



NORTH CAROLINA REAL ESTATE COMMISSION

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Guidelines for Instructor Video Recordings and Teaching Skills Evaluation Criteria

REQUIREMENT FOR VIDEO RECORDING

Requirements for Real Estate Commission approval of **continuing education update course instructors** are set forth in Commission Rule 58E .0203 and requirements for Commission approval of **prelicensing and postlicensing course instructors** are set forth in Commission Rule 58C.0603. In addition to submitting the appropriate completed instructor application, *each applicant must submit a video recording of the instructor teaching a real estate or directly related topic to a live audience* (unless exempt from this requirement by Commission rule).

The purpose of the video recording requirement is to enhance the quality of real estate instruction in North Carolina. The requirement is not intended to discourage prospective instructors. Rather, the goal is to assure that courses are being taught by instructors with effective teaching skills.

VIDEO REVIEW PROCEDURES

Professional educators on the Commission staff will evaluate an instructor applicant's video recording to determine whether the applicant has demonstrated that he or she possesses minimally acceptable teaching skills as described in the Commission rules cited above and discussed in depth in this document. Following review, the applicant will be notified whether or not his/her teaching skills as demonstrated on the video were found to be satisfactory and will be provided specific comments/suggestions in either event.

The review will be based on the criteria itemized in the eight (8) segments of the **Teaching Skills Evaluation Criteria** presented in this document. In order to be fully approved as an instructor, the applicant's teaching skills as depicted on the video recording must be minimally satisfactory in all categories.

Prior to making the video recording, applicants are urged to attend the *New Instructor Seminar* and to study the **Teaching Skills Evaluation Criteria** carefully for details regarding specific criteria to be considered during the evaluation.

Video recordings submitted to the Commission will become the property of the Commission and will not be returned to applicants. Video recordings will be viewed only by authorized personnel.

GUIDELINES FOR INSTRUCTOR VIDEO RECORDINGS

Identifying Label recording with (1) the **instructor's name**, (2) the **date of the**

Information	recorded presentation that must have been made within one year prior to the date of submission, (3) the name of the course being taught, and (4) the topic addressed in the recorded segment.
Format	The video recording may be on a standard 4¾ inch diameter DVD, a USB drive , or similar medium.
Length	45-60 minutes.
Unedited	The video recording must be a continuous, unedited block of instruction.
Live Audience	The video recording must show the instructor teaching an actual class (live audience) and at least a portion of the class should be shown on the video recording if possible.
Subject Matter	<p>Per Commission Rule 58C .0603(b), a prelicensing and postlicensing instructor applicant must teach a single real estate prelicensing or postlicensing course topic. Per Commission Rule 58E .0203(d), an update course instructor applicant may teach a single real estate or directly related topic. Review sessions (covering several topics), speeches, reports, pep talks or promotional presentations are not acceptable subject matter.</p> <p>It is highly recommended that the video depict the instructor teaching a relatively complex real estate topic that requires considerable use of illustrative examples and class discussion (e.g., brokerage relationships, agency contracts and disclosures, sales contracts, closing statements, valuation, finance, License Law & Commission Rules, etc.). It is much more difficult for the instructor to adequately demonstrate all required skills (especially depth of knowledge, mastery of various instructional methods and effective student participation) when the subject matter being taught is very simplistic and/or requires only a very basic level of knowledge.</p>
Visual Quality	The visual quality of the video recording must enable the reviewer to clearly see the instructor. The camera should capture the instructor's gestures, use of instructional aids, and interaction with students. Prolonged close-ups of the instructor or of visual aids are neither appropriate nor desirable, but reviewers should be able to read the wording on projected images if possible.
Sound Quality	The audio quality of the video recording must enable the reviewer to clearly hear the instructor and also, if at all possible, the comments and questions of students.

NOTE: It is not necessary to have a professionally produced video recording, but the applicant will be responsible for seeing that the recording conforms to these *Guidelines*.

