



# Strategies Supporting Inclusivity & High Expectations



REIMAGINING  
INTEGRATION  
*Diverse and Equitable Schools*

RIDES Webinar Series  
February 24, 2021



**Hello**

**你好**

**Bonjour**

**Hallo**

**Ciao**

**こんにちは**

**Hola**

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# Agenda

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- Introductions
- Who is in the Room? Setting Community Norms
- Defining Inclusivity
- High Expectations - What Do We Mean?
- Exclusion
  - Red Ball Activity
  - MicroLab on Exclusion and Inclusion
    - Activity Overview - Breakout Rooms
- Exclusion / Inclusion Discussion
- Beyond Direct Instruction
- Jason Reynolds - Frame a Special Item
  - Activity Overview - Breakout Rooms
- Debrief - What did you notice?
- Exit Ticket

# Who is in the Room?

1. Primary Educator (preK-2)
2. Upper Elementary (3 - 5)
3. Middle School (6 - 8)
4. High School (9 - 12)
5. Specialists (Library, Art, Counselors, PE)
6. Administrators
7. Higher Education
8. Role outside of K-12 schools



Icons made by [www.flaticon.com](http://www.flaticon.com)

# Are You Currently Teaching?



1. In-Person
2. Hybrid
3. Remote Learning
4. Not teaching in the classroom

Icons made by [www.flaticon.com](http://www.flaticon.com)

## Setting Community Norms

Lead with kindness and respect

Listen and be open minded

Share your time - make sure all voices are heard

Working together, we are a community of learners



# What does inclusion mean to you?



Go to <https://www.menti.com/>

Use the code 15 27 45 1

# Defining Inclusivity

## Inclusion is

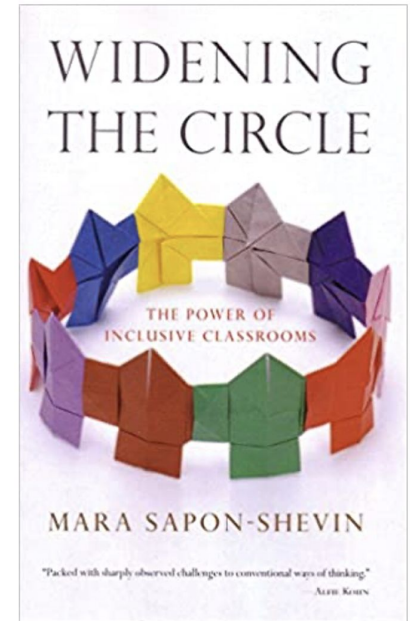
about reconceptualizing classrooms so that they meet the needs of diverse groups of learners.

Inclusion is about acceptance.

Inclusion is about belonging.

Inclusion is about seeing all people (including ourselves) as complex and valuable.

Mara Sapon-Shevin, p. 217, 2007





# Inclusion



With social justice underpinnings, inclusion is a mindset of intentionally inviting those who have been historically locked out ... to bring their whole selves in.

Inclusion is a mindset that presumes ***all*** students as competent learners - able to contribute to the community.

# High Expectations: What do we mean?

**All** students are held to the same **high academic standards** **and** are provided with **access** to the required/necessary **supports and resources** to meet those standards **while** learning in an environment that is **safe** and **supportive**, **culturally responsive**, and **free from bias**.



Created by Adrien Coquet  
from the Noun Project

# High Expectations: What do we mean?



Do not  
compartmentalize.  
**It's a trap!**

# High Expectations: What do we mean?

## They are all connected

High Expectations occur at the intersection of High Academic Standards, Access to Supports and Resources, and learning in a Safe and Supportive, Culturally Responsive, and Anti-Bias environment.



# High Expectations: What do we mean?



Teachers' assumptions and biases about students can lead to:



Lowered academic expectations



Decrease in or no access to the appropriate resources and supports to achieve academic success



No opportunities to even try more challenging work

# High Expectations: What do we mean?



## Safe and Supportive

Students learn best when they feel a sense of safety and belonging; without those, the brain can't receive and process new information.



## Culturally Responsive

Students learn best when they can make connections with what they know. It takes more time to build new schema.

