

# ***Graduate Teacher Certificate (GTC)***

***Purdue University, West Lafayette, Indiana***

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The mission of Purdue University is to serve the diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge. Graduate teaching assistants (GTAs), as apprenticing instructors, play vital roles in accomplishing this mission.

Purdue offers the following programs to assist graduate students in developing teaching skills while simultaneously documenting their teaching experiences:

1. Graduate Teacher Certificate (GTC)
2. Graduate Teacher Certificate-Alternative (GTC-A)
3. Advanced Graduate Teacher Certificate (AGTC)

The Center for Instructional Excellence (CIE), and the Committee for the Education of Teaching Assistants (CETA) oversee these programs.

**The Graduate Teacher Certificate (GTC)** program is centrally administered by CIE. Specifically, the GTC is documentation of a graduate teaching assistant's classroom teaching, and teacher development activities, e.g., pre-semester teaching assistant orientation and workshops; Micro-Teaching with consultative feedback; classroom visitations/videotaping, together with student and colleague feedback and self-analyses.

For optimal benefit, graduate teaching assistants are encouraged to start the GTC as soon as they begin their teaching appointments on campus.

To begin the process for the GTC, review the requirements and complete the "*GTC Teaching Report*", which can be found on the CIE website: [www.purdue.edu/cie](http://www.purdue.edu/cie) (under Grad T.A. Dev.). Contact CIE by phoning 496-6422 or emailing [cie@purdue.edu](mailto:cie@purdue.edu) to make an appointment to review your completed *Teaching Report*, or if you need assistance during the process.

Specific requirements for certification are:

1. Two classroom teaching experiences as a GTA where university evaluations are provided.
2. Participation in pre-semester teaching assistant orientation (TAOr) or an equivalent program offered in the home department.
3. Participation in Micro-Teaching as conducted by CIE.
4. Participation in teacher development activities.
5. Participation in classroom observation with consultative feedback and self-analyses.
6. Utilization of student feedback and evaluation with self-assessment.

## **1. Classroom Teaching Experiences**

To be certified, a graduate teaching assistant (GTA) must have at least two teaching experiences as a GTA. Teaching a class is defined as having scheduled teaching duties with students on a daily, semi-weekly, or weekly basis in a classroom, lab, or studio. Responsibilities consisting only of grading and/or writing tests/exams, holding office hours, and proctoring tests/exams do **NOT** fulfill this requirement. (*Teaching Report 1*)

## **2. Teaching Assistant Orientation**

Teaching Assistant Orientation (TAOr) for new GTAs is conducted in the fall semester on the Wednesday prior to the first week of classes. Students looking to meet the criteria for the GTC may either attend the all campus TAOr, which is facilitated by CIE, or an equivalent program offered in the department in which they hold their teaching appointment. GTAs who did not attend TAOr prior to their first semester of teaching should contact CIE in order to register for a future orientation experience. (*Teaching Report 2*)

## **3. Micro-Teaching**

Micro-Teaching (as offered by CIE) is the teaching of a brief, seven-minute lesson in front of a group of peers while utilizing a lesson plan. After teaching, you will receive feedback from peers and then meet with a CIE staff member to watch and discuss your video. Finally, you will submit a reflective essay discussing your experience. (*Teaching Report 3*)

## **4. Teacher Development Activities**

The GTA must complete a minimum of six hours of instructional workshops, classes, or seminars (beyond the pre-semester teaching assistant orientation).

Typical workshop topics include: improving teaching through the use of student feedback, test construction, administering and grading tests, classroom ethics, motivating students, and/or weekly sessions on "how to teach" upcoming classes. (*Teaching Report 4*)

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## 5. Classroom Observation with Consultative Feedback and Self-Analyses

The GTA must complete the following activities:

- **Classroom observation:** being observed live while teaching a scheduled class. The observation must be done by a faculty member in your department or a CIE staff member.
- **Consultation:** a session that follows the observation and consists of meeting with a faculty member in your department or a CIE staff member to discuss the teaching experience.
- **Written self-analyses:** follows the consultation as a means for GTAs to reflect on their teaching and feedback. (*Teaching Report 5*)

## 6. Student Feedback & Evaluation

The GTA must utilize Informal Early Feedback (IEF) and end-of-the-semester course and instructor evaluation for classes taught in the most recent semesters of teaching. In one to two pages, GTAs provide a self-reflection and analysis of each teaching experience. (*Teaching Report 6*)

## Documentation

Complete documentation for the Graduate Teacher Certificate is required and resembles a pilot teaching portfolio. *Teaching Reports 1, 2, 3, 4, 5, & 6* and information about the certification are available from CIE. All documentation is to be completed under the supervision of and validated by a CIE staff member.

## Graduate Teacher Celebration

The annual Purdue University Graduate Teacher Celebration recognizes students who successfully complete the GTC requirements by April 1 of any given year. The GTC program helps graduate students realize growth and satisfaction by conscientiously and systematically fulfilling their teaching responsibilities. It is also designed to assist them by providing assessment and documentation for career purposes.

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*Center for Instructional Excellence*

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