

## **Requirement For a Teaching Apprenticeship --**

Currently, all M.S. students are required to teach a minimum 1 semester and all Ph.D. students are required to teach a minimum of 2 semesters. In order to better prepare all students who lack a significant teaching background, students are required to serve as a teaching apprentice for at least one semester, prior to serving as a teaching assistant. The oversight of the teaching apprenticeship requirement will be made by the Instruction committee, the Department, and the student advisors.

Besides helping prepare students for teaching, the apprenticeship is designed to aid international students in becoming more acquainted with methodology and approach used in our classrooms and student/teacher interactions in this culture. In Spring, 2001, all graduate students indicated that having increased mentoring before teaching a course would be ideal and aid them. This program seeks to provide students with an opportunity to become more familiar with the course material and methods used in teaching. The student serving as a teaching apprentice will be mentored by the TA/mentor for that course and/or the faculty member in charge of the course. Ultimately, the faculty member in charge of the course is responsible for this apprenticeship and its evaluation.

It is recognized that some students may have teaching experience prior to joining our department. These students will be given the opportunity to opt out of teaching apprenticeship.

***Procedure for bypass of teaching apprenticeship requirement***—It was recognized by the faculty that some students will come into the department with significant teaching experience and may not need to serve as a teaching apprentice.

To opt out of the requirement, the student needs to write up a statement that documents their past teaching experiences (when and where) and a justification on why they are prepared to teach in the department (especially for the courses they have been assigned). This statement will be reviewed by the Instruction Committee, Department Head and the student's advisor.

They should list the dates, location, exact courses with description, and their role in teaching. They should also be encouraged to include their presentations to students here in the US (as part of speech com. courses, talks to any group, presentations at meetings, and any other contact that they have had with students.) They may also want to discuss how prepared they are to develop a syllabus, lesson plan, exam questions, and teaching materials (handouts, web sites, etc). They should consider discussing how prepared they are to teach in this culture.

The students should be encouraged to consider taking an online course designed for new instructors (both faculty and students). This info is as follows (this is a requirement for the TA apprentices-- BUT THIS WOULD TAKE LITTLE TIME AND WOULD BE EXTREMELY HELPFUL FOR THEM) --

If the student decides to take this course, they can include this activity in their justification as being planned with promise of taking it (give us a deadline for completion) and utilizing it.

***Activities and Evaluation of a Teaching Apprentice***—Assignments and evaluation criteria-- Below are suggested criteria. These will be negotiated at the beginning of the semester by the faculty member in charge, the TA/mentor and the teaching apprentice. Not all criteria are applicable to each course. At the beginning of the course, a signed contract will be made by the TA apprentice, the TA/mentor, and the faculty member in charge. It will be these agreed upon activities that will be evaluated.

1. Take the Penn State Course in College Teaching (a non-credit course) and orientation for new instructors offered by Center for Excellence in Learning & Teaching (CELT) (see <http://www.schreyer institute.psu.edu/Resources/PST2.asp> and become familiar with the text (*The Penn State Teacher II: Learning to Teach, Teaching to Learn*, written by Diane M. Enerson, R. Neill Johnson, Susannah Milner and Kathryn M. Plank, Center for Excellence in Learning and Teaching, 1997.) [THIS ACTIVITY IS PROBABLY THE MOST VALUABLE EXPERIENCE AND SHOULD BE EXPECTED OF ALL STUDENTS.]
2. Help develop syllabus (if appropriate; e.g., track courses such as ENT 314, 315, 316) (OPTIONAL)
3. Help develop lesson plans for each lecture to be delivered
  - Beginning of semester-- critique lesson plan after TA/mentor develops
  - Mid-semester-- team up with TA/mentor to develop lesson plan
  - End-semester-- write own lesson plan with critique made by TA/mentor and faculty supervisor
4. Attend all lectures and offer feedback on delivery
5. Help develop course web site and learn how to prepare web site (OPTIONAL)
6. Help develop exam questions (especially at end of course)
7. Assist in set up of labs
8. Assist in teaching labs by interacting with students in lab exercises
9. Assist in grading with critique by TA/mentor and faculty supervisor
10. Student evaluation-- knowledge of material and communication (OPTIONAL)
11. Self evaluation with justification
12. Evaluation of overall performance (demonstration of responsibility, effort, and achievement of original goals) at end of course by TA mentor
13. Evaluation of overall performance (demonstration of responsibility, effort, and achievement of original goals) at end of course by supervising faculty member

Apprenticeship in Course # \_\_\_\_\_ Date \_\_\_\_\_

<b>Criteria for Evaluation of TA apprentice (where not indicated, evaluation will be made by TA/mentor and faculty member in charge of course)</b>	<b>suggested % Grade</b>	<b>Agreed upon % grade</b>
1. Take the Penn State Course in College Teaching and orientation	10	
2. Help develop syllabus (if appropriate; e.g., track courses such as ENT 314, 315, 316, 318) (OPTIONAL)	5	
3. Help develop lesson plans for each lecture to be delivered Beginning of semester-- critique lesson plan after TA develops Mid-semester-- team up with TA to develop lesson plan End-semester-- write own lesson plan	5 5 5	
4. Attend all lectures and offer feedback on delivery	5	
5. Help develop course web site and learn how to prepare web site (OPTIONAL)	5	
6. Help develop exam questions (especially at end of course)	5	
7. Assist in set up of labs	5	
8. Assist in teaching labs by interacting with students in lab exercises	5	
9. Assist in grading with critique by TA and faculty supervisor	5	
10. Student evaluation-- knowledge of material and communication (OPTIONAL)	5	
11. Self evaluation with justification	10	
12. Evaluation of overall performance (demonstration of responsibility, effort, and achievement of original goals) at end of course by TA mentor	15	
13. Evaluation of overall performance (demonstration of responsibility, effort, and achievement of original goals) at end of course by supervising faculty member	10	
<b>Total</b>	<b>100</b>	<b>100</b>

We agree to the above grading criteria and percent distribution for the evaluation of the performance of \_\_\_\_\_, whom will be serving as a TA apprentice during the semester of \_\_\_\_\_, in course # \_\_\_\_\_.

Signed \_\_\_\_\_ (Graduate student being evaluated) Date \_\_\_\_\_

Signed \_\_\_\_\_ (TA/mentor) Date \_\_\_\_\_

Signed \_\_\_\_\_ (faculty member in charge of course) Date \_\_\_\_\_