

Principle to Practice

CULTURALLY RESPONSIVE TEACHING

as an HSI

Join our workshop led by Professor Melanie Villatoro and Professor Diana Samaroo as we explore how to bring awareness of the cultural strengths of Hispanic/LatinX students in teaching and learning and help faculty create a more inclusive curriculum by integrating culturally responsive teaching in their course work.

May 25 | 12pm-2pm
[Zoom Registration Link](#)



Faculty Commons
Center for Teaching, Learning, Scholarship and Service



NEW YORK CITY COLLEGE OF TECHNOLOGY

Acknowledgements: CUNY Campus Climate Grant

This workshop is based materials by ESCALA Educational Services.

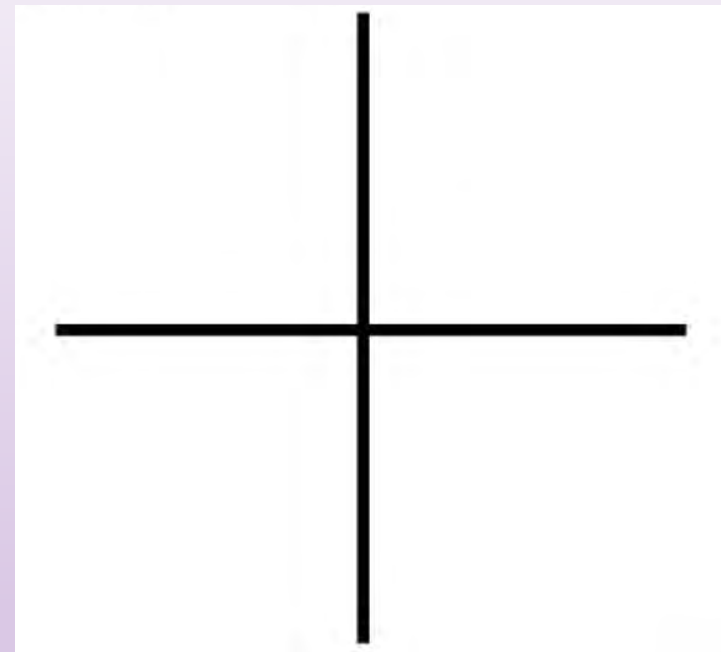
<https://www.escalaeducation.com/>



Activity: Cultural Identity Sketch



- Draw a symbol that represents a cultural group important to your identity (religious group, geography, ethnicity, country, science community, etc).
- Try not to use words.



Share-out Options: camera on with sketch, share using your device, email mvillatoro@citytech.cuny.edu

Background

- This workshop is based materials by ESCALA Educational Services.
- *ESCALA works specifically with Hispanic-Serving Institutions (HSIs) to close the gap in educational access and completion rates for Latinos.*
- ESCALA materials used as a resource in this workshop
- *We will briefly cover three principles:*
 - ***Cultural strengths***
 - ***Validating language***
 - ***Utility value***



<https://www.escalaeducation.com/>

CUNY as an HSI

ENROLLING: Top 5 institutions (Hispanic Undergraduates) in New York, 2014-15

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	CUNY Borough of Manhattan Community College	Public, 2-year	26,606	11,656	44
2	CUNY LaGuardia Community College	Public, 2-year	20,231	9,050	45
3	CUNY Bronx Community College	Public, 2-year	11,506	7,315	64
4	CUNY John Jay College of Criminal Justice	Public, 4-year	13,305	6,007	45
5	CUNY Lehman College	Public, 4-year	10,326	5,548	54

ASSOCIATE DEGREES: Top 5 institutions awarding to Hispanics in New York, 2014-15

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	CUNY Borough of Manhattan Community College	Public, 2-year	3,435	1,269	37
2	CUNY LaGuardia Community College	Public, 2-year	2,527	1,055	42
3	CUNY Bronx Community College	Public, 2-year	1,543	979	63
4	Nassau Community College	Public, 2-year	3,710	728	20
5	CUNY Queensborough Community College	Public, 2-year	2,129	633	30

