**INCLUSIVE TEACHING RESOURCES**

1. Culturally Mediated Instruction "Ongoing multicultural activities within the classroom setting engender a natural awareness of cultural history, values and contributions." (Kathleen Serverian-Wilmeth).

**This article provides the WHAT, WHY and HOW associated with culturally mediated instruction**.

       <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/culturally-mediated-instruction>

2. Increasing inclusivity in the classroom (higher ed) <https://cft.vanderbilt.edu/guides-sub-pages/increasing-inclusivity-in-the-classroom/> Additional links are provided on these topics on this site:

* [**Creating Inclusive College Classrooms**:](http://www.crlt.umich.edu/gsis/p3_1) An article from the Center for Research on Learning and Teaching at the University of Michigan which addresses five aspects of teaching that influence the inclusivity of a classroom: 1) the course content, 2) the teacher’s assumptions and awareness of multicultural issues in classroom situations, 3) the planning of course sessions, 4) the teacher’s knowledge of students’ backgrounds, and 5) the teacher’s choices, comments and behaviors while teaching.
* [**Teaching for Inclusion: Diversity in the College Classroom:**](https://ssw.unc.edu/files/web/pdf/TeachforInclusion.pdf) Written and designed by the staff of the Center for Teaching and Learning at UNC, Chapel Hill, this book offers a range of strategies, including quotes from students representing a range of minority groups.
* [**Managing Hot Moments in the Classroom**](https://www.elon.edu/u/academics/catl/wp-content/uploads/sites/126/2017/04/Managing-Hot-Moments-in-the-Classroom-Harvard_University.pdf), from the Derek Bok Center at Harvard University, describes how to turn difficult discussions into learning opportunities.

The [Faculty Teaching Excellence Program](http://www.colorado.edu/ftep/) (FTEP) at the University of Colorado has compiled a series of faculty essays on diversity in On Diversity in Teaching and Learning: A Compendium. This publication is available for download (as a PDF file) from the [FTEP website](https://www.colorado.edu/ftep/About)(scroll down towards the bottom of the page for the download links). The essays in this volume include, among others:

3. Creating a Positive Classroom Climate for Diversity:  "It is the responsibility of faculty members to treat every student as an individual and to focus on the learning success of each student in the class." This article discusses what is meant by classroom climate, how it impacts learning and how to prepare and sustain an inclusive classroom climate. Although it is intended for higher education settings, this certainly is relevant to all teaching environments.   <https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf>

4. Creating Inclusive College Classroom, from the Center for Research on Learning and Teaching (CRLT) "Inclusive classrooms are classrooms in which instructors and students work together of create and sustain an environment where everyone feels safe, supported, and encouraged to express her or his views and concerns. Content is presented in a manner that reduces all students' experiences of marginalization and, whenever possible, helps students understand that individuals' experiences, values and perspectives influence how they construct knowledge in any field or discipline." (Saunders & Kardia, 1997)

**Creating Inclusive College Classrooms link:**   <http://www.crlt.umich.edu/gsis/f6>

5. Preparing English teachers to teach in diverse student populations: Beliefs, Challenges, Proposals for change: [https://www.thefreelibrary.com/Preparing+English+Teachers+to+Teach+Diverse+Student+Populations%3a...-a083661394](https://www.thefreelibrary.com/Preparing%2BEnglish%2BTeachers%2Bto%2BTeach%2BDiverse%2BStudent%2BPopulations%3A...-a083661394)

6. Creating an anti-bias learning environment. This article provides specific practices that teachers should use to prepare for successfully raising issues of diversity and bias in the classroom. There is also a checklist that addresses equality and diversity with respect to policies and procedures, planning lessons, resources and delivery of lessons.  <https://www.adl.org/media/2182/download>

7. What does it mean to be culturally competent?  Cultural competence is about our will and actions to build understanding between people, to be respectful and open to different cultural perspectives, strengthen cultural security and work towards equality in opportunity. <http://makeitourbusiness.ca/blog/what-does-it-mean-be-culturally-competent>

8. Youtube video: **Cultural competence: What does it mean for educators**:

     <https://youtu.be/U42MApeXi9w>

9. **6 ways teachers can foster cultural awareness in the classroom:**

 <http://blogs.edweek.org/edweek/education_futures/2014/11/6_ways_teachers_can_foster_cultural_awareness_in_the_classroom.html>

10: **Building connections from diverse cultural backgrounds through perspective-taking**

<https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/building-connections.asp>

11. **15 culturally responsive teaching strategies**

<https://www.prodigygame.com/blog/culturally-responsive-teaching/>

12.  Bias-  This link provides a checklist for creating an anti-bias educational environment and an article.

<https://www.deanza.edu/equityoffice/documents/adl.anti-bias.checklist_walkthru-1.pdf>

<https://www.adl.org/education/resources/tools-and-strategies/creating-an-anti-bias-learning-environment>

13. #DisruptTexts

 <http://www.ascd.org/publications/newsletters/education-update/feb19/vol61/num02/The-Text-Disrupters.aspx>

What is Disrupt Texts:  [https://disrupttexts.org/lets-get-to-workWHAT IS #DISRUPT TEXTS?](https://disrupttexts.org/lets-get-to-work/)

**Written by**[**Tricia Ebarvia**](https://disrupttexts.org/author/ebarviat/)

Disrupt Texts is a crowdsourced, grass roots effort *by* teachers *for* teachers to challenge the traditional canon in order to create a more inclusive, representative, and equitable language arts curriculum that our students deserve. It is part of our mission to aid and develop teachers committed to anti-racist/anti-bias teaching pedagogy and practices.