate

Sat, Feb 22, 9:30 - 11:30am at Lake Washington Tech

Resources

Materials from this event: [Canvas!](#)

Welcome to our 5-Star New Associate Faculty Orientation site!



PLUS (Positive)	DELTA (Changes)
<p>What is the teacher doing in this class to help me learn?</p> <p>What should the teacher do?</p>	<p>What changes should the teacher make in this class to help me learn?</p>
<p>What am I doing in this class to help me learn?</p> <p>What should the student do?</p>	<p>What changes should I make in this class to help me learn?</p>

Feedback/Assessment

We value your input and use it to improve future sessions. Using the PLUS/DELTA form in your folder, please tell us how we did.

Plus (Positive)	Delta (Changes)
What helped me to learn in this orientation?	What changes are needed in this orientation to improve learning?

Lunch is served!

Join colleagues from your college. Enjoy a meal, and have time to ask institution-specific questions.

Thank you!