

What Participants Say about Teaching Squares:

“Teaching Squares provides more concrete information about teaching, more support and sense of camaraderie, and more appreciation of our students for less investment of time than any other staff development activity I have ever participated in. As I talk with my colleagues in the program they all agree: If we could have only one staff development activity, it should be this one.”

“We found our common ground, our common concerns, and made strong connections with each other across disciplines which are often separated”

“We want to be associated with the programs because we know that good teachers benefit when they exchange teaching ideas and classroom strategies, and what better way to do it, than with a group of four colleagues committed to learning from each other in a supportive, friendly and relaxed atmosphere?”

“This has been the least artificial and least threatening way to discover and test new methods of teaching.”

“For a relatively small time commitment, Teaching Squares provides great rewards.”

“Visiting other courses reminded me of how challenging it is to be on the students’ side of the desk and how intimidating some of my courses must be for them.”

“Witnessing the expertise of my colleagues not only provided ideas for ways in which I could improve my teaching, it also made me proud to be a member of such an accomplished and talented faculty.”

“As a brand new teacher at the Meramec campus I found this program invaluable.”

“Teaching Squares offers instructors the opportunity to see the commonalities of teaching and the exciting differences between disciplines and realize other people meet the same challenges.”

“I feel that it is the most productive, positive effort I have been associated with since starting with the college in 1980.



A Faculty Development Tool

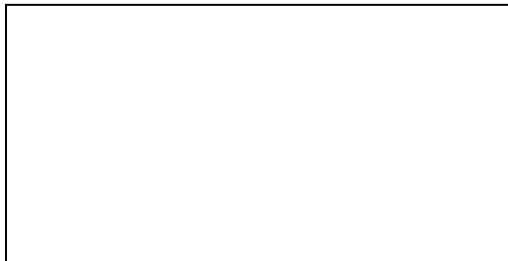
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What is Teaching Squares?

The **Teaching Squares** Project is designed to improve teaching and build community through a structured, non-threatening process of classroom observation and shared reflection. The project captures the best aspects of peer evaluation - peer observation and discussion - while eliminating the elements of judgment and evaluation

Teaching Squares was initially developed in Fall 2001 as a project of the Faculty Development Advisory Committee of St. Louis Community College – Meramec, St. Louis, Missouri, to meet the goals of *improving teaching* and of *increasing professional and personal connections among faculty*



A **Teaching Square** is a group of four faculty from different disciplines who:

- engage in reciprocal classroom visits
- share teaching materials
- reflect on classroom observations
- share reflections with colleagues

All reflections are stated in a way that is:

- positive
- personal
- general

Teaching Squares is:

Cost Effective

- Materials cost approximately \$3 per participant

Time Effective

- Participants typically spend 7 to 10 hours per semester in Teaching Squares activities
- Project coordinator typically spends 10 to 15 hours per semester

High Impact

- In three semesters, approximately 26% of SLCC-Meramec faculty participated *voluntarily* in the **Teaching Squares** project
- 68% of those participants chose to rejoin the **Teaching Squares** project a second or third time.

We have enjoyed our experience with Teaching Squares, and we would be delighted to share out experience with you.

For additional information, please contact us:

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