

TEACH Program 2009 – 2010

Overview of Policies and Expectations

*Welcome to the TEACH Program! We are so excited to work with you this year. We think you will find that the TEACH Program is an intensive but rewarding experience, so before the year begins, here is an overview of the major expectations for successful participation. **Please take some time to look this over, then detach the short contract stapled to the back of this, sign it, and return it to our offices at the TLTC as soon as possible.** And don't worry – we'll go over all of this in more detail at our orientation meeting at the start of the semester, and you will be able to read all about the Program policies and requirements online and in our manual. We have an open door policy here, so if you have questions and don't want to wait until August or can't find things online, please let us know! We're happy to help.*

Teaching Assignment

It's imperative that you maintain an official, regular teaching assignment in both the fall and spring semester, since so much of the TEACH Program is about classroom observation and interaction with students. A guest lecture or assisting a professor in the classroom as a teaching or research assistant does *not* meet the program requirements. Leading a discussion section, teaching a lab or lecture session, or serving as the instructor of record for a class are all acceptable teaching assignments. Note: this is an absolute requirement to participate in the program.

Workshops

You are required to attend 20 hours of TLTC/TEACH workshops of your choosing over the course of your fellowship. A *minimum* of 10 workshop hours must be completed by the end of the fall semester, with the remaining hours to be completed by the end of the spring semester. Additional hours completed in the fall will be applied to the spring requirement. You will be provided with a list of workshop opportunities at the beginning of each semester and the TEACH staff will make you aware of any additional opportunities throughout the course of the year. Don't worry – there are plenty of options, and you can see them on our website!

Consultations

You will meet with your TEACH consultant at the beginning of each semester. At this meeting you will discuss potential projects and mentors as well as schedule appointments for your videotaped teaching observations, your Small Group Instructional Diagnosis (SGID), and the follow-up consultations for each. In addition to those required consultations, you are welcome to set up additional meetings with your TEACH consultants at any time during the year.

Videotaped Teaching Observations

Over the course of the year, you will participate in videotaped teaching observations in which your TEACH consultant will videotape your course, lab, or discussion section without interfering in the session's progress (at least once each semester). Your consultant will take notes throughout the class detailing occurrences and observations, and these notes will be provided to you at the follow-up consultation. For the follow-up consultation you will be asked to review the video of your class, taking note of your teaching, the students' involvement, etc. You will then meet with your consultant in a confidential session to discuss the events of the class and teaching issues applicable to your course. Additional observations may be requested by the fellow, or suggested by the consultant, but only one videotaped observation per semester is mandatory.

Small Group Instructional Diagnosis (SGID)

You will also participate in a Small Group Instructional Diagnosis (SGID) consultation and follow-up meeting once each semester. The SGID is a method of getting anonymous feedback from your students midway through the semester. The SGID will take about 25 - 30 minutes of class time in which your consultant will visit your class, without you present, and elicit responses to questions that help you identify what is helping students learn and issues that are challenging or less satisfying to them.

After your consultant meets with your class he/she will compile the students' responses so that you may discuss the results in your follow-up consultation. In this session your consultant will help you interpret the data collected from your students, and discuss with you how and if you should implement changes or communicate differently with your students.

Peer Observations and Self-Reflection

Each semester you will work with a small group of TEACH fellows to share resources and experiences. You will observe at least one group member's teaching in the fall and spring, and participate in follow-up discussions with your group and consultants each semester. You will also write a short reflective paper about your observations which will be shared with your group members and consultants. Guidelines for these write-ups will be provided. Additional peer observations are optional, but encouraged!

Faculty Mentor

Early in the fall semester, you will select and work with a faculty mentor from your department, from a related department within the college, or from a completely different field. The relationship with your mentor will entail regular meetings (at least 3 per semester) to work with your mentor to develop the teaching portfolio and project. Your TEACH consultant will help you to think more about selecting a mentor; if you feel compelled to start thinking about it now, we **strongly** encourage you to work with somebody other than your dissertation director or other major advisors— this is your opportunity to gain new connections and perspectives! But we also ask that you wait and talk to us about it before making any final decisions or approaching potential mentors.

Activity Contract

During the fall semester you will construct an Activity Contract which serves as an individualized blueprint of the workshops you plan to attend and details the project you propose to complete with the assistance of your mentor. This contract will be reviewed and approved by your mentor.

Teaching Portfolio

By the end of the fall semester, you will complete a teaching portfolio that represents your teaching philosophy and experience. Your teaching portfolio should be a professional, thoughtful, and reflective document that demonstrates who you are as a teacher. There will be workshops offered in the fall and sample portfolios to offer guidance, and the consultants are also here to help! The teaching portfolio will be completed and turned in by **December 18, 2009**. Please note that your mentor must review and sign off on your teaching portfolio before you submit it to us, so be sure to complete a draft early enough to provide him or her plenty of time to review your document and provide feedback!

Teaching and Learning Project

By the end of the spring semester, you will design and complete an independent project involving teaching and learning that reflects your interests in the classroom. The TEACH program staff will

provide you with some sample projects and guidance to help you select your project topic and format. Your completed project will be due by **April 28, 2010**, and will be displayed during the Final Review sessions at the end of the spring Semester (see below). The TEACH staff recommends that you select a thoughtful project that can be completed within 20 – 30 hours of work, and one that will be useful and interesting to you. Please be mindful of anticipated time constraints as you select and plan for your project.

Project Progress Report

You will also be asked to submit a progress report midway through the spring semester, detailing the work you have completed on your project thus far. And as with the teaching portfolio, you should be working with your mentor along the way.

Poster

In conjunction with your project, you have the option of creating a poster summarizing the results of your project, which will also be placed on display in the TLTC. If you choose to create a poster, it will be due to Ching Lee for printing at the TLTC by **April 26, 2010**.

Final Review Session

At the end of the spring semester, you will participate in final review session in which a faculty committee will conduct an exit interview which evaluates your involvement in the TEACH program. This will serve as a capstone for the culmination of your experiences in the program.

Participation

So these are the core expectations of the TEACH Program. As a general rule, you are expected to be an active participant in the TEACH Program. That means thoughtfully participating during the workshops and sessions, consultations, peer observations, etc.

You will be busy this year, but it will be worth it! It is an honor to be accepted into the program – competition is stiff! – so we expect a great deal from you, just as you expect from your students. If you are worried about your time, or have any questions or concerns, don't hesitate to give us a call this summer! We're happy to talk to you about it and think it through with you.

That being said, again, we will be putting a lot into you, so we do expect a lot from you in return. We expect you to meet all of these deadlines and requirements, and to do so in a professional manner. If you fail to do so, there will be consequences. If you fail to comply with at least 80% of these expectations, complete them in an unsatisfactory manner, or excessively miss deadlines or meetings, your stipend may be withheld and you may be asked to leave the Program. We don't expect this to happen, of course, but just in case...

Again, we are excited to work with you and we are looking forward to a great year! We hope that you are too!

TEACH Program Acceptance Contract

Please detach, sign, and return this portion to the TEACH offices located in the TLTC as soon as possible.

By signing below, I agree to join the TEACH Program for the 2009 – 2010 school year. I understand the expectations set forth in this document and agree to complete them, with active participation, in accordance with the standards of the TEACH staff, and I recognize the consequences for failing to comply with those expectations.

NAME, Print

Signature

Date