PREPARING FOR AND RECORDING A VIDEO

Instructor applicants should take very seriously the requirement to provide a satisfactory video recording. Your approval as an instructor depends on your demonstrating *on the video* that you possess minimally acceptable teaching skills. When preparing for and recording a video, you

should carefully and fully adhere to the following:

1. Comply with all technical requirements in the above **Guidelines for Instructor Video Recordings**.
2. Read very carefully the following **Teaching Skills Evaluation Criteria** and the enclosed *Most Common Problems With Instructor Video Recordings* so that you can properly demonstrate all required skills and avoid the problems that frequently result in unsatisfactory videos.
3. **Practice! Practice! Practice!** Rehearse the presentation you plan to record well in advance.
4. Have your video recording critiqued, preferably by a person (such as a currently approved instructor) who is intimately familiar with the subject matter and the Commission's requirements described in this and enclosed materials.
5. Do **not** submit a video recording that you know to be technically defective or that reflects substantial deficiencies in your teaching skills, especially with regard to communication skills, knowledge and organization or instructional methods.
6. Instructor applicants with temporary approval to teach prelicensing/postlicensing courses should submit their video recording **60 days in advance of expiration of temporary approval** to allow time for Commission review and for the preparation, submission and review of a possible second video prior to temporary approval expiration.

TEACHING SKILLS EVALUATION CRITERIA

The instructor applicant must demonstrate that he or she possesses the teaching skills described in categories 1 - 8 by satisfying the criteria stated in each category.

1. COMMUNICATION SKILLS

The ability to communicate effectively through speech, including the ability to speak clearly at an appropriate rate of speed and with appropriate voice inflection, grammar and vocabulary.

[The instructor's oral communication should be appropriate for the audience. Repeated or consistent problems concerning any of the following specific aspects of speech will be noted.]

Grammar & Pronunciation	The instructor should use correct English grammar; avoid slang.
Vocabulary	The instructor's vocabulary should be effective and appropriate for the topic and for the learners' backgrounds. Avoid unnecessary technical terminology.
Rate of Speaking	The instructor should speak at an appropriate rate of speed, neither too fast nor too slow.
Voice Tone & Inflection	The instructor should use an appropriate tone of voice (neither too loud nor too soft) featuring appropriate voice inflection to maintain students' interest and to avoid speaking in a monotone.
Clarity of Speech	The instructor's speech should be clear and intelligible at all times. The instructor should avoid any speech mannerisms that are

unintelligible, tedious, or distracting to a degree that is likely to interfere with effective learning. The instructor should avoid repeating meaningless words or phrases (such as "you know," "okay," or "uh"), incompletely stating ideas, unnecessary rambling, or mumbling.

Bridging & Transition The instructor should transition between topics and sub-topics by building connectivity between the topics. Students learn best when they can build on information they already know.

2. VISUAL IMAGE

The ability to present an effective visual image to a class, including professional appearance and physical mannerisms.

[The instructor's physical presence should not detract from effective instruction. Visual aspects of the instructor's presentation which are likely to detract from learning will be noted.]

Professional Attire The instructor should dress in a manner appropriate for a classroom learning environment for adult students.

General Appearance The instructor should avoid distracting elements such as a radical hair style, excessive make-up, or unusual accessories.

Grooming The instructor should appear reasonably neat, clean, and well-groomed.

Physical Mannerisms The instructor should use appropriate gestures and movement in the classroom to facilitate communication. The instructor should not utilize consistently distracting mannerisms. Use of gesture should be neither excessive nor totally absent. The instructor should avoid standing in one spot (such as behind a podium) for lengthy periods of time.

Poise The instructor should appear poised and confident during the presentation.

3. KNOWLEDGE

The ability to present relevant, accurate instruction and expressly identify student objectives for all required course content as described in course syllabi.

