

Instructional Strategies to Promote **Equity** in Heterogeneous Classrooms

Zachary Herrmann, EdLD

What do you **value** as a teacher?

How does that value
express itself in your
teaching?

**Increase
Participation**



**Increase
Learning**

Participation

Identity
Status
Expectations

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**

There are only group questions

Individual and group accountability

Be less helpful (sometimes)

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](#)

[Designing Groupwork: Strategies for the Heterogeneous Classroom](#)

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!

Zachary_Herrmann@mail.Harvard.edu

Twitter: @zachherrmann

Website: www.zacharyherrmann.com