Department of Curriculum & Instruction
Graduate Teaching Assistant

Orientation

Phillip VanFossen, Head and Ackerman Professor
Graduate Assistant Handbook

- Rather than a packet of materials, Deb has created an online EDCI Graduate Assistant Resource Center
- Please log on ASAP to review: https://collaborate.education.purdue.edu/edci/GAHandbook/default.aspx
Teaching

- Teaching is the **most visible mission of the university**, and a special focus in a Department of Curriculum & Instruction.

- We expect a strong commitment to teaching....
Teaching

- Support for teaching assistants is available from Center for Instructional Excellence (CIE)
- CIE College Teaching Workshops:
  - [http://www.purdue.edu/cie/workshops/workshops1.html](http://www.purdue.edu/cie/workshops/workshops1.html)
- Graduate Teaching Certificate:
  - [http://www.purdue.edu/cie/certificates/gtc.html](http://www.purdue.edu/cie/certificates/gtc.html)
Teaching

• More on teaching in the next session....

• ‘Experienced’ TAs: PLEASE READ the PowerPoint slides at:
  https://collaborate.education.purdue.edu/edci/GAHandbook/Docs/Dept_Head_presentation.pptx

• Items to consider:
  – Professional Agreement form
  – D-2 Dispositions Assessment Form
Emergency Procedures

- Campus shooting of Jan. 2014 means we need to be prepared.....
- BRNG Emergency Plan:  
  http://www.education.purdue.edu/emergency/index.html
- Fire alarms mean to evacuate the building immediately
  – Head count of students
- Emergency warning sirens mean to seek ‘shelter-in-place’ immediately
  – **Shelter-in place**: immediate shelter inside a building. Taken during tornado, earthquake, civil disturbance  
    (https://www.youtube.com/watch?v=X9F3eA-VLxA)
  – Remain in place until police or other emergency personnel indicate it is safe to leave
Emergency Procedures

• Classroom Safety Briefings: Must conduct a safety briefing in each of your classes on the first day of class.

• “As we begin this semester I want to take a few minutes and discuss emergency preparedness. Purdue University is a very safe campus and there is a low probability that a serious incident will occur here at Purdue. However, just as we receive a “safety briefing” each time we get on an aircraft, we want to emphasize our emergency procedures for evacuation and shelter in place incidents. Our preparedness will be critical if an unexpected event occurs.”

• Complete text of Safety Briefing: https://collaborate.education.purdue.edu/edci/docs/syllabus%20letter%20fall%202015.docx

• Sample PPT slide: https://collaborate.education.purdue.edu/edci/blog/Misc%20MM%20Files/Emergency%20preparedness%20slide.pptx
Emergency Procedures

• Log on to the Emergency Preparedness website for resources.
• To take the All Hazards Awareness Training Online Presentation via WebCert (For Current Students, Staff & Faculty) log-on to WebCert with your career account.
• Monitor Purdue ALERT:
  – (http://www.purdue.edu/ehps/emergency_preparedness/flipchart/purduealert.html)
• Sign-up for text message alerts @ Secure Purdue:
  – (http://www.purdue.edu/securepurdue/)
  – Click on the "Change Your Password" icon, log in. Enter your cell phone number under emergency contact information.
Graduate Student Travel Support

- Provide limited support for travel (memo @ GA Handbook) to present at conferences
- Awards have historically been ~$200
  - Can win multiple awards
- Submit to Gina Haines by 9/4/2015
Department of Curriculum & Instruction
Graduate Teaching Assistant Orientation
Teaching Guidelines

Phillip VanFossen, Head and Ackerman Professor
Teaching can be one of the most satisfying and rewarding aspects of your time at Purdue.
Make a Difference

- If you enjoy what you are doing, it will show, and you will have a great time touching the lives of others.
- If you need assistance, consult with faculty or the Center for Instructional Excellence.
Give Students Information

• Bill of Student Rights: “The student has the right to accurately and plainly stated information that enables the student to understand clearly... the course objectives, requirements, and grading policies set by individual instructors for their courses.”

