



Department of Spanish and Portuguese (SPAP)
School of Languages, Literatures, and Cultures (SLLC)
University of Maryland (UMD)

TEACHING HANDBOOK
Graduate Teaching Assistants (GTAs)
and Professional Track Faculty (PTK)

1. SPANISH UNDERGRADUATE PROGRAM	3
1.1. OVERVIEW OF THE PROGRAM	3
1.2. BASIC DEFINITIONS	4
1.3. ACADEMIC SEMESTERS AND SESSIONS	5
2. CHECKLISTS FOR TEACHING AND ADMINISTRATIVE TASKS	5
2.1. BEGINNING OF THE SEMESTER/SESSION	6
2.2. DURING THE SEMESTER/SESSION	7
2.3. END OF THE SEMESTER/SESSION	9
3. PROFESSIONAL DEVELOPMENT ACTIVITIES	10
4. COURSE COORDINATION	10
4.1. RESPONSIBILITIES OF COURSE COORDINATORS	10
4.2. EXPECTATIONS FOR COLLABORATION BETWEEN COURSE COORDINATORS AND INSTRUCTORS	11
4.3. LIST OF COORDINATORS	11
5. COURSE ASSIGNMENTS	11
5.1. FALL AND SPRING SEMESTERS	11
5.2. SUMMER SESSION	12
5.3. WINTER SESSION	122
6. PERFORMANCE REVIEWS	13
6.1. EVALUATIONS AND CLASS OBSERVATION PROCEDURES FOR GTAS	13
6.2. EVALUATIONS AND CLASS OBSERVATION PROCEDURES FOR PTK	14
ANNEXES	ERROR! BOOKMARK NOT DEFINED.15
ANNEX #1: STUDENT INFORMATION SHEET	15
ANNEX #2: STUDENT ACKNOWLEDGEMENT	17
ANNEX # 3: TEMPLATE: PRE-OBSERVATION FORM	18
ANNEX #4: TEMPLATE: POST-OBSERVATION FORM	19

1. Spanish Undergraduate Program

1.1. Overview of the Program

As the world gets “smaller,” the need for people with language skills and cultural competency grows. Spanish is one of the world’s great languages of commerce and diplomacy, and it has rich literary and cultural traditions. Graduates who receive a B.A. in Spanish from UMD have a diverse array of opportunities in many different fields, especially those with an international focus, including further specialized studies in literature, language, and culture, or careers in other fields such as education, public service, business, law, environmental policies, social services, medicine, or the arts.

The undergraduate major in the Department of Spanish and Portuguese (SPAP) consists of 36 credits of coursework beyond the prerequisite courses, with an additional 9 credits in a supporting area. Students can choose from 3 major tracks, including:

- 1) Spanish and Latin American Literature, Culture, and Media;
- 2) Spanish Linguistics, Culture, and Education; and
- 3) Spanish Language, Culture, and Professional Contexts.

The undergraduate minor in Spanish requires 18 credit hours of coursework beyond the prerequisite language courses. Again, students can choose from 3 minor tracks:

- 1) Literature, Linguistics, and Culture;
- 2) Language, Culture, and Professional Contexts; and
- 3) Heritage Language and Latino/a Culture.

The Spanish program is flexible and designed to allow students to satisfy their intellectual curiosity. While all majors study Spanish language through the advanced levels, students will also have the opportunity to select from over 75 courses to accommodate their specific needs and interests. Students can choose from classes in literature, culture, business Spanish, Spanish for the professions, translation, intercultural communication, and linguistics. The department also offers courses for both second and heritage language learners. Spanish can also be enhanced with a second major such as international business, criminal justice, government and politics, biological sciences, journalism, sociology, or psychology. Professional careers in the legal, health, and science fields can also greatly benefit from a Spanish major or minor.

