

English Graduate students' pedagogical training and teaching requirements follows the following schedule:

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goal(s)
1	None	None	<ul style="list-style-type: none"> Develop foundational knowledge of discipline
2	None		<ul style="list-style-type: none"> Develop foundational knowledge of discipline
		Consider attending one or more workshops, discussions, forums, or symposia at the Chicago Center for Teaching and Learning (CCTL) (encouraged).	<ul style="list-style-type: none"> Develop skills in writing instruction, grading and providing feedback
3		<ul style="list-style-type: none"> Teaching@UChicago (CCTL) 	<ul style="list-style-type: none"> Learn about undergraduate students and resources for teaching at Chicago, and reflect on first experiences in the classroom
		<ul style="list-style-type: none"> Fundamentals of Teaching Workshop (CCTL) (encouraged) 	<ul style="list-style-type: none"> Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices and norms
	1 Graduate Student - TA	<ul style="list-style-type: none"> ENGL 50400: Teaching Undergraduate English (department pedagogy course) 	<ul style="list-style-type: none"> Develop familiarity and confidence with different approaches to teaching undergraduate English, and become self-reflective and articulate about your teaching goals and methods
		<ul style="list-style-type: none"> Observation and feedback from faculty member during TA assignment (either during discussion section or guest lecture) 	<ul style="list-style-type: none"> Practice and get feedback on classroom instruction
4	2 Graduate Student - TA	<ul style="list-style-type: none"> Observation and feedback from faculty member during TA assignment (either during discussion section or guest lecture) 	<ul style="list-style-type: none"> Practice and get feedback on classroom instruction (more below)
		<ul style="list-style-type: none"> CCTE 50000: Course 	<ul style="list-style-type: none"> Design an inclusive and well-

		<p>Design and College Teaching (CCTL) (encouraged)</p> <ul style="list-style-type: none"> Department Orientation and Syllabus Workshop for Freestanding Lecturers (in advance of next year's freestanding course) 	<p>conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline (to teach the following year)</p>
5	1 Graduate Student - Lecturer in department	<ul style="list-style-type: none"> Faculty Teaching Mentor (see below) Individual Teaching Consultation (CCTL, encouraged) Observation and feedback from at least one member of dissertation committee Seminar/Workshop on Teaching Portfolios (CCTL, encouraged) Participate in department pedagogy brown bags 	<ul style="list-style-type: none"> Design and teach an inclusive and well-conceived course in the discipline Practice and get feedback on classroom instruction from the following: specialists in teaching and learning, faculty in their field, faculty in the department Develop a draft statement of teaching philosophy and begin synthesize evidence of and reflections on teaching Reflect on disciplinary pedagogical issues
6	None required.	<ul style="list-style-type: none"> Complete any remaining components of College Teaching Certificate (encouraged) Participate in department pedagogy brown bags 	<ul style="list-style-type: none"> Continue to synthesize evidence of and reflections on teaching Reflect on inclusive teaching practices Reflect on disciplinary pedagogical issues