BACHELOR DEGREES: Top 5 institutions awarding to Hispanics in New York, 2014-15

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	CUNY John Jay College of Criminal Justice	Public, 4-year	2,667	1,069	40
2	CUNY Lehman College	Public, 4-year	2,038	982	48
3	CUNY Queens College	Public, 4-year	3,018	763	25
4	CUNY City College	Public, 4-year	2,156	729	34
5	CUNY Hunter College	Public, 4-year	2,778	621	22

Source: *Excelencia in Education* analysis using Institutional Postsecondary Education Data System (IPEDS), 2014-2015 enrollment and completions data, National Center for Education Statistics (NCES), U.S. Department of Education

City Tech Hispanic Enrollment by Department

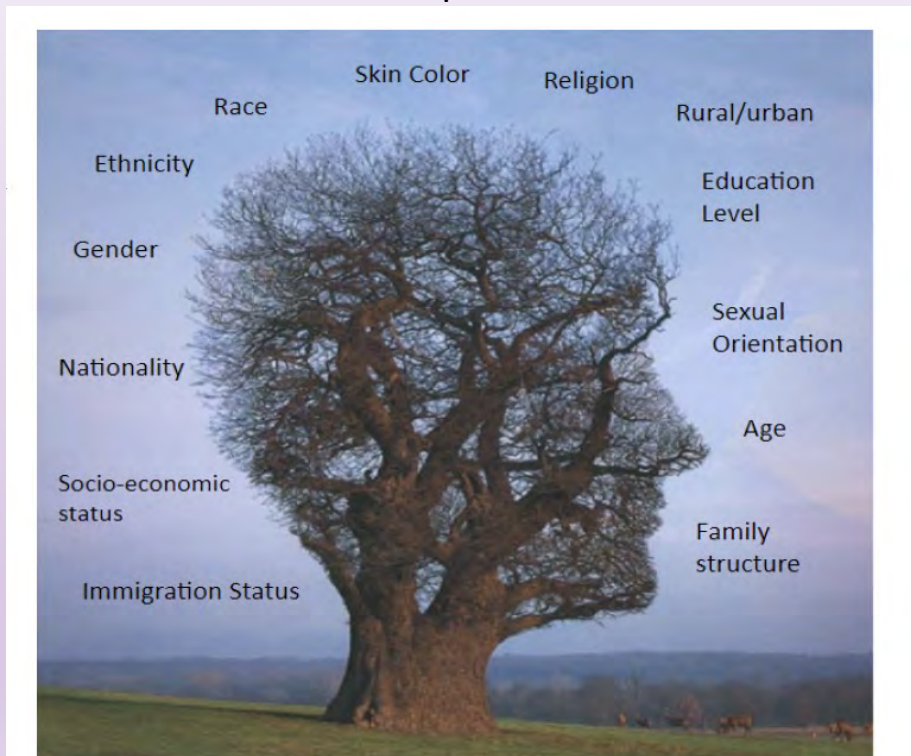
Department	% Hispanic Fall 2020 enrollment
Architectural Technology	43.3%
Communication Design	38.1%
Computer Engineering Technology	35.4%
Computer Systems Technology	28.7%
Construction Management and Civil Eng Tech	30.6%
Electrical and Telecommunications Eng Tech	32.3%
Entertainment Technology	42.8%
Environmental Control Technology	34.5%
Mechanical Engineering Technology	35.1%

Department	% Hispanic Fall 2020 enrollment
Biological Sciences	22.0%
Chemistry	29.2%
English	31.4%
Humanities	100.0%
Mathematics	31.4%
Physics	56.3%
Other	35.2%

Department	% Hispanic Fall 2020 enrollment
Business	37.7%
Career and Technical Teacher Education	41.4%
Dental Hygiene	39.4%
Health Services	30.2%
Hospitality Management	41.7%
Human Services	34.4%
Law and Paralegal Studies	37.0%
Nursing	24.8%
Radiologic Technology and Medical Imaging	36.5%
Restorative Dentistry	35.0%
Undeclared health	40.7%

Hispanic/LatinX Cultural Strengths

Our belonging to these groups influence our values and beliefs, and how we interpret the actions of others

