

## Shadow MTE

The French section offers "shadow" assignments as part of pedagogical training for graduate students. The Shadow MTE enables students to learn from experienced faculty by observing them over an extended period of time; by conducting interviews with faculty; and by assuming a limited role in teaching and grading.

The Shadow MTE assignment is in addition to and distinct from other aspects of the French pedagogical training, including the pedagogy class taught by Jody Doran; MWF teaching assignments in the language teaching courses FR101-FR307; preceptorials; and conversation classes.

**The French section offers two types of Shadow MTE assignments:**

1. language course sequence (FR101-FR307);
2. literature/culture survey sequence (FR 325 or FR 326).

**1. Language Course Sequence.** The "Shadow MTE" student receives training in two courses levels FR101-FR307 during a single semester. One half-semester [seven-week] assignment constitutes a course "module." The student will complete two modules of the language program sequentially; training in both courses may not be completed concurrently. The level of courses will vary: assignments to classes will depend on the teaching needs of the department and the availability of faculty to supervise, as well as on the student's preparation. Typically, a student can expect to shadow one part of the elementary sequence and one part of the intermediate sequence, but variations of this pattern may occur.

**Classes.** The Shadow MTE will attend all classes during each of the two modules, excepting days during which the full class hour is reserved for an exam.

**Interviews with Faculty.** The Shadow MTE will arrange to meet with the faculty member teaching the class twice during each course module [four times per semester] to complete a series of interviews. The purpose of the interviews is for the student to learn more about the instructor's teaching methods. The student will question the faculty member about specific pedagogical techniques observed in class. Topics should include how the faculty member structured the presentation of specific grammatical points (verbs, adjectives, etc.); contextualized vocabulary with additional material; and constructed specific exercises. Discussions with the faculty member may also include questions about the design of quizzes, compositions, and/or exams. The student will reserve some of each interview hour to plan his/her teaching presentation (see below).

**Teaching Presentation.** The Shadow MTE will teach one segment (approximately 15-20 minutes) of one class during the final three weeks of each of the modules (two classes during the semester). The faculty members of both modules will identify the teaching

assignments at the start of the semester. The student will be assigned a "typical" rather than an exceptional element of the course curriculum.

The Shadow MTE's must ensure that teaching opportunities in both modules are set in place with the faculty members responsible for both classes within the first two weeks of the semester. The Shadow MTE is also responsible for communicating the dates for student teaching with the DUS in French no later than the start of the third week of the semester.

The DUS will arrange either to attend, or to have another faculty member attend, the two classes in which the Shadow MTE teaches.

### **Assessments**

There will be two assessments, one for each module. Following each of the Shadow MTE's presentations, s/he will meet with the two faculty members (the faculty member of the course and the DUS or other faculty member selected by the DUS to observe the class) to review the teaching presentation.

The DUS will establish the assessment dates for both modules early in semester. The DUS will arrange for the assessment meetings to take place within one week to ten days of the date of each teaching presentation. Both assessment meetings should be scheduled as soon as the date of the class is determined, i.e. by the third week of the semester.

The DUS will prepare a summary evaluation for the student's file.

### **Other Guidelines**

- During the semester the faculty member may ask, as part of the Shadow MTE's training, that s/he assist with group work that the professor conducts in class.
- The Shadow MTE may help grade some students' assignments as part of the pedagogical training, but the Shadow MTE does not serve as a grader for the course. The professor needs to supervise all student grading.
- The Shadow MTE is not required to attend regular faculty meetings for all sections of the course, but may do so if the course director and the instructor of the course grant permission.

## **2. Literature/Culture Survey Classes FR 325 or FR 326**

**Classes.** The Shadow MTE will complete one full semester in either FR325 or FR326. The student will attend all classes during the semester, excepting days during which the full class hour is reserved for an exam.

**Interviews with Faculty.** Over the course of the semester the Shadow MTE will complete three interviews with the faculty member teaching the course.

The Shadow MTE is responsible for scheduling the three interviews with the instructor at the start of the term. At least two of the interviews should take place before the student's teaching presentation (see below).

