

Inclusive Education

Part A

Developing an Inclusive Mindset



Making inclusion a reality. One district at a time.



Session 1

Part A

Examining Our Beliefs Growth Mindsets



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THINK/ PUZZLE / EXPLORE

A routine that sets the stage for deeper inquiry

1. What do you think you know about this topic?
2. What questions or puzzles do you have?
3. What does the topic make you want to explore ?

Purpose: What kind of thinking does this routine encourage?

This routine activates prior knowledge, generates ideas and curiosity and sets the stage for deeper inquiry.

Application: When and where can it be used?

This routine works especially well when introducing a new topic, concept or theme in the classroom. It helps students take stock of what they already know and then pushes students to identify puzzling questions or areas of interest to pursue. Teachers can get a good sense of where students are on a conceptual level and, by returning to the routine over the course of study, they can identify development and progress. The third question is useful in helping students lay the ground work for independent inquiry.

Launch: What are some tips for starting and using this routine?

With the introduction of new topic-for example, earth, leaves, fractions, Buddhism- the class can engage in the routine together to create a group list of ideas. Between each phase of the routine, that is with each question, adequate time needs to be given for individuals to think and identify their ideas. You may even want to have students write down their individual ideas before sharing them out as a class. In some cases, you may want to have students carry out the routine individually on paper or in their heads before working on a new area.

Keep a visible record of students' ideas. If you are working in a group, ask students to share some of their thoughts and collect a broad list of ideas about the topic on chart paper. Or students can write their individual responses on post-it notes and later add them to a class list of ideas.

Note that it is common for students to have misconceptions at this point-include them on the list, so all ideas are available for consideration after further study. Students may at first list seemingly simplistic ideas and questions. Include these on the whole class list but push students to think about things that are truly puzzling or interesting to them.



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As Harvard's Project Zero project describes, participants will engage in an activity that "activates prior knowledge, generates ideas and curiosity and sets the stage for deeper inquiry" for the essential topic of growth mindset. Participants will reflect on the following questions:

- What do you think you know about growth mindset?
- What questions or puzzles do you have about growth mindset?
- What does the topic of growth mindset make you want to explore?

Participants will at first reflect on these questions individually, then discuss in small groups, and finally there will be a sharing session by the whole group that will be recorded visually by the presenters.

THINK

PUZZLES

EXPLORE



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Four "A:'s Text Protocol

Adapted from Judith Gray, Seattle, Washington 2005.

Purpose

To explore a text deeply in light of one's own values and intentions

Roles

Facilitator/timekeeper (who also participates); participants

Time

Five minutes total for each participant, plus 10 minutes for the final 2 steps.

Process

1. The group reads the text silently, highlighting it and writing notes in the margin or on sticky notes in answer to the following 4 questions (you can also add your own "A"s).
 - What do you Agree with in the text?
 - What Assumptions does the author of the text hold?
 - What do you want to Argue with in the text?
 - What parts of the text do you want to Aspire to (or Act upon)?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining "A"s, taking them one at a time. What do people want to argue with, agree with, and aspire to (or act upon) in the text? Try to move seamlessly from one "A" to the next, giving each "A" enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.



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Teach Up for Excellence - Carol Ann Tomlinson and Edwin Lou Javius

All students deserve equitable access to an engaging and rigorous curriculum.

Within the lifetime of a significant segment of the population, schools in the United States operated under the banner of "separate but equal" opportunity. In time, and at considerable cost, we came to grips with the reality that separate is seldom equal.

But half a century later, and with integration a given, many of our students still have separate and drastically unequal learning experiences (Darling-Hammond, 2010).

Many of our schools are overwhelmingly attended by low-income and racially and linguistically diverse students, whereas nearby schools are largely attended by students from more affluent and privileged backgrounds (Kozol, 2005). Another kind of separateness exists *within* schools. It's frequently the case that students attend classes that correlate highly with learners' race and socioeconomic status, with less privileged students in lower learning groups or tracks and more privileged students in more advanced ones (Darling-Hammond, 2010).

The logic behind separating students by what educators perceive to be their ability is that it enables teachers to provide students with the kind of instruction they need.

Teachers can remediate students who perform at a lower level of proficiency and accelerate those who perform at a higher level. All too often, however, students in lower-level classrooms receive a level of education that ensures they will remain at the tail end of the learning spectrum. High-end students may (or may not) experience rich and challenging learning opportunities, and students in the middle too often encounter uninspired learning experiences that may not be crippling but are seldom energizing. No group comes to know, understand, and value the others. Schools in which this arrangement is the norm often display an "us versus them" attitude that either defines the school environment or dwells just below the surface of daily exchanges.

Difficult to Defend

Research finds that sorting, this 21st century version of school segregation, correlates strongly with student race and economic status and predicts and contributes to student outcomes, with students in higher-level classes typically experiencing better teachers, curriculum, and achievement levels than peers in lower-level classes (Carbonaro & Gamoran, 2003). Further, when lower-performing students experience curriculum and instruction focused on meaning and understanding, they increase their skills at least as much as their higher-achieving peers do (Educational Research Service, 1992).



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These findings are even more problematic when combined with our current understanding that the human brain is incredibly malleable and that individuals can nearly always outperform our expectations for them.

The sorting mechanisms often used in school are not only poor predictors of success in life, but also poor measures of what a young person can accomplish, given the right context (Dweck, 2007).

Virtually all students would benefit from the kind of curriculum and instruction we have often reserved for advanced learners—that is, curriculum and instruction designed to engage students, with a focus on meaning making, problem solving, logical thinking, and transfer of learning (National Research Council, 1999).

In addition, the demographic reality is that low-income students of color and English language learners will soon become the majority of students in our schools (Center for Public Education, 2007; Gray & Fleischman, 2004). Given that low-level classes are largely made up of students from these groups and that students in such classes fare poorly in terms of academic achievement, the societal cost of continuing to support sorting students is likely to be high (Darling-Hammond, 2006).

Finally, Americans tend to be justly proud of the democratic ideals that represent this nation. We nourish those ideals when we invest in systems that enable each individual to achieve his or her best (Gardner, 1961). In contrast, we undercut those ideals when the systems we create contribute to a widening gap between those who have privilege and those who do not (Fullan, 2001).

Too few students—including those who excel academically—regularly have education experiences that stimulate and stretch them. Teaching up is one key approach that teachers can use to regularly make such experiences available to all students, regardless of their backgrounds and starting points.

Seven Principles of Teaching Up

To create classrooms that give students equal access to excellence, educators at all levels need to focus on seven interrelated principles.

1. *Accept that human differences are not only normal but also desirable.* Each person has something of value to contribute to the group, and the group is diminished without that contribution. Teachers who teach up create a community of learners in which everyone works together to benefit both individuals and the group. These teachers know that the power of learning is magnified when the classroom functions effectively as a microcosm of a world in which we want to live. They craft culturally and economically inclusive classrooms that take into account the power of race, culture, and economic status in how students construct meaning; and they support students in making meaning in multiple ways (Gay, 2000).



