

Self-assessment Rubric for Inclusive Teaching Effectiveness (RITE)

Criteria	Excelling	Practicing	Emerging	Not Present
Course Design Alignment, content, assessment/outcomes, JEDI How are you designing your courses to ensure success for all students?	Course goals are clear, relevant to all students, connect to program or curricular goals, and map to assessment or accreditation requirements. Course assessments are varied with summative and formative methods. Course materials reflect extensive diverse perspectives and opportunities for application are provided. Design intentionally allows for extensive inclusion of diverse student voices and experiences. Assignments/Assessments are varied and allow students to demonstrate knowledge through multiple modalities. Assessments and assignments are extensively and explicitly aligned with course goals and SLOs.	Course goals are clear, relevant to most students, and appropriate for the curriculum. Course assessments are somewhat varied with summative and formative methods. Course materials reflect some diverse perspectives. Design allows for some inclusion of diverse student voices and experiences. Assignments/Assessments are somewhat varied to allow students to demonstrate knowledge through multiple modalities. Assessments and assignments are mostly aligned to course outcomes and goals.	Course goals are somewhat clear and relevant to students and are mostly appropriate for the curriculum. Course assessments are not varied. Course materials attempt to reflect diverse perspectives. Design attempts to allow for inclusion of diverse student voices and experiences. Assignments/Assessments attempt to be varied and allow students to demonstrate knowledge through multiple modalities. Assessments and assignments are somewhat aligned to course outcomes and goals.	Course goals are not clear, not relevant to all students, or are not appropriate for the curriculum. Course assessments are not varied. Course materials do not reflect diverse perspectives. Design does not allow for inclusion of diverse student voices and experiences. Assignments/Assessments not varied and do not allow students to demonstrate knowledge through multiple modalities. Assessments and assignments are not well-aligned with course outcomes goals.
Teaching Practices Using Inclusive and effective methods to support learning for all. How are you implementing inclusive and effective teaching practices to support all learners?	Courses are well-planned and integrated and reflect commitment to providing meaningful assignments and assessments. Uses inclusive and effective or innovative methods to support learning in all students. Students have extensive (In- and out-of-class) opportunities to practice skills embedded in course goals. Students receive extensive and timely feedback on important skills and concepts. Instructional practices encourage extensive student engagement with the course content, the instructor and peers.	Courses are well-planned and organized. Follows conventions of discipline and institution. Students have some opportunities to practice skills embedded in course goals. Students receive some feedback, often in a timely manner on important skills and concepts. Instructional practices encourage consistent student engagement with the course content, the instructor and/or peers.	Courses are somewhat-planned and organized. Attempts to follow the conventions of instructor's discipline and the institution. Students have an opportunity to practice skills embedded in course goals. Students receive feedback, which attempts to be timely and/or relevant to important skills and concepts. Instructional practices encourage some student engagement with the course content, the instructor, and/or peers.	Courses are not sufficiently planned or organized. Practices are not well-executed and show little development over time. Students lack opportunities to practice critical skills embedded in course goals. Students receive no or untimely feedback on important skills and concepts. Instructional practices encourage minimal student engagement with the course content, the instructor and/or peers.

