



While INCLUSIVE PEDAGOGY is identified as its own domain, fundamental inclusive practices are identified in & woven through each domain. The following are teaching practices essential to inclusive teaching.

INCLUSIVE PEDAGOGY

is a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities. Instructors who ensure equitable access to course materials, foster belonging, and address the needs of a diverse student population create a more robust learning experience for all learners.



Curriculum / Curricular Alignment

- Adopt [practices grounded in inclusive curriculum](#) (see Curriculum/Curricular Alignment domain in this document)
- Use [backwards design](#) to align all course content, assignments, and assessments
- Add an [inclusivity statement](#) to your syllabus
- Make sure your syllabus, [textbooks](#), resources and coursework are [accessible to all learners](#) according to the CSU [Accessibility by Design](#) website



Classroom Climate

- Create a [welcoming and inclusive environment](#) (see Classroom Climate domain in this document)
- [Help students learn how to communicate](#) equitably and productively with each other
- Provide opportunities for [students to work with others](#) - and for students to see the value of diverse perspectives



Pedagogical Content Knowledge

- [Keep current on issues](#) of racism/sexism, current racial tensions, and contemporary cultural issues in the United States, especially [in relation to your discipline](#)
- [Proactively address common student misconceptions](#)
- [Assess prior knowledge of learners](#); use it to plan/revise class sessions



Student Motivation

- [Get to know students individually and personally: backgrounds, interests, reasons for taking the course](#); share professional research interests and experiences
- [Make content relevant](#) to all students' lives; [clearly link concepts/lessons](#) to industry, a broader purpose, [future classes/activities](#), or a transferable skill
- Use the [appropriate language](#) when referring to social groups
- [Use varied names](#) and socio-cultural contexts in stories, test questions and assignments



Feedback & Assessment

- Create [rubrics](#) for assignments, papers, group presentations; share rubrics with students along with assignment directions
- Provide structure and guidelines for student [group work and group assignments](#); guide and reteach [skills](#) for productive, [inclusive group work](#)
- Provide transparent [assignment directions \(template\)](#)
- Use [Classroom Assessment Techniques \(CATS\)](#) to check for understanding and to promote mental retrieval and [deep learning](#); this can be done in [residential, hybrid, and online courses](#)




Instructional Strategies

- Use a [variety of teaching methods](#) and modalities (verbal, interactive, [Socratic](#), etc.) that align with learning objectives
- Incorporate discussion techniques - small group, [discussion protocols](#), [think-pair-share](#), [CATS](#), etc.
- Use [accessible slide presentations, documents, videos and other course materials](#)

This collection of research-based teaching practices centered on CURRICULUM & CURRICULAR ALIGNMENT can be accessed and implemented to improve student learning and increase student success. See also: [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.

CURRICULUM & CURRICULAR ALIGNMENT

provide the foundation for any course. Instructors who connect course learning objectives, assignments, activities, and assessments provide students with a clear path to success in their course.

 - This icon indicates inclusive teaching practices essential to being "Proficient" or "Advanced" on the [Self-Assessment Rubric](#) this domain.

Inclusive Curriculum

- [Choose or create content](#) that deliberately reflects the diversity of contributors to the field
- Adopt [practices grounded in inclusive curriculum](#)
- Use a variety of course materials: [text](#), [video](#), [simulation](#), [games](#), etc. to appeal to a variety of learning preferences
- Use visuals, examples, analogies, and humor that do not reinforce stereotypes but do [include traditionally marginalized people or perspectives to ensure inclusivity](#)
- Know the implications of religious perspectives regarding [course content](#)
- Ensure all of your [course materials](#) are [accessible](#) to all learners




Learning Objectives/ Outcomes

- Use [Bloom's](#) or [Fink's](#) Taxonomy to write clear and measurable learning outcomes
- Write [outcomes](#) that align with the cognitive demands of the course
- Write short-term [outcomes](#) for units, modules, or daily activities



Course Alignment of Assessments & Activities



- Use [backwards design](#) to align all course content, assignments, and assessments 
- [Align assessments, assignments, and class activities with learning outcomes](#)
- [Align rigor](#) of class activities, discussions, i-clicker questions, etc. with rigor of exams
- [Design activities](#) where students make connections between content and learning outcomes

Syllabus



- Design a [learner-centered](#) syllabus ([use this rubric](#) to assess your syllabus)
- Add an [inclusivity statement](#) to your syllabus 
- Make sure your syllabus, [textbooks](#), resources and coursework are [accessible to all learners](#) according to the CSU [Accessibility by Design](#) website 
- Provide a visual map of the course, including [alignment of objectives to assessments](#)
- Include campus resources for students: [TILT Tutoring](#), [Student Resources and Campus Life](#)




TEACHING EFFECTIVENESS FRAMEWORK

This collection of research-based teaching practices centered on CLASSROOM CLIMATE can be accessed and implemented to improve student learning and increase student success. See also: [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.

