




TEACHING EFFECTIVENESS FRAMEWORK

EVIDENCE-BASED TEACHING PRACTICES

INCLUSIVE PEDAGOGY

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 to create a more robust learning experience for all learners. This collection of **evidence-based teaching practices** helps instructors develop their skills in **Inclusive Pedagogy**. Consider starting with inclusive practices that are key to Universal Design (UDL)  in this domain. See [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.




Self-Reflection, Training, and Awareness

- [Engage in training](#) on the following: implicit bias, microaggressions, inclusive language, understanding oppression, intercultural communication, and principles of community
- Determine your own assumptions and biases and how they might impact students; consciously correct any biases you recognize in your thinking
- Keep current on [issues of racism/sexism](#), current racial tensions, and contemporary cultural issues
- Know the implications of religious perspectives regarding your course content



Inclusive Curriculum

- Make sure your syllabus, textbooks, slides, documents, videos, resources, and coursework are accessible to all learners according to the CSU [Accessibility by Design](#) website 
- Use [backwards design](#) to align all course content, assignments, and assessments
- Seek out content that deliberately reflects the diversity of contributors to the field
- Use visuals, examples, analogies, and humor that do not reinforce stereotypes but do include diverse people and perspectives
- [Use varied names](#) and socio-cultural contexts in stories, test questions, and assignments
- Vary assessments: quizzes, exams, [assignments](#), papers, projects, simulations, and presentations
- Provide [transparent assignment directions](#): start with this [template](#)
- Create [rubrics](#) for assignments, papers, and presentations; share rubrics with students when presenting the assignment




Inclusive Classroom Environment

- [Create an inclusive and welcoming environment](#)
- Use students' names and pronounce them correctly – use name tents or seating charts in large classes
- [Believe in all students](#), that they can succeed; communicate this with them often
- Share your intentions for inclusivity with students – orally and in your syllabus; use current, [inclusive language](#)
- [Help students learn how to communicate](#) equitably and productively with each other



Inclusive Teaching Strategies

- Move beyond lecture: use a [variety of teaching methods](#) and modalities (verbal, interactive, [Socratic](#), etc.) that align with learning objectives
- Provide opportunities for students to work with others – and for students to see the value of [diverse perspectives](#)
- Provide structure and guidelines for student [group work and group assignments](#); guide and reteach skills for productive, [inclusive group work](#) 
- Incorporate [Classroom Assessment Techniques](#) for individual processing, partner processing, or small group activities during class and as homework
- [Make content relevant](#) to all students' lives; [clearly link concepts/lessons](#) to industry, a broader purpose, [future classes/activities](#), or a transferable skill
- [Assess prior knowledge of learners](#); use it to plan/revise class sessions
- Proactively address [common student misconceptions](#)





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SELF-ASSESSMENT RUBRIC

INCLUSIVE PEDAGOGY

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.

Focus Area & Evidence	Advanced	Proficient	Developing	Emerging
Training, Awareness and Self-Reflection: <ul style="list-style-type: none"> Learning about Inclusive Excellence and Pedagogy Mitigation of assumptions, biases, and microaggressions 	Has participated in extensive training on inclusive excellence in teaching and regularly engages in further reading and reflection. Is successful in mitigating their own and students' assumptions, biases, and microaggressions.	Has participated in some training on inclusive excellence in teaching and has explored some further reading and reflection. Has awareness of their own and students' assumptions, biases, and microaggressions and is beginning to mitigate them.	Has participated in minimal training or reading on inclusive excellence in teaching. Is developing awareness of their own and students' assumptions, biases, and microaggressions.	Has not yet participated in training or reading on inclusive excellence in teaching. Has not yet considered their own or students' assumptions and biases in relation to teaching and learning.
Inclusive Curriculum <ul style="list-style-type: none"> Content accessibility Diversity of contributors to the field Alignment of content and assessments with course outcomes 	All course content is accessible. Content deliberately reflects the diversity of contributors to the field. All assignments and activities align with course outcomes and have clear directions and grading criteria.	Most content is accessible. Content reflects some diversity of contributors to the field. Most assignments and activities align with course outcomes and have clear directions and grading criteria.	Some content is accessible. Content reflects little diversity of contributors to the field. Some assignments and activities align with course outcomes and have clear directions and grading criteria.	Content has not yet been checked for accessibility. Content does not yet reflect diversity of contributors to the field. Assessments and activities do not clearly align with course outcomes and may not have clear directions or grading criteria.
Inclusive Classroom Environment <ul style="list-style-type: none"> Communication Attendance Participation 	Instructor and students call each other by name. Communication is encouraging and productive. Nearly all students regularly attend class and participate in activities all semester.	Instructor and many students call each other by name. Communication is mostly encouraging and productive. Most students attend class and participate in activities all semester.	Instructor calls some students by name. Communication is occasionally positive. Student attendance and engagement decreases, especially later in the semester.	Instructor calls a few students by name. Communication is mostly neutral, sometimes discouraging. Student attendance and engagement decreases, especially later in the semester.
Inclusive Teaching Practices <ul style="list-style-type: none"> Active learning Checks for understanding Connections to students' lives, industry, and other courses 	Uses active learning during every class. Integrates continual checks for understanding and addresses student misunderstandings and misconceptions. Uses analogies and connections relevant to all students.	Uses active learning during most classes. Integrates many checks for understanding and addresses student misunderstandings and misconceptions. Uses analogies and connections relevant to most students.	Occasionally uses active learning. Integrates some checks for understanding and sometimes addresses student misunderstandings and misconceptions. Makes some connections relevant to students.	Nearly all instruction is lecture. Answers student questions if they ask them. May make some connections.



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INCLUSIVE PEDAGOGY

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