

TATP TIP SHEET:**Preparing for an In-Class Observation**

Below are some ideas you may consider when preparing your lesson prior to having your class observed by a TATP staff member. These are elements that the TATP observer will be focusing on during your lesson delivery. Note that *not all elements are necessary* to deliver an effective class!

How do you...?**ORGANIZE YOUR CLASS****Do you...**

- Open the class with an interesting 'hook' to capture attention and prepare students for learning?
- Activate and/or assess the prior knowledge of students?
- Give an overview of the lesson, and clearly identify and explain the lesson's learning outcomes?
- Connect the present material to previous or future class content?
- Transition between topics effectively and progress logically through the concepts?
- Deliberately repeat key points (planned repetition) and use summary effectively?
- Pace the lesson appropriately and allow time for student questions?
- Offer a conclusion and review, while identifying future goals?

PROMOTE AN ACCESSIBLE AND EQUITABLE LEARNING ENVIRONMENT**Do you...**

- Check in with your students to ensure they have equal access to any needed materials?
- Present the content at a level that is appropriate for your students?
- Define new or unfamiliar terms, concepts, and principles upon first use?
- Give clear explanations and support points with meaningful, diverse examples?
- Show all steps when solving problems, where applicable?
- Vary explanations of complex or difficult material?
- Offer positive reinforcement to your students' responses, even when incorrect?
- Emphasize the key takeaways of your lesson?
- Provide students with multiple means of engagement at multiple moments in the class?

FACILITATE ACTIVE LEARNING AND RELATE TO YOUR STUDENTS**Do you...**

- Use activities that support your lesson's learning outcomes, and clearly explain these activities?
- Invite active participation through multiple means (e.g., individual reflection, group work, etc.)?
- Encourage students to ask questions?
- Ask direct questions of your students to monitor their understanding?
- Ask questions that invite students to exercise their analysis, judgment, and critical thinking skills?
- Pause to afford students time to think about and respond to your questions (e.g., 10 seconds)?

- Respond to confusing or incorrect answers honestly and supportively?
- Redirect questions to other members of the class when appropriate?
- Invite students to solve problems and summarize main points in their own words?
- Use real-life examples related to students' own experiences?
- Manage your classroom effectively?

USE EDUCATIONAL TECHNOLOGY AND TEACHING AIDS

Do you...

- Use visual aids that are accessible, easy to follow, and relevant to the content of the lesson?
- Ensure any teaching aids are clearly tied to your lesson's learning outcomes?
- Handle technical difficulties effectively with minimal disruption to the learning environment?

APPLY A SPECIFIC TEACHING TOOL OR STRATEGY

**For participants in the TATP Educational Technology or Accessible, Inclusive, and Anti-Oppressive Pedagogies certificates.*

Do you...

- Use a teaching tool or strategy that is clearly relevant to your TATP certificate program?
- Ensure this tool or strategy is appropriate given the content of the lesson and the needs of learners in your course?
- Align your use of this tool or strategy with your lesson's learning outcomes?
- Apply this tool or strategy effectively, enhancing the learning experience of your students?