Our undergraduate majors and minors graduate with the awareness of the international opportunities that await them, whether they undertake further specialized studies in literature, language, and culture, or pursue opportunities in other fields such as education, public service, business, law, environmental policies, social services, medicine, or the arts. Through experiential learning, service learning, and internships, students can earn credit while using their Spanish skills and contributing to local communities.

The Learning Outcomes for Spanish majors and minors are intended to prepare students for a variety of professional and intellectual opportunities in the United States and abroad. Specifically, the Learning Outcomes for Spanish majors and minors should allow them to:

- Demonstrate understanding and knowledge of varied aspects of the cultures of the Spanish-speaking world and act in appropriate and culturally sensitive ways.

- Show competence in speaking, reading, writing, and understanding Spanish as a way to communicate with other cultures.
- Analyze and interpret a variety of texts and traditions from diverse Spanish-speaking cultures, including the United States.
- Communicate effectively in Spanish both orally and in writing on a range of topics.
- Conduct research in Spanish in the areas of language, literature, and culture.
- Demonstrate bilingual functionality and therefore increase their marketability and performance in the work place.

It is the responsibility of all instructors in SPAP to promote the Spanish major and minor to their students and recommend that outstanding students talk with the Undergraduate Advisor about their Spanish opportunities. You are the face of our department and the most important element in helping students decide to continue their Spanish studies.

1.2. Basic Definitions

According to the [UMD Graduate Catalog](#), the official title of Graduate Assistants (GAs) may refer to Graduate Research Assistants (GRAs), Graduate Administrative Assistants (GAAs), and Graduate Teaching Assistants (GTAs). The Department of Spanish and Portuguese only offers Graduate Administrative Assistantships and Graduate Teaching Assistantships.

GAs are “first and foremost, graduate students pursuing an education. The opportunity to work closely with faculty members and undergraduate students in teaching, research, or administrative environments is an integral part of that education [...] They gain further expertise in their field; enhance their research skills and develop pedagogical skills; acquire experience in leadership, interpersonal effectiveness, and performance evaluation; acquire academic administrative experience; and enjoy collegial collaborations with advisors that may result in joint publications, and other professional activities [...]”. The UMD Graduate Catalog also states that GAs are “under the direct supervision of the department, program, or unit that offers the appointment” [SPAP and SLLC, in this case]. SPAP determines its GAs’ assignments, supervises their work, and recommends them for reappointment and promotion to various stipend or compensation levels.

GAAs: In general, GAAs are under the supervision of the heads of the academic or non-academic units in which they work. Within SPAP, the GAA's work assignment is determined by the Department Head, the Director of Graduate Studies, any duly appointed executive committees and assistants to the Head, and/or the faculty member assigned to supervise the GAA's particular course.

GTAs: A limited number of full teaching assistantships, with stipend and remission of tuition for up to ten credits per semester, are offered by SPAP to students actively working toward the Ph.D. or M.A. degree. The Teaching Assistantship requires the teaching of one course on the first semester and two courses on the second. Thereafter, a teaching load of 2-1 or 1-2 per semester will follow based on programmatic needs. This constitutes a workload of approximately 20 hours per week (contact hours, class preparations, advising, correction of exams and quizzes, administrative duties, etc.). GTAs are also required to take graduate courses as specified in the Handbook of Graduate Studies. SPAP GTAs are generally Instructors of Record in charge of their own courses and sometimes are given coordination duties and

curricular development opportunities. GTAs will always receive pedagogical training/support, syllabi, course teaching materials, and guidance.

PTK: The [UMD Faculty Handbook](#) defines Professional Track Faculty (PTK) as instructional faculty. Specifically, there are three categories within this official label:

(1) Lecturers serve in a teaching capacity for a limited time or part-time. The normal requirement is a Master's degree in the field of instruction or a related field, or equivalent professional experience in the field of instruction. Appointments to this rank are typically one to three years and are renewable.

(2) Senior Lecturers have an exemplary teaching record over the course of at least five years of full-time instruction or its equivalent as a Lecturer (or similar appointment at another institution) and shall exhibit promise in developing additional skills in the areas of research, service, mentoring, or program development. Appointments to this rank are typically one to five years and are renewable.

