

SALAZAR, NORTON, TUITT (2010)

PRACTICES FOR INCLUSIVE EXCELLENCE

1. Intrapersonal Awareness

- Actively commit oneself to the process of self-actualization
- Increase personal awareness of one's own worldview
- Critically examine own ideas, assumptions, and values, and how those beliefs have an impact on one's pedagogies
- Articulate where and how worldview has developed
- Share own background and experiences with students
- Expand knowledge of [others] through readings about diverse cultures and identity groups, and immersing oneself in diversity
- Develop awareness of how [your] beliefs, cultures, and privileges influence curriculum and pedagogies
- Invite students to provide feedback on the instructor's facilitation of discussions and academic assessment

2. Interpersonal Awareness

- Create opportunities for interpersonal dialogue where multiple perspectives are honored
- Invite students to share cultural experiences with faculty and peers
- Validate student's experiences by engaging in empathetic listening and asking questions openly and constructively
- Assist students in identifying differences and similarities in opinions
- Be aware of nonverbal communication
- Engage students in creating classroom norms reflective of diversity, and revisit norms often
- Facilitate dialogue between students using a coconstructed framework of classroom norms
- Promote an academic perspective during critical discussions
- Develop and practice conflict resolution skills
- Recognize both overt and covert forms of conflict
- Foster opportunities for group work

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3. Curricular Transformation

- Integrate multiple identity groups into the curriculum through inclusion of cultural histories, local histories, and contributions
- Use culturally accurate curriculum, books, and teaching tools
- Incorporate multiculturalism throughout course content
- Reflect critically on whom the curriculum includes or excludes
- Review curriculum for hidden forms of oppression and make appropriate changes

4. Inclusive Pedagogy

- Recognize students' personal experiences as worthy knowledge
- Elicit and build on students' funds of knowledge
- Invite students to share their knowledge in multiple ways
- Collaborate with students as coconstructors of knowledge
- Establish critical dialogues with students
- Incorporate noncompetitive, collaborative assignments, and group work
- Facilitate large and small group discussions
- Use formative assessments such as journal writing and portfolios
- Include assignments such as life history interviews, personal stories of survival, and autobiographical writing that will diversify and personalize learning
- Engage students in debate, student-led discussion, read-alouds, and experiential learning activities
- Foster student choice

5. Inclusive Learning Environment

- Build opportunities for authentic interactions among students
- Demonstrate caring through attitude, expectations, and behavior
- Demonstrate pride in student achievement
- Engage in supportive outreach efforts
- Demonstrate respect through inclusion of multiple identity groups
- Pronounce students' names correctly
- Learn about students' backgrounds, social identities, and learning styles
- Identify and build on students' interests
- Meet with students outside of scheduled class time
- Provide constructive feedback
- Avoid actions that promote tokenism
- Consistently challenge racist and prejudicial remarks