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2. *Develop a growth mind-set.* Providing equity of access to excellence through teaching up has its roots in a teacher's mind-set about the capacity of each learner to succeed (Dweck, 2007). It requires doggedly challenging the preconception that high ability dwells largely in more privileged students. The greatest barrier to learning is often not what the student knows, but what the teacher expects of the student (Good, 1987).

A teacher with a growth mind-set creates learning experiences that reinforce the principle that effort rather than background is the greatest determinant of success, a notion that can dramatically help students who experience institutional and instructional racism. A growth mind-set also creates classrooms that persistently demonstrate to students and teachers alike that when a student works hard and intelligently, the result is consistent growth that enables people to accomplish their goals.

Teachers who teach up provide students with clear learning targets, guidelines, and feedback as well as a safe learning environment that supports them as they take their next steps in growth, no matter what their current level of performance is.

Through words, actions, and caring, the teacher conveys to students "I know you have the capacity to do what's required for success; therefore, I expect much of you. Because I expect much, I'll support your success in every way I can. I'm here to be your partner in achievement."

3. *Work to understand students' cultures, interests, needs, and perspectives.* People are shaped by their backgrounds, and respecting students means respecting their backgrounds—including their race and culture. Teaching any student well means striving to understand how that student approaches learning and creating an environment that is respectful of and responsive to what each student brings to the classroom.

Many of us know the Golden Rule: Treat others as you would want to be treated. In classrooms that work for a wide spectrum of people, the Platinum Rule works better: Treat others as they want to be treated. This principle relates not only to teacher and student interactions, but also to teacher choices about curriculum and instruction.

For teachers who teach up, understanding students' learning profiles is the driving force behind instructional planning and delivery. A learning profile refers to how individuals learn most efficiently and effectively. How we learn is shaped by a variety of factors, including culture, gender, environmental preferences, and personal strengths or weaknesses. Teachers can talk with their students about preferred approaches to learning, offer varied routes to accomplishing required goals, and observe which options students select and how those options support learning (or don't). Teachers who teach up select instructional strategies and approaches in response to what they know of their students' interests and learning preferences, rather than beginning with a strategy and hoping it works. Teaching up is not about hope. It's about purposeful instructional planning that aims at ensuring high-level success for each student.

4. *Create a base of rigorous learning opportunities.* Teachers who teach up help students form a conceptual understanding of the disciplines, connect what they learn to their own lives, address significant problems using essential knowledge and skills, collaborate with peers, examine varied perspectives, and create authentic products for meaningful audiences. These teachers develop classrooms that are literacy-rich and that incorporate a wide range of resources that attend to student interests and support student learning.



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Teachers who teach up also ensure that students develop the skills of independence, self-direction, collaboration, and production that are necessary for success. They commend excellence as a way of life and demonstrate to learners the satisfaction that comes from accepting a challenge and investing one's best effort in achieving it.

They know that when tasks help students make sense of important ideas, are highly relevant to students' life experiences, and are designed at a moderate level of challenge, students are willing to do the hard work that is the hallmark of excellence. These teachers scaffold each student as he or she takes the next step toward excellence.

For example, a high school teacher began a study of Romeo and Juliet by having students think of instances in books, movies, TV shows, or their own lives when people's perceptions of others made it difficult to have certain friends, be in love with a particular person, or feel supported in their marriage. In this culturally diverse class, every student offered examples. They were fascinated with how often this theme played out across cultures, and they eagerly talked about what the examples had in common. As the teacher continued to guide them in relating the play to their own examples, the students remained highly engaged with a classic that might otherwise have seemed remote to them. When students make cultural and linguistic connections with content, they display more sophisticated thinking about essential learning goals (Gibbons, 2002).

5. *Understand that students come to the classroom with varied points of entry into a curriculum and move through it at different rates.* For intellectual risk-taking to occur, classrooms need to feel safe to students from a full range of cultural, racial, and economic backgrounds. Teachers who teach up understand that some students may feel racially and culturally isolated in their classes. Therefore, they find multiple ways for students to display their insights for the group. These teachers understand that every student needs "peacock" moments of success so classmates accept them as intellectual contributors.

For instance, a teacher might observe a student in a small-group setting who is questioning his peers about the solution to a math problem they are pursuing because it does not seem correct to him. A teacher who overhears the exchange might simply say to the group, "It seems important to me that Anthony raised the question he posed to you. His thinking brought to your attention the need to think further about your solution. The ability to ask a challenging question at the right time is a good talent to have." Elizabeth Cohen (1994) calls that attribution of status.

Teaching up means monitoring student growth so that when students fall behind, misunderstand, or move beyond expectations, teachers are primed to take appropriate instructional action. They guide all students in working with the "melody line" of the curriculum—the essential knowledge, understanding, and skills—while ensuring ample opportunity for individuals and small groups to work with "accompaniments"—that is, scaffolding for students who need additional work with prerequisites and extending depth for students who need to move ahead. For example, some students might need additional work with academic vocabulary, the cornerstone skills of literacy and numeracy, or self-awareness and self-direction.

Other students will explore and apply understandings at more expert levels.



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Teaching up also calls on teachers to use formative assessment data to guide instructional planning, scaffold the learning of struggling students, and extend learning for advanced students. In other words, teaching up requires both high expectations and high personalization.

For instance, in a middle school science study of simple machines, the teacher made certain to preteach key vocabulary to students who found academic vocabulary challenging. Students then examined and analyzed several Rube Goldberg contraptions, watched and discussed a video, and read designated sections from a text. This multimodal approach ensured that everyone had a solid baseline of experience with concepts they would then explore.

Following a formative assessment on the topic, students worked on one of two tasks. Students who needed additional reinforcement of how simple machines worked went on a guided tour of the school and speculated which simple machines were involved in mechanisms they came across in their tour, such as an elevator. Later, they used print and web sources to confirm or revise their projections. Students who had already demonstrated solid mastery of the topic worked in teams to identify a problem at school or in their lives that three or more simple machines working together could solve; they also used web and text sources to confirm or revise their projections.

6. *Create flexible classroom routines and procedures that attend to learner needs.*

Teachers who teach up realize that only classrooms that operate flexibly enough to make room for a range of student needs can effectively address the differences that are inevitable in any group of learners. They see that such flexibility is also a prerequisite for complex student thinking and student application of content (Darling-Hammond, Bransford, LePage, & Hammerness, 2007). Teachers who teach up carefully select times when the class works as a whole, when students work independently, and when students work in groups. They teach their students when and how to help one another as well as how to guide their own work effectively. This kind of flexibility is commonly found in kindergarten classrooms—a strong indication that it's within reach of all grade levels.

An elementary math teacher in one such classroom regularly used formative assessment to chart students' progress. On the basis of what she learned, she built into her instructional plans opportunities for small-group instruction in which she could teach in new ways concepts that some students found difficult, extend the thinking of students who had mastered the concepts, and help students connect what they were learning to various interest areas. Occasionally, she modified the daily schedule so she could work with a portion of the class more intensively. In those instances, some students might work on writing assignments or with longer-term projects in the morning while the teacher met with a given group on a math topic and guided their work. In the afternoon, students would reverse assignments so that she could work with the morning's writers on math. She found that working with the small groups at key times in the learning cycle significantly increased the achievement of virtually all the students in the class.