(3) Principal Lecturers have an exemplary teaching record over the course of at least 5 years full-time service or its equivalent as a Senior Lecturer (or similar appointment at another institution) and/or the equivalent of 5 years full-time professional experience as well as demonstrated excellence in the areas of research, service, mentoring, or program development. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.

1.3. Academic Semesters and Sessions

All undergraduate programs, and most graduate programs, follow the semester calendar. Some graduate programs follow the 12-week term calendar. For current year academic deadlines and other scheduling information, see [Academic Deadlines](#).

All GTAs in SPAP are expected to teach during both Fall and Spring semesters (more information about assignments in section 5.1.).

Summer and Winter sessions offer flexibility to make progress towards completing the academic goals of UMD undergraduate students. They can earn credits and gain ground on graduation. Courses during Summer and Winter sessions may be in-person on campus or virtual online. Current and incoming UMD students may simply register. All other students from other institutions must first apply. As it is not part of their contract with UMD, GTAs in SPAP should not expect to teach during Summer and Winter sessions (more information about assignments in sections 5.2. and 5.3.).

2. Checklists for Teaching and Administrative Tasks

The following checklists seek to facilitate understanding of the teaching and administrative duties of GTAs and PTK teaching SPAP courses either during Fall/Spring semesters or Winter/Summer sessions. More information about the academic duties of SPAP graduate students can be found in the Spanish Graduate Program Handbook.

2.1. Beginning of the semester/session

Before First Day of Classes:

- Check with assigned course coordinator about syllabus, Canvas space, and pedagogical resources for the course(s) you will be teaching.
- Participate in all the mandatory workshops, meetings, and other events related to professional development prior to the beginning of the academic semester/session.
- Become familiar with all the administrative and pedagogical resources stored in the SPAP Canvas Space.
- Prepare an emergency plan for expected and unexpected absences (see Section 2.2.). Classes cannot be cancelled under any circumstances. This must be the last resort.
- All decisions related to multi-section courses must be taken in consultation with coordinator and/or the collective of instructors.
- Become familiar with [university-wide policies](#) enforced by ARHU, SLLC and SPAP: Policies for all UMD students.

First Day of Classes:

- Make sure all students in the class fill out the “Student Information Sheet” (see Annex #1). You may gather this information electronically using Canvas. Use this information to check whether the students meet the pre-requisites for the course.
- Tentative routine for the first day of classes (conducted in Spanish or English):
 - Greetings.
 - Attendance and review of students in the waitlist – if any.
 - Student Information Sheet.
 - Review of course syllabus:
 - Basic personal information about the instructor, office hours, etc.
 - Course materials – textbook, readings, Canvas space, etc.
 - Goals and/or objectives, learning outcomes.
 - Evaluation components, grade scale.
 - Course procedures and policies.
 - Instructor’s personal policies. These policies cannot conflict with SPAP or SLLC policies. They should be presented in written form.
 - Schedule of activities during the semester/session.
 - Students can sign an electronic acknowledgement statement on Canvas attesting that they reviewed the class policies and procedures (see Annex #2)
 - First-day “icebreaker” activity to gather basic personal and linguistic information about students in the group.
 - Be mindful that students have two weeks of “shopping around” courses, and that you may have new students come in until the last day of [add-drop period](#).
- Review the information provided on the Student Information Sheet to check whether students meet the pre-requisites for the course.
- Send an email to the SPAP Undergraduate Advisor (spap-advise@umd.edu) if a student in your group:

- Does not have the pre-requirement for your course.
- Seems to have a proficiency level higher than the expected for the course.
- Asks for a change of section within the same course.
- Requests any accommodation that you have questions about.

