Teaching Competencies
UVM Clinical Graduate Program

<u>Valuing teaching</u> – Student demonstrates behavior that is consistent with generally valuing teaching as a component of their training in professional and scientific psychology. For example, the student completes teaching-related assignments on time, is careful in their work (e.g., written work is free of typographical errors), and takes the initiative on teaching-related duties (e.g., student seeks out opportunities to teach rather than waiting for them to be given to her/him).

<u>Professional interaction</u> – Interacts appropriately with students who she/he is teaching, other teaching assistants, and professors.

<u>*Syllabus Design and Development</u> – Designs and develops a syllabus for a course (including a lab-based course).

<u>*Lecture Development</u> – Develops lectures for a course.

<u>Exam Development</u> – Develops exams for a course.

<u>Grading</u> – Grades exams/papers promptly, provides students with feedback and current standing in class.

<u>Responding to Questions</u> – Responds to questions posed by students and, if necessary, finds answers.

<u>Availability</u> – Sets office hours and responds to student requests within 48 hours.

<u>Facilitating Discussion</u> – Sparks class/lab discussions and keeps them going.

<u>Research Integration</u> – Integrates research into teaching activities, including lectures, readings, and class discussions.

Note: Some competencies may only be relevant if selected as part of the Doctoral Portfolio teaching requirements and/or if the student has engaged in formal classroom teaching activities (e.g., teaching one's own course, serving as a Graduate Teaching Assistant, or guest lecturing).