# High Expectations: What do we mean?

*“One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.” (Lemov, 2015)*

High expectations create opportunities for exposure and growth.

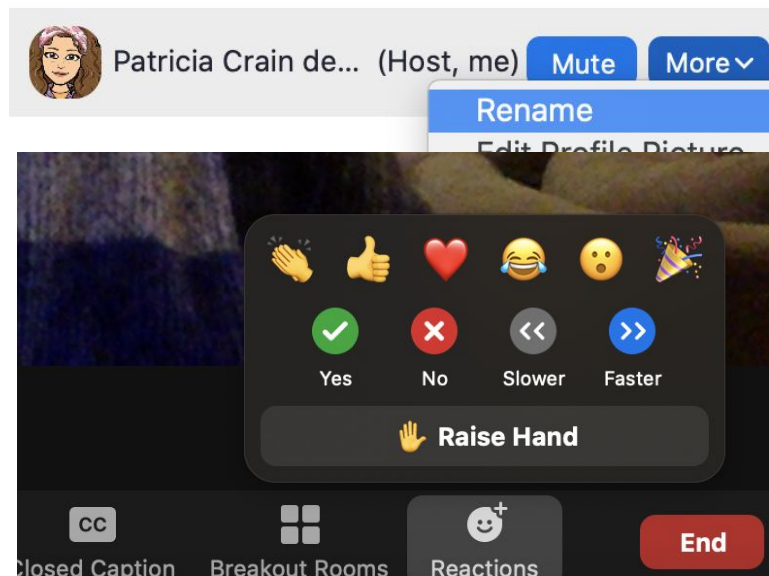
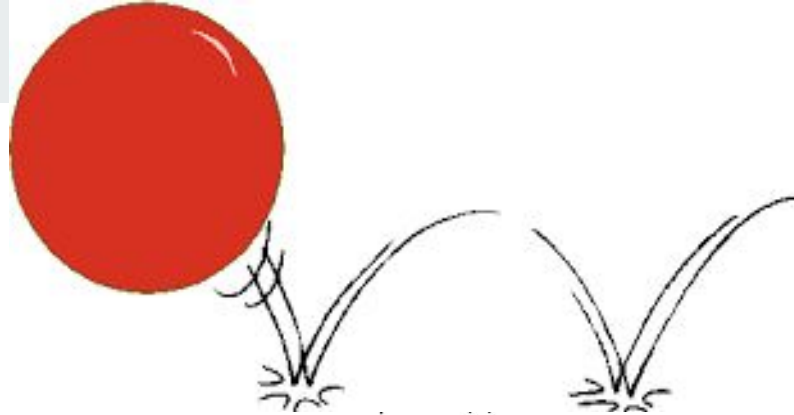


# Red Ball

Use the three dots on right corner of your picture or the more next to your name of participant list to change your name to what you would like to be called.

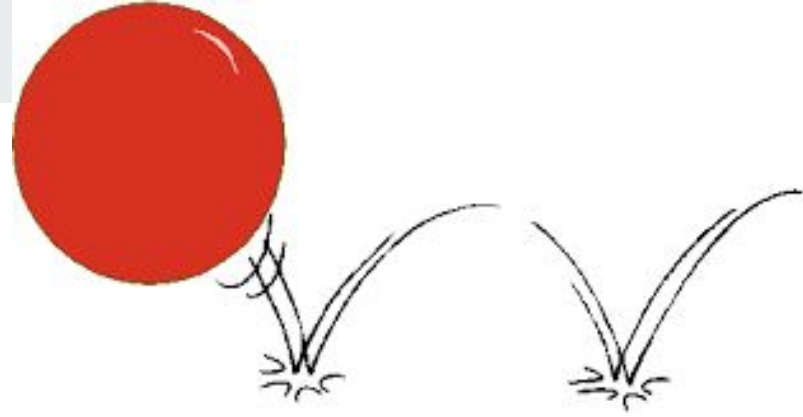
Everyone starts by raising their hands by using the reaction button located at the bottom right corner.