CLASSROOM CLIMATE

refers to the intellectual, social, emotional, and physical environment in which students learn. Instructors who intentionally create a safe space and foster a community of learners find that students are more engaged.

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Create a Welcoming and Inclusive Environment

- [Use students' names and pronounce them correctly](#) - use name tents or seating charts in large classes
- [Co-create class norms](#) with your students, and establish a system to adhere to them
- [Connect the content to the lived experiences of a variety of students](#)
- Incorporate practices that create a [sense of belonging](#) for students, including [international students](#), [students of color](#), and students of all gender [identities](#) and all abilities
- Incorporate [Principles of Community](#) into your class
- Do not ask individuals to speak for an entire group of people
- Ensure inclusivity and [cultural awareness](#) in your non-verbal communication, language, and symbolic representations
- Be intentional about your [first day](#) of class





Instructor-Student Rapport

- Make time to [answer student questions/create a system](#) where all [students ask questions](#)
- [Talk with students instead of at them](#)
- [Ask students for feedback](#) on your teaching several times a semester; do something with their feedback
- [Be authentic and vulnerable](#)
- [Create a sense of belonging](#)
- Address bias and [microaggressions](#) in your classroom



Student-Student Rapport


- Create a system for everyone to [call each other by name](#)
- [Help students learn how to communicate](#) equitably and productively with each other 
- [Encourage students to be experts](#); allow them to teach concepts to each other
- Provide opportunities for [students to work with others](#) - and for students to see the value of diverse perspectives 
- Teach and model [appropriate small group behaviors](#) so everyone feels included in group work
- Model [productive disagreement](#), showing how to critique a statement or idea rather than the speaker
- Assess the [physical space](#) of the classroom; consider the space and movement for discussions and activities
- [Engage students in the content](#) - through [discussion](#), activities, and time to think.



PEDAGOGICAL CONTENT KNOWLEDGE


is the intersection of content and pedagogical expertise. When instructors know their students' prior knowledge and preconceptions, they intentionally choose instructional strategies that work best in their discipline for their current students.

This collection of research-based teaching practices centered on PEDAGOGICAL CONTENT KNOWLEDGE can be accessed and implemented to improve student learning and increase student success. See also: [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.

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Knowledge of Content

- Determine breadth and depth of content necessary for course level: [align with pre- co-, and subsequent courses](#)
- Present information in a [sequence that makes](#) sense to a (new, intermediate, advanced) learner
- [Scaffold](#) lessons and activities to support students in reaching the level of critical thinking needed to master course content
- [Keep current on issues](#) of racism/sexism, current racial tensions, and contemporary cultural issues in the United States, especially [in relation to your discipline](#) 



Knowledge of Instructional Strategies

- Use a variety of [instructional strategies](#) to engage a variety of learners
- Determine which instructional strategies work best for your teaching style and your students
- [Teach students about Bloom's Taxonomy](#) and how it relates to higher level thinking required for course concepts
- Provide [explicit learning strategies for your content/field](#) so students know how to work more effectively



Knowledge of Students

- Use the [appropriate language](#) when referring to social groups.
- [Use varied names](#) and socio-cultural contexts in stories, test questions and assignments.
- Use [positive language](#) when discussing challenging topics.
- If students struggle, remind them that they don't know it yet to reinforce that you believe they will eventually reach their goal
- When giving feedback, [use language that honors attempts, promotes growth, and provides hope to students](#)




TEACHING EFFECTIVENESS FRAMEWORK

This collection of research-based teaching practices centered on STUDENT MOTIVATION can be accessed and implemented to improve student learning and increase student success. See also: [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.



STUDENT MOTIVATION

is sparked by the perceived value or benefit of the academic content or task. When instructors use a variety of researched motivation techniques, student involvement and commitment to learning increases.

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Research-Based Motivation Techniques

- [Believe in all students](#) - that they can succeed; communicate this with them
- [Get to know students individually and personally](#): backgrounds, interests, reasons for taking the course 
- Share professional research interests and experiences
- [Make content relevant](#) to all students' lives; [clearly link concepts/lessons](#) to industry, a broader purpose, [future classes/activities](#), or a transferable skill 
- Engage students' [emotions](#) to see their potential to make the world a better place
- Promote [growth mindset](#) and students' [resilience](#) by shifting attention to problem solving, appropriately scaled challenges, and working through failure
- Support students when [working in groups](#)
- Provide opportunities for students to [teach and learn from their peers](#)



Instructional Language

- Proactively address [common student misconceptions](#)
- [Assess prior knowledge of learners](#); use it to plan/revise class sessions 
- [Align instruction with assessment](#), frequently [check for understanding](#)
- [Connect content to other course content, other courses, and contemporary issues in the field](#)
- Plan activities, discussions, and formative assessments for [concepts](#) that are typically difficult for students



Approaches to Teaching

- Provide opportunities to learn in a [variety of learning modalities](#): group learning, [peer learning](#), individual learning, learning with technology, etc.
- Teach from everywhere in the room, not just from behind the podium
- Challenge students with deep learning (case studies, community-based learning, collaborative projects, etc.)
- Acknowledge student effort; [allow room in your grading](#) for risk-taking and error
- [Gauge the rigor of your instruction](#). Is it at a level that will provide the correct learning edge for students?