You must inform the SPAP Undergraduate Advisor of any of these options in writing by email. Please include in your email the student's name, email address, and UID. You do not need to send a copy of this email to the student; you should keep a copy for your own records. In general, it is very important to keep a written record of all your communications with the SPAP Undergraduate Advisor concerning students in your group(s). In addition, please do not hesitate to share with the SPAP Undergraduate Advisor any other concerns, questions, doubts, or suggestions that you may have about your course(s), students, etc.

- Refrain from sharing with a student your personal opinion or advice about pre-requisites, academic options, etc. Always ask the student to contact the SPAP Undergraduate Advisor and/or send a message to the SPAP Undergraduate Advisor about the situation so s/he can be informed in advance.
- Gather enough information – through short written essays, classroom discussions, oral recordings through Canvas, etc. – about each student so you can have enough basis to make him or her a recommendation about a change of level.
- Remember that neither you nor SPAP decide whether a student may need any kind of accommodation. Take note of any student who has been found eligible for classroom accommodations, and become familiar with the procedures established by the [Accessibility and Disability Service](#) (ADS) at UMD.
- After a student has been found eligible for classroom accommodations and provides you with the appropriate confirmation, you should prepare a Detailed Implementation Plan using the template provided by ADS. If needed, the SPAP Undergraduate Advisor can provide assistance in this regard.

2.2. During the semester/session

- As a GTA, you are responsible for teaching the assigned courses following the syllabus; preparing daily lessons following the syllabus and course materials; designing and revising assessments (e.g., exams, writing prompts) in collaboration with other instructors and the course coordinator, and keeping updated and accurate records of student performance in your courses.
- Follow up and consult with the SPAP Undergraduate Advisor any possible cases of students who might need classroom accommodations but have not shared with you any kind of documentation in this regard. Remember: We cannot provide any kind of accommodation if the student has not gone first through [ADS](#).
- Be punctual with your individual and collective communication with your students. As a rule of thumb, please reply to any messages from students within 48 hours. Make sure to maintain a courteous and professional tone at all times, and always keep a copy of any messages to/from students – at least during the semester/session.
- No individual extra credit assignments are allowed. There is an expectation that all students will do the same assigned work for the course in order to receive regular credit.

- All assignments are to be graded and returned promptly.
- Instructors must administer exams on the day noted on the course syllabus. If any extensive absences or extraordinary circumstances lead to a student missing a test, this should be discussed with the Undergraduate Advisor and/or Director of Undergraduate Studies, and may require further documentation from the student.
- All major exams must be coordinated between instructors of the same section. The goals and approach of each test should match those of the course, as well as the specific abilities and skills of the students. No unfamiliar material or techniques should be included on the exam.
- Make sure to comply with your office hours as noted in your syllabus. You should have at least 2 office hours per week. Office hours must be on different days and/or times to accommodate students (e.g., Monday at 10, Tuesday at 11). Instructors should inform students, SPAP, and the Office of Academic Affairs at SLLC of these hours. Instructors are expected to be in their offices at these times.
- Be punctual with your communication with colleagues –GTAs, PTK, faculty, etc. – teaching other sections of the course you are teaching. Respect their work and time in the same way you would like your own work and time to be appreciated.
- Instructors must maintain careful and accurate records of student assignments, projects, exams, quizzes, etc., for all enrolled students, including absences. Instructors must make appropriate adjustments to final semester grades based on SPAP's attendance policy.
- Instructors may not post grades publicly in any form, nor may they discuss a student's grade with anyone except the student, the course supervisor, the Director of Undergraduate Studies or the Department Head.
- Classes cannot be cancelled under any circumstances. Make sure to prepare a plan in advance for expected absences – e.g., conferences, Ph.D./M.A. oral defenses, weddings, etc. – and unexpected absences – e.g., illness, car breakdown, etc. For both types of absences, please remember to inform by email both your course coordinator and the Director of the Spanish Language Program (Spanish 103, 203, 204) or the Director of Undergraduate Studies (Spanish 207 henceforth). These are some other specific points about substitutions for (un)expected absences:
 - Make arrangements with at least 2 colleagues who could be available to teach your courses – i.e., s/he teaches at a different time on the same day, s/he lives near campus, etc.
 - Provide your substitute with a detailed lesson plan if the absence is planned, and provide him or her with access to your Canvas and/or any other appropriate resources to make his or her work easier in case of unexpected substitutions.
 - Make sure you reciprocate as needed.
 - No more than 3 substitutions should be made by any instructor in a given semester, and no instructor should have others cover her or his course more than 3 times in a semester. Exceptions must be consulted with the Director of Undergraduate Studies and/or Department Head.
- Should you have an emergency that may prevent you from teaching your class, please do not contact any of the academic or administrative offices in the SLLC, the main SPAP

