Adapting Best Practices from Basic Skills and Beyond to the Corequisite Classroom

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Reflect on WHY you became a teacher.
Reflect on WHY you became a teacher.
-Parking Lot-

Write your question on a sticky note and place it in the parking lot!
Adapting Best Practices from Basic Skills and Beyond to the Corequisite Classroom

- Who am I as a teacher?
- Are my policies/routines/classroom environment a reflection of the teacher I want to be?
- How do I ensure my class policies and procedures are equitable?
- How can I create a classroom environment that promotes learning, gives students agency, and provides a safe space to fail?
- Final reflections and thoughts

Get Ready...

For some super sweet agenda moves!
Who Are You?

List 5 adjectives that you would want students to use to describe you as a teacher on your index card.

DESCRIBE YOURSELF IN ONE WORD

NO
Who Are You?

List 5 adjectives that you would want students to use to describe you as a teacher on your index card.
Who Are You?

Who would play you in the movie of your life?
DANGEROUS MINDS (1995)
Johnson didn’t teach her students Bob Dylan.

In *My Posse Don’t Do Homework*, she recalls bringing in the lyrics to Public Enemy’s “911 Is a Joke” and asking students to choose their own song lyrics to bring in to class.

They weren’t all rap songs either—the kids also brought in heavy metal, jazz, and country lyrics.

What is your role as teacher?
Benevolent Philosopher Queen

- Strict but fair
- Wise and all-knowing
- Inspiring and engaging
- Maker of policies
THROUGHPUT
From Our Classrooms To Graduation/Transfer
85% of students pass your remedial course
That’s a great pass rate!

85% of those students move on to transfer-level
That’s a pretty good rate, too!

ONLY 65% of the students who started in your remedial class have enrolled in transfer-level
It’s not your class; it’s the structure!
What you did in your basic skills classes worked well!

How can you apply what’s working to a more heterogeneous student population?
What Are Your Policies?

Make a quick note about your policies for each of the categories on the pink handout.

"...AND THAT SHOULD COVER ALL MY RULES FOR THE CLASS."
What Are Your Policies?

Make a quick note about your policies for each of the categories on the pink handout.
For Whom Does Your Policy Work?

- Choose one of the policies that you are considering (or would consider) changing
- Make a note about the purpose of the policy
- On the back of the paper, list for which students the policy has worked well and for which students it hasn’t worked well
Where Does Your Policy Fall Short?

Consider why your policy is not working for a particular group of students.
Uncovering Unconscious Bias
Embedding Equity: Areas of Instructor Agency

VALUES & BELIEFS

Reflect on your own values, beliefs, and culture, how they shape your classroom, and any unintended consequences

Adapted from the USC CUE Rossier School of Education
Embedding Equity: Areas of Instructor Agency

VALUES & BELIEFS

CURRICULUM

Design the course to represent students’ identities; invite students to incorporate their experiences

Adapted from the USC CUE Rossier School of Education
Embedding Equity: Areas of Instructor Agency

VALUES & BELIEFS

CURRICULUM

CLASSROOM FACILITATION

Monitor your facilitation to ensure equitable participation; include hands-on engagement

Adapted from the USC CUE Rossier School of Education
Embedding Equity: Areas of Instructor Agency

VALUES & BELIEFS

CURRICULUM

CLASSROOM FACILITATION

RULES & POLICIES

Reflect on your rules/policies and whether they improve or undermine a positive classroom culture, or disproportionately impact certain groups.
Embedding Equity: Areas of Instructor Agency

VALUES & BELIEFS

CURRICULUM

CLASSROOM FACILITATION

RULES & POLICIES

INTERPERSONAL RELATIONSHIPS

Pay attention to which students you interact with; celebrate and encourage students.