We will be throwing an imaginary balls around the zoom pages. Listen for your name to catch the ball and throw it to another participant with their hand raised. Call out their name and yell the color of the ball (eg. Anthea - RED BALL) as you pretend throw the ball. Sound effects are welcome!





# Red Ball



Once you have thrown the ball to another participant remember to lower your hand!

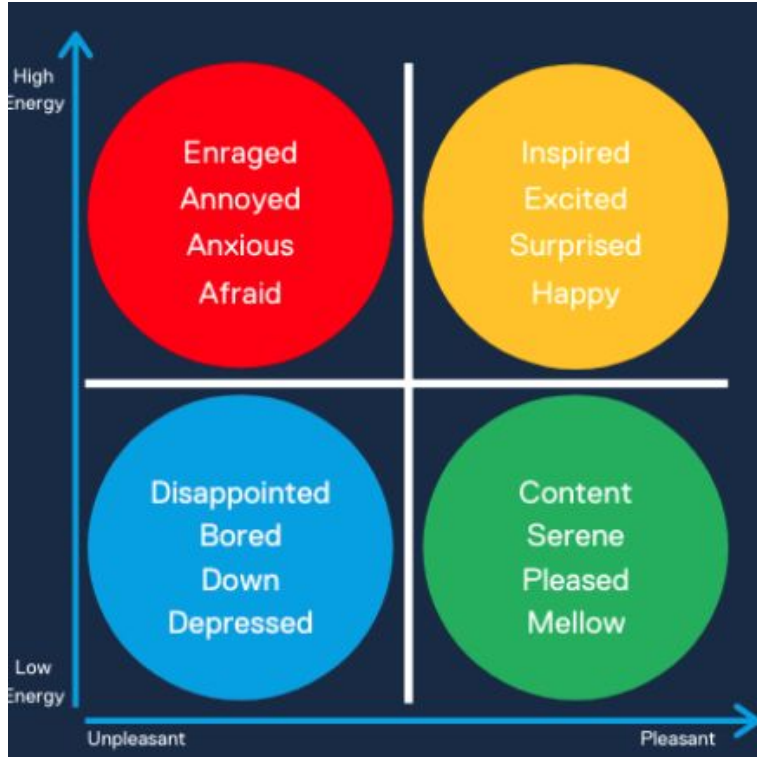
The game will increase in challenge when multiple color balls are introduced

We will start slowly and increase the speed of the ball passes

The **goal** of the game is to have all participants throw a ball before the time runs out!



# How did you feel while playing red ball?

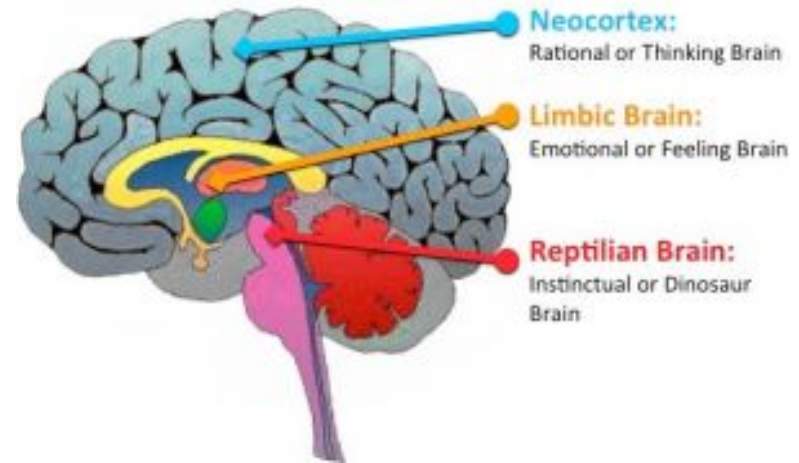


*Please share your emotion  
in the chat!*

# Was your amygdala hijacked?

When our youths are frightened, disconnected, grieving, or anxious, they aren't learning. Their brains aren't taking in our lessons, or holding on to the Common Core standards. Their amygdalas are in charge, and adults just sound like Charlie Brown's teacher.