office, your course coordinator, or the Undergraduate Advisor. You should already have a plan in place! If your pre-established plan is not a possibility, you should contact the Director of Undergraduate Studies and/or the Department Head. Please do not contact the Director of Graduate Studies for matters regarding the teaching of courses in the Spanish Undergraduate Program.

2.3. End of the semester/session

- Save 15-20 minutes at the beginning or end of one of your last class sessions for students to complete their course evaluations. Do not expect students to fill the evaluations on their own outside class.
- Please remember that the [Final Exam Schedule](#) has been previously established by the university. We cannot change this schedule under any circumstance. Should you not find information about day, time and/or venue for your final exam of the course(s) you are teaching, please contact your course coordinator and/or the Director of Undergraduate Studies at your earliest convenience.
- Make sure to have the final grades for your course(s) ready within 48 hours after the final exam – or after students have turned in the last assignment for the course.
- Send the final grades of your course(s) to your course coordinator before submitting the grades through UMEG. Follow these procedures:
 - Complete all the grades in your course Canvas.
 - Download the Canvas gradebook in Excel format and review that the information is accurate.
 - Add a column to provide a brief justification for the participation grade of each student (e.g., using the language included in the participation rubric).
 - Save the Excel sheet with a title containing the following information: "Course–Section-YourLastName–Semester" (e.g., "Span426-0101-Lacorte-Spring2020"). This procedure helps the SPAP Undergraduate Office keep track of any potential issues coming from students about their grades.
 - Send the Excel sheet to your course coordinator and wait for his or her approval before submitting the grades through UMEG.
- GTAs, PTK, and faculty can leave campus right after the final exam has been collected. They can complete the grade review process and the subsequent submission of grades online provided that they have a reliable internet connection and the appropriate token to gain access to UMEG. Again, please remember have the final grades for your course(s) ready within 48 hours after the final exam.
- All student records must be saved; final exams must be saved for a period of two years. If an instructor leaves the Department or the University, s/he must give his or her grade books / records and your final exams to the Director of Undergraduate Studies.
- No grades of "I" (Incomplete) may be given without permission from the Director of Undergraduate Studies or the Department Head.

3. Professional Development Activities

SPAP is intended to provide GTAs and PTK with as many opportunities as possible to further their pedagogical skills, academic administrative experience, and collegial collaborations with specialists and/or peers that may result in joint research projects, publications, and other professionally-building pursuits. These are some points to consider with regard to professional development for both GTAs and PTK:

- All new and returning GTAs must attend professional development workshops and/or meetings and workshops. This requires a return to campus at least 1 week before the first day of classes. Schedules will be distributed well in advance. During the academic year there may also be periodic lectures, workshops and brown bag lunches at which your participation is expected.
- All new GTAs are required to enroll in SLLC 601 (Teaching Foreign Languages in Higher Education) or SPAN 605 (Teaching Spanish I) for 1-credit during the Fall semester of their first year of teaching.
- GTAs and PTK are required to attend regularly scheduled meetings with course coordinators and/or GTA supervisors throughout the academic year.
- GTAs and PTK are encouraged to take advantage of further training at the [Teaching and Learning Transformation Center](#) and explore other resources and programs.

