TEACHING EFFECTIVENESS FRAMEWORK

CLASSROOM CLIMATE DOMAIN

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.

Choose from these evidence-based teaching practices to create a safe space for students to learn and to support each other.

Inclusive and Welcoming Environment

- Use students' names and pronounce them correctly – use name tents or seating charts in large classes
- Use students' preferred pronouns
- 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 CSU Principles of Community into your class
- 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 welcoming and respectful environment
- Address bias and microaggressions in your classroom
- Use the appropriate language when referring to social groups
- Do not ask individuals to speak for an entire group of people

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
- 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

This icon indicates inclusive teaching practices that are fundamental to being an inclusive instructor.

See: TILT's Recommended Process for Annual Review of Teaching to learn more about how to utilize this resource.

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LEVELED CRITERIA & SELF ASSESSMENT RUBRIC

Use this rubric to reflect on your current instructional practices, set a teaching goal, and monitor growth. TILT recommends revisiting this throughout the year to continue to reflect and adjust as you work towards your goal. TILT does not recommend using this as an observation tool or for direct evaluation. See TILT's Recommended Process for Annual Review of Teaching to learn more about how to utilize this resource.

CLASSROOM CLIMATE DOMAIN

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Evidence	Advanced	Proficient	Developing	Emerging
Inclusive and Welcoming Environment • Instructional techniques that build safety and community for all students	Integrates teaching practices that foster a safe, challenging, supportive, engaged community of learners into all aspects of the course.	Integrates several teaching practices that foster a sense of community and create a challenging, safe, supportive, mostly engaged classroom.	The instructor periodically attempts teaching practices that build community.	Does not attempt teaching practices that build community or does this only during the first week of class.
Instructor-Student Rapport • Relationship between instructor and students • Opportunities for students to provide feedback on teaching • Instructor awareness of bias and microaggressions	Instructor is welcoming, authentic, vulnerable, and respectful of all students. Students actively participate without prompting. Feedback on the course is collected several times throughout the course, shared with students and is used to make instructional decisions. The instructor recognizes and takes action to mitigate bias in their own actions.	Instructor is welcoming, authentic, vulnerable, and respectful of all students much of the time. Students participate with some prompting. Feedback on the course is collected early and/or mid-course and is used to make instructional decisions. Instructor recognizes and takes action to mitigate bias in their own actions.	Instructor is welcoming. Students are encouraged to participate, and some attempt is made to keep them engaged. Feedback on the course is collected mid-course but not shared with students and/or used.	Student engagement is not addressed. Feedback is collected at the end of the course.
Student-Student Rapport • Frequency and quality of student-student interaction • Frequency and quality of opportunities to learn about and from each other	Teaching practices foster a high level of student–student interaction throughout the course. Instructor creates opportunities for students to learn classmates' names and use protocols for productive communication and group work. Instructor mitigates bias in classroom interactions and brings this awareness to students. Nearly all students engage with and support each other regularly – with and without prompting from the instructor.	Teaching practices prompt student–student interaction throughout the course. Instructor encourages students to learn classmates' names and use protocols for productive communication and group work. Instructor takes action to mitigate bias in classroom interactions and brings this awareness to students. Many students engage with and support each other regularly – with and without prompting from the instructor.	Teaching practices occasionally encourage student–student interaction. Instructor takes action to mitigate bias in classroom interactions. Some students engage with and support each other; some students engage only with prompting from instructor; some do not engage with others at all.	Teaching practices do little to promote student-student engagement. Instructor does not recognize implicit biases that affect classroom interactions. Most students generally do not engage with each other about course content.

Classroom Climate

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