[1]Inclusive Pedagogical Observation Protocol (IPOP) for Higher Education
Colorado College

Stage 1: Foundations of Inclusive Pedagogies

Crown Center for Teaching

Instructor: **Department/Program(s):**

Instructional Coach: **Coaching Observation #:**

Date of Observation: **Course Name:**   **Number of Students:**

Element(s) of Focus:

Other Notes:

Numerical Rating	Relevant practices are observed:	Explanation
3	To a Great Extent	Practices are woven extensively across the classroom environment and instruction. Practices occur seamlessly throughout the observation period and are reinforced by course curricular materials—for example syllabus, readings, assessments, learning management system (canvas), labs, field experiences, etc. The instructor demonstrates advanced understanding of the indicators/element and how they relate to their particular discipline(s), students, and CC.
2	Somewhat	Practices are often observed throughout the observation and demonstrate a developing understanding of the indicator/element. Practices are beginning to be reinforced by course curricular materials.
1	Very Little	Practices occur once or twice throughout the observation and demonstrate a beginning understanding of the indicator/element.
0	Not At All	Practices do not occur at any point during the observation and do not reflect any evidence of the indicator/element. Several non-examples are frequently observed.

Element 1: INCLUSIVE CLASSROOM ENVIRONMENT: CC Instructor establishes an inclusive classroom environment characterized by positive relationships, rigorous expectations, respect for diversity, and a community of collaboration.
Indicator A: Positive Relationships

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples

Examples of Inclusive Practices	Non-Examples	Rating	Evidence: Observed Examples
• Instructor refers to students by stated name & pronouns, ensures that students know each other's names & pronouns & that all members correctly pronounce names. • Instructor promotes an environment that is warm, safe & anxiety free for all students. All students seem comfortable participating. • Students do not hesitate to ask questions and engage in dialog to further their learning. • Instructor conveys interest in getting to know all students to understand & leverage each student's strengths, skills, interests & unique contributions. • Instructor mitigates power differences by inviting student input into classroom processes. • Instructor actively fosters a sense of belonging among a community of learners.	• Instructor does not address students by their stated name, and/or mispronounces names, and/or misidentifies students' gender identity. • Some students do not appear comfortable contributing to classroom discussions or learning activities. There is evidence of disproportionately less participation based upon race/ethnicity, culture, gender identity, sexual orientation, dis/ability, &/or English language acquisition status. • Some students seem reluctant to ask questions to clarify concepts or expectations. Systemically marginalized students appear disproportionately more reluctant to speak up. • Instructor does not make an effort to know and understand all students. • Instructor is authoritative and does not invite student input into classroom processes. .	• N/A • 0 • 1 • 2 • 3	

Indicator B: Rigorous Expectations

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Instructor emphasizes higher-order thinking for all students. Most coursework requires analysis, evaluation, and/or creation.	• Instructor has low expectations. Learning activities & assessments do not challenge students &	• N/A	

Examples of Inclusive Practices:	Non-Examples:	Rating	Evidence: Observed Examples
• Instructor takes steps to ensure all students including those learning English and/or receiving instructional accommodations have equitable access to content & learning. • Instructor establishes performance expectations that are aligned with students' learning capacities and needs. • Instructor consistently and clearly communicates expectations to students in multiple ways (on the syllabus, verbally, through the provision of sample work, via rubrics, etc.).	primarily require basic recall of facts & concepts. • There is evidence of disproportionately lower expectations based upon based upon race/ethnicity, culture, gender identity, sexual orientation, dis/ability, &/or English language acquisition status. • Some students are disengaged from content and/or peers. Systemically marginalized students appear disproportionately less engaged with content and/or more isolated from peers. • Students appear confused about course expectations.	• 0 • 1 • 2 • 3	

Indicator C: Respect for Diversity

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Instructor establishes a learning environment that engenders respect for one another & diverse populations. • Instructor & students interact in respectful ways. All members work to understand each other's perspectives & diverse ways of knowing. • Instructor affirms all students' cultural & linguistic knowledge. Students affirm their peers' diverse ways of knowing & being. • Instructor values & affirms students' identities & establishes classroom norms that do not tolerate microaggressions. Instructor disrupts	• Instructor and/or some students interact with disrespect toward one another and/or diverse populations. • Instructor and/or some students show intolerance or impatience for certain perspectives or ways of knowing. • Instructor never affirms students' linguistic & cultural knowledge. • Instructor does not make effort to affirm students' identities. Microaggressions are common. • Instructor possesses a deficit-based view of students' differences.	• N/A • 0 • 1 • 2 • 3	

microaggressions in a productive & respectful manner. • Instructor possesses an asset-based view of students' differences and views differences as opportunities to improve their professional practice.			

Indicator D: Community of Collaboration

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Students are seen as a resource for one another, encouraged to have discussions & collaborate as part of the learning process. • Instructor ensures students have opportunities to collaborate with a variety of peers. • Students are invested in their own and peers' learning; they consistently support one another across difference.	• Students are competitive & try to outperform one another. • Students do not collaborate. • Instructor does not vary student grouping. Some students disproportionately self-select collaboration with peers that share similar identities and/or backgrounds.	• N/A • 0 • 1 • 2 • 3	

Element 1 Strengths:

Next Steps for Professional Growth:

Available Resources (Crown Center, Dean's office, Conference, Workshops, Book Club, etc.)**:**

Element 2: INSTRUCTIONAL PRACTICES: CC Instructor uses inclusive instructional practices characterized by relevant coursework and application of theory to practice. Instructional practices are engaging and differentiated to ensure equitable access for culturally, linguistically, neurodiverse & physically disabled learners.