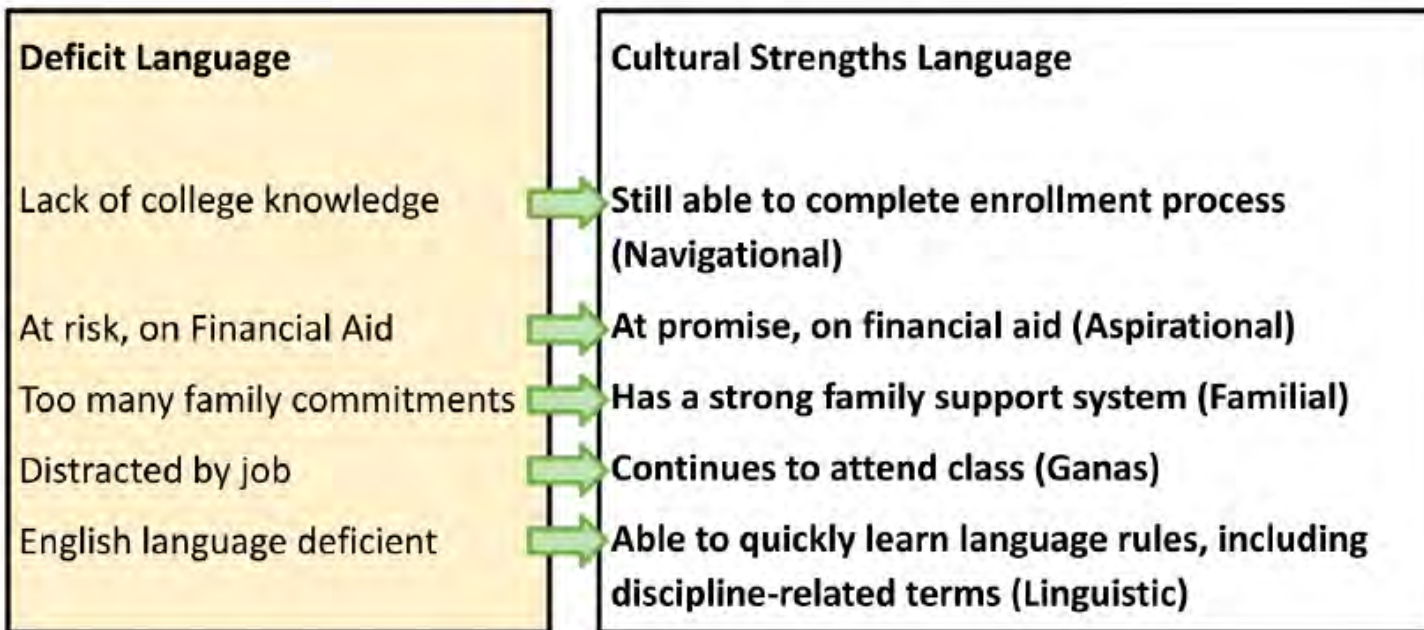


Leveraging LatinX Student Ventajas y Conocimientos

<i>Ventajas/Assets</i>	<i>Conocimientos¹/Knowledge (Ability to)</i>
Aspirational	<ul style="list-style-type: none"> • Set high aspirations • Recognize value of education • Remain hopeful about the future
Linguistic	<ul style="list-style-type: none"> • Employ two or more languages • Engage with formal and informal modes of expression
<i>Familial</i>	<ul style="list-style-type: none"> • Model the strength and determination of the family • Employ knowledge gained through the value of family <i>consejos, respeto, testimonios, y educación</i>
Social	<ul style="list-style-type: none"> • Create social networks • Make new friends and form new relationships
Navigational	<ul style="list-style-type: none"> • Operate in liminal spaces • Traverse multiple, distinct social contexts • Dislocate and relocate • Adapt to new culture
Resistant	<ul style="list-style-type: none"> • Resist stereotypes, combat and overcome microaggressions • Overcome hardships, such as poverty and lack of guidance and resources
<i>Ganas/</i> Perseverance	<ul style="list-style-type: none"> • Develop inner strength, become self-reliant and determined to succeed • Recognize and embrace sacrifices that must be made to attend college
Ethnic Consciousness	<ul style="list-style-type: none"> • Form deep commitment to Latino community and to betterment of collective—sense of “giving back” • Develop cultural pride • Develop pride in attending Hispanic-Serving Institution
Spirituality/Faith	<ul style="list-style-type: none"> • Employ faith in God/higher power to overcome struggles • Develop sense of meaning and purpose • Embrace concepts such as gratitude, goodness and compassion
Pluriversal	<ul style="list-style-type: none"> • Operate in multiple worlds/diverse educational and geographical contexts (college, peers, work, family, spiritual, native country) • Hold multiple and competing systems of meaning in tension

