The following competencies provide a set of general tasks that instructors can do to help them become successful, well-rounded educators within their field of study.

A. Foundational: “What do teaching assistants need to do to be successful educators?”
   1. Bring disciplinary knowledge into teaching: Reflect on their disciplinary knowledge (includes content, skills, procedures, and metacognitive knowledge) as this applies to their teaching.
   2. Become part of the community: Demonstrate an integrated understanding of themselves as ethical, collegial individuals, teachers, and scholars within their classrooms, departments, and disciplines.

B. Postsecondary: “What do teaching assistants need to understand about higher education to have successful careers as educators?”
   1. Explore career choices: Describe how they have explored and situated their practice and potential career choices within the contexts and cultures of postsecondary institutions.
   2. Review and discuss educational standards (e.g. Vision & Change, National Science Education Standards, Common Core, etc.) and policies in postsecondary environments.

C. Pedagogical: “What do teaching assistants need to do to be successful teachers?”
   1. Gain knowledge on how people learn and associated teaching techniques: Discuss research on how people learn and apply this literature to teaching consistent with these principles of learning, using a variety of techniques appropriate for the discipline, level, and learning context.
   2. Set and communicate learning goals and expectations, in their sample work for the course, both for individual class sessions and the overall course, that are appropriate for the discipline, level, learning context, and the institutional curriculum.
   3. Use inclusive teaching practices: Demonstrate the ability to teach with attention to diversity, inclusion of multiple perspectives, and demographics so that every student has the opportunity to learn.
   4. Develop effective assessments in alignment with learning outcomes: Design methods to assess student learning responsibly, equitably, and in alignment with learning goals, and use the results to enhance student learning.
   5. Apply discipline specific evidence-based teaching approaches: Select evidence-based pedagogical approaches specific to the discipline and which facilitate student learning of disciplinary content.
   6. Reflect on teaching: Devise and describe means to assess and improve their own teaching performance through inquiry-based practice informed by a community of scholarly teachers.

The original competencies have been modified from a document developed by the National Consortium for Graduate and Professional Student Teaching. These competencies have been included in the following presentations:

