

Graduate Division of Religion

GDR TATTO Assistantship, Associateship, Third Option: Best Practices

GDR Handbook:

Assistantship is "assistance in grading and occasional discussion leadership, or colloquy leadership in large lecture courses" (preference that students seek two different types of experiences). Note: Assistantships does not normally include lecturing.

Associateship is "participation considerably beyond the assistant level, including, e.g., the design of the course, occasional lecturing, discussion leadership, and the like."

Third Option Professional Training is participation in a more complex teaching model or instructionally-related responsibility such as teaching or co-teaching a course (agreement of student, student's Faculty Advisor, and sponsoring Department or School required in addition to an "approved" syllabus – finalized the semester before the class) or teaching in an alternative educational setting (prison curriculum), and the like. Additional third options possibilities include a semester's project/internship with:

1. Digital Scholarship/Media projects (Within GDR, Woodruff library: contact, Bobbi Patterson)
2. Archival or MARBL projects (Woodruff Library: contact Bobbi Patterson)
3. Internship in Carlos Museum (museum piece/object study and public talk, Mellon intern: contact, Elizabeth Honnor) (collection narrative: Catherine Howett Smith)
4. Internship in appropriate/related field

All Third Option experiences must be pre-approved by site supervisor, advisor, and GDR TATTO Coordinator(s).

The GDR requires Three TATTO experiences including one Assistantship and one Associateship. The Handbook requires that the Assistantship should be completed in the fall of the second year, in conjunction with the GDR TATTO course. The Associateship should be completed in the second. One may combine Assistantships and Associateships to comply with the three TATTO requirement.

If a student takes the Third Tier Option, it should be the last requirement met and completed by the end of the third year, usually before PhD candidacy. Minimally, the Associateship would be completed before a Third Option could occur.

A student should discuss scheduling issues related to GDR TATTO requirements with his/her Course of Study Chair.

Best Practices: Preparation and Evaluation Process:

1. Assistantship

- a. The faculty person and Teaching Assistant should meet prior to the class to review the course syllabus, discuss and agree upon responsibilities, identify schedule for regular reflection-assessment conversations.
- b. Upon course completion, if relevant student evaluations exist, these should be reviewed by the doctoral student and faculty member
- c. The doctoral student will prepare 2 paragraphs:
 - i. A brief description of class (size, type, etc.) and own role
 - ii. Some reflection on own experience of teaching relevant to role (e.g., experience of grading, insights from observation, experience of leading discussions, etc.)
- d. The faculty person will review these two paragraphs and will add a sentence or two of commentary.
- e. The student will keep one copy of the paragraphs plus comment in her/his teaching portfolio and turn one copy into the GDR electronically.

2. Associateship

- a. The faculty person and Teaching Associate should meet prior to the class to review the course syllabus, discuss and agree upon responsibilities, identify schedule for regular reflection-assessment conversations.
- b. Upon course completion, student evaluations and faculty or peer mentor observation report should be reviewed by the doctoral student and faculty member.
- c. The doctoral student will prepare a 2-page statement that includes:
 - A brief description of class (size, type, etc.) and own role
 - An assessment of him/herself as a teacher in this situation:
What were the strengths and weaknesses, pleasures and challenges? What was learned about teaching (in the specific areas engaged such as leading discussion, giving a presentation, grading)?
Did this experience make any changes in her/his teaching or teaching philosophy?
- d. After reviewing the evaluations and the doctoral student's statement, the faculty person should prepare a letter evaluating the student's TATTO Associateship. The basic criteria can be found in the student questionnaire but include:
 - i. style of class facilitation/leadership (authority, clarity of voice and ideas, time management, responsiveness, inclusivity, conflict engagement)
 - ii. presentation/responses to questions
 - iii. discussion facilitation
 - iv. grading and written feedback

The faculty member will review this letter with the student and then give a final copy to the student for her/his portfolio, with a copy to the GDR office.

3. Third Option

- a. The Project/Internship Supervisor and Graduate Student should meet prior to the project/internship to establish goals for the work, discuss and agree upon responsibilities, identify schedule for regular reflection-assessment conversations.
- b. Upon Project/Internship completion and supervisor evaluation and observation, the work should be reviewed by the doctoral student and supervisor.
- c. The doctoral student will prepare a 2-page statement that includes:
 - A brief description of project/internship (placement description, skills acquired, accomplished goals, etc.)
 - An assessment of him/herself as a project participant/intern in this situation:
 - What were the strengths and weaknesses, pleasures and challenges? What was learned about area of research/activity, tools and skills required, future use, etc.?
 - Did this experience make any changes in her/his scholarly, research, or pedagogy trajectory?
- d. After reviewing the evaluations and the doctoral student's statement, the supervisor should prepare a letter evaluating the student's TATTO Third Option. Topics to address include:
 - i. project initiation, implementation, and organization; leadership (authority, clarity of voice and ideas, time management, responsiveness, inclusivity, conflict engagement)
 - ii. responsiveness to supervisor, other team members, questions presented; capacity to ask for guidance
 - iii. evaluation processes
 - iv. future effects plans, integration of Project/InternshipThe supervisor and then faculty advisor (or together) will review this letter with the student and then give a final copy to the student for her/his portfolio, with a copy to the GDR office.

3. Timeline

Beginning of semester: in response to email from the GDR office, faculty and students will confirm that they have fulfilled a TATTO requirement (course or Project/Internship site).

End of semester: shortly before the end of the semester, the GDR office will contact both faculty and students with a reminder of the evaluation process. Faculty must conduct the evaluation meeting with the doctoral student and submit the materials listed above to the GDR office by **January 15** (for fall semester) or **June 15** (for spring semester). These materials will be kept in the students' files.