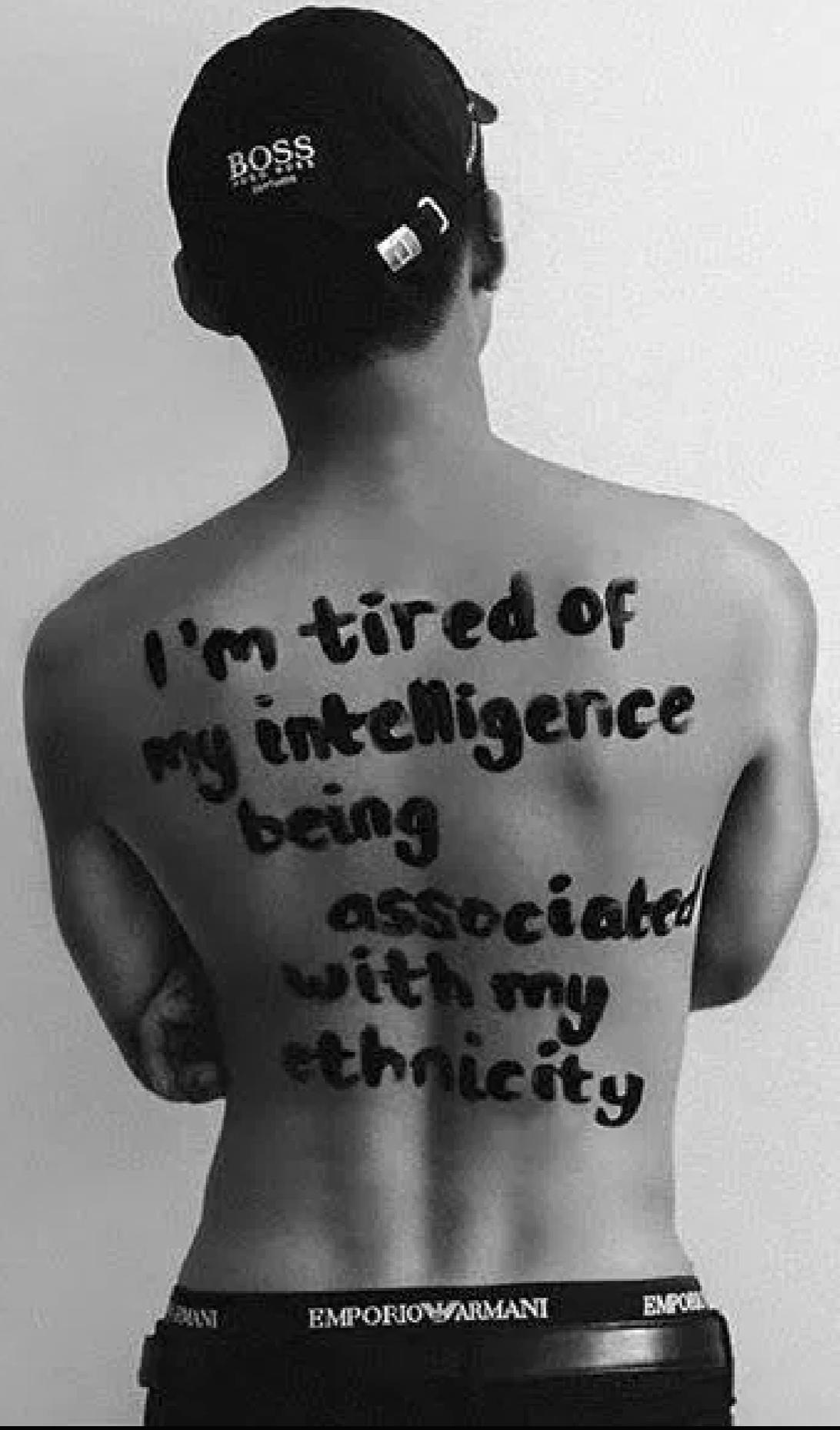


# **Inclusive Teaching Strategies**

**Rosemary Tyrrell, Ed.D.  
Director of Faculty Development**

Recognize  
biases/  
stereotypes  
you may have  
absorbed





***Do I interact with students in any way that may unintentionally manifest a double standard?***

**Recognize  
the  
complexity  
of diversity**



# Modify exclusive language or case examples





I'M Tired of  
"too old"  
and  
"too young"

**Treat each  
student as  
an individual**

Millennials are . . . .