Student Engagement

- [Encourage behavioral, emotional, and cognitive engagement in your course](#)




TEACHING EFFECTIVENESS FRAMEWORK

This collection of research-based teaching practices centered on FEEDBACK & ASSESSMENT can be accessed and implemented to improve student learning and increase student success. See also: [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.

FEEDBACK & ASSESSMENT

are used to continuously monitor performance and communicate progress and levels of mastery to students. Instructors who incorporate frequent and ongoing assessments are able to use these data to adjust teaching strategies and provide feedback to students about their learning- motivating students to be more self-directed.

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First Four Weeks

- Use low-stakes assessments during the [First Four Weeks](#) of class
- Administer a mini-exam at the same difficulty level as [larger exams](#)
- Structure time for students to engage in [self/peer assessment](#)




Summative Assessment

- [Align assessments](#) with objectives; share this alignment with students
- Create [rubrics](#) for assignments, papers, group presentations; share rubrics with students along with assignment directions 
- Use rubrics as a [teaching and learning tool](#)
- Vary assessments: quizzes, exams, [assignments](#), papers, projects, simulations, & presentations 
- Provide transparent [assignment directions \(template\)](#)
- Create real-life, [authentic assessment opportunities](#)
- Scaffold large [assignments](#): assign small chunks of assignments, allow for rough drafts, revisions, and [peer feedback](#).
- Give students opportunities to engage in [self/peer](#) assessment drafts of their assignment using the rubric
- Consider [group quizzes or tests](#) in addition to individual testing
- Provide transparent [assignment directions \(template\)](#) 



Formative Assessment

- Engage students in [project "exemplar" analysis](#) before an assignment is due
- Use [Classroom Assessment Techniques](#) to check for understanding and to promote mental retrieval and [deep learning](#); this can be done in [residential, hybrid, and online courses](#) 
- Use technology tools to engage students and check for understanding: [iClickers](#), [Kahoot](#), [Jamboard](#), Google
- Use "on the fly" in-class [checks for understanding](#): Fist to five, think-pair-share, think-ink-pair-share, thumb-o-meter, etc.
- Be willing to [diverge from your teaching plan](#) if checks for understanding demonstrate student confusion or knowledge gaps

Feedback



- Give [timely feedback](#)
- Give [specific feedback](#); ask questions or use [sentences like](#), "The best part of this is _____ because" or "I don't have a clear picture of _____."
- If [students will be giving feedback](#) to each other, give them guidelines, practice, and support
- Make sure students know that formative assessment is a [form of supportive feedback](#) - not all formative assessment needs to be graded.




TEACHING EFFECTIVENESS FRAMEWORK

This collection of research-based teaching practices centered on INSTRUCTIONAL STRATEGIES can be accessed and implemented to improve student learning and increase student success. See also: [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.



INSTRUCTIONAL STRATEGIES

that are most effective provide an active and engaging experience for learners. Instructors who use a variety of evidence-based teaching strategies create an environment for increased student engagement and critical thinking.

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Active Learning

- Use a [variety of teaching methods](#) and modalities (verbal, interactive, [Socratic](#), etc.) that align with learning objectives 
- [Individual processing activities](#)
- [Partner processing activities](#)
- [Small group activities](#)
- Use learning strategies that have a [proven effect size](#) on student learning
- [Concept maps](#) 
- Use discussion techniques - small group, [discussion protocols](#), [think pair share](#), fishbowl, [CATS](#), etc.
- Use [classroom management strategies](#) - set a timer for activities, write and post directions for activities
- [Chunk class time into 10 - 15 minute segments](#) with processing time after each segment
- [Service learning](#)
- In-class problem solving - [Problem Solving Models](#)
- [First five minutes](#) of class
- [Writing to learn](#)
- [Peer-to-peer instruction](#)
- [Cultural learning projects](#)

Learning Technology



- [Learning Technology](#)
- Use [Canvas](#) and [online discussions](#)
- Stay up-to-date with [classroom technologies](#)
- Use [accessible slide presentations, documents, videos, and other course materials](#)
- Keep students engaged by using learning apps: [Padlet](#), [Kahoot](#), [Jamboard](#), [Flippity](#), [Quizlet](#), [Edpuzzle](#), [Flipgrid](#), [iClickers](#) 

Science of Learning



- [Science of Learning](#)
- Align [questions with the level of thinking](#) you want from students
- Guide students in [three phases of learning](#): surface, deep, and transfer
- Design classes so that students engage in [Predicting, Interleaving, Connecting, Practicing](#)
- Avoid cognitive overload for students, allow time for [metacognition](#)
- Incorporate [elaboration](#), [spacing](#), and [frequent quizzing/testing](#)