**Teaching Simulation**

We ask that you follow the teaching simulation format outlined below.

**Audience:** assessment panel members representing your student population. Please think of them as a general audience of majors and non-majors.

**Structure:** teaching demonstration followed by a separate question & answer (Q&A) period. There may also be questions asked during the demonstration.

**Length:** 5-7 minutes for teaching demonstration. You will be given a warning at 6 minutes and stopped at 7 minutes. Any questions and answers that are asked during the demonstration will not count against the time limit.

**Use of instructional materials:** a board and a marker only. No other tools will be allowed. If the assessment is being conducted over Zoom (or other online platform), you will be allowed to have no more than two prepared PowerPoint (PPT) slides.

**Goal:** to demonstrate oral English proficiency.

**Assessment:** please review the assessment rubric before planning. You will be assessed on delivery (speaking clearly; clarity of meaning), communication (choice of words, grammar, fluency), and topic presentation (explaining/demonstrating subject matter clearly and systematically).

**Further Guidance**

We would like you to demonstrate an activity that you might do in class, or one that you liked when you were a student. You can also explain an introductory concept in your field. Please choose an in-class activity to demonstrate, using your assessment panel members as participants. This activity should be appropriate for introductory-level students, and be discipline-appropriate content that you will teach early in the semester. If you have not been given a teaching assignment yet, you might select the activity that you feel embodies your approach to teaching.

Some helpful tips:

* Know your audience. You are teaching to faculty members posing as students. Please think of them as a general audience of majors and non-majors.
* Make your material fit an introductory course. The topic must be basic and introductory. Remember you will be evaluated on how well you are communicating and not on content/field knowledge. If you have technical and/or scientific vocabulary/terms, make sure to write and explain those terms on the board (or slide).
* Make your material fit the time. Choose a topic/lesson/concept/activity that will stand on its own in a 5-7 minute frame. Don’t squeeze a 50-minute lecture/lesson into 5-7 minutes. You will be given a warning at 6 minutes and stopped at 7 minutes.
* Be clear about learning goals/plan. At the beginning of the demo (or even before), identify some of the key themes/elements of the demo, perhaps writing them on the board (or slide). Return to those themes throughout the demo, and at the end of demo, review those themes.
* Engage your audience. There will be time for questions and discussion at the end, and the panel may also ask you questions during the demonstration.