- *Neema Avashia (BPS civics teacher)*

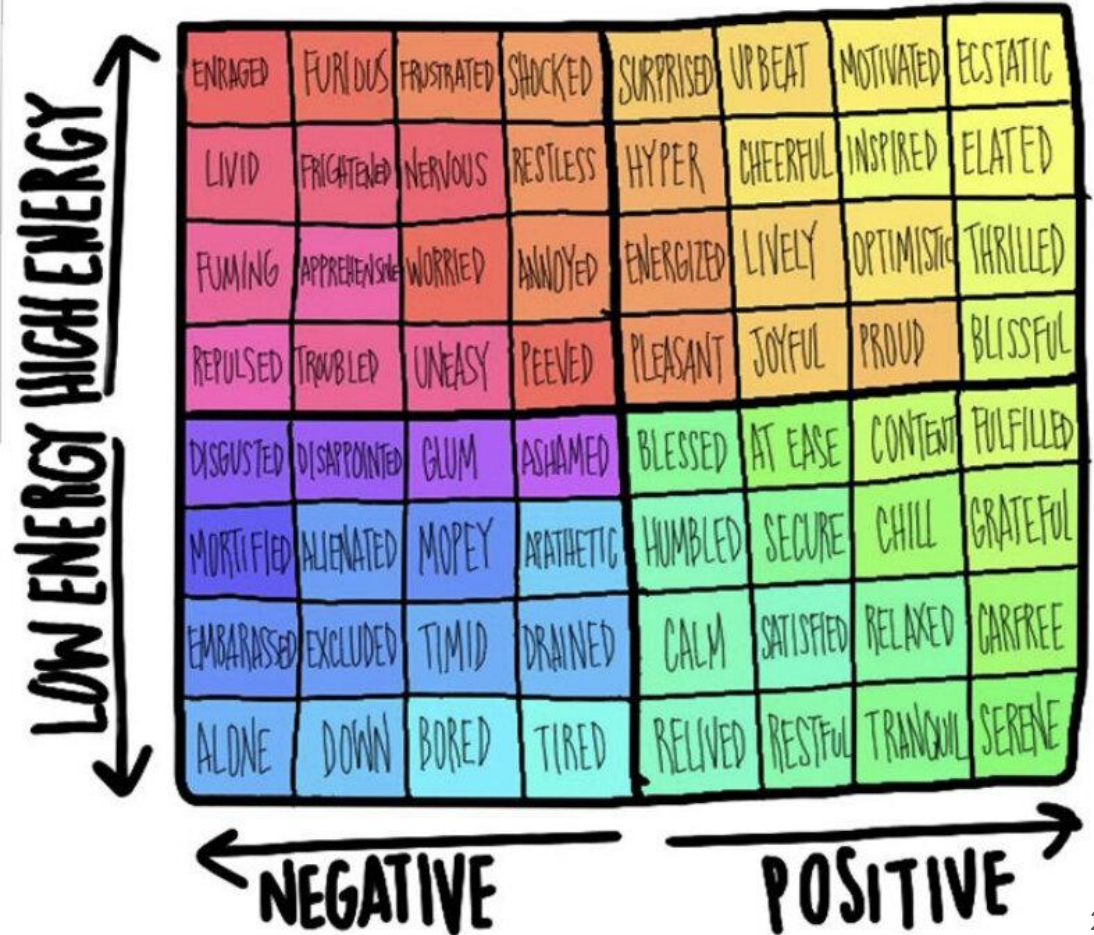


<https://www.sacac.sg/blogb/2017/11/>

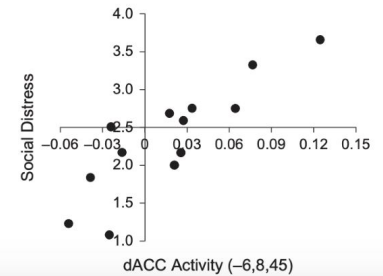
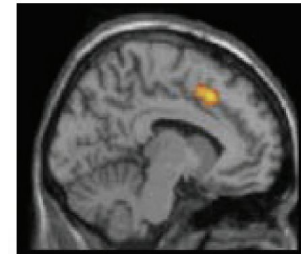
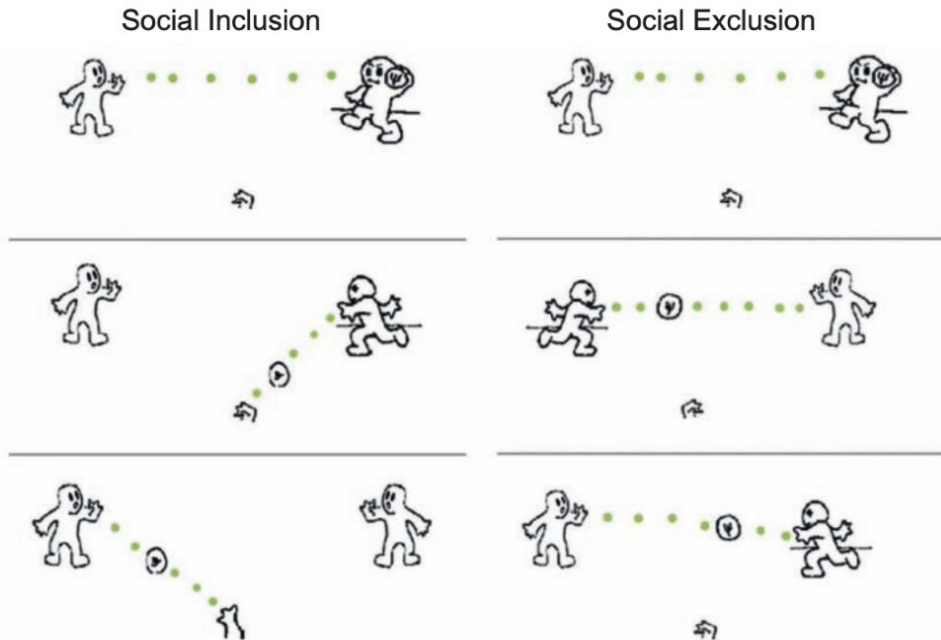
# Name it to tame it

## Mood Meter

<https://www.gopaintlove.org/mood-meter>



# Impact of Exclusion



The Brain with David Eagleman  
<https://www.youtube.com/watch?v=VOvHb4zmXe8>

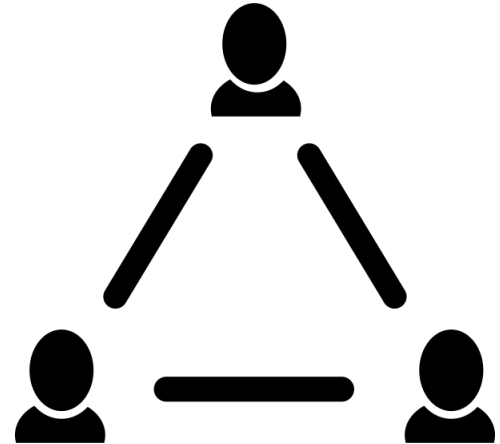
# A Microlab Discussion: Exclusion & Inclusion

## Instructions

1. Take 2 minutes to think about your responses to the 3 questions.
2. Each person will share for 1 minute without interruption. If they finish, remain silent. Do not fill the silence. Take in the perspective.
3. Sharing order per round:
  - a. **Round 1:** Person 1, Person 2, Person 3
  - b. **Round 2:** Person 2, Person 3, Person 1
  - c. **Round 3:** Person 3, Person 1, Person 2

**Spend 5 minutes recording your thoughts in the provided slide show.**

1. What did you hear that was significant?
2. What key ideas or insights were shared?



Created by Silviu Ojog  
from Noun Project

# A Microlab Discussion: Exclusion & Inclusion

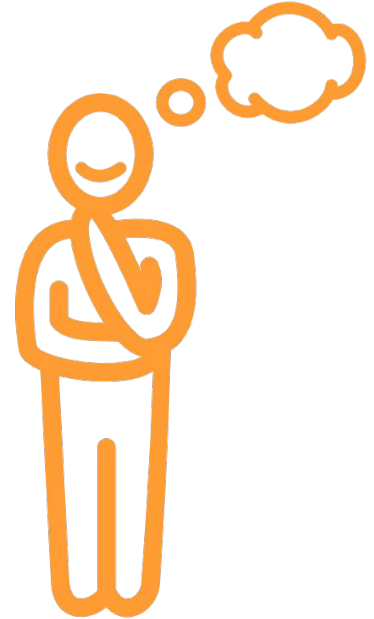
## Questions

Think about the following questions. Follow the Microlab protocol which is linked in the title of this slide.

