Checklist: Teaching Strategies to Support Significant Learning
(from Partners in Excellence Coaching Handbook)

Content and Organization of the Instructional Unit:
- Introduction grabs attention.
- Lecture or instructional unit begins with a summary or organizational preview.
- Objectives are stated clearly.
- Structure is logical and apparent.
- Important concepts are stressed.
- Instructional strategies are appropriate to the educational objectives.
- Objectives are met.
- Transitions are clear.
- Time is well budgeted.
- Examples and analogies are used effectively.
- Explanations list all steps or points.
- Terms are defined.
- Session provides opportunity for student reflection.
- Lecture or instructional unit has a clear beginning, middle and end.

Lecture Delivery—The Instructor:
- Observes the students to obtain feedback.
- Varies voice and volume.
- Maintains eye contact.
- Uses movement and gestures appropriately.
- Uses planned pauses for emphasis.
- Incorporates active learning strategies.

Audiovisual Aids:
- Legible.
- Used effectively.
- Contribute directly to learning outcomes.
- Provide information in multiple formats.

Questioning Strategies:
- Questions are focused and clearly worded.
- Students are called upon in an unpredictable sequence.
- Five to eight seconds are allowed for student responses.
- Questions are at an appropriate cognitive level.
- Instructor interacts with students regardless of location in room, gender, or ethnicity.
☐ When calling on a student, instructor asks question first so that all students are encouraged to consider the answer.
☐ Instructor responds appropriately to both correct and incorrect responses.
☐ Instructor uses brainstorming (recording of all student responses) separated from critique of responses to reduce student embarrassment.
☐ Students are encouraged to discuss answers among themselves before responding.

Group Work Strategies:
☐ Activity lends itself to group process.
☐ Purpose of task is communicated to students.
☐ Task is well-defined.
☐ Instructions are clear.
☐ Appropriate time is allotted
☐ Time communicated to students.
☐ Opportunity is provided for processing or closure.