4. Course Coordination

The primary role of a course coordinator in the SPAP Undergraduate Program is to (a) maintain quality and consistency of instruction in multiple-section courses, and (b) support teaching and learning in the courses they coordinate. SPAP course coordinators are directly supervised by the Director of the Spanish Language Program (Spanish 103, 203, and 204), and the Director of Undergraduate Studies (all other courses beyond Spanish 204). PTK and advanced GTAs may serve as coordinators for intermediate and advance language courses. For selected upper division literature courses, a faculty member with appropriate expertise will serve as mentor and coordinator.

4.1. Responsibilities of course coordinators

The following are the main duties of course coordinators in the SPAP Undergraduate Program:

- Preparation of course syllabi according to (a) the templates provided by SPAP and SLLC concerning university and program-specific policies, and (b) the course schedule.
- Preparation of schedules for the development of tests and any other testing procedures.
- Coordination of meetings with instructors during the semester to assess progress.
- Communication with instructors about pedagogical resources and guidance for the course.
- Maintenance and upgrading of the Canvas blueprint assigned to the course.

- Communication with the Director of the Spanish Language Program and/or the Director of Undergraduate Studies about pedagogical issues related to the course.
- Communication with the Undergraduate Advisor and/or the Director of Undergraduate Studies about disciplinary issues related to the course.

4.2. Expectations for collaboration between course coordinators and instructors

The following points seek to facilitate collaboration between course coordinators and instructors during Fall/Spring semesters or Winter/ Summer sessions.

- Attendance at meetings with course coordinators is mandatory – the same as with all the other workshops, meetings, and other events related to professional development.
- Be punctual with your communication with your course coordinator. Please reply to any messages from your coordinator as soon as possible. Make sure to maintain a courteous and professional tone at all times, and always keep a copy of your messages.

4.3. List of coordinators

A list of course coordinators and office allocations will be circulated before the start of every semester.

5. Course Assignments

Decisions about assignments for both Fall/Spring semesters and Summer/Winter sessions are made by the Department Head, the Director of Undergraduate Studies, and the Director of the Spanish Program. The main factors behind decisions on course assignments are:

- (1) to further the professional development of GTAs and PTK, and
- (2) to meet the programmatic needs of the Department.

Special arrangements for course assignments are only considered on individual basis where there are extenuating circumstances (e.g., conflict between course assignments and childcare, limited access to public transportation, etc.).

5.1. Fall and Spring semesters

Decisions about course assignments for any given semester are usually made during the previous semester. While both assignments and schedules are made public as soon as possible, they are always subject to change due to a range of programmatic, academic, and/or individual circumstances. The following are some key criteria for decisions on Fall/Spring semester assignments:

- Based on their previous experience, 1st year GTAs are assigned SPAN 103, 203 or 204 during their first year in the program.
- All GTAs should teach as many courses at different levels as possible during their tenure at SPAP (2 years for M.A. students, 5 years for Ph.D. students). However, assignments for courses at a higher level ultimately depend on satisfactory teaching performance and programmatic needs.

- The usual load for GTAs is 1 or 2 courses per semester. All GTAs teach 1 course in their first semester at SPAP. Subsequent decisions are made based on programmatic needs.
- Should they be assigned 2 courses in any given semester, every effort is made to ensure that instructors teach two sections of the same course, but that is not always possible and part of GTA/Instructor training includes being able to juggle two different preparations in one semester.
- Every effort is made to ensure that all instructors teach courses offered in consecutive times, or courses with as little time in between as possible but this is subject to programmatic needs.
- Mon-Wed-Fri or Tu-Th course schedules are assigned as equitably as possible (e.g., an instructor who teaches a Mon-Wed-Fri course in the Fall could have a better chance to be assigned a Tu-Th course if available and depending on programmatic needs).

