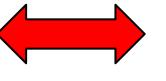
Instructional Strategies to Promote Equity in Heterogeneous Classrooms

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What do you value as a teacher?

How does that value express itself in your teaching?

Increase Participation



Increase Learning



Instructional Strategies can mitigate these factors

Build Positive Relationships with Students

Social **Belonging** Based on **Effort-** Not Ability-Reduce effects of Stereotype Threat

Multiple Abilities Status Treatment increases equitable participation

This task is complex. It requires many different types of abilities. Everyone will be good at some of these abilities, but nobody will be good at all of them. In order to produce the best product possible, you will need to use the skills of each member of your group.

Giving complex, open-ended, non-routine tasks with multiple entry points gives more

opportunities for students to participate.

Assign Competence

Design collaborative participation structures that create positive-interdependence

Create classroom participation structures that allow you to gather real-time data of every

student

Communicate high expectations explicitly and implicitly through class design

Research

http://www.ascd.org/publications/books/105124/chapters/Developing_Positive_Teacher-Student_Relations.aspx

Working for Equity in Heterogeneous Classrooms: Sociological Theory in Practice

<u>Designing Groupwork: Strategies for the Heterogeneous Classroom</u>

http://goodlabs.weebly. com/uploads/3/2/1/0/32105323/why_do_women_opt_out__sense_of_belonging_and_womens_representation_in_mathematics.pdf

http://gearup.ous.edu/sites/default/files/Research-Briefs/ResearchBriefHighExpectations.pdf

http://www.willamette.edu/~regray/cm/Cohen%20%281998%29.pdf

Thank you!

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