



Teaching for Inclusion & Equity Foundational Badge Artifact

Gabi Kathoefer

Department of Languages, Literatures & Cultures

Peer-Engaged Classroom Climate Assessment

In an inclusive classroom, all students should have a voice. In my classes, I use student questionnaires throughout the quarter to create a respectful and supportive learning atmosphere for which all students feel co-responsible. Students fill out an accessibility survey at the beginning of the quarter and submit participation/classroom atmosphere surveys at the end of week 3, 7 and 10. On the surveys, students evaluate their own performance and give peer-feedback, based on the community guidelines and participation rubrics that they create together at the beginning of the course. Furthermore, students can comment on their learning experiences in class (especially during small group work) and list any questions or topics that they would like me to review in class again.

The surveys help me build strong relationships with individual students and often lead to a meaningful discussion on what “inclusiveness” and “respect” look like in a classroom; students learn to understand that respectful and inclusive behavior means different things for different students and that our understanding of these terms is closely linked to our personal background, values, and experiences.

Example of a participation survey (spring 2023):

1) Please self-evaluate your Level of Engagement In Class and explain why you gave yourself that score (successes and challenges, goals for improvement).

25 = I proactively contribute to class by offering ideas and/or ask questions more than once per class and/or work consistently on group project the entire time.

20 = I proactively contribute to class by offering ideas and/or ask questions once per class and/or works on group project for most of the allotted time.

15 = I rarely contribute to class by offering ideas and asking questions and/or work on group project only some of the allotted time

10 = I never contribute to class by offering ideas and asking questions and/or have trouble staying on task during group project time.

2) Please self-evaluate your Listening Skills and explain why you gave yourself that score (successes and challenges, goals for improvement).

25 = I listen when others talk, both in groups and in class. I incorporate or build off of the ideas of others. I never turn to technology, or engage in private conversations while the instructor or others are speaking.

20 = I listen when others talk, both in groups and in class. I never turn to technology, or engage in private conversations while the instructor or others are speaking.

15 = I sometimes listen when others talk, both in groups and in class. I sometime turn to technology, or engage in private conversations while the instructor or others are speaking.

10 = I often do not listen when others talk, both in groups and in class. I often interrupt when others speak. I often turn to technology, or engage in private conversations while others are speaking.



3) Please self-evaluate your Respectful and Inclusive Behavior and explain why you gave yourself that score (successes and challenges, goals for improvement).

25 = I never display disruptive behavior during class. I make an effort to get to know other students. I show respect, suspend judgement and I try to be mindful of the impact of my words and avoid generalizations. I take pair work or small group work seriously and share responsibility for including all voices in the conversation.

20 = I almost never display disruptive behavior during class. I often make an effort to get to know other students. I show respect, suspend judgement, and try to be mindful of the impact of my words and avoid generalizations. I often take pair work or small group work seriously and often share responsibility for including all voices in the conversation.

15 = I sometimes display disruptive behavior during class. I sometimes make an effort to get to know other students. I sometimes show respect, suspend judgement and try to be mindful of the impact of my words and avoid generalizations. I sometimes take pair work or small group work seriously and sometimes share responsibility for including all voices in the conversation.

10 = I often display disruptive behavior during class. I rarely make an effort to get to know other students. I am rarely mindful of the impact of my words and avoid generalizations. I rarely take pair work or small group work seriously and rarely share responsibility for including all voices in the conversation.

4) Please self-evaluate your Preparation and explain why you gave yourself that score (successes and challenges, goals for improvement).

25 = I am almost always prepared for class with assignments and required class materials.

20 = I am usually prepared for class with assignments and required class materials.

15 = I am rarely prepared for class with assignments and required class materials.

10 = I am almost never prepared for class with assignments and required class materials

5) Role Models

Please name 1-3 students that have displayed excellence with regard to the four criteria listed above. Feel free to add any comments.

6) Class Climate and Inclusive Learning Environment

Using a rubric from 1-10 (10 = perfect), how would you assess the class climate? Do you feel that this class offers a supportive and inclusive learning environment in which you feel safe to make mistakes and voice your opinion?

Were there moments and incidents in class or small group work that made you uncomfortable in class?

What could I as the instructor do to better support your learning progress?

7) Questions or Comments

What questions do you still have regarding the course content so far, are there any aspects/topics that you would like us to review again? Any other questions or comments?