¹Anzaldúa. 2005

Hispanic/LatinX Cultural Strengths



Principle to Practice: Cultural Strengths

On my first day of teaching, I facilitated my beginning graduate class session in a way that felt natural to me. I introduced myself describing some of my background, Mestiza cultures, and reasons for teaching in our field; assisted students to get to know each other with a sharing activity related to the topic of the class; and gave out the syllabus and discussed it as a living document. Next, I facilitated an activity for us to add student ideas for readings, assignments, and focus, and used techniques to allow everyone a turn at contributing. I worked to create a safe yet challenging learning environment for everyone, inviting quiet individuals to share their wisdom with us and teasing those who monopolized conversation to create room for everyone. With certain necessary modifications, these were all techniques I used previously in very large classes.

After class, a group of seven students approached me to talk. One of the students shared that they were all from Jewish origins and that they wanted to ask me how it was possible that I taught so like their aunts, mothers, and grandmothers when I was from a Native and Spanish heritage. They explained that in all their years of college, they had never experienced a professor who felt familiar in teaching style to the ways their families taught them or the rhythms of their cultural communities.

In this way, an awareness began to arise in me that my teaching was somehow not the cultural norm in academe. It became commonplace for me to have domestic and international students of color remark on this and share their relief at finding a professor who taught in familiar ways. It also became commonplace for some students to resist my teaching, usually putting it down in some way as being less than academic even while noting that my courses were some of their most challenging. It was this contrasting feedback in many ways that called me to balance my teaching across cultural norms, to strive to learn to add pedagogies that were less comfortable for me so that all students would find themselves culturally in my classes, and that led me to this research and work with faculty in their teaching.

—Alicia Fedelina Chávez

To make your classroom culturally responsive, include in your course language and instructor talk:

your growth
mindset about
students' potential

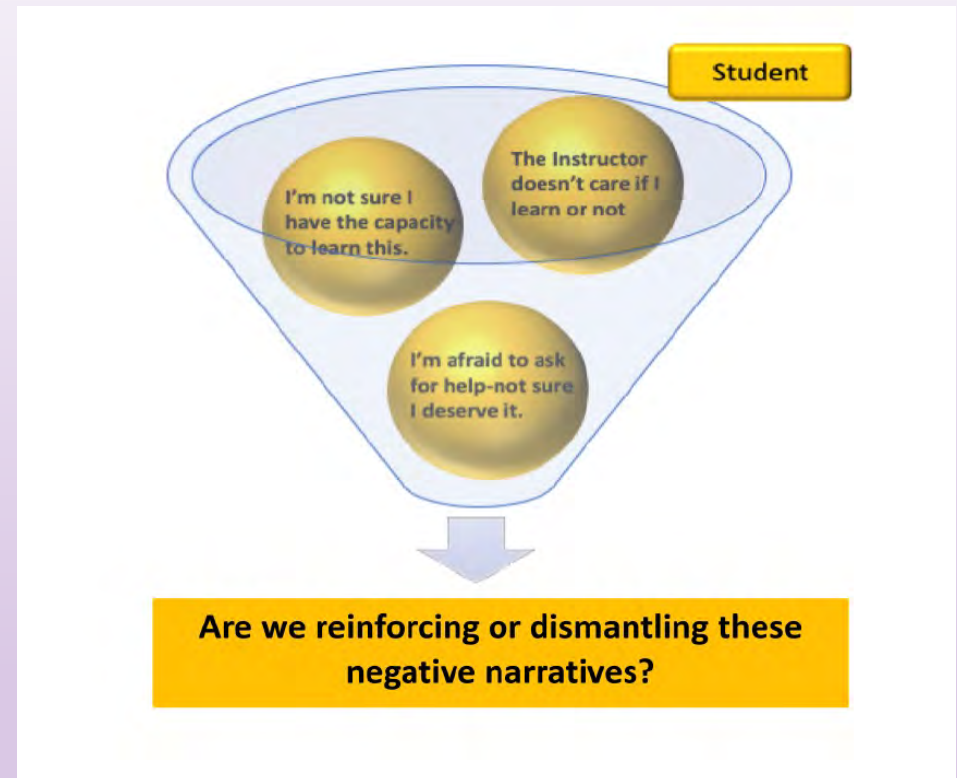


belief in their
cultural strengths
or *ventajas*

Reflection: How can you appreciate your students' cultural strengths when you work with them inside and outside the classroom?

Validation Theory

- Validation: A theory first proposed by Dr. Laura Rendon that concerns the perceived value of one's presence and belonging in a group.
- Validating messages are an important component of culturally responsive instruction for Hispanic/LatinX students.
- By the time they reach college, Hispanic/LatinX students have experienced years of invalidating messages within the educational system
- Hispanic/LatinX students experience K-12 school systems that have fewer AP courses, more teacher turnover, and are underfunded
- Many have internalized 12 years of low expectations and microaggressions from teachers and academic counselors



Three Types of Invalidations (commonly found)

Type of Invalidation	Invalidating Language Ex.
Raising the Stakes Implies student is not trustworthy or invested in their learning	If you are not on time... If you fail the first exam... Cheating on assignments will result in...
Sorting Out Implies that not all students (and particularly underprepared ones) are capable of learning difficult material	Many students do not do well... This is not for everyone... If you have not already...
On Your Own Implies students are the only ones responsible for their success	When you are absent it's up to you... The tutoring center is the best place...

Transforming Invalidating Statements to Validating Statements

Type of Invalidation	Invalidating Examples	Validating Statements
<p>Raising the Stakes</p> <p>Implies student is not trustworthy trying hard enough, or invested in their learning</p>	<p>If you are not on time...</p> <p>If you fail the first exam...</p> <p>Cheating on assignments will result in...</p>	<p>This is useful to your goal to solve the tough problems our communities are facing.</p> <p>The first exam is only one datapoint, it does not predict your future in this course. I know you are here for some big reasons.</p>
<p>Sorting Out</p> <p>Implies that not all students (and particularly underprepared ones) are capable of learning difficult material</p>	<p>Many students do not do well...</p> <p>This is not for everyone...</p> <p>If you have not already...</p>	<p>I expect you all to succeed so I will insist you redo work that has errors.</p> <p>I understand this this course is challenging but it will help you to see the ordinary in an extraordinary way.</p>
<p>On Your Own</p> <p>Implies students are the only ones responsible for their success</p>	<p>When you are absent it's up to you...</p> <p>The tutoring center is the best place...</p>	<p>I understand some things are out of your control and you may miss class. Keep me informed so I can help.</p> <p>This was hard for me too. Let me tell you how I learned it.</p>

Principle to Practice: Validating Language

15 min Breakout Session

- Open the sample Grading section from a syllabus and share it within your breakout team.
- As a team, find any invalidating phrases
- Identify the type of invalidation and explain why this is an invalidation.
then
- Incorporate validation into the sample syllabus
(Reword invalidating statements to ones that are validating)

Grading

To pass the class you would need a C- or better average on summative assessments. Additionally, in order to pass the class, you must complete and produce a fair share of work for all writing assignments. You must receive at least a C- in this course to count toward the X degree. You will be able to track your grade throughout the course using the "Grades" link in the left side navigation menu on Canvas. If you have any questions about your grade, contact the instructor promptly. Any question regarding grading of assignments or exams must be discussed during office hours or by appointment **within a week** from when the graded work was handed back to the student.

The following grading scale will be used. Instructor may adjust the scale so lower scores receive higher grades. Consideration will be given on improvement throughout the course and participation in class and lab. In rare cases and at the discretion of the instructor, an incomplete grade may be recorded in cases where an illness or personal or family emergency prevents a student from completing major course requirements.

