

Inclusive and Differentiated Toolkit

Strategy/ Disposition	What students benefit from this the most?	Purpose of strategy (include readings/text to refer back to)	Description of instructional strategy or disposition as applied in the classroom
Practicing Humility	All students, but especially the ones who have had harmful experiences with an “Elitist” style teacher and other authority figures	<ul style="list-style-type: none"> • To help students feel safe and important enough to get into an “academic mindset” so their learning is optimal. CRT and the Brain p.111 • Self-awareness • Reminds teacher and students of everyone’s value, and moves the class away from the expert-only way of knowing • Active listening • Admitting mistakes • Sharing decision-making as a collective. 	<ul style="list-style-type: none"> • Have a student be an equity monitor each day so they can learn how to be on the lookout for others who didn’t get to speak. • Teacher can ask colleagues or admin to observe and evaluate them. • Teacher asks students to share with them or even the class when the student is an expert on something (acknowledging and assigning competence). • Shows students that their voices matter by truly listening to their ideas and feedback without interrupting or dismissing them. Acknowledges when a student’s perspective teaches me something new. • When I make an error, owning up to it openly in front of the class. Common examples would be publishing incorrect due dates, or mispronouncing a student’s name. • Involves students in small classroom decisions, like selecting group roles or setting norms. This fosters a collaborative environment and shows I value their input as equal partners in learning.