The purpose of the interviews is for the Shadow MTE to learn more about the faculty member's teaching methods. The Shadow MTE will question the faculty member about specific pedagogical techniques that s/he observed in class. The Shadow MTE will discuss the faculty member's presentations of specific texts, his/her contextualization of literature within a cultural framework, and other pedagogical topics. Discussions may also include the structuring of quizzes, compositions, and/or exams. The student will reserve some of the first two interviews to plan the student's teaching presentation (see below).

**Teaching Presentation.** At the instructor's discretion, the Shadow MTE will teach one or two segments (15-20 minutes) of the course. The first teaching presentation will be a literary text (part of the assigned reading). The second, if it occurs, may be a literary text and/or related cultural material (a series of paintings; historical information, etc.). The specific assignment will be made by the professor in consultation with the student during the first two weeks of the semester.

The Shadow MTE must ensure that teaching presentation is set in place early in the term. It is also the Shadow MTE's responsibility to share the dates for the teaching presentation (the second, in cases where students do two presentations) with the DUS in French, who will arrange either to attend the student's presentation or to have another faculty member do so. The Shadow MTE must communicate the date of the teaching presentation to the DUS by the third week of the semester.

#### **Assessment.**

Following the student's presentation, the Shadow MTE will meet with the faculty member teaching the course and the DUS or the other faculty member who observed the student teach. For students who do two presentations, this assessment will occur after the second presentation only. Faculty will review the student's teaching and exchange ideas for continued improvement.

The DUS will set up the assessment within seven to ten days following the student's teaching presentation. The DUS should schedule the assessment meeting early in the semester, once the date of the class is determined.

The Shadow MTE will prepare a syllabus for a similar 300-level literature/culture survey course on a different theme. This syllabus should be submitted to the course instructor and the DUS prior to the final class of the semester.

The DUS will prepare a summary evaluation for the student's file.

### Other Guidelines

- During the semester the faculty member may ask the Shadow MTE to assist with group work that the professor conducts in class.
- The Shadow MTE may help grade some students' assignments as part of this pedagogical training, but the Shadow MTE is NOT a grader for the course. The professor needs to supervise all grading done by the Shadow MTE.

### 3. MTE Portfolio

The purpose of this MTE assignment is to provide graduate students in French with more opportunities to observe experienced members of the faculty, and also for them to develop curricular materials relevant to eventual teaching portfolio and job interviews as well as for future teaching.

The student develops materials for a teaching module for a "parallel course" that the student might teach; the materials developed are not for use in the professor's class.

The graduate student assigned to this category of the Shadow MTEs will be required to attend all sections of the assigned course.

The graduate student will meet regularly with the faculty member teaching the course as specified below:

1. The student should present an original theme for the course, to be approved by the faculty member no later than four weeks after the start of the semester.
2. The student should present a preliminary outline of the work in second meeting, within a month of the first date.
3. The teaching statement should be submitted in advance of a third meeting, when the faculty will critique the work and offer suggestions for improvement.
4. The final presentation of the material to both the faculty member teaching the course and the DUS, or a faculty member selected by the DUS should be scheduled before final exams.

The **portfolio** should include:

1. **Teaching Philosophy Statement:** This document should provide a clear statement of the student's beliefs about teaching and learning, including references where relevant to teaching methodologies. It should also include specific examples how these beliefs are reflected in specific classroom activities, generally, and to the module the student has designed, specifically.
2. **Justification of the Course Module Theme:** The student should develop an appropriate theme that facilitates/complements presentation of grammar, vocabulary, and composition appropriate for the course level and subject.
3. **A Detailed Explanation of the Teaching Module,** including all grammar, reading, writing assignments: The two-week teaching module for a course that meets three

hours per week for a total of two weeks shall include (on the approved theme): grammar presentation, including web component; reading(s) of approximately 50 pages; a mixed media unit such as a virtual exhibit, online catalogue, etc.); composition topic; and one other item.

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