Adapted from the USC CUE Rossier School of Education
Embedding Equity: Group Discussion

What makes a policy a “good” policy?  
What makes a policy a “bad” policy?
Case Studies for Discussion

- You have a paper labeled “Case Studies for Discussion”
- Create a group that consists of 1 of each color (blue, yellow, green, and lavender)
Case Studies for Discussion

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- Create a group that consists of 1 of each color (blue, yellow, green, and lavender)
Case Studies for Discussion

- Each group member has a scenario
- You are turning to your colleagues (other group members) for support
- Pretend to be the teacher in your scenario
- The rest of the group should give advice

SSS 2019
Case Studies for Discussion

- Begin with the blue case study
- Do not go on to another case study until you are told to do so
Case Studies for Discussion

- Begin with the blue case study
- Do not go on to another case study until you are told to do so
Case Studies for Discussion

- Go on to the green case study
- Do not go on to another case study until you are told to do so
Case Studies for Discussion

- Go on to the green case study
- Do not go on to another case study until you are told to do so
Case Studies for Discussion

- Go on to the yellow case study
- Do not go on to another case study until you are told to do so
Case Studies for Discussion

- Go on to the yellow case study
- Do not go on to another case study until you are told to do so
Case Studies for Discussion

- Go on to the lavender case study
Case Studies for Discussion

- Go on to the lavender case study
Reflect!

What did you learn in this activity?
Are there policies and/or class routines you can implement to prevent the problem or make the resolution easier?

Write your answers on a Post-It note (one for each answer)
Reflect!

Individually

- What did you learn in this activity?
- Are there policies and/or class routines you can implement to prevent the problem or make the resolution easier?

Write your answers on a Post-It note (one for each answer)
Discuss!

- What did you learn in this activity?
- Are there policies and/or class routines you can implement to prevent the problem or make the resolution easier?

Share with your Group

UHHHH...SHARE YOUR FEELINGS

...WITH THE GROUP
Discuss!

- What did you learn in this activity?
- Are there policies and/or class routines you can implement to prevent the problem or make the resolution easier?

Share with your Group

UHHHH...SHARE YOUR FEELINGS

...WITH THE GROUP
Contribute!

Share with Everyone

- Put your notes on the corresponding case study poster
- Results will be posted in the Google Doc for this session
  - Link in the agenda (gold paper)
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- Results will be posted in the Google Doc for this session
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Creating Classroom Environment That Promotes Learning
ROUTINES

DAILY ROUTINE

1. Wake up.
2. Be awesome.
3. Go to bed.
FIRST DAY OF CLASS

Think: Quickly map out your Day 1 activities on the back of your paper
○ What is the purpose of each activity?
○ Does it include the kind of learning they will be asked to do for the rest of the semester?
○ Does it challenge students?
○ Does it introduce any routine activities?
Think: Quickly map out your Day 1 activities on the back of your paper

○ What is the purpose of each activity?
○ Does it include the kind of learning they will be asked to do for the rest of the semester?
○ Does it challenge students?
○ Does it introduce any routine activities?
FIRST DAY OF CLASS

● Pair: Grab a partner
  ○ Tell your partner about your first day
  ○ Make changes to your map as you hear great ideas
  ○ Decide on your best activity to establish a semester-long routine
FIRST DAY OF CLASS

● Pair: Grab a partner
  ○ Tell your partner about your first day
  ○ Make changes to your map as you hear great ideas
  ○ Decide on your best activity to establish a semester-long routine
FIRST DAY OF CLASS

● Share: Write your best first day activity to establish a semester-long routine on the back of your index card.

TOO MUCH IN YOUR BRAIN?

SHARE SOME OF THAT KNOWLEDGE
FIRST DAY OF CLASS

- Share: Write your best first day activity to establish a semester-long routine on the back of your index card.
Creating Classroom Environment That Gives Students Agency
Creating Classroom Environment That Provides a Safe Space to Fail
FINAL THOUGHTS

"My Final Thoughts"

Hmm.......
Are you content to be a weatherman?
Collaboration is key

No one is alone in this!
FINAL REFLECTION
What questions do you still have?

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