Cultural Responsiveness	All students, but particularly students who are “at-risk” due to poverty, racism, queerness, disability, etc.	<ul style="list-style-type: none"> • Ensuring equitable and productive groupings • Equitable workspace regarding noise • Integrate students’ cultural assets • Reflect on biases • Diversify Materials and Perspectives • Learn from students and their families 	<ul style="list-style-type: none"> • Having a system like drawing cards for random, and prepping early enough to think critically about how to intentionally group students for equitable learning. Find rare opportunities for them to choose. • Pre-plan and offer students different noise level areas to work on specific activities • Design lessons and activities that incorporate students’ cultural backgrounds, experiences, and interests. For example, inviting students to share traditions, stories, or examples from their communities that connect to the curriculum. • Regularly examine your own assumptions. I use journaling, professional feedback, podcasts, and reflective therapy to ensure that my expectations and interactions with students are equitable and inclusive. • Use texts, media, and examples from a variety of cultures and identities, especially those represented in my classroom. Highlighting voices that are often marginalized to affirm students’ experiences and broaden everyone’s understanding. An easy way to do this is to diversify the authors and artists presented to the students. • Build relationships with students and their families by engaging in conversations about their cultural practices, values, and experiences. Post cards, emails, and voice messages are an easy way to make positive, initial contact with the caretakers about their students.
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<p>Resilience – Regulate Myself</p>	<p>All students, but especially students who have dysregulated adults in their lives. I have witnessed increased quality of my engagement with students as my mental and bodily health increases.</p>	<ul style="list-style-type: none"> • To ensure that as the adult, I am capable of assisting students in regulating themselves • To take preventative measures, rather than reparative • Pause and reframe during conflict • Practice mindful breathing • Set boundaries • Use positive self-talk • Create a “quick reset” routine 	<ul style="list-style-type: none"> • Reduce stress by being punctual, eating, sleeping, and staying active • Regularly engage in resilience-building activities like meditation and journaling • When faced with challenging behaviors, I’ll take a moment to pause and respond, rather than react. I’ll use strategies like mentally counting, breathing, checking my facial expression and body language. I’ll consider whether I’m too dysregulated for the situation at hand or not. • Start the day or challenging class period with a brief moment of mindfulness, focusing on deep breathing to center myself to reduce stress before engaging with students: I commonly do this in the car in the school parking lot so I can be done with the stress of commuting. • I’m establishing clear boundaries for my personal time to avoid burnout (even as a single, childfree individual). For example, designating a time when I won’t check work emails or take on additional tasks, especially outside of contract hours. • I struggle with negative self-talk, and positive self-talk is one research-based way to undo the self-harm of negative self-talk. I also do not allow students to speak disrespectfully of themselves. Treating everyone in the class with kindness means self-care/kindness as well. • I need to develop a short routine for moments of stress, like stepping out of the classroom for a brief walk, stretching, or sipping water to reset and return to the class regulated.
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Formative Assessments	All students, but especially those who struggle with traditional methods of evaluation.	<ul style="list-style-type: none"> • To ensure that student evaluations are accurate and equitable • To provide clear, timely feedback on what students already know, and where they need to go (Zone of Proximal Development) • (Art) Sketchbook check-ins • Peer feedback sessions • Exit tickets 	<ul style="list-style-type: none"> • Unobtrusive evaluation methods include: “thumbs up thumbs down”, “fist to five”, “how many more minutes do you need to finish?”, presenting on the board, asking students to repeat instructions, exit tickets, and many more. • Obtrusive evaluation methods include: “Pair/table share”, personal reflection and response time, one-on-one help from teacher, TA, or expert student. • Have students complete quick, informal sketches or reflections in their sketchbooks to assess their understanding of a technique, concept, or art movement. Review their work periodically to provide feedback and adjust instruction based on their progress (ZPD). • Incorporate structured peer critique activities where students assess each other’s work using a rubric or guiding questions. This will provide me with insights into their comprehension, but also help the students develop critical analysis skills. • At the end of class, ask students to write a brief response to a prompt, such as summarizing what they’ve learned, identifying a challenge they faced, or posing an eliciting question from the day’s lesson.
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<p>Inclusive and Reinforcing Wall Art</p>	<p>All students, but especially those from non-dominant cultures, as well as students who have difficulty remembering foundational content</p>	<ul style="list-style-type: none"> • To help students of non-dominant cultures/identities feel safe and welcome. • To reinforce class norms • To reinforce content area material • Showcasing student work (exemplars) • Incorporate multicultural representation • Create an interactive identity wall, or an ongoing collaborative mural. 	<ul style="list-style-type: none"> • Putting up posters and visuals that acknowledge non-dominant cultures and identities. • Creating posters of norms and expectations of students and teacher as a class. • Put up art ed posters relating to the current terms Essential Questions and projects. • Have a dedicated section of the classroom wall (possibly a cork board or something similar) to highlight student (art)work, especially if it reflects their diverse backgrounds, interests, and talents. This will foster a sense of pride, inclusion, and assigned competence. • Decorate walls with posters, quotes, or images that celebrate a variety of cultures, identities, and historical figures. Ensure that the visuals reflect the diversity of my classroom community. (I could ask students what their favorite historical figures and quotes to promote more student autonomy). • Design a space where students can add elements that represent themselves such as a cultural collage, or identity map, allowing them to see their unique contributions as part of the classroom environment.
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<p>Knowing Students Names and Interests</p>	<p>All students, especially those who are not usually addressed in an affirming way</p>	<ul style="list-style-type: none"> • Use memorization tools • Disclaimer for learning names • Incorporating pronouns and preferred names • Honor cultural names and stories • Tie student interests to curriculum • Practice sincerity in verbal and body language, tone, facial expression, mentality, etc. 	<ul style="list-style-type: none"> • Using seating charts, flashcards, or notes with phonetic spellings with key facts about each student to practice learning their names. • Notifying the students the first week or two that I may have to ask them their names at the beginning of interactions while I'm learning, and that they are more than welcome to correct me if I get it wrong during this process. • Invite students to share their names and pronouns, either through the student surveys or during class introductions. Consistently using their preferred names and pronouns, and publicly correcting myself, when necessary, will model and normalize the importance of making space for LGBTQ+ students. • Take time to learn the correct pronunciation of all student's names, especially those from diverse or linguistic or cultural backgrounds. Show genuine curiosity and respect by asking about the meaning or history behind their names if they are comfortable sharing. • Get to know the students' hobbies, favorite media, cultural traditions, etc., and weaving them into the lessons. For example, I use the process of putting on makeup or working through a video game level as an analogy for mental pacing when working on art. • Students can tell when you're insincere!
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Reflection:

- 1. How have you continued to add instructional practices and organize/categorize to support your toolbox?**
 - a. I added new practices through a combination of revisiting my notes when I learn something in class, and revisiting my reflections, writings, and memories from student teaching in the field. I ended up aligning the practices with the descriptions for better readability, as well as deleted a few if they fit under a better category, or I was able to more concisely state the practice with more professional vocabulary.
- 2. What pedagogical practices will you be taking into winter quarter? What pedagogical practices do you still need to learn more about and/or acquire?**
 - a. Reviewing this sheet, I will definitely be taking all these practices listed into winter quarter. Since my student teaching school has already begun its next trimester, I have already started incorporating practices such as new memorization tools, shared decision making, norms of mutual respect and responsibility, as well as others. I still need to become familiar with effective and equitable organization of the actual students. The classes at my school are very crowded with highly fluctuating attendance, so it makes both facilitating groupwork and fostering a consistent environment difficult.