Entitled

Spoiled

Distracted

Needy

Lazy



**Don't assume  
students will  
recognize  
cultural,  
literary or  
historical  
references**

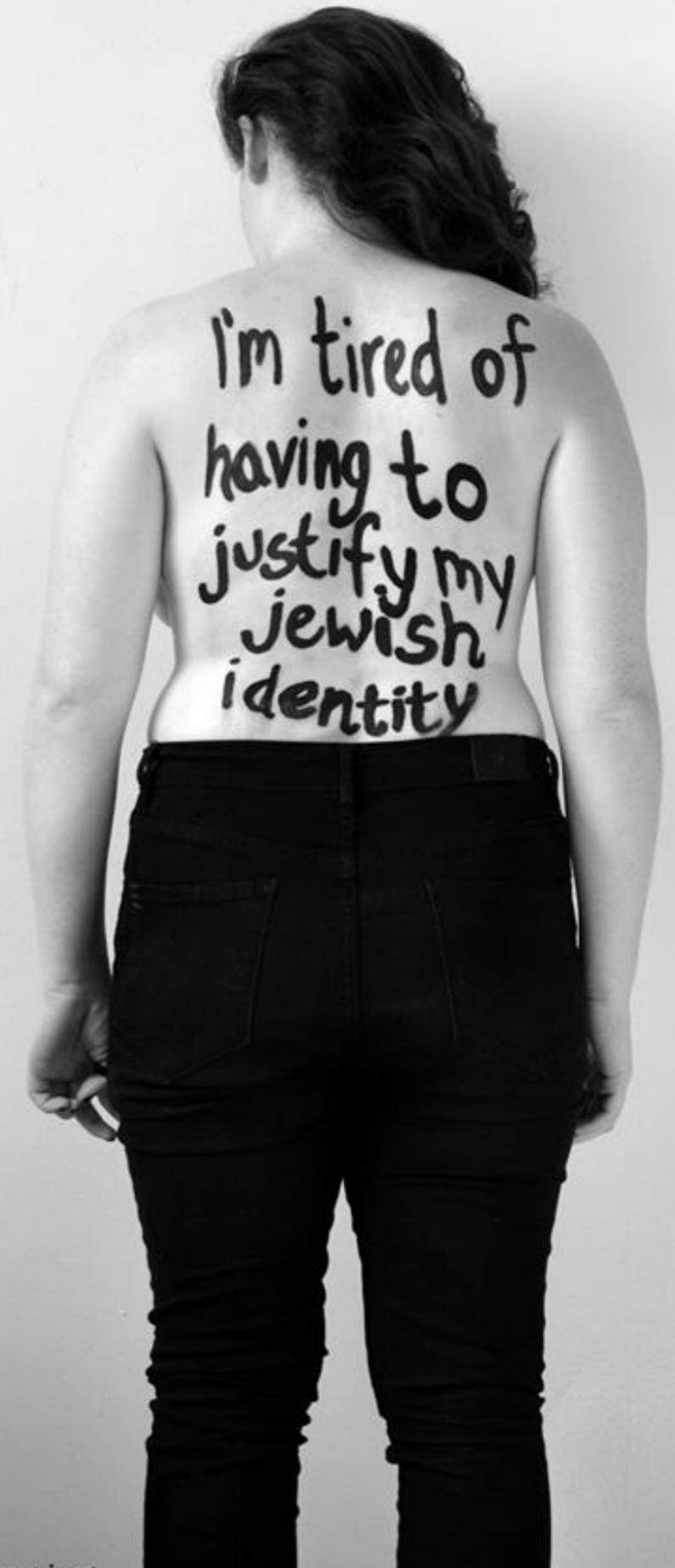


**Be sensitive  
to current  
terminology**

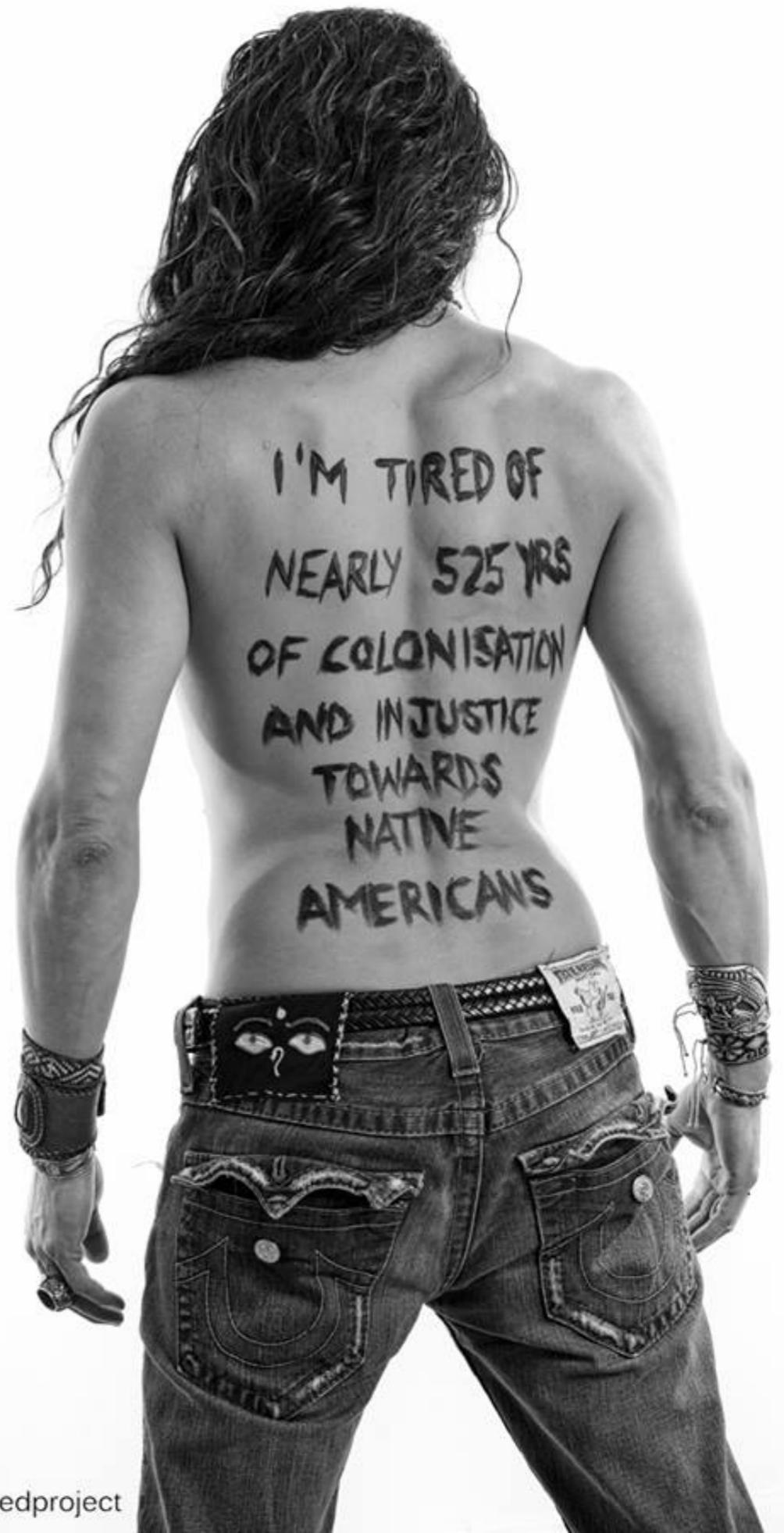
# Educate yourself

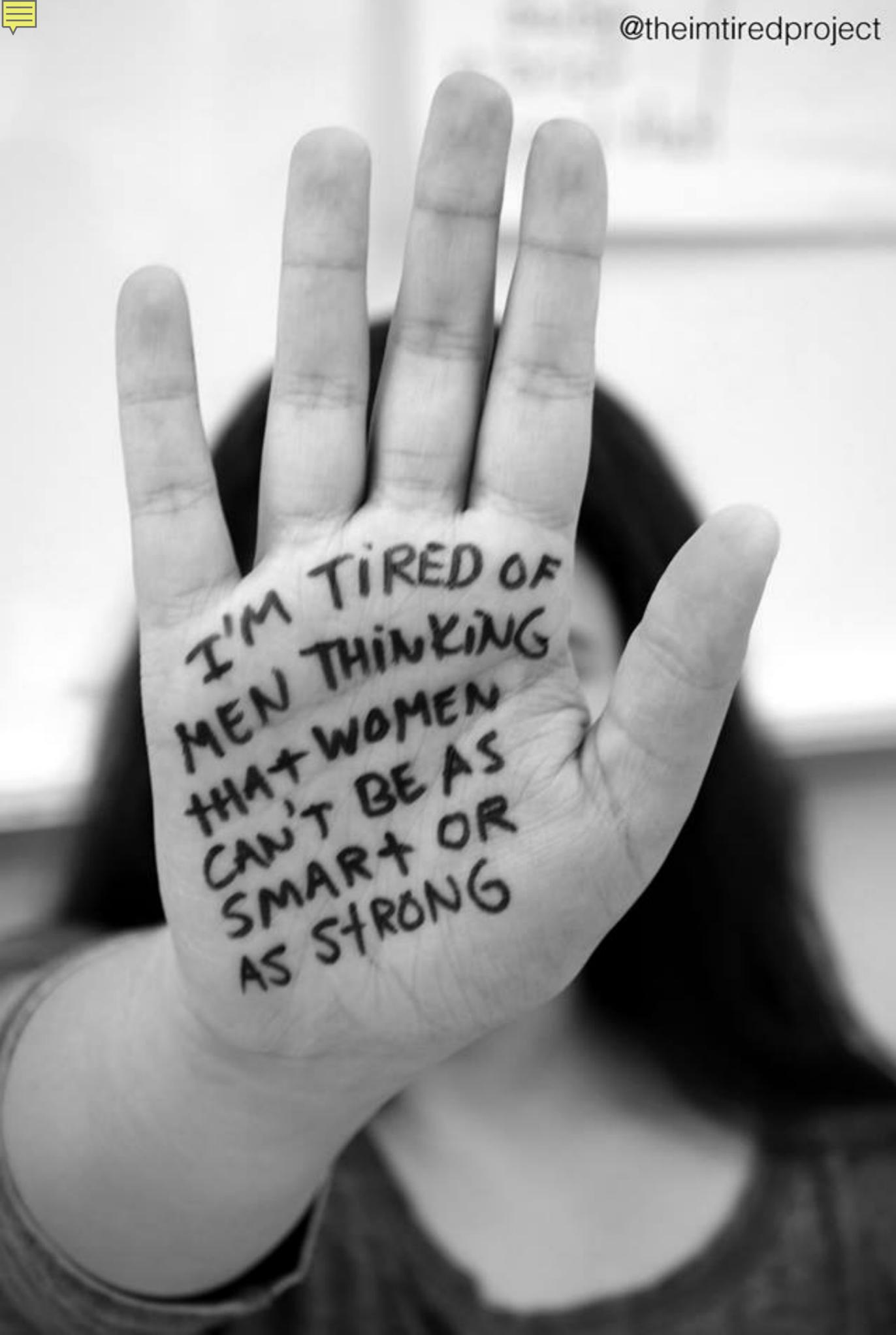
Silence doesn't always mean "YES." Sometimes it means, "*I'm tired of explaining to people who don't even care to understand.*"