[The instructor should have thorough knowledge of the material and be able to present it clearly, using accurate examples as appropriate and responding appropriately to questions. The instructor's presentation should be logical and well-organized.]

Topic Mastery The instructor should demonstrate a thorough knowledge of the subject matter being taught. Choosing a relatively complex topic will better enable the instructor to demonstrate satisfactory topic mastery. The instructor should avoid reading from texts or notes as this is not only boring but also conveys to students (not to mention video reviewers) 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 presentation. 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 and is a clear indicator of inadequate topic mastery.* Providing poor explanations may indicate inadequate topic mastery or an inability to effectively communicate knowledge, or both.

Appropriate Scope/Depth	The scope and depth of topic coverage should be consistent with the teaching objectives and appropriate for the time available. The presentation should not omit information generally considered essential to an accurate understanding of the topic. If the instruction is part of a prelicensing or postlicensing course, or a CE mandatory <i>Update</i> course, the instruction should be consistent with the instructional objectives for said course.
Objectives/Importance	Teaching objectives for the class session should be appropriate in view of the purpose of the course and should be clearly stated at the beginning of the class session. The importance of each specific topic addressed should be communicated to students.
Organization/Logic	Information should be presented in a logical, well-organized manner which promotes understanding and avoids confusion. The order of presentation and transitions between ideas should reflect thoughtful planning. The instructor should not stray from the topic of instruction unnecessarily.
Use of Examples	At every reasonable opportunity, the instructor should use illustrations or examples which relate to actual real estate practice.
Handling Questions	The instructor should demonstrate the knowledge and ability to respond appropriately to student questions. Prior to answering a question, the instructor should assure that the entire class heard the question, repeating or rephrasing the question if necessary. The answer should be directed to the entire class. <i>[If student questions and comments are not clearly understandable on the instructor's video, the instructor should repeat or rephrase the questions and comments for the benefit of video recording reviewers even if all students are able to hear the questions and comments of other students.]</i> When unable to answer a question, the instructor should freely admit that he/she is uncertain about the answer and should either refer the student to appropriate sources of information or volunteer to provide the requested information at a later, specific time.

4. INSTRUCTIONAL METHODS

The ability to utilize varied instructional techniques and learning activities supported with materials and resources that require students to analyze and apply course content. Such instructional strategies may include asking open-ended questions and providing scenarios or case studies for students to practice content application.

[The instructor should satisfactorily demonstrate the ability to use varied and appropriate teaching methods; such as class discussion, role playing, in-class or out-of-class assignments/projects or other techniques to enhance learning.]

Instructional Methods	The instructor should demonstrate the ability to utilize multiple instructional techniques that are appropriate for the topic being presented. <i>Excessive use of straight lecture without demonstrating other techniques and without substantial learner participation should be avoided.</i>
Proper Use of Notes	Glancing at notes to refresh memory and stay on track is fine, but the instructor should avoid “reading” information to students from either the text or notes, with the exception of brief quotations. Excessive reading of information undermines the instructor’s credibility and is not conducive to learning.
Learner Participation	The instructor should facilitate learner participation to the greatest extent permitted by the topic, time allocations and class size. The instructor should demonstrate the ability to promote and manage meaningful class discussion of topics presented. <i>Failure to actively promote and obtain student participation in class is one of the worst errors an instructor can make with regard to instructional methods.</i> When utilizing small student workgroups, the instructor should interact in turn with the various groups and allow all groups to be involved.
Teaching to Entire Class	The instructor should direct his attention to the entire class rather than to any particular student or group of students.

5. INSTRUCTIONAL AIDS

The ability to utilize instructional aids which may include, but are not limited to, PowerPoint slides, video recordings, and information from the Internet displayed on a large screen.

[The instructor should satisfactorily demonstrate the ability to use varied and appropriate teaching equipment and technology to enhance learning.]

