

# Teaching Associate Readiness Developmental Benchmarks

The following benchmarks aim to ensure that M.A. students who desire to gain teaching experience within the philosophy department as part of their training are well-prepared to do so. While we want to offer our MA students the opportunity to participate in teaching a lower-division class for us, we have an overriding responsibility to the students in these classes to ensure that they have a good learning environment.

One context in which M.A. students will have the opportunity to demonstrate that they meet the following benchmarks in the departmental pro-seminar (PHIL 289), which is offered each year. That said, the department will offer students who did not meet all of the benchmarks while enrolled in PHIL 289 the opportunity to demonstrate that they meet them (for example, by participating in pedagogy workshops in the department or working one-on-one with a faculty mentor).

**Benchmark 1:** Demonstrate an ability to present material clearly, at the appropriate level for its audience, and in a philosophically productive manner.

**How assessed:**

- Development of teaching videos.
- Development of lesson plans (including discussion of what students are and are not likely to know going into the lesson, articulation of learning objectives, map of which part of the lesson will help students meet each learning objective, etc.)
- Development of active learning activities and plans to implement them to teach students particular material or skills.
- Development of assessments.
- Selection of readings and creation of written guidance for students on how to tackle those readings.

**Benchmark 2:** Demonstrate an ability to give productive feedback, at the appropriate level for its audience, and in a manner that clearly identifies strategies for improvement.

**How assessed:**

- Feedback given to other students about their weekly assignment.
- Observation of other students' teaching.
- Comments on other students' research projects.
- Oral feedback role playing exercises.

**Benchmark 3:** Demonstrate an ability to receive, understand, and respond productively to feedback, whether from students, peers, or supervisors.

**How assessed:**

- Responses to other students' feedback on weekly assignments, teaching and research.
- Written responses to faculty mentor feedback on assessed items (e.g., teaching videos, lesson plans, active learning plans, written comments on specimen student assignments, etc.).
- Written responses to peers or faculty which demonstrate an ability to apologize, accept responsibility, and address harms
- Oral “feedback mirroring” role playing exercises.

**Benchmark 4:** Demonstrate sensitivity to the educational needs of a diverse student body, especially in the context of creating a supportive learning environment and a productive classroom climate.

**How assessed:**

- Inclusive learning weekly assignment(s).
- Responses to a set of written scenarios which demonstrate an ability to identify the dynamics of the situations, the particular risks at play as well as some strategies for making the situations more likely to support the learning of students.
- Role playing exercises.