**Avoid  
designated  
spokespersons**



**Don't try to  
protect any  
group**

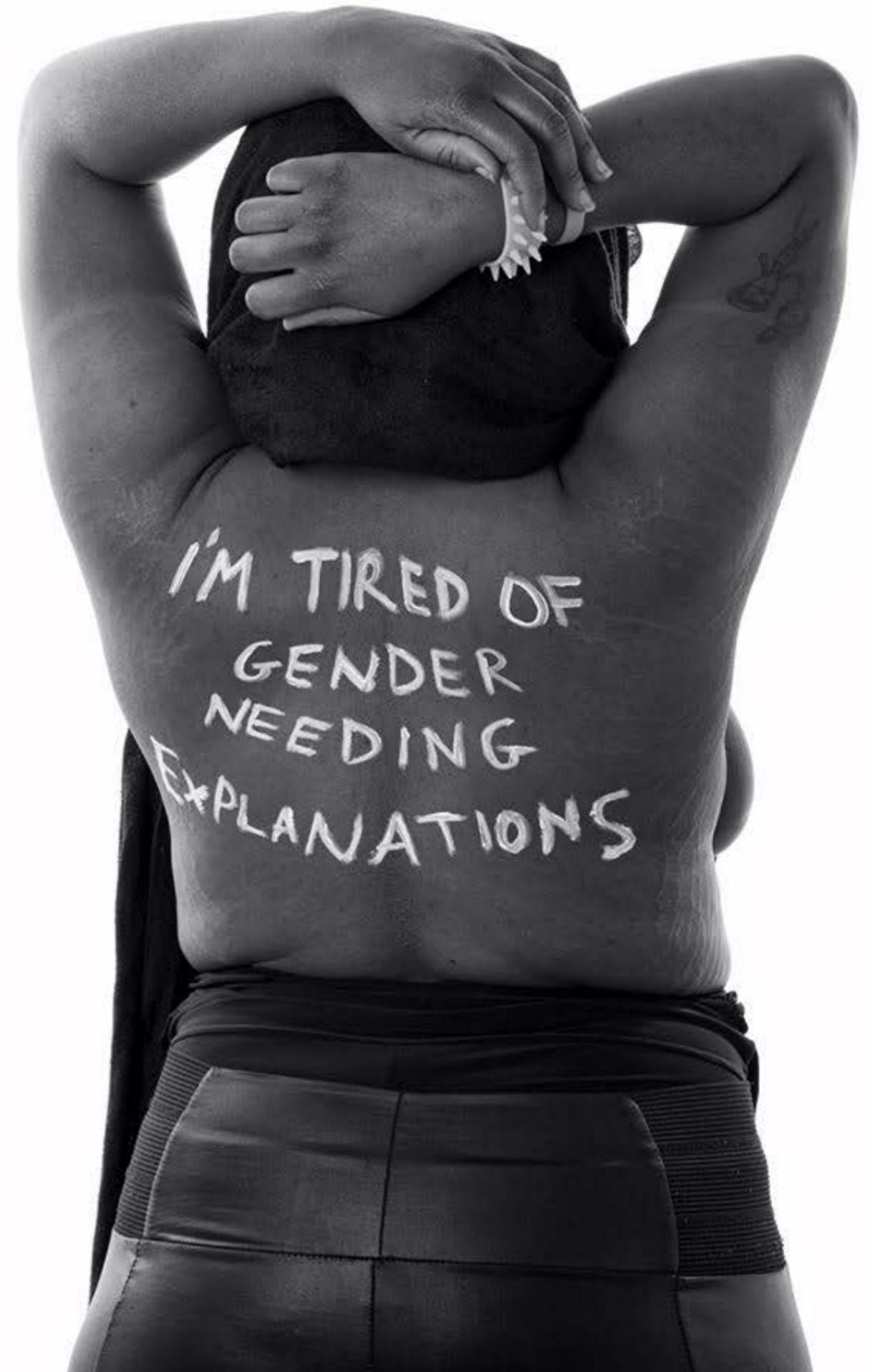


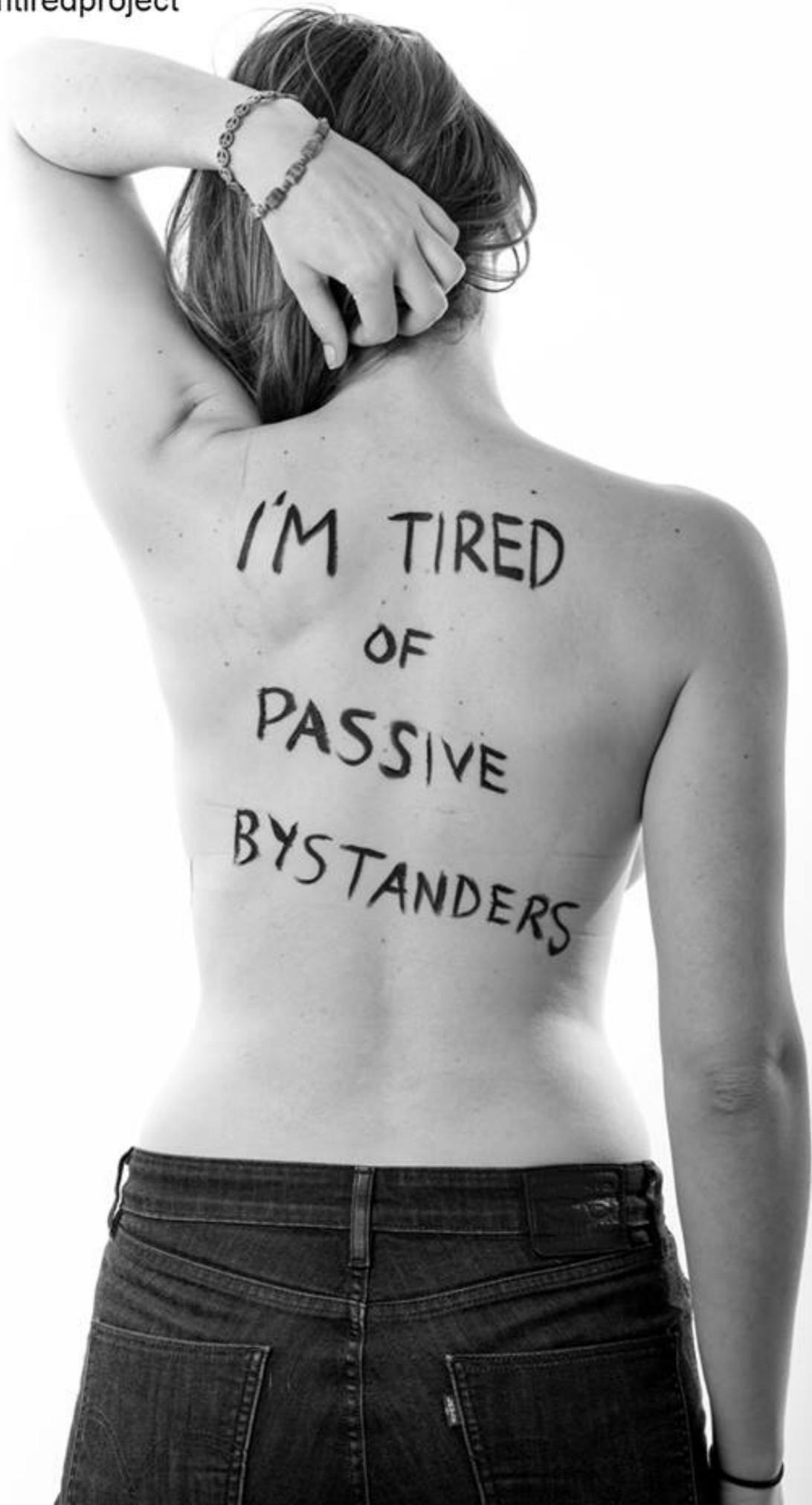


**Convey same level of respect and confidence in all students**



**Be even-  
handed in  