1. What are examples of biases that exclude students?
2. How do school policies and practices exclude students?
3. What strategies support inclusive learning?

### Reflection:

1. What did you hear that was significant?
2. What key ideas or insights were shared?



# A Microlab Discussion: Exclusion & Inclusion

## Whole Group Debrief



Created by Drishya  
from Noun Project



Use the Chat to share your thoughts about Exclusion and Inclusion and your experience using the Microlab protocol.

&



Review and reflect other group's responses in the collaborative slide deck. Your access will not expire.



# A Microlab Discussion: Exclusion & Inclusion

## How are students **excluded**?

- Zero tolerance policies
- Behavior practices that isolate and shame
- Unjust implementation of suspensions and expulsions
- Academic tracking
- Bullying
- Power struggles and punitive consequences
- Fear of failure or ridicule
- Being seen as 'special' or 'different' or 'other'
- Lack of challenge and connecting opportunities
- Culture, language, beliefs not represented or misrepresented
- Deficit thinking
- Home norms conflicting with school norms
- Treated different because of race, religion, gender identity, sexuality, culture, ability, language, ...


## How are students **included**?

- Create a safe space where students feel valued
- Consider your own biases
- Engage in culturally & linguistically responsive pedagogy
- Solicit student feedback
- Plan with a UDL framework
- Develop restorative practices for when mistakes happen
- Incorporate diverse representation and perspectives
- Approach content using real life applications
- Know your students' strengths inside/outside of school
- Build relationships & opportunities for peer collaboration
- Remove barriers and share keys to success
- Have high expectations for all!

# Looking Beyond Direct Instruction to Equity



Student-centered  
Interest-driven  
Inquiry-based  
Project-based  
Cooperative learning



Voice  
Agency  
Identity affirmation  
Self-directed learning  
Collaboration skills  
Communication skills  
Intrinsic motivation  
Increased perseverance  
Resilience

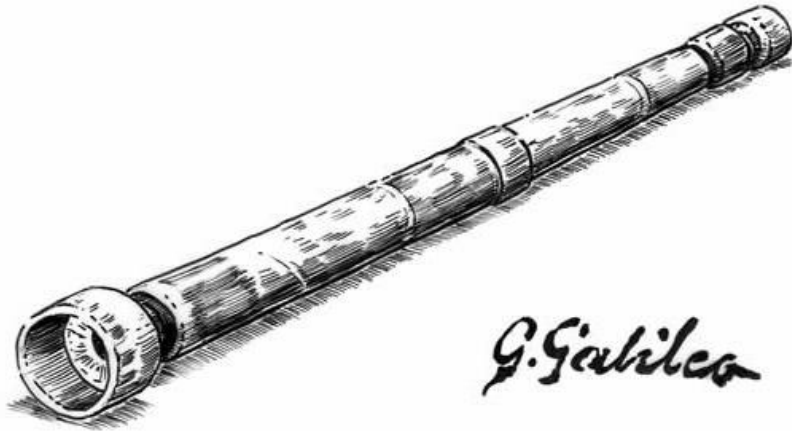
# Productive Struggle

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- Joy and wonder of being in the zone “flow”
- Learner optimism vs. learned helplessness
- Leaning into challenges
- Engaging in risk-taking



# Getting to Aha!



Bowden, E. M., & Jung-Beeman, M. (2003). Aha! Insight experience correlates with solution activation in the right hemisphere. *Psychonomic bulletin & review*, 10(3), 730-737.



