

Observing Inclusive Instruction Checklist

This checklist is a diagnostic tool to help instructors improve their instructional approaches in ways that more effectively consider different socio-cultural dynamics and life experiences of students.

Engagement Strategies

- ☐ Welcomes students by names as they enter the classroom. Asks students for correct pronunciation of their names; correctly pronounces students' names.
- ☐ Uses appropriate eye contact with all students.
- ☐ Circulates around student work areas and is equitably proximal to all students.
- ☐ Uses non-verbal cues such as body language, gestures, and expressions (e.g., smiles, nods head in affirmation, leans towards students who are talking) to convey a message that all students' questions, thoughts, and views are important.
- ☐ Structures academic and social interactions through use of team building activities to promote peer support for academic achievement.
- ☐ Uses random call strategies that incorporate opt-in or opt-out options for student engagement.
- ☐ Uses cooperative, collaborative, or other structured learning activities to engage students in discussions with their peers (e.g., think-pair-share, jigsaw, etc.)
- ☐ Structures groups for cooperative and collaborative learning. If using random grouping methods, addresses group dynamic issues, assigns roles, and incorporates accountability measures including time for report out and reflection.
- ☐ Uses probing and clarifying techniques to help students answer questions (e.g., rephrases a question, asks a related question, gives student a hint).
- ☐ Acknowledges all students' comments, responses, questions, and contributions using affirming, probing/clarifying, and correcting techniques.
- ☐ Uses discussion techniques to seek multiple perspectives and bring other students into a class conversation (e.g., many hands, >2, stretch-it with open-ended questioning).
- ☐ Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions or content (e.g., polling tools, thumbs up / thumbs down, unison response).
- ☐ Assesses students' knowledge prior to instruction (e.g., pre-class reading quiz, "clicker" questions at beginning of class).
- ☐ Connects students' real-life experiences to the learning process or topic of the lesson.

Learning Environment Strategies

- ☐ Accommodate discussion by arranging the classroom to more easily facilitate peer-to-peer and instructor-to-student interactions.
- ☐ Ensures visual displays and instructional materials reflect the diverse social identities and cultural experiences of the students.
- ☐ Uses a variety of visual aids and educational technology to support student learning.
- ☐ Incorporates words or phrases from students' heritage language(s) in the classroom.
- ☐ Models use of graphic organizers such as Venn Diagrams, Concept Maps, and Flow Charts during instruction.

Feedback Strategies

- ☐ Uses wait-time (at least 7-8 seconds) before calling on a student to respond to a question, allowing time for all students to think before verbally prompting students for responses.
- ☐ Uses reflective writing assignments, exit slips, and/or anonymous mid-semester questionnaires to ask students for feedback on the effectiveness of instruction (e.g., usefulness of learning activities, relevance of material, climate for learning).
- ☐ Provides students with rubrics and exemplars to understand the criteria and standards for successful assignment completion.
- ☐ Gives compassionate/kind, specific, constructive oral and written feedback to help students revise and improve their performance on assignments.
- ☐ Provides opportunities and rewards effort to use meaningful feedback from the instructor and/or from peers to revise and resubmit assignments.
- ☐ Explains the importance of growth mindset and positive self-talk on building confidence, improving attitudes, helping to cope with stress, and encouraging motivation through challenges. Models this optimistic voice in class.
- ☐ Ask higher-order cognitive questions (e.g., analysis, evaluation) equitably of all students.
- ☐ Provides individual help to all students to ensure all those who need help get it.