



TEACHING EFFECTIVENESS FRAMEWORK

EVIDENCE-BASED TEACHING PRACTICES

CLASSROOM CLIMATE

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. This collection of **evidence-based teaching practices** helps instructors develop their skills in **Classroom Climate**. Consider starting with key inclusive practices (👥) or key Universal Design (UDL) practices (🧠) in this domain. See [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.



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 to create a safe and caring space; establish a system to adhere to these norms 🧠
- [Connect the content](#) to the variety of lived experience of your students 🧠
- Incorporate practices that create a [sense of belonging](#) for students, including [international](#) students, [students of color](#), 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](#)
- Address bias and [microaggressions](#) in your classroom
- Use current, [inclusive language](#) orally and in writing 👥
- 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 🧠





TEACHING EFFECTIVENESS FRAMEWORK

SELF-ASSESSMENT RUBRIC

CLASSROOM CLIMATE

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
Inclusive and Welcoming Environment <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.





TEACHING EFFECTIVENESS FRAMEWORK

REFERENCES

CLASSROOM CLIMATE

- Barr, J. J. (2016). Developing a positive classroom climate. The IDEA Center, IDEA Paper #61(October 2016).
https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_61.pdf
- Barry J. Fraser , David F. Treagust & Norman C. Dennis (1986) Development of an instrument for assessing classroom psychosocial environment at universities and colleges, *Studies in Higher Education*, 11:1, 43-54, DOI: [10.1080/03075078612331378451](https://doi.org/10.1080/03075078612331378451)
- Benefits, Definitions, and Underpinnings – LSE Resources*. (n.d.). Retrieved July 18, 2023, from <https://lse.ascb.org/evidence-based-teaching-guides/group-work/benefits-definitions-and-underpinnings/>
- Blackmon, Zachary & O'Hara, Robert & Viars, Jordan. (2020). Microaggressions, Sense of Belonging, and Sexual Identity in the Residential Environment.
- Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences*, 113(31), 8664–8668. <https://doi.org/10.1073/pnas.1608207113>
- College and University Classroom Environment Inventory (CUCEI) Fraser: 7 psychosocial dimensions of actual or preferred classroom environment: personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation, and individualization. Fraser, B.J. & Treagust, D.F. *High Educ* (1986) 15: 37. <https://doi-org.ezproxy2.library.colostate.edu/10.1007/BF00138091>
- Contact Support*. (n.d.). Masterplan.highered.colorado.gov. Retrieved July 18, 2023, from [http://masterplan.highered.colorado.gov/wp-content/uploads/2020/09/CDHE-Creating-a-Positive-Classroom-Climate.pdf%20\(pp.%2010-11\)](http://masterplan.highered.colorado.gov/wp-content/uploads/2020/09/CDHE-Creating-a-Positive-Classroom-Climate.pdf%20(pp.%2010-11))
- Cooper, K. M., Haney, B., Krieg, A., & Brownell, S. E. (2017). What's in a Name? The Importance of Students Perceiving That an Instructor Knows Their Names in a High-Enrollment Biology Classroom. *CBE—Life Sciences Education*, 16(1), ar8. <https://doi.org/10.1187/cbe.16-08-0265>
- Fraser B.J. (2012) Classroom Learning Environments: Retrospect, Context and Prospect (pp. 1191-1239). In: Fraser B., Tobin K., McRobbie C. (Eds.). *Second International Handbook of Science Education*. Springer International Handbooks of Education, vol 24. Springer, Dordrecht
- Freeman, T. M., Anderman, L. H., & Jensen, J. M. (2007). Sense of Belonging in College Freshmen at the Classroom and Campus Levels. *The Journal of Experimental Education*, 75(3), 203–220. <https://doi.org/10.3200/jexe.75.3.203-220>
- Fuentes, M. A., Zelaya, D. G., & Madsen, J. W. (2020). Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion. *Teaching of Psychology*, 48(1), 009862832095997. <https://doi.org/10.1177/0098628320959979>
- Google Scholar*. (n.d.). Scholar.google.com. Retrieved July 18, 2023, from https://scholar.google.com/scholar_lookup?hl=en&volume=13&publication_year=1980&pages=321-341&journal=Res+High+Educ&author=P+Cohen&title=Effectiveness+of+student-rating+feedback+for+improving+college+instruction%3A+a+meta-analysis+of+findings
- Google Scholar*. (n.d.). Scholar.google.com. Retrieved July 18, 2023, from https://scholar.google.com/scholar_lookup?hl=en&volume=5&publication_year=2004&pages=217-231&journal=Active+Learn+Higher+Educ&author=M+Diamond&title=The+usefulness+of+structured+mid-term+feedback+as+a+catalyst+for+change+in+higher+education+classes
- Howard, Jay R., and Weimer, Maryellen. 2015. *Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online*. San Francisco: Jossey-Bas
- Johnson, D. I. (2009). Connected Classroom Climate: A Validity Study, *Communication Research Reports*, 26(2), pp. 146-157, DOI: [10.1080/08824090902861622](https://doi.org/10.1080/08824090902861622)
- Strayhorn, T. L. (2019). *College students' sense of belonging: A key to educational success for all students*. (2nd ed.). New York, NY: Routledge.
- Syllabus Design*. (n.d.). Vanderbilt University. <https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/>
- Vaccaro, A., Daly-Cano, M., & Newman, B. M. (2015). A Sense of Belonging Among College Students With Disabilities: An Emergent Theoretical Model. *Journal of College Student Development*, 56(7), 670-686. doi: 10.1353/csd.2015.0072
- Wagner, J. L., Smith, K. J., Johnson, C., Hilaire, M. L., & Medina, M. S. (2022). Best Practices in Syllabus Design. *American Journal of Pharmaceutical Education*, 8995. <https://doi.org/10.5688/ajpe8995>