• Avoid issues: Set clear policies in your syllabus and stick to them.
Be Consistent

- In multi-section courses, the **course coordinator** and **instructors** should work closely together.
- Treat all students equitably. When conditions must vary across sections, explain this to your students.
  - E.g., it may be that a field placement at one school involves more travel time than for others....
Be Prompt

- Always come to class prepared and on time.
- Arrive a few minutes early, if possible, to greet students and get set up...
Be Prompt

- Return graded student work as promptly as possible.
  - Within one week (two at the outside...).
  - If delays occur, let your students know (right away) why...
Be Available

- Departmental guidelines require instructors to establish **one** office hour for **each** credit hour of courses that they teach.
- Instructors should post their office hours on their office doors and put in course syllabus, on course website, etc.
Collect Student Feedback

• Use formative evaluations to find out how you’re doing during the semester (CIE can help).

• Purdue policy requires end-of-course and instructor evaluations (PICES).
  – Encourage students to complete these...

• Department policy establishes default ‘core’ items for online PICES.
Accessibility

• Instructors must provide equal opportunity to students with disabilities in their classes.

• Students who may require special accommodations must report to the Disability Resource Center (in the Division of Student Academic Affairs/Student & Career Success).
Accessibility

• Disability Resource Center will provide a letter for students:
  – individualized information about the functional limitations of the student’s disability
  – academic adjustments and/or auxiliary aids/services needed to assure the student equal access.

• Questions?: Contact your course coordinator or the Disability Resource Office (4-1247).
Learning Environment

• The University is committed to maintaining an environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages its members to reach their potential.
Learning Environment

• The most effective way to achieve this is to emphasize respect for every individual.
Relationships with Students

- Purdue University prohibits amorous relationships between a student and any Purdue employee who has educational responsibility over the student.
  - Amorous relationships that occur in the context of educational or employment supervision and evaluation present serious concerns about the validity of consent because of the disparity of power between persons involved makes them susceptible to exploitation.
  - Those who abuse their power in such a context violate their duty to the University community.
Student Privacy

- A student’s record or other personally identifiable information shall not be disseminated outside the University and may be used within the University only for provision of student services.
Student Privacy

Family Educational Rights and Privacy Act (FERPA) prohibits the posting of grades in personally identifiable forms, including the use of portions of social security or student ID numbers.
Student Privacy

• Emailing grades--unless a student has a signed waiver on file--is also a violation of FERPA.

• The safest way to “post” grades is to use Blackboard Learn, which protects access to grade information behind a password protected barrier.
Final Exams

• An academic semester is 16 weeks long, including the final exam period.

• Classes are expected to meet during the 16th week, unless there is a clear reason not to. Your employment runs through submission of grades.

• No quizzes or exams may be given to students during the 15th (“dead”) week; this is set aside for student study.
Student Misconduct

Student misconduct -- including cheating, plagiarism, and deceit in diverse forms -- is prohibited by University policy.
ACADEMIC DISHONESTY STATEMENT

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]
Your course coordinator has determined specific course policies for dealing with student misconduct.
Student Misconduct

• If academic dishonesty can be resolved between the student and instructor, the incident is considered settled but should be reported to the Dean of Students (https://publicdocs.maxient.com/reportingform.php?PurdueUniv&layout_id=10).

• Incidents that cannot be settled between the student and instructor should be referred to the Dean of Students.
Student Misconduct

• To deter student misconduct:
  – Use more frequent and less high-stakes forms of assessment
  – Actively monitor students during exams
  – Reduce opportunities for students to ‘do the wrong thing’
  – Promote academic integrity (your course syllabi must have a statement defining misconduct and plagiarism)
College of Education Professionalism Agreement

• Signed by all students in courses that have field components
  – E.g.: EDCI 20500/28500, Block III, Block IV, Block V, methods courses

• https://collaborate.education.purdue.edu/edu/tep/Docs/OPPL%20Documents/Professionalism%20Agreement.pdf

• Keep on file throughout the semester

• Violation of Professionalism Agreement can result in D-2 Disposition Form
Professionalism Agreement

During my field experiences, I am a guest at the school site or other educational or community setting. I understand that my task is to learn so that I can become a more effective educational professional. I agree to abide by the specific institutional values and policies as well as highest standards of professionalism at all times.

I agree to maintain professional, legal, and ethical conduct at all times. I will respect the privacy of children, families, and school personnel and protect the confidentiality of confidential academic or personal information that I encounter.

I agree to be on site when and where I am expected. In the event that I cannot attend or will be late, I will follow proper notification procedures to let the appropriate individuals know in advance.

I agree to maintain a professional demeanor and appearance, in accordance with the standards of the site where I am placed.

I agree to complete my assigned tasks, duties, and responsibilities on time.