In the same vein, a team of high school teachers took turns hosting a study room after school on Monday through Thursday. They expected students who hadn't completed their homework to attend. They also invited students who were having difficulty with course requirements and encouraged all students to come if they wanted additional support. Many students did. The sessions, which were less formal than class, also promoted sound relationships between the teachers and their students and among the students themselves.



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7. *Be an analytical practitioner.* Teachers who teach up consistently reflect on classroom procedures, practices, and pedagogies for evidence that they are working for each student-and modify them when they're not. They are the students of their students. They are vigilant about noticing when students "do right," and they provide positive descriptive feedback so students can successfully recall or replicate the skill, knowledge, or behaviors in question.

They empower students to teach them, as teachers, what makes students most successful. They share with students their aspirations for student success. They talk with students about what is and isn't working in the classroom, and they enlist students' partnership in crafting a classroom that maximizes the growth of each individual and of the group as a whole.

Consider a group of primary teachers who conducted individual assessments of kindergartners' understanding of symmetrical and asymmetrical figures and then discussed what they observed. They realized that vocabulary played a large role in the success of students who mastered the concept. As a result, they were better positioned to support the growth of students who were initially less successful by adding vocabulary practice to math instruction.

Or, consider a middle school teacher who talked often with his students about his confidence that they were engineers of their own success. To reinforce that point, he carefully observed students during whole-class, small-group, and independent work. He'd make comments privately to students as he moved among them or as he stood at the door when they entered or left the room: "Josh, you provided leadership today when your group got off task. I wanted you to know it made a difference." "Ariela, you stuck with the work today when it was tough. Good job!" "Logan, are you still on track to bring in a draft of your paper tomorrow so you'll have a chance to polish it before it's due next week?"

A Challenge Worth Taking

In her provocative book, *Wounded by School*, Kirsten Olson (2009) concludes that perhaps the deepest wounds schools inflict on students are wounds of underestimation. We underestimate students when they come to us with skills and experiences that differ from the ones we expected and we conclude they're incapable of complex work. We underestimate students when they fall short of expectations because they don't understand the school game and we determine that they lack motivation. We underestimate them when we allow them to shrink silently into the background of the action in the classroom. We underestimate them, too, when we assume they're doing well in school because they earn high grades, and we praise them for reaching a performance level that required no risk or struggle.

Classrooms that teach up function from the premise that student potential is like an iceberg-most of it is obscured from view-and that high trust, high expectations, and a high-support environment will reveal in time what's hidden.

Martin Luther King Jr. (1965) reminded us that human beings are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be. This is the interrelated structure of reality.



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That truth has never been more evident than it is today. Schools have the still-untapped possibility of helping all kinds of learners become what they ought to be by developing the skill- and will-to-proliferate classrooms in which equal access to excellence is a reality for all learners.

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Thinking About Our Thinking

Identifying Our Beliefs and Values About Our Students

Reflect and journal your responses. We will then then silently pass these writings around the room so we can read ideas of other participants.

- How does a piece of information (such as an observation) get confirmed as fact?
- What assumptions are built into the foundation of your field?
- How are theories, explanations, and/or stories developed?
- At what point do these theories, explanations, and/or stories become subject matter knowledge? Who decides?
- What is the value of knowledge?



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SQ3R reading method

SQ3R is a reading strategy formed from its letters:

Survey! Question! Read! Recite! Review!

SQ3R will help you build a framework to understand your reading assignment.

Before you read, Survey the chapter:

- the title, headings, and subheadings
- captions under pictures, charts, graphs or maps
- review questions or teacher-made study guides
- introductory and concluding paragraphs
- summary

Question while you are surveying:

- Turn the title, headings, and/or subheadings into questions
- Read questions at the end of the chapters or after each subheading
- Ask yourself,
 - "What did my instructor say about this chapter or subject when it was assigned?"
- Ask yourself,
 - "What do I already know about this subject?"

Note: If it is helpful to you, write out these questions for consideration.

This variation is called SQW3R

When you begin to Read:

- Look for answers to the questions you first raised
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

Recite after you've read a section:

- Orally ask yourself questions about what you have just read, or summarize, in your own words, what you read
- Take notes from the text but write the information in your own words
- Underline or highlight important points you've just read
- Reciting:

The more senses you use the more likely you are to remember what you read Triple strength learning: Seeing, saying, hearing

Quadruple strength learning: Seeing, saying, hearing, writing!!!

Revue: an ongoing process

Day One

- After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.



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- If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.
- Complete the form for a *critical reading review*

Day Two

- Page through the text and/or your notebook to re-acquaint yourself with the important points.
- Cover the right hand column of your text/note-book and orally ask yourself the questions in the left hand margins.
- Orally recite or write the answers from memory.
- Develop mnemonic devices for material which need to be memorized. Make flash cards for those questions which give you difficulty.

Days Three, Four and Five

- Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated.
- Make additional flash cards if necessary.

Weekend

- Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter.
- From the Table of Contents, make a Study Sheet/ Spatial Map.
- Recite the information orally and in your own words as you put the Study Sheet/Map together.
- As you have consolidated all the information you need for this chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

Reading and research series

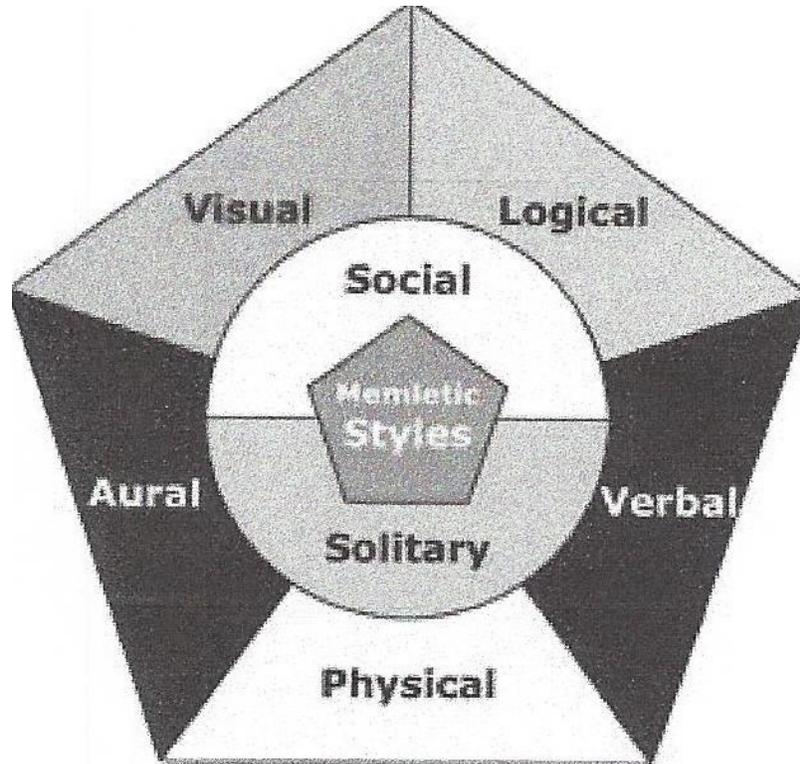
Reading critically | Pre-reading strategies | SQ3R reading method | KWL reading method | Marking & underlining | Reading difficult material | Interpretive reading | Reading essays | Reading fiction | Narrator/character types | Speed and comprehension | Researching on the Internet | Evaluating websites | Organizing research: computers | Organizing research: note cards
Based upon Robinson, Francis Pleasant. (1970) *Effective study*. New York: Harper & Row.



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The Seven Learning Styles



- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands and sense of touch
- **Logical (mathematical):** You prefer using logic, reasoning and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.



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PASEO

1. 1 minute to think
2. 1.5 minutes to talk and listen...switch and repeat
3. Turn
 - Why did you become an educator?
 - What do you find most rewarding about being an educator?
 - What do you believe is the most important thing you do as an educator and why?



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The Paseo or Circles of Identity

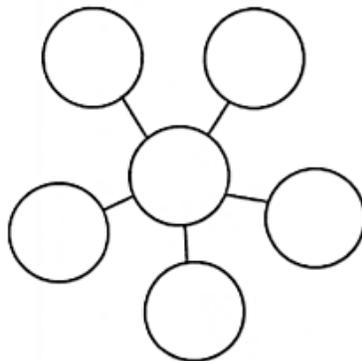
Result of collaborative work by: Debbi Laidley of the UCLA School Management Program, with Debbie Bambino, Debbie McIntyre, Stevi Quate and Juli Quinn. Created at the NSRF Winter Meeting, December 2001, Houston, TX.

Purpose

When a group would like to examine issues of identity, diversity, beliefs and values, and would like to begin making connections between who we are and how that shapes decisions and behaviors, the Paseo can be a tool for initiating the dialogue. It is essentially a two-step process, which begins with individual reflection and then moves into personal storytelling. This is a flexible process, in that the theme of the questions and prompts can be tailored to meet the objectives of the group.

(We have been told that The Paseo is a process that has been used in Mexico and the Southwest United States as a way of getting acquainted quickly. Traditionally, males and females of the community would line up in concentric circles, facing one another, and would make “un paseo,” or pass by one another, holding eye contact and having brief opportunities to make connections.)

1. Each participant makes/draws a web of circles, roughly resembling the diagram of a molecule. (The facilitator may chart one as a model, with each participant creating his own on a journal page or note pad.) The basic design looks something like this:



2. Within this diagram, each group member should write his or her name in the center circle. Each additional circle should contain a word or phrase that captures some element of his or her identity. This means those terms or descriptors that have most helped shape who the person is and how s/he interacts in the world. (Some groups will move right into this; others will prefer to have the facilitator model what is intended. For example, one circle might contain the word “woman”, another the word “black”, another the phrase “grew up in Deep South”, and so on.) As an additional step, participants may be asked to include words or phrases that other people use to identify them. (This may be done in a different color, or in pencil rather than in ink.)

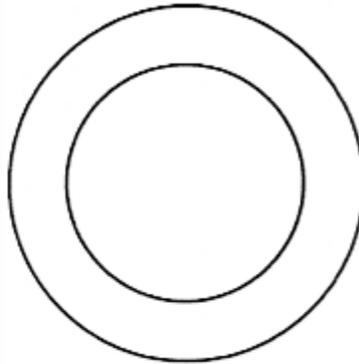
Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group[®] and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrffharmony.org.



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3. The entire group now moves to stand in a large open area, forming two concentric circles, in preparation for the dialogue portion of this process. Some group members will prefer to take their notepads with them. (An even number of people is necessary, since the dialogue takes place in pairs.) The outer circle faces inward while the inner circle faces outward. The circles should look something like this:



The facilitator will now begin to ask the group to think about and respond to a series of questions. Important instructions to provide before the questioning starts are:

- Once the question has been stated, everyone will be allowed one minute to think about his or her own response to the question. This is intended to ensure that each person is fully listening to his or her partner during the dialogue process, without being distracted by a desire to plan a response when his or her turn to speak begins.
 - At the end of the one-minute thinking time, the facilitator will announce the beginning of the round of dialogue. Each person will take turns responding, **without interruption**, to the question or prompt, with two minutes allotted for each. *If the speaker does not take two minutes, the full time should be allowed, being comfortable with the silence.* The facilitator will call time at the two-minute point, when the pairs should make sure the second partner gets a chance to speak for a full two minutes, without interruption.
 - At the end of the second partner's time, the facilitator will ask the group members to thank their current partner, and say goodbye. Either the inner or the outer circle will be asked to shift to the left or right. (Groups may want to shift one, two, or three persons to the right or left, to mix the partners more quickly). Participants should take a moment to greet their new partners.
 - The next round of dialogue will begin, with a new question, and with the one minute thinking time. The process continues through each round of questions or prompts.
4. Debrief the process. It is important not to shortchange this step. One way to begin the debrief is to ask the group to take a few minutes to do a quick-write on what they saw, heard and felt during this process. After the quick-write, do a round robin sharing (30 seconds or less) of what each participant observed. Ask participants to think of this as the "literal description" round of an Atlas protocol. They should provide "just the facts" without inference, interpretation or judgment. Proceed from there to a more open debrief discussion. Possibly close the debrief with reflection time on one of the following prompts:
- What will you do differently as a result of engaging in this dialogue?
 - How will you process the emotions that surfaced for you as a result of this dialogue?
 - How might you adapt and use this activity?

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group[®] and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrforum.org.



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Suggested questions or prompts for step 3. (Order of questions should be carefully considered. Since the prompts focus on personal experiences, the emotions initially tied to those experiences are likely to resurface. It's generally a good idea to vary the depth of the questioning, and to never start with the deepest possible questions.)

- With which descriptors do you identify most strongly? Why is that?
- With which descriptors do others identify you most strongly? How do you feel about that?
- Describe a time when one of the elements of your identity definitely worked to your advantage, either in your educational experience or in other areas of your life.
- Describe a time when one of the elements of your identity appeared to hold you back, either in your educational experience or in other areas of your life.
- Talk about a time when your perceptions of a student's identity caused you to do something that held her/him back.
- Talk about a time when your perceptions of a student's identity caused you to do something that moved her/him forward.
- Talk about a time when you noticed an inequity, wished you had said or done something, but did not.
- Talk about a time when you noticed an inequity and said or did something to address it.

Some ideas to consider:

- Before starting the questioning, decide if you want to include an instruction that says that people should choose to share either the most significant memory that comes to mind, or a memory that, though perhaps less significant, they feel more comfortable sharing. (Some participants have expressed a preference for hearing this instruction; others have said that they did that kind of internal editing themselves quite naturally.)
- Participants should not pass!
- Decide if you want to include any instructions regarding the demeanor of the listener. For example: whether or not clarifying questions are okay; whether or not the listener should provide affirmative sounds, body language and other cues, or should listen as simply a mirror — devoid of reaction. Your intent, and your knowledge of the group, will guide this.
- Be very aware of the emotional and physical energy level of the group. Because each round takes about 6 minutes, most groups cannot sustain this activity for more than 6 - 7 questions. Some people may need a chair stationed within the circle that doesn't move.
- Decide the amount of rotation you will use. For some purposes, you may want to have people stay with the same partner for a pair of questions. Sometimes it may make sense to move more than one person to the right, or to move both the inner and outer circle at the same time, in different directions.

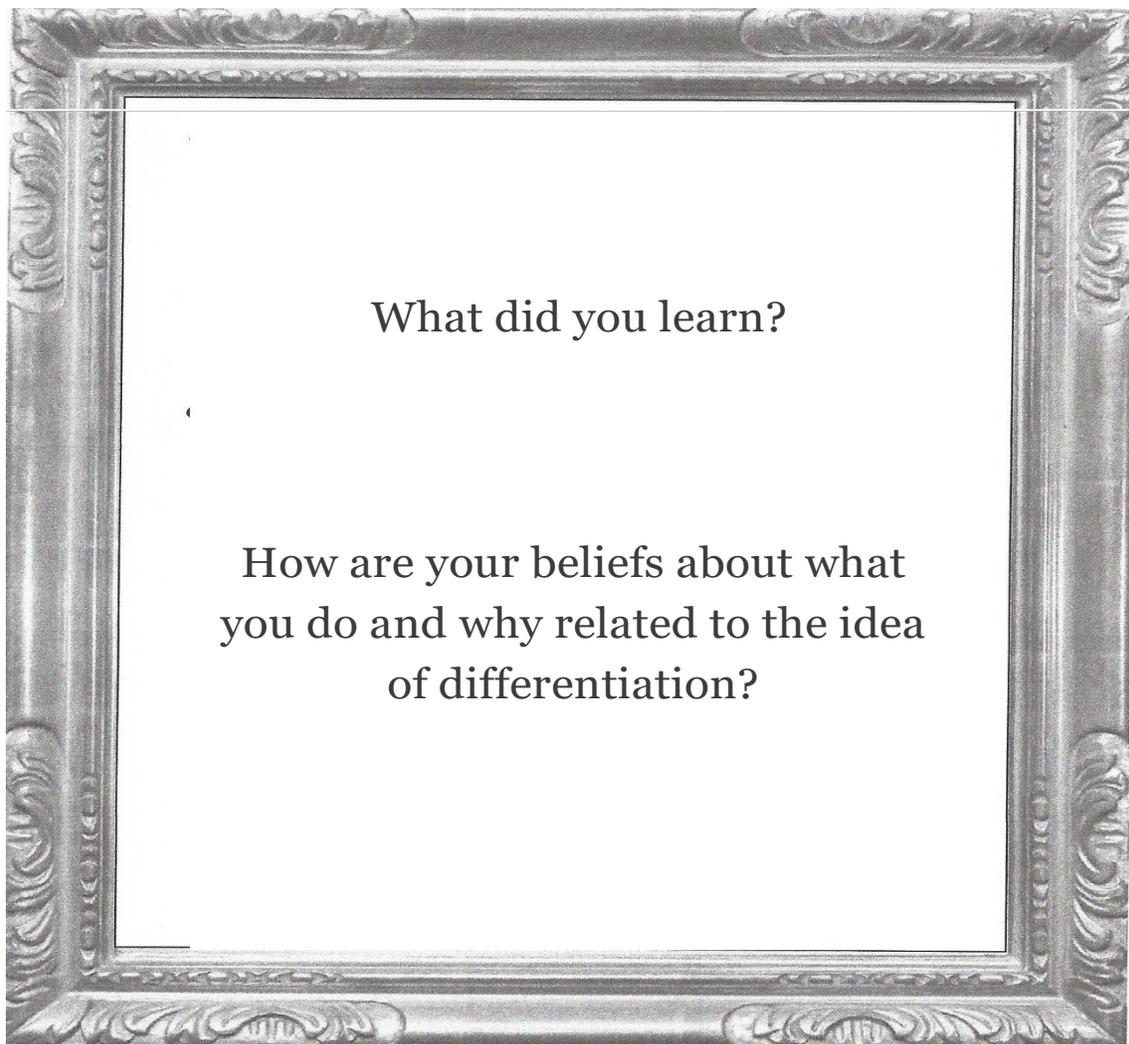
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Group Reflection



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Choose a Column

<p>Write a definition of inclusion which describes its main components.</p>	<p>Explain to a new teacher what inclusion looks like, feels like in a classroom.</p>	<p>Develop a metaphor, analogy or visual symbol that clarifies the essence of inclusion.</p>
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- Choose 1 (one) column
- Complete the task your table chooses.
- Talk it through at your table.
- Share with whole group.



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Defining Differentiation

- Form 7 groups (pairs or triads)
- Read your assigned section of Tomlinson’s chapter on what differentiation is and isn’t.
- On the flip chart, list key words/phrases to complete

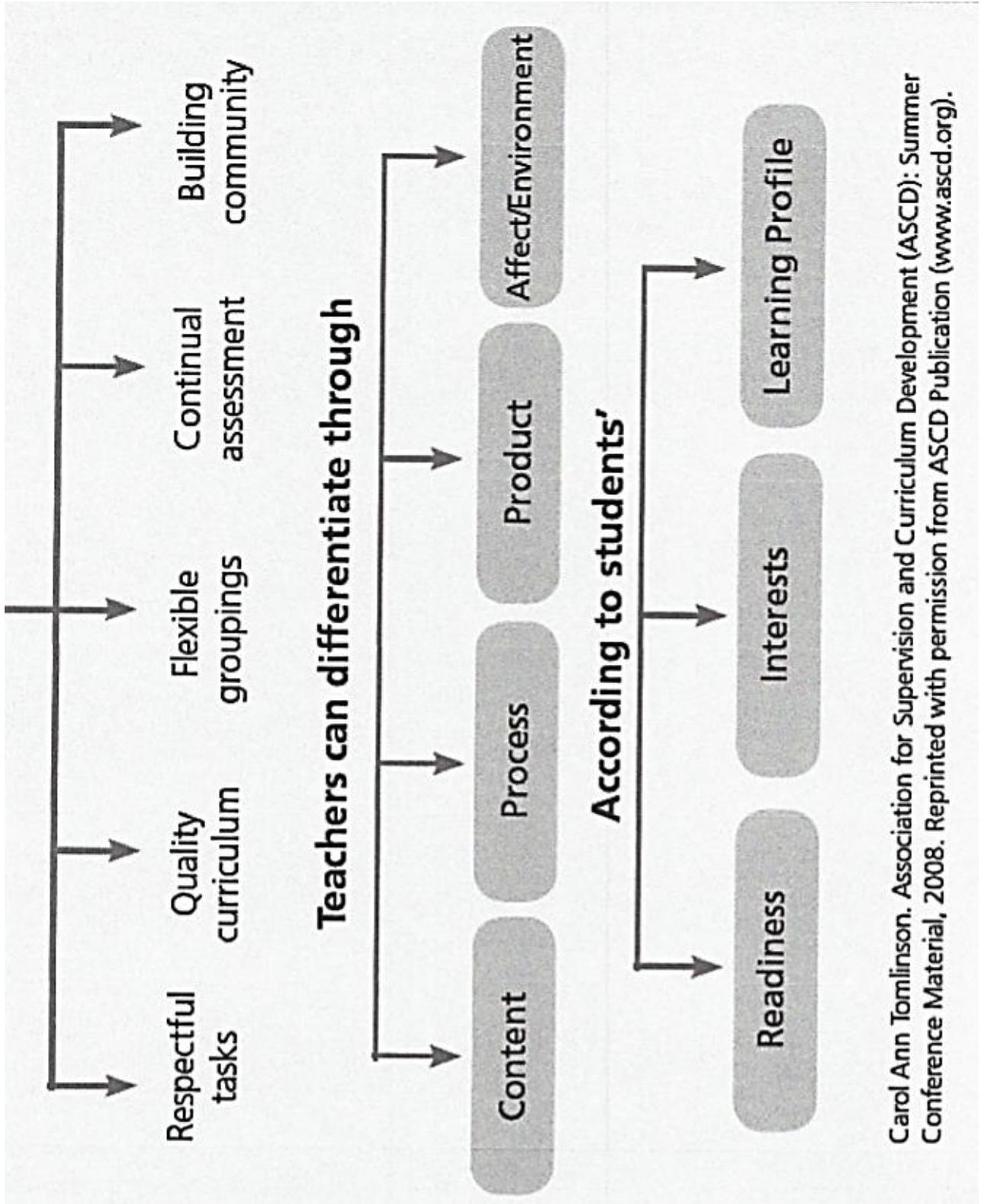
“Differentiation is _____”

- Post on wall
- Whole group reflection



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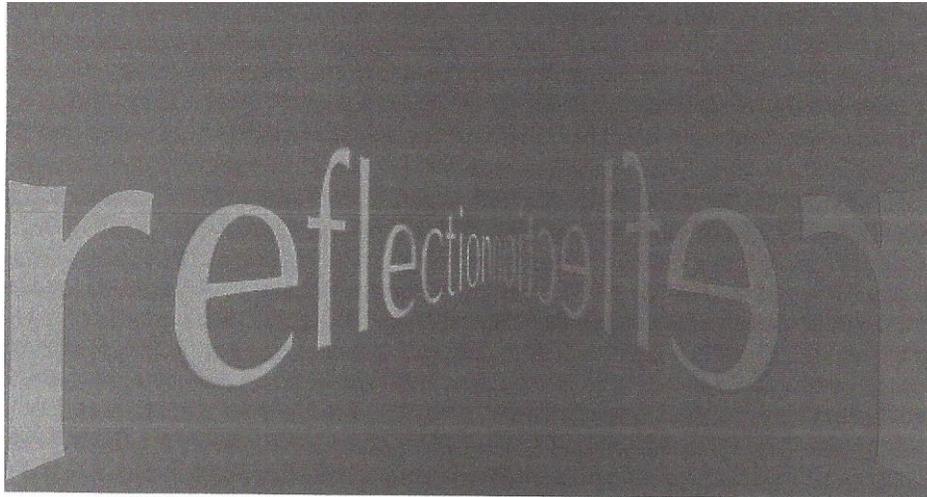


Carol Ann Tomlinson. Association for Supervision and Curriculum Development (ASCD): Summer Conference Material, 2008. Reprinted with permission from ASCD Publication (www.ascd.org).



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- What do we know at the end of session 1 that we didn't know when we walked into the workshop?

- What more do we want to know?



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- Find a table (4-6/table) One of you will be designated as the "host" and will begin the introductions.
- Ensure that all have an opportunity to speak and record the high points of the group's conversation on your table paper.
- All but the host move to a new table. The host facilitates introductions, briefly summarizes the first conversation and ensures that all have a voice in the second conversation - asks a new member to record the high points of the group's conversation on the table paper.
- All but the recorder moves to a new table. The new host (former recorder) facilitates introductions, very briefly summarizes the second conversation and ensures that all have a voice in the third conversation - asks a new member to record the high points of the group's conversation on the tablepaper



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Instructional Strategies That Support Differentiation

A Summary of Instructional Strategies from Carol Ann Tomlinson The Differentiated Classroom

Carol Ann Tomlinson presents the following strategies in Chapter 7 and 8. She suggests that these strategies may be used as frequent or occasional part of instruction in a differentiated classroom.

Complex Instruction

Students work in small instructional groups that

- draw upon individual's intellectual strengths
- allow for a variety of solutions and solution routes
- interest students
- use real world connection
- integrate reading and writing
- use multi-media
- require different talents to complete whole task

Orbital Studies

Students select a topic from a larger theme in the curriculum and

- investigate independently
- have guidance and coaching from the teacher
- develop more expertise on topic
- learn how to become an independent investigator

Stations

Students go to different spots in the classroom to work on various tasks simultaneously. This strategy

- allows students to work on different task simultaneously
- invites flexible grouping and timing
- includes a variety of assignments, materials, and product options based on rotation
- allows choice of station as a result of teacher, student, or shared decision
- may include the following examples: Teaching Station, Practice Station, Project Place, Thinking Place, Proof Place (peer conferencing, peer editing, etc.).

Centers

Students go to different areas that contain collections of materials or activities designed to teach, reinforce, or extend a skill or concept.

Teachers

- use materials and activities addressing a wide range of reading levels, learning profiles, and interest
- plan activities that vary from simple to complex, abstract to concrete, structured to open-ended
- include instruction about what a student should do if help is needed or the assignment is complete



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- use a record keeping system to monitor quality and completion level
- include a plan for ongoing assessment to allow for adjustment in center tasks
- focus on mastery or extension of specific skills

Agendas

Students complete a personalized list of tasks in a specified time. The teacher

- creates the agenda that will last the student two to three weeks
- includes special instructions for each task
- allows the student to determine the order of the tasks
- sets aside a particular time (daily, weekly, etc.) to work on agenda activities
- moves to individual students to monitor progress and to coach
- may instruct small group of students having difficulty with like tasks or skill

Entry Points

Teacher uses students' learner profiles (Multiple Intelligences) to plan instruction. Teacher presents topic or concept. Student is given the choice of avenues to begin studying the topic or concept, either individually or in small groups

- (Narrational Entry Point)- presents a story or narrative
- (Logical-Quantitative Entry Point)- uses numbers or deductive scientific approach
- (Foundational Entry Point)- examines the philosophy and vocabulary of the topic
- (Aesthetic Entry Point)- focuses on the sensory features
- (Experimental Entry Point)- uses a hand-on approach

Tiered Activities

Teacher plans tiered activities that focus on different levels of complexity, abstractness, and open-endedness. The teacher

- selects the concept or skill to be learned
- assesses the students' readiness level
- creates an activity that is interesting, high level, and develops or teaches the skill
- charts the complexity of the activity (high complexity to low complexity)
- clones the activity to ensure success and assess in terms of materials (basic to advanced), form of expression (familiar to unfamiliar), and experience (from personal to removed from personal)

Learning Contracts

Teacher negotiates a contract with student to give freedom to decide what is to be learned, working conditions, and how information will be applied or expressed. The contract

- specifies working conditions which may include behavior, time constraints, homework, class work involvement
- sets positive and negative consequences
- establishes criteria for successful completion of work
- includes signatures of agreement by both teacher and student



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Other Strategies

Compacting

Teacher pre-assesses what the students know or do not know about the topic or skill. Teacher provides a meaningful and challenging use of time for the students who have already mastered the topic or skill.

Problem-Based Learning

Teacher presents the students with a complex, unclear problem. Students then seek additional information. Define the problem, locate and use valid resources, make decisions about solutions, pose a solution, communicate that solution to others, and assess the solution's effectiveness.

Group Investigation

Teacher guides students through the investigation of a topic related to something else being studied in the class. Groups are divided by learner interest. Teacher assists in planning and carrying out the investigation, presenting the findings, and evaluating outcomes.

Independent Study

Teacher guides students in pursuing topics that interest them, identifying intriguing questions, setting goals and criteria for work, and assessing progress according to those goals.

Choice Boards

Students choose assignments from Choice Board with pockets containing varied tasks and instructions based on the core concept being taught. Students choose from a row and topic suited to their multiple intelligences or learning styles and readiness level.

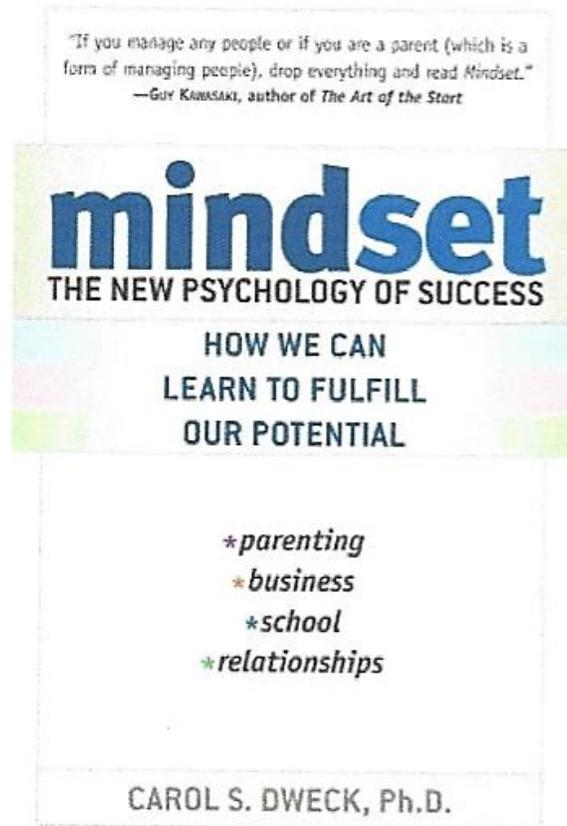
4MAT

Teachers plan instruction based on the four preferences (mastery, understanding, personal involvement, and synthesis) during the course of several days on a given topic.



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Mindset by Carol Dweck- Summary

JANUARY 2012

in [BOOKSHELF NOTES, SELF-AWARENESS](#)

For twenty years, my research has shown that the view you adopt of yourself profoundly affects the way you lead your life. – Carol Dweck¹

That is the central message in Carol Dweck's book, *Mindset: The New Psychology of Success*.

Dweck and her colleagues' research has found a very simple belief about ourselves that guides and permeates nearly every part of our lives.

This belief limits our potential or enables our success. It often marks the difference between excellence and mediocrity. It influences our self-awareness, our self-esteem, our creativity, our ability to face challenges, our resilience to setbacks, our levels of depression, and our tendency to stereotype, among other things.

What is this powerful, yet simple belief?

THE FIXED AND GROWTH MINDSETS

Much of who you are on a day-to-day basis comes from your *mindset*. Your mindset is the view you have of your qualities and characteristics – where they come from and whether they can *change*.



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These following two mindsets represent the extreme ends on either side of a spectrum.

A fixed mindset comes from the belief that your qualities are carved in stone – who you are is who you are, period. Characteristics such as intelligence, personality, and creativity are fixed traits, rather than something that can be developed.

A growth mindset comes from the belief that your basic qualities are things you can cultivate through effort. Yes, people differ greatly – in aptitude, talents, interests, or temperaments – but everyone can change and grow through application and experience.

It's very possible to be somewhere in the middle, and to lean a certain way in one area of life, and a different way in other areas. Dweck writes about them as a simple either-or throughout the book for the sake of simplicity. Your mindset likely varies from area to area. Your views may be different for artistic talent, intelligence, personality, or creativity. Whatever mindset you have in a particular area will guide you in that area.

How does this simple mindset change your behavior? Having a fixed mindset creates an urgency to prove yourself over and over – criticism is seen as an attack on your character, and to be avoided. Having a growth mindset encourages learning and effort. If you truly believe you can improve at something, you will be much more driven to learn and practice. Criticism is seen as valuable feedback and openly embraced. The hallmark of the growth mindset is the passion for sticking with it, *especially* when things are *not* going well.

The following example helps illustrate the two mindsets. After you read this short vignette of an imaginary situation, *ask yourself how you would respond* to this situation.

One day, you go to a class that is really important to you and that you like a lot. The professor returns the midterm papers to the class. You got a C+. You're very disappointed. That evening on the way back to your home, you find that you've gotten a parking ticket. Being really frustrated, you call your best friend to share your experience but are sort of brushed off.²

How would you respond? What would you think? If you thought, "What a crummy day. I would feel like a failure. I would be frustrated. I wouldn't feel motivated to study for the final exam. Maybe I'm just bad at that class." then you may tend towards the fixed mindset. If you thought, "Well, I probably shouldn't have parked there. And maybe my friend had a bad day? I'll have to study harder for the final." then you may tend towards the growth mindset.

You don't have to be of one mindset or the other to get upset. But those with the growth mindset don't label themselves and throw up their hands in defeat. They confront challenges and *keep working*. The growth mindset enables the converting of life's setbacks into future successes. The fixed mindset, however, often results in little or no effort; Dweck mentions the many times she is outright startled by how much the people with a fixed mindset do not believe in effort.

You may be thinking this whole idea of a mindset seems a little simplistic. Surely we're more complicated than that? Surely such a simple belief can't have *that much* impact on our lives?



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SMALL BELIEF, BIG INFLUENCE

How can one belief lead to all this - the love of challenge, belief in effort, resilience in the face of setbacks, and greater (more creative!) success?¹

"Smart people succeed," says the fixed mindset. Therefore, if you succeed, you're a smart person. Therefore, pick the easier problem so success is more likely, and you validate your smartness. Pick a hard problem and you may fail, revealing your stupidity.

"People can get smarter," says the growth mindset, "and do so by stretching themselves and taking on challenges." Therefore, pick the hard problem - who cares if you fail!

Your mindset is the *view you adopt of yourself*. These mentalities can be seen as early as four years old. In one of Dweck's studies:

We offered four-year-olds a choice: They could redo an easy jigsaw puzzle or they could try a harder one. Even at this tender age, children with the fixed mindset - the ones who believed in fixed traits - stuck with the safe one. Kids who are born smart "don't make mistakes," they told us.

The growth-oriented kids welcomed the harder puzzle, finding a safer puzzle to be boring. But those are just kids and toys. **Does your mindset have any influence on more important life decisions?** It turns out they do. One of the many examples given by Dweck deals with university students making decisions that will influence the rest of their lives.

Who would pass up a free opportunity to improve their life success? At the University of Hong Kong, everything is in English. Some students are more fluent than others, and this can have a big impact on their success. As students arrived to register for their freshman year, they were asked if they would take a free course to improve their English skills if the university provided one. It turned out that those with a fixed mindset were not very interested, and those with a growth mindset were absolutely interested. This is a perfect example of how the fixed mindset turns people into non-learners. As Dweck says:

The fixed mindset stands in the way of development and change. The growth mindset is a starting point for change, but people need to decide for themselves where their efforts toward change would be most valuable.

People with the fixed mindset are not simply lacking in confidence, though their confidence may be more fragile and more easily undermined by setbacks and effort. Also, having a growth mindset doesn't mean you have to be working hard all the time. It just means you can develop whatever skills you want to put the time and effort into.

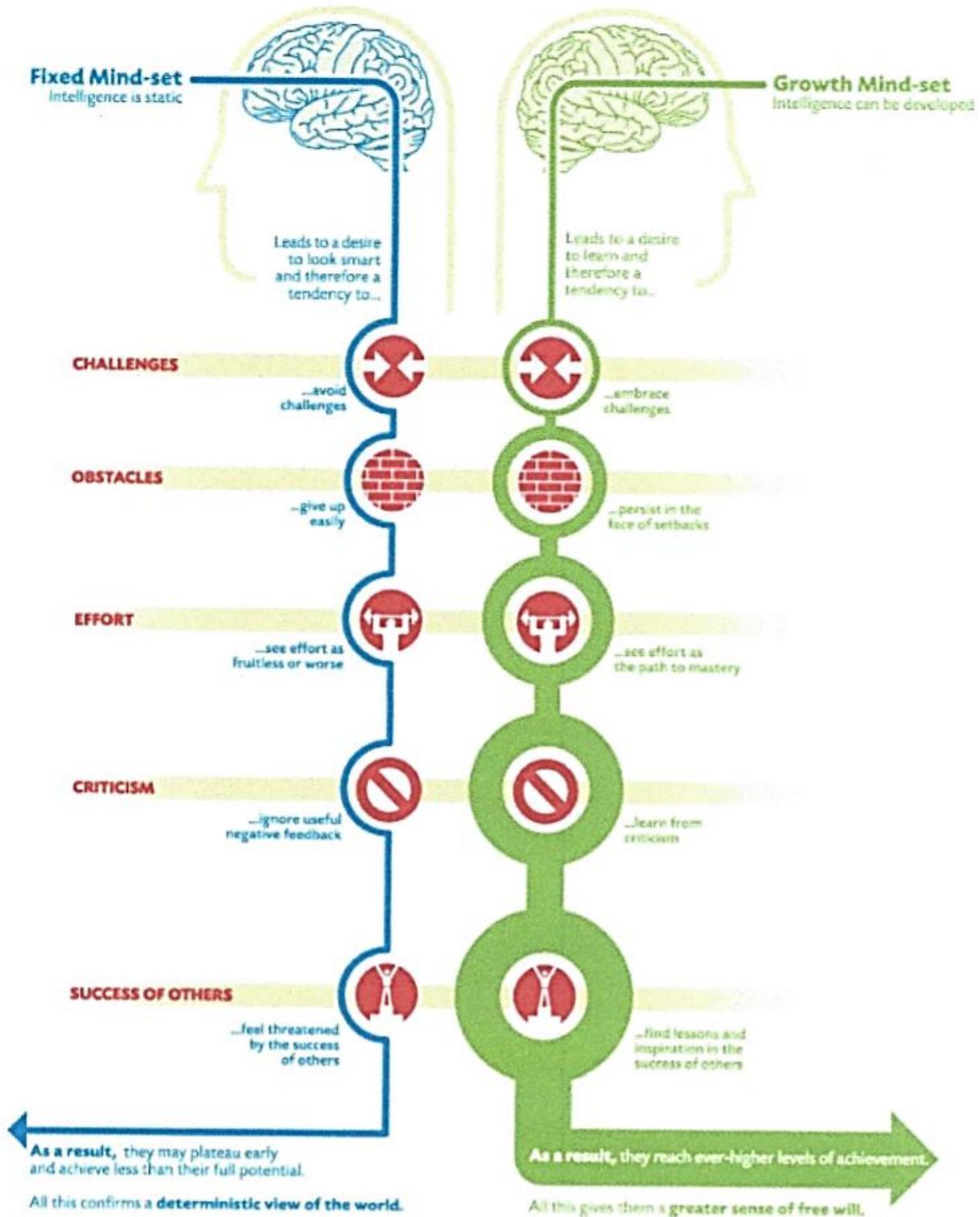
The following image, created by Nigel Holmes, and found near the end of the book, is a great summary of the key ideas in *Mindset*, and how it affects your life. (My one nitpick is the use of "deterministic" in the final fixed-mindset sentence, which I'd say is incorrect; replace it with "unchangeable" and I'd be happy.) It shows the difference between the two mindsets, and why the growth mindset is better.

Remember that all of these behaviors stem from the very simple beliefs you have about your own abilities to change and improve.



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Being aware of your own mindset will be key to changing it, as we'll see in a future post.



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For now, think about which side of this image better represents your beliefs about intelligence, and your resulting behavior. How about for creativity, or technical skills, or speaking abilities, or school skills, or social skills, or any other life skill and ability?

What's coming up next?

- Where our mindsets come from.
- Evidence that our mindsets can change.
- How to change our mindset. (Edit: I doubt I'll get around to writing this any time soon, so here is a relevant post by Malcolm Ocean.)
- 15 reasons why the growth mindset is better than the fixed mindset

Header image from coverbrowser.com.

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1. Dweck (2006). [*Mindset: The New Psychology of Success*](#). Ballantine Books. []
2. Dweck (2006), p. 7. []
3. Dweck (2006), p. 11. []
4. Dweck (2006), p. 16. []
5. The test subjects were giving a questionnaire including questions like "Is a person's intelligence fixed and unchangeable?" This enabled researchers to determine their mindset.



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