

SALC Pedagogical Training Plan [last update: June 2024]

TRACK 1

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goals
1	None	<ul style="list-style-type: none"> Teaching@UChicago (CCTL) 	<ul style="list-style-type: none"> Develop foundational knowledge of discipline
2	None*	<ul style="list-style-type: none"> Teaching@UChicago (CCTL) Relevant Departmental and/or Divisional pedagogical training 	<ul style="list-style-type: none"> Develop foundational knowledge of discipline Reflect on and articulate teaching goals and methods
3	1 Graduate Student – Teaching Assistant position 1 course – TA (content course)	<ul style="list-style-type: none"> Fundamentals of Teaching Workshop (CCTL) Observation and feedback from faculty member during TA assignment (either during discussion section or guest lecture) 	<ul style="list-style-type: none"> Improve and consolidate foundational knowledge of discipline Reflect on and articulate teaching goals and methods Learn about undergraduate students and resources for teaching at UChicago, and reflect on first experiences in the classroom Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices, and norms Practice and get feedback on classroom instruction
4	2 Graduate Student – Teaching Assistant positions 2 course – TAs (content course)	<ul style="list-style-type: none"> Ongoing mentoring by Writing Program Observation and feedback by Core Instructor CCTE 50000: Course Design and College Teaching 	<ul style="list-style-type: none"> Improve and consolidate foundational knowledge of discipline Practice and get feedback on writing and classroom instruction Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline
5	None**	No teaching. Students may wish to work on developing a teaching philosophy (with CCTL workshop) and other portfolio materials for the job market.	<ul style="list-style-type: none"> Develop advanced knowledge of discipline
6	1 Graduate Student Lecturer position <i>This can be either:</i> 1 lectureship in HUM or CIV Core <i>or</i>	For Core Instructors <ul style="list-style-type: none"> Forum on Core Teaching (CCTL), Participation in weekly staff meetings, Formative classroom 	<ul style="list-style-type: none"> Practice and get feedback on teaching a comparative literature course from the following: faculty in their field, specialists in teaching and learning, faculty in the department Reflect on inclusive teaching practices Develop a statement of teaching philosophy and begin to

	1 self-designed undergraduate course	<p>observation by Core Coordinator</p> <ul style="list-style-type: none"> • Observation and feedback by dissertation adviser <p>For instructors of self-designed course</p> <ul style="list-style-type: none"> • Faculty teaching mentorship • Individual teaching consultation (CCTL) • Observation and feedback by dissertation adviser • 2 hours of inclusive teaching programming (CCTL) • Seminar/Workshop on Teaching Portfolios • Complete any remaining components of College Teaching Certificate (encouraged) 	<p>synthesize evidence and reflection on teaching</p> <ul style="list-style-type: none"> • Continue to synthesize evidence of and reflections on teaching
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* While teaching typically starts in the third year of the program, students may on occasion teach in their second year provided they have done the Teaching@UChicago training course. Please consult with your advisor and the Director of Graduate Studies in case you intend to teach in year 2.

** Students who are on campus and not doing fieldwork will be able to do their 6th-year teaching in year five instead.

ABBREVIATIONS: CCTL = Chicago Center for Teaching & Learning; HUM/HUMA = Humanities; CIV = Civilizations

TRACK 2: For students concentrating in primary-language-based pedagogy and philology. (Students may additionally pursue a Second Language Pedagogy Certificate through the Chicago Language Center.)

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goals
1	None	<ul style="list-style-type: none"> Teaching@UChicago (CCTL) 	<ul style="list-style-type: none"> Develop foundational knowledge of discipline
2	None*	<ul style="list-style-type: none"> Teaching@UChicago (CCTL) Relevant Departmental and/or Divisional pedagogical training 	<ul style="list-style-type: none"> Develop foundational knowledge of discipline Reflect on and articulate teaching goals and methods.
3	<p>2 Graduate Student – Teaching Assistant positions</p> <p><i>This can be either:</i> 2 course – TAs (language class) <i>or</i> 1 course – TA (language class) 1 course – TA (content course)</p>	<ul style="list-style-type: none"> Fundamentals of Teaching Workshop (CCTL) <p>For Course – TAs (language class):</p> <ul style="list-style-type: none"> Observation and feedback from language instructor 	<ul style="list-style-type: none"> Improve and consolidate foundational knowledge of discipline Learn about undergraduate students and resources for teaching at Chicago, and reflect on first experiences in the classroom Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices and norms. Practice and get feedback on writing and classroom instruction Reflect on and develop disciplinary language teaching practices
4	<p>1 Graduate Student Lecturer position (language class) <i>or</i> 1 Graduate Student – Teaching Assistant position</p> <p><i>The TA position can be either:</i> 1 course – TA (language class) <i>or</i> 1 course – TA (content course)</p>	<ul style="list-style-type: none"> CCTE 50100: Language Pedagogy for the Contemporary Classroom Observation and feedback from language instructor or faculty member 	<ul style="list-style-type: none"> Improve and consolidate foundational knowledge of discipline Design an inclusive and well-conceived course, based in meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline Further reflection on and development of disciplinary language teaching practices
5	None**	No teaching. Students may wish to work on developing a teaching philosophy (with CCTL workshop)	<ul style="list-style-type: none"> Develop advanced knowledge of the discipline

		and other portfolio materials for the job market	
6	1 Graduate Student Lecturer position <i>This can be either:</i> 1 lectureship in HUM or CIV Core <i>or</i> 1 self-designed undergraduate course <i>or</i> 1 lectureship (language class)	For Core Instructors: <ul style="list-style-type: none"> • Forum on Core Teaching (CCTL) • Participation in weekly staff meetings Formative classroom observation by Core Coordinator • Observation and feedback by dissertation adviser For instructors of self-designed course: <ul style="list-style-type: none"> • Faculty teaching mentorship • Individual teaching consultation (CCTL) • observation and feedback by dissertation adviser • Complete at least 1 stand-alone workshop on Inclusive Teaching offered by the CCTL • Seminar and Workshop on Teaching Portfolios (CCTL) • Complete any remaining components of Second Language Pedagogy Certificate 	<ul style="list-style-type: none"> • Practice and get feedback on teaching a comparative literature course from the following: faculty in their field, specialists in teaching and learning, faculty in the department • Reflect on inclusive teaching practices • Synthesize evidence of and reflections on teaching • Develop a draft statement of teaching philosophy • Continue to synthesize evidence of and reflections on teaching

* While teaching typically starts in the third year of the program, students may on occasion teach in their second year provided they have done the Teaching@UChicago training course. Please consult with your advisor and the Director of Graduate Studies in case you intend to teach in year two.

** Students who are on campus and not doing fieldwork will be able to do their 6th-year teaching in year five instead.

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PLEASE NOTE THAT THE SALC PTP IS SUBJECT TO MODIFICATIONS ON AN ANNUAL BASIS