5.2. Summer session

General guidelines for course assignments in Summer Sessions (subject to change depending on specific programmatic needs):

- 1st tier → Ph.D. students in their first and second year who meet the criteria below.
- 2nd tier → Ph.D. students in their third and fourth year who meet the criteria below.
- 3rd tier → Ph.D. students in their fifth year and beyond who meet the criteria below.
- 4th tier → M.A. students who meet the criteria below.
- 5th tier → PTK who meet the applicable criteria below

Criteria for Summer course assignments:

- Satisfactory academic and teaching performance based on consultation with graduate advisor and the language program director.
- First consideration is given students who did not teach during the previous Summer.
- Students who are not GTAs at the time of application must (1) Present evidence of prior teaching experience (e.g., at another U.S. university; in the native country); (2) Have attended the various orientation sessions for new GTAs; (3) Have completed SLLC 601/SPAN 605 before the Summer in which you would like to teach.
- The assignment of 3 and 4 credit courses is made in relation to experience with classes previously taught and programmatic needs.
- GAs and PTK not currently teaching at SPAP may be considered for classes only if there are openings available at the end of the selection process.
- GAs with no teaching experience will not be considered for a summer post.

5.3. Winter session

General guidelines for course assignments in Winter Sessions are based on SPAP's policy to give PTK preference to teach courses in the winter (subject to change depending on specific programmatic needs):

- 1st tier → PTK (depending on Ph.D. students' needs).
- 2nd tier → PTK who are also advanced Ph.D. students.

- 3rd tier → Advanced GTAs, i.e., 4th year Ph.D. students.
- 4th tier → Advanced GTAs, i.e., 3rd year Ph.D. students.
- 5th tier → GTAs, i.e., 2nd and 1st year Ph.D./M.A. students.

Criteria for Winter course assignments:

- Satisfactory academic and teaching performance based on consultation with the GTA's graduate advisor and the Director of the Spanish Language Program/Director of Undergraduate Studies.
- Preference will be given to those who have not taught the previous summer and winter.

6. Performance Reviews

The [UMD Graduate Catalog](#) states that "each department is responsible for determining procedures for review and evaluation of Graduate Assistants and for informing GAs of these procedures. The process of evaluation will vary by departments, and may include written assessment of work by an individual faculty member, classroom visitation by designated faculty members, and written student evaluations. The results of reviews and evaluations should be discussed with the GA concerned."

If you have any questions during the semester regarding curriculum, teaching approach, or assessment, please see your course coordinator, the Director of the Spanish Language Program, and/or the Director of Undergraduate Studies. The responsibilities outlined in this Teaching Handbook are considered an integral part of teaching in SPAP and the SLLC, and play an important role in determining subsequent teaching assignments.

For a discussion of "Termination or loss of support" and "Special Appeal Process," please review the related [UMD policies](#).

6.1. Evaluations and Class Observation Procedures for GTAs

The teaching effectiveness of GTAs is based on:

- The review of course evaluations by the Director of Undergraduate Studies and the Department Head every semester. Please note that course evaluations are taken into consideration for future teaching assignments. Specific problems related to the course evaluations will be discussed with the GTA concerned as needed.
- GTAs are observed on a periodic basis by members of the Faculty on their first and second years. The purpose of these observations is to provide feedback so that GTAs can improve their teaching. Feedback on these observations is discussed in a meeting with the Director of the Spanish Language Program and/or the Director of Undergraduate Studies, who can (a) make suggestions for improvement, and (b) summarize these suggestions in writing using templates provided below (Annexes # 3 and #4) or guidelines for effective teaching promoted by the [Teaching and Learning Transformation Center](#). GTAs in their third and following years can ask to be observed by a faculty member for a variety of reasons, including but not limited to: if they are experiencing a problem in their classes, if they would like to tackle an issue that was

mentioned in previous course evaluations, and/or if they would like the faculty member to write a recommendation letter for future employment.

GTAs are also encouraged to observe classes of more advanced students, PTK, or faculty members. Please make sure to make the appropriate arrangements with your colleague prior to the observation.

