

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 	<ul style="list-style-type: none"> ● Teacher should always be willing to admit when they make a mistake. ● 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)
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 	<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
Resilience – Regulate Myself	All students, but especially students who have dysregulated adults in their lives.	<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 	<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 ● Reducing “blow-ups” or “break-downs” by investing in mental health (therapy).

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) 	<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.
Inclusive and Reinforcing Wall Art	All students, but especially those from non-dominant cultures, as well as students who have difficulty remembering foundational content	<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 	<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.
Knowing Students Names and Interests	All students, especially those who are not usually addressed in an affirming way	<ul style="list-style-type: none"> • To build social connections and trust that are necessary for students to feel safe to make mistakes and focus on the learning. • To be able to connect the learning to ways that personally matter to the students 	<ul style="list-style-type: none"> • Using student’s names in a friendly manor whenever you greet and address them. • Explaining concepts with analogies and connections that have personal interest for the student(s). • Believing in their potential – they’ll know through your interactions if you don’t!