

# Tech to Teaching Capstone

## Information for Faculty Mentors



Thank you for agreeing to serve as a faculty mentor for your graduate student or postdoctoral scholar completing the Tech to Teaching program capstone requirement. Mentors are crucial to the program and to these students as you help to shape their teaching effectiveness in your discipline.

This document provides information about the Tech to Teaching program, qualities of effective mentors, and expectations for the mentor-mentee relationship.



### Tech to Teaching Learning Objectives

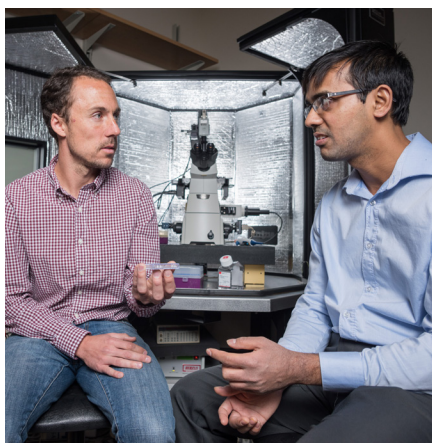
The Tech to Teaching program, housed within CTL, is designed to support the professional development of graduate students and postdocs interested in faculty: participants in the program earn a certificate of completion by satisfying the following learning objectives:

#### Foundational Level Outcomes

At this level, participants complete a chosen combination of CTL courses and workshops, and/or online resources provided by CIRTL (Center for Integration for Research, Teaching, and Learning) and LinkedInLearning on effective teaching. Students must fulfill objectives in five areas: how people learn, learner differences, evidence-based teaching, assessment, and integrating educational technology.

#### Capstone Level Outcomes

To fulfill the capstone teaching requirement, participants teach a course as instructor of record or co-teach a course with a teaching mentor. Participants also meet weekly with a cohort of peers to share lesson plans, observe each other teach, and offer support and feedback throughout the semester. Students also meet regularly with you. By the end of the capstone, students will have applied foundational knowledge to teaching experiences, demonstrated professional and effective communication, and engaged in critical analysis of their teaching and that of their peers.



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### Teaching Requirements

If your teaching mentee is co-teaching a course with you, we encourage them to deliver two weeks of material or more. If that is not possible, the minimum expectation is that the participant delivers two class lessons.

### Tech to Teaching Commitments

Meet with the student to (1) develop shared expectations for the relationship and students' teaching experience and (2) share course materials, teaching and assessment strategies, and planning responsibilities for at least two class sessions.

Attend and observe the student teaching twice, in person if possible, or via recorded video of the lecture. We recognize that Tech to Teaching students regularly fill in for mentors when they are traveling and will make recordings available to both you and the student teacher. These sessions will also be observed by a member of the CTL staff, a trained Graduate Teaching Fellow, and several members of the capstone peer cohort.

Meet with the student after their teaching session to provide feedback on how effectively the student met the learning objectives for the lesson, communicated material, and supported a positive classroom environment and to offer constructive advice for improving the student's next teaching session.

Support the student by sharing teaching experiences, a teaching philosophy, and advice related to faculty life and the academic job market.

Provide a formative final assessment at semester's end.

Thank you again for supporting your student this semester. Your student will contact you soon to complete the capstone mentor-mentee agreement. If at any time you have questions about the Tech to Teaching program or your student advisee, please feel free to contact:

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In general, effective mentors are

Role models who care about the success of students and demonstrate effective teaching strategies in and outside of their courses.

Attentive to the student's professional goals for the relationship and teaching experience and able to focus their mentorship on facilitating success with the student.

Available to the student to discuss class planning, teaching presentation skills, classroom management, and expectations as well as sharing personal stories from their own teaching experience.

A consistent presence ready to offer constructive yet encouraging feedback to the student on their teaching effectiveness and development, especially when observing the student teach.

Cognizant of the student as a whole person who has a unique personal, cultural, intellectual, and emotional background that will impact their teaching and professional growth.