6.2. Evaluations and Class Observation Procedures for PTK

The teaching effectiveness of the Professional Track Faculty (PTK) is based on the review of their course evaluations by the Director of Undergraduate Studies and the Department Head every semester. Please note that teaching assignments take these evaluations into consideration. Specific problems are raised with the PTK concerned as needed.

Mandatory class observations take place by 2-3 members of the faculty before promotion to Senior or Principal Lecturer. PTK can also ask to be observed by another faculty member for other specific purposes as needed.

Annexes

Annex #1: Student Information Sheet

Current semester: _____ Class: _____ Section: _____

Name and last name: _____ Preferred pronouns _____

What is the name that you would like to be called in class? _____

Contact telephone: _____ E-mail address: _____

Major(s): _____

Why are you taking this course?

What SPAN/PORT courses have you taken before? Where and When? (Please, list the courses below on the section provided on this form*)

Are you taking any other SPAN/PORT courses this semester? Which one(s):

General Requirement: _____

Major Requirement: _____

Other (please explain):

Prerequisite Confirmation: Please sign either 1 or 2

1. I confirm that I meet the stated prerequisite required for enrollment in this course

Electronic Signature

Date

2. I do not meet the stated prerequisite and would like to discuss my enrollment in this course as soon as possible.

Electronic Signature

Date

Annex #2 Student Acknowledgement

ACKNOWLEDGEMENT

After reading the course syllabus, please sign the acknowledgment of class policies and procedures.

I, _____, (name) hereby certify that I have read the syllabus and understood the requirements as stipulated in the syllabus for Spanish _____, in either paper or electronic form, and as discussed in class. I have read and understand the specific classroom policies of my instructor. I agree to come to class punctually, turn in all my work assignments on time, and follow the all classroom policies as stipulated by the department and my instructor.

I understand that that any use of Google Translate, or other online translation services, unauthorized collaboration with other Spanish speakers, using the internet to find answers to homework assignments, paying for work, or turning in an assignment completed for another course without permission from the instructor constitutes academic dishonesty and will be referred to the Student Honor Council. The use of cellphones or other devices in class is not permitted for anything, including texting, or social media of any kind, except for emergencies and with agreement by the instructor. Finally, I acknowledge that it is essential to use appropriate online etiquette and to treat all classmates and instructors with respect.

Student's Electronic signature

Date

Note: Please update your ELMS profile, ensure that your email and contact info is up to date, and that you have included a picture.

Annex # 3: TEMPLATE: PRE-OBSERVATION FORM

Instructor: _____
Course: _____
Schedule: _____
Class: _____

YOUR TEACHING STYLE

1. What is your teaching style?
2. What are the teaching strategies that you usually use in your classes?
3. What do you think are the strengths of your teaching? And the weak points?
4. What are the easiest topics / skills to teach? What about the most difficult topics / skills?
5. How do you handle the questions in class? How do you correct the students in class?
6. How do you integrate the different skills and content of the course?
7. What are the typical patterns of interaction and participation in your classes?
8. How do you integrate those students who work less or are more distracted?

CLASS

9. What is the class plan for the observation day? (Detailed lesson plan, you can use additional sheets or attach your lesson plan as another document. Make sure the plan includes the following information for each activity or task: time and duration, description, objective, justification for that activity or task).
10. What are the strengths of this class?
11. Are you interested in receiving comments on a specific aspect of the class?
12. Is there anything else you want me to know before observing?

Annex #4: TEMPLATE: POST-OBSERVATION FORM

Instructor: _____
Observation date: _____
Course: _____
Schedule: _____
Class: _____

1. What were the central objectives of this class?
2. What do you think the students learned in this class?
3. What activities and teaching strategies did you use in this class? Do you think they were effective and used successfully?
4. What problems came up during the class and how did you solve or manage them?
5. In your opinion, what was the most effective part of the class and why?
6. What was the least effective part of the class and why?
7. Do you think the students participated and were involved / interested in the activities?
Do you think you could do something to improve their participation?
8. Would you do something differently if you had to reteach the same class?
9. Additional comments