**Lansing Community College**

**Classroom Observation of Teaching Faculty**

**Examples of Teaching Effectiveness Strategies**

1. **Establishes a positive learning environment**
* Addresses individual students by name
* Talks with students before or after class
* Uses eye contact with students
* Calls on men and women students in equal numbers
* Calls on students of different ethnic groups in equal numbers
* Avoids language patterns or case examples that exclude or derogate any group
* Draws out quiet students and prevents dominating students from monopolizing the discussion
* Treats students with respect and caring
* Addresses disruptive behavior appropriately
* Uses feedback from students to assess and improve teaching
1. **Empowers students to learn in a variety of ways**
* Asks questions to determine what students know about the topic
* Asks different levels and kinds of questions to challenge and engage students
* Encourages students’ questions
* Pauses sufficiently after all questions to allow students time to respond
* Shows acceptance of other points of view
* Encourages all students to participate in discussions
* Engages students’ intellectual curiosity
* Mediates conflicts or differences of opinions
* Provides opportunities for students to practice what they are learning
* Uses active, hands-on student learning
* Varies his/her instructional techniques/strategies
1. **Presents course material in an organized & clear manner**
* Provides a brief overview or outline of the content at the beginning of the session or states the problem to be solved or discussed
* States the purpose of the class session and its relationship to the previous class
* Gives several examples of each concept
* Provides many concrete, real life, practical examples
* Repeats difficult ideas several times
* Stresses most important points by pausing, speaking slowly, raising voice, and so on
* Clearly indicates transitions from one topic to the next
* Emphasizes or restates the most important ideas
* Periodically summarizes the main points or asks students to do so
* Provides clear, specific expectation for assignments
* Begins and ends class promptly
1. **Presentation style promotes student learning**
* Speaks clearly
* Speaks at appropriate pace
* Speaks at appropriate volume
* Speaks in a non-monotone manner
* Avoids distracting mannerisms
* Holds attention and respect of students
* Covers appropriate amount of material in class sessions
* Gives examples, illustrations, or applications to clarify abstract concepts
* Asks if students understand before proceeding to next topic
* Uses alternative explanations when students do not understand
* Slows down when discussing complex or difficult ideas
* Stays on topic
* Talks to the students, not to the board, screen, windows, etc.
1. **Uses technology as appropriate to enhance student learning**
* Shows evidence of familiarity with the technology being utilized
* Indication of advanced preparation
* Transitions smoothly from one technology to another
* Evidence of a backup plan when/if the technology fails
* Demonstrates evidence of preparing students to use technology as appropriate
* Presentations are readable from the back of the classroom
* Provides prompts prior to watching a video to help students focus their attention
* Uses PowerPoint as a presentation tool (i.e., lists only key points, avoids multiple fonts, uses a large font and contrasting colors, etc.)
* Avoids reading PowerPoint slides word for word