

Expectations for Graduate Teaching Assistants Fall 2018-Spring 2019

Expectations for GTA Performance in Fall 2018

As a professional working on an advanced degree, you are expected to attend *all* professional development opportunities unless scheduling conflicts such as teaching prevent you from doing so. As a GTA, *now* is the time to professionalize, as you will find you have precious little time to do so as a new faculty member working to meet teaching, research, and service requirements. Attend events that can expand your scholarly knowledge as well as your understanding of pedagogical practices that will benefit you and students. The job market is growing increasingly competitive, and gaining exposure to varied professional and pedagogical practices will help you become more conversant in the conversations relevant to a productive career in higher education. Additionally, being present at these events allows you to develop stronger connections to faculty members in the department, enabling these potential mentors to know you and your work better.

At minimum, GTAs are expected to . . .

- Participate in August Orientation and Fall & Spring Curriculum Meetings
- Attend at least two professional development opportunities (such as workshops sponsored by General Education English, the Peck Research on Writing Symposium, LT & ITC Workshops, Honors College Lecture Series, etc.)
- Conduct Peer Teaching Observations: Observe two peers' classes per semester. As part of this process, you are expected to write an observation letter the teacher could submit when applying for a McDaniel Teaching Award.
- Participate in Reflection Group Meetings: These bi-weekly meetings offer a forum for pursuing pedagogical and professional issues of interest to General Education English instructors. At the first meeting, the group is to collaborate to identify their semester topics. We recommend that each member be responsible for leading 1-2 sessions. Prior to their session they should consult with the Reflection Group Facilitator to identify relevant reading selections and a lesson plan.
- Meet with either Dr. Myatt or Dr. Pantelides once each semester to discuss your pedagogical and professional challenges, goals, and future plans. The purpose of this meeting is to facilitate your continued growth and to help us better understand how we can support you.
- With your students, participate in the Celebration of Student Writing in Spring 2019.
- Complete a 500-word reflective piece documenting your growth over the semester. This piece should be at least 500 words. The document should include GTA name and date in the header (so when it is printed it can be included in the GTA's file). Submit the document as an email attachment to Karen Hillman at karen.hillman@mtsu.edu.
 - Fall Due: December 1, 2018; Spring Reflection Due: April 27, 2019

- Here are some questions to consider in developing the reflection:
 - What did you learn this semester?
 - What was a challenge for you? Reflect how you handled it. What might you do differently in the future?
 - What was a success? What did you learn from it that you would want to replicate in the future?
 - What professional development will you seek out in the future to further develop your understanding of the curriculum or your teacher identity?
 - What else do you want to learn more about, and where might you go to answer those questions?