TEACHING EFFECTIVENESS FRAMEWORK

INCLUSIVE PEDAGOGY DOMAIN

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.

Effective instructors use evidence-based inclusive practices that are fundamental to student success.

Curriculum / Curricular Alignment

- Adopt practices grounded in inclusive curriculum
- 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 an inclusive and welcoming environment
- 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
- Use the appropriate language when referring to social groups

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

- Use content and connections that align with your current group of students' backgrounds, interests, and reasons for taking the course
- Make content relevant to all students' lives; clearly link concepts/lessons to industry, a broader purpose, future classes/activities, or a transferable skill
- Use varied names and socio-cultural contexts in stories, test questions, and assignments

Feedback & Assessment

- Create rubrics for assignments, papers, and presentations; share rubrics with students when presenting the assignment
- Provide structure and guidelines for student group work and group assignments; guide and reteach skills for productive, inclusive group work
- Provide transparent assignment directions: start with this template
- 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
- Vary assessments: quizzes, exams, assignments, papers, projects, simulations, and presentations

Instructional Strategies

- Use a variety of teaching methods and modalities (verbal, interactive, Socratic, etc.) that align with learning objectives
- Incorporate Classroom Assessment Techniques for individual processing, partner processing, or small group activities in a variety of teaching modalities
- Use accessible slide presentations, documents, videos, and other course materials

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.

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Evidence	Advanced	Proficient	Developing	Emerging
Inclusive Excellence, Training, and Practice: • Learning about Inclusive Excellence • Awareness of student identities in the classroom • Mitigation of assumptions, biases, and microaggressions in the classroom	Has participated in much training on inclusive excellence in teaching and regularly engages in further reading and reflection. Has awareness of student identities in the classroom and uses this knowledge to support student success. Successful in mitigating their own and students' assumptions, biases, and microaggressions in the classroom.	Has participated in some training on inclusive excellence in teaching and has explored some further reading and reflection. Is developing awareness of student identities in the classroom and is beginning to use it to make instructional decisions that support students. Has awareness of their own and students' assumptions, biases, and microaggressions and is beginning to mitigate them in the classroom.	Has participated in some training or reading on inclusive excellence in teaching. Is beginning to develop an awareness of the student identities in the classroom and is beginning to use it to support students. 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. Is not yet aware of all students' identities in their classroom or what impact it has on student success. Has not yet considered their own assumptions and biases in relation to teaching.
Inclusive Teaching Practices • Use of evidence-based practices from the other six domains of the TEF that are fundamental to being an inclusive instructor	Intentionally and actively incorporates inclusive teaching practices in all aspects of the curriculum and the classroom to increase awareness, content knowledge, cognitive sophistication, and sense of community for every individual.	Regularly incorporates inclusive teaching practices in planning and delivery of content.	Incorporates some inclusive teaching practices in planning and delivery of content.	Instructor has not yet developed inclusive content or teaching practices.

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