Indicator A: Relevance

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Instructor ensures that coursework is designed so that students apply theory to practice. Instructor is explicit about how theory informs practice and vice versa. • Learning activities are meaningful to students, include real-world examples, & invite students to make	• Coursework is overly theoretical and lacks practical relevance. • Learning activities are disconnected from students' lives, interests, & experiences. • Skills & content are presented in isolation rather than in authentic contexts.	• N/A • 0 • 1	

		• 2	
connections to their lives, interests, & experiences. • Content & materials include diverse perspectives & opportunities for real-world application in local, regional & global communities. • Instructor builds upon students' cultural and linguistic knowledge to enhance content relevance.	• Content & materials only reflect the values and experiences of dominant racial, ethnic, cultural, gendered able-bodied & neurotypical groups.	• 3	

Indicator B: Engagement

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Students engage in active, hands-on, meaningful learning tasks. • Students are encouraged to pose questions, critically examine ideas, & engage in inquiry-based &/or project-based learning. • Coursework explicitly fosters students' analytical skills & critical thinking. • Coursework includes opportunities for student choice (working alone or in pairs, choice of topic, etc.)	• Learning is instructor directed throughout the class period. Passive learning is the norm (listening to a lecture, note taking, etc.). • Students are discouraged from posing questions, challenging ideas, or engaging in critical inquiry. • All knowledge/ideas are considered to be generated by those in authority (instructor, scholars, etc.)	• N/A • 0 • 1 • 2 • 3	

Indicator C: Representation

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Instructor employs a variety of pedagogical practices that align with students' social and cultural norms including non-Western practices that emphasize social interaction. • Instructor offers various forms of representations of information (auditory, visual, multimedia, etc.). • Instructor ensures that diverse forms of representation meet the instructional needs of culturally, linguistically, and neurodiverse & physically disabled students.	• Instructional practices favor individual work with little opportunity for social interaction, dialogue, or hands-on learning. • Focus is on content delivery, not student learning. • Instructor does not use visuals, multimedia or other forms of representation to facilitate student learning. • Instruction does not appear to consider the needs of culturally, linguistically, neurodiverse & physically disabled students.	• N/A • 0 • 1 • 2 • 3	

Element 2 Strengths:

Next Steps for Professional Growth:

Available Resources (Crown Center, Dean's office, Conference, Workshops, Book Club, etc.)**:**

Element 3: ASSESSMENT: CC Instructor embeds inclusive assessment into their instruction through use of formative assessment, providing multiple means of action and expression, and ensuring opportunities for students to self-assess throughout the block.			

Indicator A: Formative Assessment

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Instructor routinely assesses student learning throughout instruction & adjusts accordingly. • Instructor modifies their approach or reteaches when it is clear students are not meeting learning objectives. • Instructor designs assessments with full awareness of students' access to resources.	• Assessment only occurs at the end of a class period, week, or block. Assessment is not embedded throughout the learning process. • Assessment is regarded as an evaluation tool to determine what students have learned, rather than a tool to adapt instruction to student needs. • Instructor follows their original plan for the class period &/or block even when it is clear students are not meeting learning objectives. • Instructor designs assessments that depend upon students' access to external resources.	• N/A • 0 • 1 • 2 • 3	

Indicator B: Action & Expression

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Instructor encourages students to express learning in flexible ways that take into account the learning preferences of culturally, linguistically, neurodiverse & physically	• Students have a narrow range of options for demonstrating learning (multiple choice tests, essays, etc.). • Most if not all assessments are written. Culturally, linguistically, neurodiverse & physically disabled	• N/A • 0	

		Rating	
disabled students (recorded presentation vs. an essay, group oral exam vs. individual written exam; project vs. exam, use of multimedia tools vs. handwritten etc.). • Divergent responses & reasoning are encouraged. Students are able to share processes & evidence they used to arrive at responses versus simply providing "the" correct answer. • Instructor uses authentic, task-embedded assessments that encourage students to apply theory to practice. • Assessments require critical thinking & analytical skills.	learners are limited in their opportunities to fully demonstrate their learning. • Students are expected to express "the" correct answer. Student process & evidence are not considered relevant. • Assessments are chores students have to complete to prove their learning rather than meaningful, relevant & collaborative work. • Assessments primarily ask students to recall information.	• 1 • 2 • 3	

Indicator C: Self-Assessment

Examples of Inclusive Practices:	Non- Examples:	Rating	Evidence: Observed Examples
• Students are encouraged to assess their own learning based on clear criteria. • Students are involved in setting their own learning goals. • When appropriate, students are involved in determining criteria for evaluating the quality of their work (scoring rubrics).	• Assessment is always instructor controlled. Instructor is considered the only authority able to determine the quality of students' learning.	• N/A • 0 • 1 • 2 • 3	

Element 3 Strengths:

Next Steps for Professional Growth:

Available Resources (Crown Center, Dean's office, Conference, Workshops, Book Club, etc.)**:**