



## Relational Practices Supporting Student Learning

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Opening Week Break-Out Sessions

September 18, 2019, 10:45-11:45 AM, 14-103

### Definitions (Wood, Harris III, & White, 2015)

- Welcomeness: creating an environment where student engagement is desired and proactively invited
- Appropriate disclosing: revealing personal information about oneself to build rapport with students
- Validation: proactively and intentionally communicating high expectations about students’ abilities and aptitudes
- Culturally relevant teaching: teaching that empowers students to maintain cultural integrity, while succeeding academically (Ladsen-Billings, 1995)
- Performance monitoring: proactively addressing concerns before they become larger issues. Involves monitoring students’ attendance and assignment outcomes.

### Conceptual Framework, CCEAL (Community College Equity and Assessment Lab) at SDSU\*

	Don't Know Strategies	Know Strategies
Willing to use Strategies	The Allies	The Choir
Unwilling to use Strategies	The Resisters	The Defiant

\*An additional group “The Oblivious” are identified as those who believe they are the Choir but are using ineffective or inappropriate strategies.

### REFERENCES

Wood, J. L., Harris, F. III., & White, K. (2015). *Teaching men of color in the community college: A guidebook*. San Diego, CA: Montezuma Publishing.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

Black Minds Matter, Community College Equity and Assessment Lab.  
<https://www.cos.edu/en-us/Research/Documents/Black%20Minds%20Matter.pdf>