North Carolina Real Estate Commission
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Teaching Skills Evaluation Criteria

Per Commission Rule 58H .0304, instructors shall conduct classes demonstrating the following skills.

1. KNOWLEDGE

The ability to state student learning objectives and present accurate and relevant information.

Thorough Knowledge	Demonstrate topic mastery of the subject being taught. Avoid reading from texts or notes as this is not only boring but also conveys to students that the instructor lacks a complete mastery of the subject matter.
Quality of Information	Information presented to students should be accurate, complete, and current as of the date of the class session. Explanations of terms, concepts, laws, procedures should be presented in a clear and understandable manner. *Providing incorrect information is the single worst error an instructor can make.*
Appropriate Scope/Depth	The scope and depth of topic coverage should be consistent with the teaching objectives in the course syllabus and appropriate for the time available.
Learning Objectives	Learning objectives for the class session should be clearly stated at the beginning of the session. Giving adult students a "road map" for a session is vital.
Relevance	The importance of each specific topic to the students should be clearly stated. This is a critical lynchpin in information retention. Adult learners need to understand how the new material relates to previously taught topics and the actual practice of real estate.
Organization	Information should be presented in a logical, well-organized manner which promotes understanding and avoids confusion. The transitions between concepts should reflect thoughtful planning and not stray from the topic of instruction unnecessarily.
Adherence to Objectives/Agenda	It is important to adhere to the stated objectives and the course schedule.

2. COMMUNICATION

The ability to communicate effectively, using correct grammar and vocabulary.

Clarity of Speech Speech should be clear and intelligible at all times. Avoid any speech mannerisms that are distracting to a degree that is likely to interfere with effective learning, such as incompletely stating ideas, unnecessary rambling, or mumbling.

Voice Tone & Inflection Use an appropriate tone of voice (neither too loud nor too soft) featuring appropriate variation of voice inflection to maintain students' interest and to avoid speaking in a monotone. Instructor should be loud enough to be heard clearly by students on the back row without yelling; use a microphone if necessary.

Rate of Speaking Speak at an appropriate rate of speed, neither too fast nor too slow.

Grammar, Pronunciation, & Vocabulary Use correct English grammar and correct pronunciation in speech and printed materials; avoid slang. Word choice should be appropriate for the topic and for the learners' backgrounds. Unnecessary technical terminology should be avoided. Explain industry-specific acronyms.

Filler Words Avoid repeating meaningless words or phrases (such as *you know, so, okay, now,* or *uh*).

Eye Contact with Students Create engagement with students. Do not turn your back to the class unnecessarily.

3. INSTRUCTIONAL METHODS

The ability to utilize varied instructional techniques and learning activities that require students to analyze and apply course content.

Instructional Methods Demonstrate the ability to utilize both teacher-centered instructional techniques, such as lecture and demonstration, and student-centered instructional techniques, such as lecture discussion, role playing, reading, group problem solving, case studies, and scenarios, to engage various learning styles and multi-generational learners.

Classroom Dialogue Encouraged Encourage and facilitate learner participation to the greatest extent permitted by the topic, time allocations, and class size. When utilizing small student work groups, the instructor should interact with the various groups and allow participants to debrief.

Teaching to Entire Class Attention is directed to the entire class rather than to any particular student or group of students.

Use of Examples At every reasonable opportunity, use illustrations/examples which relate topic to actual real estate practice.

Question Handling	Demonstrate the ability to respond appropriately to student questions. Prior to answering a question, repeat or rephrase the question to assure that the entire class heard the question, even with a small class. The answer should be directed to the entire class. Acknowledge the student by thanking them for the comment or question; this encourages active student participation. When unable to answer a question, freely admit uncertainty about the answer and either refer the student to appropriate sources of information or volunteer to provide the requested information at a later, specific time.

4. INSTRUCTIONAL AIDS

The ability to utilize instructional aids such as whiteboards, sample forms and contracts, pictures, charts, and videos.

Use of Instructional Aids	Satisfactorily demonstrate the ability to use appropriate teaching equipment and technology to enhance learning
Operation of Equipment/ Technology	Any equipment used, such as a computer with a projector, or microphone, should function properly and be capable of use without delay, awkwardness, or other issues.
Quality of Materials	Any instructional aids, handouts, course outlines, or other supplementary material should be well-organized, free of errors, and easy to use/read. The supplementary material should not be a source of confusion.
Projected Images	Projected images should be legible by all students. Images should relate to the topic currently being covered and not distracting. Some recommended practices for creating effective PowerPoint slides include using a minimum font size of 36 and including no more than 6 words per line. Add images/color to enhance visual interest and stimulation for learners.
Blacken the Screen	Images relating to a topic should be turned off/blackened promptly when coverage of that topic is complete or continues for several minutes, causing attention to be re-directed to the instructor and the discussion at hand.

5. ASSESSMENT AND EVALUATION

The ability to utilize assessment tools that allow students and instructors to monitor learning.

Use of Assessment Questions	Use open-ended and assessment type questions to determine student understanding and retention. Classroom dialogue should be encouraged and affirmed.
Instruction Modification	Make adjustments to class instruction if such a need is indicated by assessment feedback. Identification and correction of any misconceptions/misinformation should be handled in a timely manner.
Use of In-class or Homework Assignments	For classes of longer duration (such as Pre or Postlicensing), application exercises should be used to reinforce student retention of material.

Use of Quizzes and Midterm Exams	For classes of longer duration (such as Pre or Postlicensing), formal and informal testing should be used reinforce student retention of material.

6. INTERACTION WITH STUDENTS

The ability to interact with adult students in a manner that encourages learning and avoids criticism of any person, agency, or organization.

Positive Attitude	Demonstrate a positive attitude toward students and the value of the subject matter being taught which facilitates learning. The overall presentation should reflect a sense of enthusiasm for the subject matter.
Acceptance of Diversity	Display tolerance for student opinions and backgrounds. Do not become involved in argumentative exchanges. Never intentionally embarrass or humiliate any student.
Professional Conduct	Employ a professional and courteous manner, avoiding any obscene, sexist, racist or bigoted remarks or expressions. Do not represent opinion as fact; do not use the classroom as a soapbox for expression of personal opinions. Refrain from making derogatory remarks about any persons, agencies, or organizations, and avoid off-color humor.
Classroom Management	Demonstrate ability to control student interaction such that it enhances learning and does not disrupt the planned instruction. Supervise appropriate use of technology during class time.

7. ADDITIONAL SUGGESTIONS

Professional Attire	Dress in a manner appropriate for an adult classroom learning environment. General rule of thumb dictates that instructor dress is at least one "level" above the students.
Physical Mannerisms/ Gestures	Use appropriate gestures to facilitate communication. Gestures should be neither excessive nor totally absent. Distracting mannerisms such as chewing gum or fidgeting with items should be avoided.
Movement	Avoid standing in one spot (such as behind a podium) for lengthy periods of time. Practice walking throughout the entire classroom as much as you can to engage students.
Bridging & Transition	Although a higher level teaching skill, transition between topics and sub-topics should be smooth. Bridging is about helping students tie the upcoming discussion to practical application in the world of real estate or to previously discussed topics. It is more than just checking off the next topic on the syllabus and requires conscious practice to incorporate segues that add value.