# Guidelines for Making

## Let's Play:

Learning as “Hard Fun”<sup>1</sup>

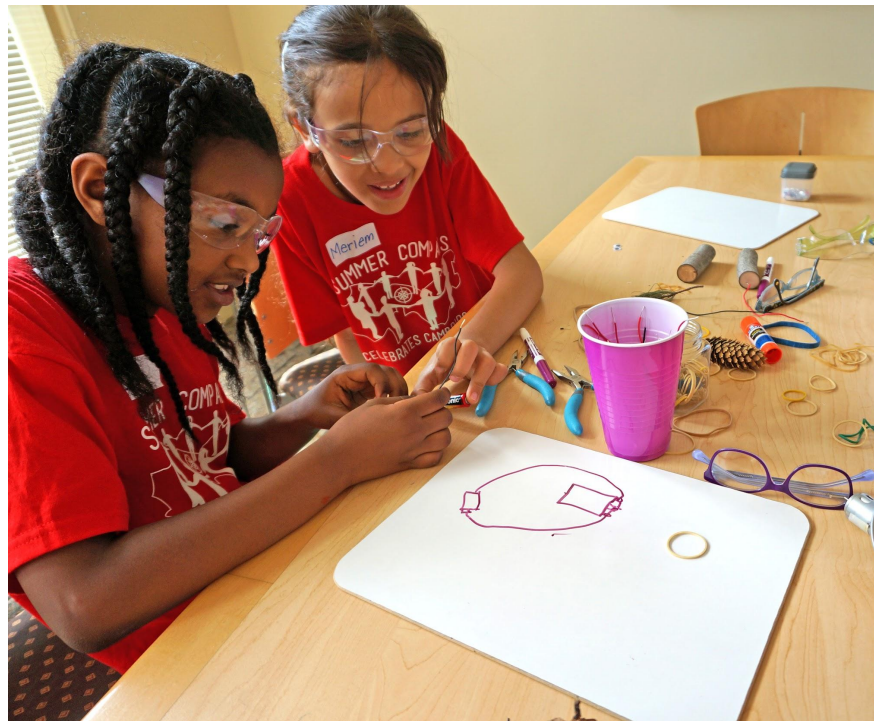
## Let's Think Out Loud:

Learning as Social

## Let's Ask the Room:

Learning as a Network of Thinkers

<sup>1</sup> Seymour Papert





# Frame a Special Item

Jason Reynolds' Grab the Mic [Library of Congress]



Video link: <https://www.loc.gov/item/webcast-9175/?>

- [Watch Jason](#) (2 min)
- Gather Supplies (5- min)
- Break Room to Share (5 - min)
  - What did you choose?
  - Where will you hang it?
  - Why did you pick this?
- Post to Chat if Comfortable
- Return - Debrief (5 min)

Exit Ticket: <https://forms.gle/cCkNp16hvRZTfQTk6>



Can you share one "aha" moment that you had today?

Can you think of one thing that you might be able to integrate into your practice?

Is there anything that you are curious to know more about?

# Resources

## Trauma

- [Lesley Institute for Trauma Sensitivity](#), Lesley University
- [Yes, You Can Do Trauma-Informed Teaching Remotely \(and You Really, Really Should\)](#), Brittany R. Collins, Education Week, April 3, 2020
- [Trauma-Informed Teaching Strategies](#), Jessica Minahan, Educational Leadership, October 2019

## Identity

- [The Virtuous Cycle of Student Agency](#), James Neihof, The Aurora Institute, August 5, 2020.
- [Why We Can't Afford Whitewashed Social-Emotional Learning](#), Dena Simmons, Education Update 61(4) ASCD, April 2019

## Instructional Practice

- [Lesley STEAM Learning Lab](#), Lesley University
- [TINKERING is serious PLAY](#), Bevan, Petrich & Wilkinson, Educational Leadership, 2014.
- [The Learning Practices of Making: An Evolving Framework for Design](#), Lisa Brahms and Peter Wardrip, Children's Museum of Pittsburgh, December 2014.
- [A Positive Classroom Climate, Even from a Distance](#), Nancy Frey, Dominique Smith, & Douglas Fisher, ASCD Express, May 14, 2020
- [Making STEM Accessible to All](#), Marica Reed, Edutopia, July 9, 2018
- [Establishing Opening and Closing Routines](#), Facing History Ourselves, n.d.
- [MicroLabs](#), Reform School Initiative
- [Question to Ponder](#), Lesley STEAM Learning Lab