I agree to interact and communicate in a positive and professional manner with students, peers, school and university personnel, and others. I will avoid bias, prejudice, or lack of fairness toward individuals or groups of people.

I agree to act in a safe and responsible manner at all times, including while traveling to and from my field experience site. I will avoid any action that might put students, my peers, or any school or university personnel at physical and emotional risk.

I agree to remain committed to student learning at all times. I will not make offensive or demeaning comments about students/participants or their abilities to learn or about teachers or their abilities to teach.

I agree to remain committed to improving my own instructional practices and teaching activities. I will remain flexible and open to feedback from others.

I agree to demonstrate commitment to my field of study and to the teaching profession.

I understand that failure to comply with this agreement may result in the execution of a disposition assessment form (Form D-2) and/or placement termination. (The accumulation of three disposition assessment forms will result in a disciplinary review that may result in removal from the teacher education program.)

Course Instructor (printed) \hspace{1cm} Course

Candidate (printed) \hspace{1cm} Candidate Signature \hspace{1cm} Date
D-2 Disposition Assessment Form

- Used by faculty, staff or classroom teachers who observe a teacher education candidate's dispositional deficiency as related to their teacher education program of study.
Purdue University
Teacher Education Council Form D-2
Disposition Assessment Form

This form is to be used by faculty, staff or classroom teachers who observe a teacher education candidate’s dispositional deficiency as related to their teacher education program of study. For a list of dispositions and possible deficiencies, please refer to Form D-1.

Please complete the entire form and submit it to the department or program area in which the candidate is majoring (e.g., elementary education-Department of Curriculum and Instruction) after you have discussed it with the teacher education candidate.

Candidate Name __________________________ Student/PUID No. __________________________ Date __________________________

Form Completed By __________________________ Telephone Number __________________________

Check any category for which a dispositional deficiency has been observed.

☐ Legal/Ethical Conduct*  ☐ Attendance/Punctuality  ☐ Professional Appearance and Demonstration
☐ Safety/Responsible Conduct*  ☐ Interactions with Others  ☐ Fairness/Lack of Bias
☐ Reliability/Dependability  ☐ Flexibility/Adaptability/Openness to Feedback  ☐ Communicative Effectiveness
☐ Commitment to Improving Teaching Performance  ☐ Commitment to Student Learning  ☐ Commitment to Profession
☐ Other, please specify

*For offenses in this category, please consult with the Purdue University Office of the Dean of Students.

For any dispositional area identified as deficient above, please describe the context of this assessment in specific, observable terms (e.g., course number and name, where situation occurred, specifically what transpired, date) and relate it to the deficiency area(s) addressed. Use the reverse side of the page and/or attach additional sheets if necessary.

Discussed on: __________________________

I have discussed the dispositional deficiency(ies) that has/have been observed. My signature below does not imply agreement, but indicates I am aware of the issue(s) and received an opportunity to present any opposing viewpoint.

Student’s Signature __________________________ Date: __________________________

Signature of Individual who completed the form __________________________ Date: __________________________
D-2 Disposition Assessment Form

• 1st D-2: “warning”
  – Copy to student, student’s advisor, Department Head

• 2nd D-2: Meeting with program convener/Dept. Head

• 3rd D-2 results in a special cases hearing

• See:
Grade Appeals

• A Grade Appeals procedure exists for students who believe a grade was assigned as a result of prejudice, caprice, improper conditions, error, inconsistency, or as a result of alleged misconduct.

• Students are encouraged to first try to resolve the matter informally with the instructor, then the course coordinator, and finally the department head.
Grade Appeals

• If a grade matter cannot be resolved through these informal means, the student may appeal to the COE Grade Appeals Committee.

• An appeal must be filed within 30 days after the start of the regular semester following the semester in which the grade was given.

• The burden of proof is on the student except in cases of alleged misconduct.
Teaching

• Teaching is the **most visible mission of the university**, and a special focus in a Department of Curriculum & Instruction.

• We expect that you will do a good job....
• RIDE THE BOILERMAKER SPECIAL!!
Curriculum and Instruction Picnic!

- Friday August 21st; 5:00 pm
- Happy Hollow Park, Shelter #1
- POTLUCK (table service and drinks provided)
  - Last name A – F: Fruit or salad
  - G - M: Dessert
  - N - Z: Main dish
- FAMILIES WELCOME!
Have a great year!