Operation of Equipment	Any equipment used by the instructor, such as a computer with a projector, an overhead projector or microphone, should function properly and the instructor should use such equipment without delay, awkwardness, or other distracting problems. Projected images should be legible by all students (and video reviewers) and projected images relating to a topic should be turned off promptly when the instructor completes coverage of that topic and transitions to another topic. When using a white board, the instructor should minimize the time his or her back is turned to the students. (Consider utilizing a student assistant to write on the board.)
Quality of Materials	Any instructional aids, handouts, course outlines, or other supplementary material which an instructor may utilize should be well-organized, free of errors, and easy to use/read. The supplementary material should not be a source of confusion.

6. ASSESSMENT AND EVALUATION

The ability to utilize ongoing assessments as tools for instruction with

modifications that allow students and instructors to monitor learning. Such assessment techniques may include: a) requiring student analysis and application through case studies and scenarios; b) facilitating inclusive classroom dialogues clarifying key concepts and uncovering misconceptions and misinformation; c) in-class or homework assignments; and d) graded or ungraded quizzes and midterm examinations.

[The instructor should satisfactorily demonstrate the ability to use varied and appropriate teaching methods to assess progress and learning retention; such as class discussion, role playing, in-class or out-of-class assignments/projects or other techniques to enhance learning.]

Interactive Communication The instructor should use open-ended and assessment type questions to determine student understanding and retention. Classroom dialogue should be encouraged and affirmed.

Use of Modification The instructor should make adjustments to class instruction if such a need is indicated by assessment feedback. Identification of misinformation or misunderstanding should be corrected in a timely manner.

7. LEARNING ENVIRONMENT

The ability to maintain an appropriate learning environment and effective control of a class.

[The instructor should assure that the classroom facilities provide for an appropriate learning environment. During the period of instruction the instructor must adapt as appropriate to the needs of students in the class and must take steps as necessary to maintain an effective learning environment.]

Appropriate Seating The room should not be over-crowded nor should there be an excessive number of empty seats between the instructor and the learners. Tables and chairs should be appropriately arranged. Each student should have adequate space for materials and note-taking.

Physical/Visual Barriers There should not be any distracting physical or visual barriers between the students and the instructor. Students should be able to see instructional aids easily.

Acoustical Conditions Each student should be able to clearly hear the instructor. For large classes, a microphone may be necessary.

Physical Comfort The room should have appropriate lighting, heating and cooling, and room temperature should be maintained at an appropriate level.

Control of Distractions Should unexpected circumstances arise, the instructor should attempt to eliminate or compensate for the distraction and keep the class focused on the planned instruction.

8. INTERACTION WITH STUDENTS

The ability to interact with adult students in a positive manner that encourages students to learn, demonstrates an understanding of student backgrounds, and avoids offending the sensibilities of students or personal criticism of any other person, agency or organization.

[The instructor should consistently demonstrate a positive attitude, a professional manner, and concern for the well-being of the class as a whole.]

Attitude ~ Subject Matter The instructor should demonstrate a positive attitude regarding the value of the subject being taught and should regularly communicate to learners the specific need/benefit of knowing the particular subject matter being addressed. The instructor's overall presentation should reflect a sense of enthusiasm for the subject matter.

Attitude ~ Students The instructor should establish an effective rapport with students which facilitates learning. The instructor should display tolerance for student opinions and should not become involved in argumentative exchanges. The instructor should not intentionally embarrass or humiliate any student.

Professional Conduct The instructor must employ a professional and courteous manner, avoiding any obscene, sexist, racist or bigoted remarks or expressions. The instructor must not represent opinion as fact, must not use the classroom as a soapbox for expression of his/her personal opinions, must refrain from making derogatory remarks about any persons or organizations, and must avoid off-color humor.

Control of Students The instructor should demonstrate ability to control student interaction and discussion such that it enhances learning and does not disrupt or derail the planned instruction. Avoid having a small number of students dominate discussions while a majority sit quietly.