Section 1: Evidence-Based Practices

Inclusive Pedagogy is a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities in the planning and implementation of student engagement activities, equitable access to content, mutual respect, and a more robust learning experience for all learners.

The following is a list of evidence-based practices from the Inclusive Pedagogy domain of the Teaching Effectiveness Framework. Look for some of these practices while observing your colleagues.

WHAT YOU ARE TEACHING (Curriculum & Curricular Alignment)

- Adopt practices grounded in inclusive curriculum and use content that deliberately reflects the diversity of contributors to the field
- Use varied names and socio-cultural contexts in stories, test questions, and assignments; incorporate visuals, examples, analogies that include diverse people or perspectives and do not reinforce stereotypes
- Use backwards design to align all course content, assignments, and assessments
- Add an inclusivity statement to your syllabus
- Ensure images, syllabus, textbooks, resources, and coursework are accessible to all learners according to the CSU Accessibility by Design website
- Provide an outline or visual map of the course, including alignment of objectives to assessments

WHO YOU ARE TEACHING (Classroom Climate, Student Motivation, Pedagogical Content Knowledge)

- Know student names and how to pronounce them
- Foster the CSU Principles of Community and create an inclusive and welcoming environment for all students
- Provide opportunities for students to work with others, communicate equitably, productively, and see the value of diverse perspectives
- Provide opportunities for students to get to know each other and co-create classroom norms or ground rules for class expectations, discussion and interaction
- Use the appropriate language when referring to social groups
- Support the needs of international students, students with disabilities, veterans, adult learners, and other marginalized identities
- Keep current on issues of racism/sexism, current racial tensions, and contemporary cultural issues in the United States, especially in relation to your discipline and/or the implications of students' identities and beliefs
- 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

HOW YOU ARE TEACHING (Instructional Strategies, Feedback & Assessment, Pedagogical Content Knowledge)

- Uncover my own assumptions and biases and how they might show up in my teaching; be mindful of my non-verbal communication and pay attention to language use and symbolic representations
- Acknowledge student effort; inform students that struggle and challenge are important parts of the learning process, not signs of student deficiency; allow room in your grading for risk-taking and error
- Model productive disagreement, showing how to critique a statement or idea rather than the speaker
- Use a variety of teaching methods and modalities (verbal, interactive, Socratic, etc.) that align with learning objectives
- Vary assessments: quizzes, exams, assignments, papers, projects, simulations, and presentations
- Proactively address common student misconceptions
- Assess prior knowledge of learners; use it to plan/revise class sessions
- Incorporate Classroom Assessment Techniques for individual processing, partner processing, or small group activities in a variety of teaching modalities (verbal, interactive, didactic, etc.) rather than relying on one mode of engagement
- Provide transparent assignment directions: start with this template
- 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
- 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

PLEASE NOTE:

- The goal of Teaching Squares is for the observer to learn/gain as much, if not more, than the person being observed.
- Not all of these practices will be observable in one class session, 1-week or 1-module timeframe.

CANVAS OBSERVATIONS: You may have been added to the Canvas course as a *Designer*. In this role you will not be able to view student grades, but this role does allow you to make changes to the course. **Please be careful as you navigate through the course, so you don't make accidental edits.** Be sure to maintain the confidentiality of the instructor and all students and their work. Limit your observation to the desired LMS module/week (typically 50-60 mins).

Section 2: Background Information
To be filled out by the instructor **being observed**

BASIC DATA

- Instructor Name:
- Course Number & Name:
- Course Location (or Canvas Shell URL):
- Observation Period (date or module):
- Number of Students Enrolled in Class:

PLANNING FOR THE OBSERVATION

1. **Briefly describe** any of the Inclusive Pedagogy strategies you incorporate from **any** of the focus areas on the list on the first page of this document:

Inclusive Pedagogy Strategy:
Reason for using this strategy:

Inclusive Pedagogy Strategy:
Reason for using this strategy:

Inclusive Pedagogy Strategy:
Reason for using this strategy:

2. Is there any information about your own work with **Inclusive Pedagogy** you would like the observer to know?

3. Is there anything specific, a goal or issue you have been working on that you would like the observer to pay attention to related to **Inclusive Pedagogy** for this class?

4. Is there anything else you would like the observer to know before observing your class?

Section 3: Observation Notes

FEEDBACK STARTER IDEAS

- I really liked how you…
- This works well because….
- Have you considered…
- I wonder if…

OBSERVATION FEEDBACK

To be filled out by the instructor **completing the observation**

Beginning of Class/Module

1. Describe how the instructor **begins** the class session or the module.

   Does it appear that they are using a specific inclusive teaching practice (see page 1)?

   Describe the practice.

   Describe how students respond.

2. What is the general feeling related to being an inclusive classroom?

   What makes you say this (e.g., language, behaviors, interactions, etc.)?

3. Do you have any suggestions that might refine or enhance the beginning of the class/ module?

Observer Reflection

Things to remember for my own teaching…

Section 3: Observation Notes (continued)

OBSERVATION FEEDBACK

Teaching the Class/Module

Describe 2 – 3 moments during class when the instructor intentionally incorporates inclusive teaching practices (see page 1).

Inclusive Teaching Practice
Suggestions for Refining this Practice

Inclusive Teaching Practice
Suggestions for Refining this Practice

Inclusive Teaching Practice
Suggestions for Refining this Practice

1. What did the instructor do? How did students respond?

2. Describe 1 or 2 techniques that might be integrated (or refined) to enhance inclusive pedagogy.

Wrapping up the Class/Module

1. Describe how the instructor **closes** the class session or the module.

2. Does it appear that they are using a specific Inclusive Pedagogy strategy? (see page 1)

   Describe the strategy.

   Describe how students respond.

3. Do you have any suggestions that might refine or enhance the **closing** of the class/module?