praise**



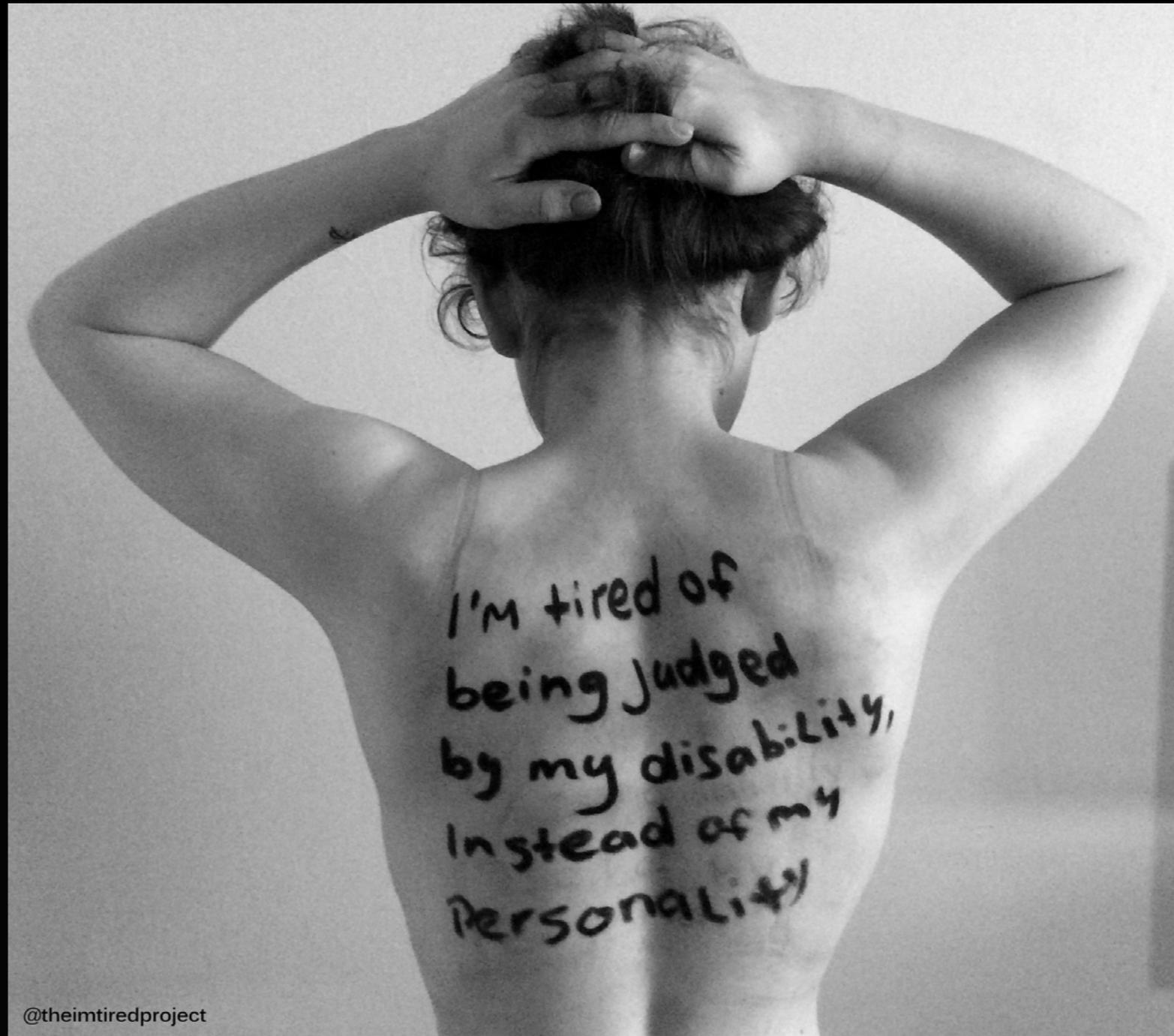


**Speak up  
promptly**

What you said made me  
uncomfortable. Although you  
may not have meant it, what  
you said could be interpreted  
as saying . . .



# Assess learning climate





In what ways, if any, does your ethnicity, race, gender, religion or national origin affect your interactions with the teacher or other students in this class?

# Evaluation inclusivity





Thank You!

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