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Class Climate How are you cultivating a welcoming environment for students?	Fosters an environment where risk taking is encouraged, modeled, and rewarded. Provides structure and example for developing a growth mindset. Class activities and environment are highly structured and do not rely on students to provide structure. Course is intentional about inclusive practices (thoughtfully created groups, e.g.). Fosters an environment where students develop a sense of belonging. Consistently creates a learning environment where all students have an opportunity to meaningfully contribute. Instructor makes an effort to get to know students on a deep level. Classroom environment consistently celebrates diverse ways of thinking, knowing, being, and Instructor creates a mostly accessible environment where all students have the ability to learn. Course materials are all accessible.	Attempts to fosters an environment where risk taking is encouraged, modeled and rewarded. Provides a structure for developing a growth mindset. Class activities and environment are structured and do not rely on students to provide structure (thoughtfully created groups, e.g.). Strives to foster an environment where students develop a sense of belonging. Occasionally creates a learning environment where all students have an opportunity to meaningfully contribute. Instructor makes an effort to get to know students on an individual level. Classroom environment celebrates diverse ways of thinking, knowing, being, and doing. Course materials are mostly accessible.	Instructor has identified areas to foster an environment where risk taking is encouraged, modeled and rewarded. Attempts to provide a structure for developing a growth mindset. Class activities and environment are somewhat structured and avoid relying on students to provide structure (thoughtfully created groups, e.g.). Instructor has identified ways to foster an environment where students develop a sense of belonging. Attempts to creates a learning environment where all students have an opportunity to meaningfully contribute. Instructor makes an effort to get to know students on a basic level. Classroom environment attempts to celebrates diverse ways of thinking, knowing, being, and doing. Course materials are somewhat accessible.	Does not foster an environment where risk taking is encouraged, modeled, and rewarded. Does not provide structure for developing a growth mindset. Class activities and environment are not structured and rely on students to provide structure (students self-select groups, e.g.). Does not foster an environment where students develop a sense of belonging. Creates a learning environment where all students do not have an opportunity to meaningfully contribute. Instructor does not make an effort to get to know students. Classroom environment does not celebrate diverse ways of thinking, knowing, being, and doing. Course materials are not accessible (PowerPoints, Brightspace site, course readings, etc.).
Student Learning Evidence How do you know your students are learning? Do summative and formative assessments effectively measure student achievement? Is there an emphasis to make achievement equitable?	Student work samples demonstrate substantial achievement or course learning outcomes. Extensive use of evidence of student learning to inform teaching. Quality of learning - assessments, standards, learning goals - supports success in other contexts (e.g., subsequent courses or relevant non-classroom venues). Efforts to support learning in all students by examining possible inequities in performance across groups and making adjustments. Provides extensive ways for students to succeed and/or demonstrate their learning on assessments.	Student work samples demonstrate achievement of course learning outcomes. Clear use of evidence of student learning to inform teaching. Quality of learning - assessments, standards, learning goals - is not a barrier to success in other contexts. Provides a variety of ways for students to succeed and/or demonstrate their learning on assessments.	Student work samples somewhat demonstrate achievement of course learning outcomes. Some use of evidence of student learning to inform teaching. Instructor is seeking out barriers to student success and working to overcome them. Provides some variety of ways for students to succeed and/or demonstrate their learning on assessments.	Student work samples do not demonstrate (or present a tenuous link) to course learning outcomes. Evidence of inadequate learning or inequities in learning without clear attempts to improve. Quality of learning is - assessments, standards, learning goals - insufficient to support success in other contexts. Does not provide a variety of ways for students to succeed and/or demonstrate their learning on assessments.

Criteria	Excelling	Practicing	Emerging	Not Present
Reflection & Iterative Growth How are you growing as an instructor?	Consistently implements changes in course design and instruction. Incorporates multiple sources of feedback to improve teaching practices. Considers a variety of solutions to achieve inequitable outcomes. Extensively reflects upon if/how JEDI topics and inclusive pedagogies can inform continuous improvement in course design and teaching methods.	Occasionally implements change in course design and instruction. Incorporates some feedback to improve teaching practices. Considers solutions to address inequitable outcomes. Reflects upon if/how JEDI topics and inclusive pedagogies can inform continuous improvement in course design and teaching methods.	Has identified changes to implement in course design or instruction. Has collected feedback and/or found places where feedback could be incorporated. Has identified solutions to address inequitable outcomes. Is aware of how JEDI topics and inclusive pedagogies can inform continuous improvement in course design and teaching methods.	Does not implement consistent change in course design and instruction. Incorporates little to no feedback to improve teaching practices. Does not consider solutions to address inequitable outcomes. Does not reflect upon if/how JEDI topics and inclusive pedagogies can inform continuous improvement in course design and teaching methods.
Disciplinary Criteria This is a place for department's to add teaching skills which are specific to a discipline. For example, leading fieldwork in an ecology department or individualized instruction in music, or helping students develop skills with clients for social work would all be examples of disciplinary skills. The goal for disciplinary criteria is not to articulate specific content. Rather the criteria should speak to skills which are necessary for instructors to convey the content or disciplinary skills to students.				