



Preparing Future Faculty TEACHING ACADEMY

Teaching Apprenticeships

The Preparing Future Faculty Teaching Academy Apprenticeship is a professional development opportunity for advanced graduate students to acquire significant teaching experience under the mentorship of faculty members. The PFF TA participant will work closely with a faculty mentor to help plan, teach, and assess a portion of a course in which the mentee is responsible for class instruction. Completion of the Apprenticeship fulfills the PFF TA Phase III requirement for acquiring hands-on instruction and assessment experience. *(Note: This experience is not comparable to a typical TA assignment.)*

After identifying a faculty member who is willing to collaborate in an apprenticeship opportunity, the PFF TA participant should meet with his/her designated mentor prior to the start of the course. Together, student and mentor should develop the details of the mentor-mentee agreement form, which outlines a plan for the student's instructional role. The apprenticeship is envisioned to provide the following experiences.

1

Observation of the faculty mentor in the classroom

To facilitate the student's active observation, please use form.*

2

Collaboration in resource development for the course

This could involve helping the faculty mentor develop or refine the course syllabus, identify teaching materials, develop course exercises and/or assignments, and select and implement assessment strategies.

3

Delivery of a minimum of 6 hours of the course content

through classroom instruction (must be a credit course, either graded or pass/fail).

4

Development and implementation of a teaching and learning exercise

that uses the assessment and reflection form.*

Faculty Mentor Guidelines

This collaboration is envisioned to be flexible in supporting the needs of both graduate students who are seeking instructional expertise as they complete their doctoral research and faculty who are dedicated to continuing their research while meeting their teaching responsibilities.

Interested? Here's how to get started

1. Schedule an initial meeting to set expectations and identify activities that will constitute the apprenticeship experience. The PFF TA participant (mentee) and faculty mentor should meet face-to-face to discuss their mutual understanding about interacting during the course. The University of Wisconsin guidelines below may be helpful. Please complete and sign the mentor-mentee agreement form* as part of this process.
2. Collaborate with your mentee to develop course-related materials and identify a portion of the course that can be designated for your mentee to teach.
3. Allow your mentee to observe your instruction multiple times during your course and meet with him/her following those classroom observations to discuss what he/she observed and answer questions.
4. Allow your mentee to teach a minimum of 6 hours of course content and help him/her to develop an assessment of student learning outcomes related to his/her instructional component. As a mentor, you should observe your mentee's teaching and then meet with him/her to discuss the experience and provide constructive feedback. To facilitate active observation, please use form.*

The Role of the Mentor

The University of Wisconsin has developed extensive documentation of its mentoring activity in support of doctoral candidate teaching. Taken from "The Role of the Mentor" (<https://tle.wisc.edu/teaching-academy/peer/mentorsrole>), the following guidelines may be helpful as you consider mentoring doctoral students in their initial teaching assignments.

- ✓ Diminish the fear that comes from having to go it alone, especially if the mentee and the mentor co-teach a course or teach different sections of the same course. This provides the opportunity of working together to plan the course syllabus, assignment(s), lectures, and tests and examinations.
- ✓ Provide support for developing course content. Mentees preparing to teach a new course should ask an experienced colleague if they can borrow his or her materials for the course and modify them. Eventually the mentee will have materials of his/her own, but that first preparation can be extremely time-consuming; anything that can be done to ease the initial endeavor is worthwhile.
- ✓ Interpret departmental practices and policies. As simple as it seems, the novice may not think about things that are a matter of course for the experienced, e.g., how to deal with late or missing assignments, attendance policies, class withdrawal procedures, etc. Mentors can also offer suggestions about textbooks, how to get examination copies, how to work with the library, etc.
- ✓ Provide demonstrations of good teaching practices. Mentors should be willing to invite their mentees to observe as they teach or suggest other faculty to provide the mentee with the opportunity of observing a variety of teaching styles.
- ✓ Provide timely and constructive feedback on the mentee's performance.
- ✓ Encourage the mentee to be self-reliant. The mentor should not encourage the mentee to try to teach to someone else's prescription, but rather should act as a sounding board for new ideas and as a ready source of help with uncertainties and problems.
- ✓ Be a colleague. Mentors may have internalized their knowledge to the extent that it may be difficult for them to put themselves in the role of the mentee, having forgotten how much there is to learn. On the other hand, the mentee may be overwhelmed by how much is to be learned or too inexperienced to know what questions to ask. This is an opportunity to develop the role of "mentor as colleague", where both mentor and mentee learn from each other by periodically sitting in on each other's lectures, exchanging observations, providing constructive criticism, and/or troubleshooting problems together. Further, the mentee may be able to provide the mentor new ideas from the perspective of someone doing everything for the first time.