A = 100-93	A- = 92-90	B+ = 89-87	B = 86-83	B- = 82-80	C+ = 79-77
C = 76-73	C- = 72-70	D+ = 69-67	D = 66-62	F = below 62	

Diana's Example

"All assignments (progress reports and final reports) will be uploaded via SafeAssign in Blackboard. SafeAssign is a plagiarism detection software that will compare your submitted work to existing material. Acts of Plagiarism will result in a zero. Students will be able to view the 'originality report' from SafeAssign."

Changed to:

Prior to submitting your assignments (progress reports and final reports), it is recommended that you share a draft with me to get some feedback before submitting the final version. Other recommendations: attend some of the library skills workshops as a refresher (posted workshop schedule) or visit the Writing Center as a resource. Assignments should be submitted via Blackboard. In case you did not know, one of the tools within Blackboard is SafeAssign (insert link to SafeAssign; link to academic integrity statement).

The new language indicates to students that they can contact the instructor before submitting the final report, and points to resources (in a subtle way) - in case a reminder is needed -- that the college does have policies, but help is available!

"Everyone is expected to be: on time, alert, an active participant, respectful, courteous, and prepared. Participation in workshops is contributory to your final grade."

Changed to:

Melanie's Example

Building community is an important part of your success in this course. While the subject has a reputation of being challenging, together we can reach the learning goals for this class and prepare you for your next steps in CMCE. An integral part of building our community is showing up on time and prepared, actively participating and being respectful and courteous to your peers. Your active participation will benefit your performance and the community we build will provide you with support beyond this semester.

This new phrase reinforced community and working together, aspiring to success and gains together.

Validation Theory



Importance of Utility Value

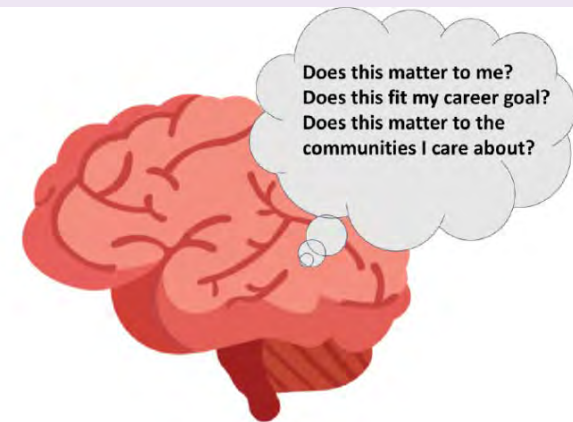
- **Utility Value:** the “usefulness” or perceived congruence of the assignment or task to the values of the learner’s educational goals.

Exploring Three Aspects of Utility Value

⇒ Situational interest--relevance, getting student engaged in what might have been seen as a dull task initially, ***by linking it to what is important personally to the learner.***

⇒ Intrinsic interest--***making a task feel or seem enjoyable or satisfying as it is conducted.***

⇒ Attainment value--***increasing students’ feelings of competence as a learner*** in the discipline.



Utility Value is Well Researched, but not Well Known¹

Boost the utility value within your own problem solving, laboratory and/or research exercises for Hispanic/Latinx and other high context cultural frameworks.

Embedding utility value in your language Utility Value

Increasing Attainment Value

"You can make sense and meaning from this knowledge by connecting it to last week's..."

"You are making progress towards expertise in this way..."

Increasing Intrinsic Value

"This process is enjoyable because..."

"Comparing your techniques and answers with others makes for a more powerful learning experience."

Increasing Situational Value

"This research topic or problem solving is relevant to this problem we have in our community."

Increasing the Utility Value of your course topics and assignments even **SLIGHTLY** can significantly alter the engagement and achievement of first generation and Latinx STEM students

Workshop Assignment

- Syllabus or Brochure Revision

- Email us a revised version

Diana: dsamaroo@citytech.cuny.edu

Melanie: mvillatoro@citytech.cuny.edu

- Certification for Completion

References

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<https://www.laurarendon.net/validation-theory/>