

Preparation Strategies for Graduate Teaching Assistants

RSED'S Policy

Voted on and approved by RSED faculty
March 10, 2004

Strategy 1: Faculty Mentor. Each GTA is assigned to an RSED faculty member to serve as his or her mentor. The student is encouraged to participate or assist the faculty mentor as he or she teaches. The faculty mentor works with the GTA to assist him or her in setting up, managing, and instructing course work. Mentor activities may include assistance with (a) developing a syllabus, (b) identifying reading materials, (c) delivery of instruction, and (d) designing evaluations. Mentors will also periodically observe students teaching skills and provide feedback (see evaluation process below). Before a graduate student can teach a particular course, he or she must first demonstrate mastery by previous course work, or complete the course being taught at an advanced level under the supervision of the mentor.

Strategy 2: Graduate School *Graduate Teaching Assistant Training Program*. All GTAs planning to teach or assist in teaching must attend the *Graduate Teaching Assistant Training Workshop* provided by the Graduate School. This training program teaches graduate students, among other things, the basic instructional skills needed at the university level (e.g., how to make a syllabus and how to design tests). In addition, this training provides GTAs with an introduction to the campus and key personnel, as well as an orientation to the Tiger Cub policies.

Strategy 3: Teaching Effectiveness Seminar. All RSED doctoral students are required to satisfactorily complete RSED 8070. This year long Professional seminar primarily addresses the areas of professional writing, grant writing, and teaching effectiveness.

Teaching Evaluation: The process for evaluating the teaching performance of GTAs includes both formal and informal methods. The assigned mentor faculty member observes the GTA's teaching performance, informally meets with the student, and provides him or her with feedback, both positive and constructive, regarding the class presentation. Mentors also may utilize the RSED's *Tenure and Promotion Teaching Observation Instrument (Guide)*, or other instruments, for a more formalized method of feedback, as well as the *Auburn University Teaching Effectiveness Survey*. An on-going formative evaluation will occur throughout the semester.