

# Application Packet for Asian Languages and Literature Departmental Certificate of Recognition in Teacher Training



## Contact Information

Student's Name: \_\_\_\_\_

Home Department: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Degree Sought:      PhD      MA      Other: \_\_\_\_\_

Academic Supervisor's Name: \_\_\_\_\_

Academic Supervisor's Email Address: \_\_\_\_\_

Teaching Supervisor's Name: \_\_\_\_\_

Teaching Supervisor's Email Address: \_\_\_\_\_

## **Purpose**

The purpose of this departmental certificate is to encourage our TAs to gain a deeper understanding of teaching. It is also our hope that the certificate will attest to their experience and skills to enhance their CV and future careers.

## **Procedure**

1. The student declares their intention to pursue the certificate by notifying the Chair of the TA Training Committee.
2. A committee member will be assigned to monitor the student's progress.
3. The student creates an e-portfolio to document completion of requirements.
4. Upon completion of all requirements, the student submits their e-portfolio including this packet with their signature to the committee member.
5. The TA Training Committee will recommend certification to the Department Chair.

## Application Checklist

All items on this checklist must be completed and documented in this application. Create your e-portfolio and include: (1) this application packet and (2) a separate PDF file containing your reports. In this packet, provide your contact information (p.1 cover), completion dates in the checklist (p.3), information about the orientations and workshops you attended (pp. 4-7), and your reflections about class observations (pp. 8-13). Your reports on workshops and class observations, one course evaluation, and EJI statement should be included in the separate PDF file. Detailed instructions are on page 4 and beyond.

Requirements	Completion dates	Notes
1. Attendance at the University-wide TA orientation		
2. Attendance at the Departmental TA orientation		
3. Attendance at three workshops: i. 1 <sup>st</sup> workshop and a 200-500 word report ii. 2 <sup>nd</sup> workshop and a 200-500 word report iii. 3 <sup>rd</sup> workshop and a 200-500 word report		
4. Supervisor's class observation: 1 <sup>st</sup> and 2 <sup>nd</sup> observation and a 500-word report		
5. Peer class observation: 1 <sup>st</sup> and 2 <sup>nd</sup> observation and a 500-word report		
6. Best course evaluation		
7. EJI statement of 500-1000 words		

## Teaching Assistant Orientations Attendance

### **Instructions:**

*Please attend both the University-wide and the Asian Languages and Literature TA orientations. Please use the forms below to record summaries of the orientations you have attended.*

### **Requirement 1. University of Washington Teaching Assistant Orientation**

**Organizer:** University of Washington

**Date:** \_\_\_\_\_

**Delivery Mode:**

Face-to-face

Online

Hybrid

**Facilitator's Name and Contact information:** \_\_\_\_\_

**Briefly summarize topics covered in this orientation below:**

### **Requirement 2. Department of Asian Languages and Literature Teaching Assistant Orientation**

**Organizer:** Department of Asian Languages and Literature

**Date:** \_\_\_\_\_

**Delivery Mode:**

Face-to-face

Online

Hybrid

Facilitator's Name and Contact information: \_\_\_\_\_

Briefly summarize topics covered in this orientation below:

## Workshops Attendance

### **Instructions:**

*Please find workshops that match your interest. The Language Learning Center and the Center for Teaching and Learning at UW offer helpful workshops on pedagogy. There are also many non-UW organizations such as ACTFL (American Council on the Teaching of Foreign Languages), CARLA (Center for Advanced Research on Language Acquisition), NFLRC (National Foreign Language Resource Center), and the state or national teachers' association of your language.*

*After attending three workshops, please write three reports containing summaries and reflections on the workshops. Use the form below to record your workshop information. Also, submit the three reports as a separate attachment in your application.*

### **Requirement 3-i. Teaching Development Workshop 1**

Title: \_\_\_\_\_

Organizer: \_\_\_\_\_

Date: \_\_\_\_\_

#### **Delivery Mode:**

Face-to-face

Online

Hybrid

Topic/Area of Teaching: \_\_\_\_\_

Facilitator's Name and Contact Information: \_\_\_\_\_

**Report:** Write a summary and reflection of 250 to 500 words on this workshop, covering the following topics. Submit it as a separate attachment in your application.

- Main topics or themes covered
- Key takeaways or insights gained
- Specific strategies or ideas you plan to try out in your own teaching
- Any further exploration you plan to conduct

## Requirement 3-ii. Teaching Development Workshop 2

**Title:** \_\_\_\_\_

**Organizer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Delivery Mode:**

Face-to-face

Online

Hybrid

**Topic/Area of Teaching:** \_\_\_\_\_

**Facilitator's Name and Contact Information:** \_\_\_\_\_

**Report:** Write a summary and reflection of 250 to 500 words on this workshop, covering the following topics. Submit it as a separate attachment in your application.

- Main topics or themes covered
- Key takeaways or insights gained
- Specific strategies or ideas you plan to try out in your own teaching
- Any further exploration you plan to conduct

## Requirement 3-iii. Teaching Development Workshop 3

**Title:** \_\_\_\_\_

**Organizer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Delivery Mode:**

Face-to-face

Online

Hybrid

**Topic/Area of Teaching:** \_\_\_\_\_

**Facilitator's Name and Contact Information:** \_\_\_\_\_

**Report:** Write a summary and reflection of 250 to 500 words on this workshop, covering the following topics. Submit it as a separate attachment in your application.

- Main topics or themes covered
- Key takeaways or insights gained
- Specific strategies or ideas you plan to try out in your own teaching
- Any further exploration you plan to conduct

## Class Observations

### Requirement 4. Class Observations by Your Supervisor

**Instructions:**

Please ask your teaching supervisor to observe your class twice and to give you comments. It will be helpful if you show your supervisor the following form before they observe your class. Then complete the form after the observation as a self-assessment evaluating your own teaching performance. After the supervisor's observation of your class, reflect on the various aspects of your teaching practice and document your thoughts here. After taking notes in the below form, write a 500-word reflection paper about your teaching experience, growth, and areas for further development. Please submit the paper as a separate attachment in your application.

#### 1st Class Observation by Your Supervisor

<b>Supervisor:</b>	<b>Your Course/Section:</b>
<b>Observation Date, Time, Location:</b>	

#### 2nd Class Observation by Your Supervisor

<b>Supervisor:</b>	<b>Your Course/Section:</b>
<b>Observation Date, Time, Location:</b>	

<b>Reflection Points</b>	<b>Self-notes for Suggestions for Enhancement</b>
<p><b><i>Objectives for Student Learning</i></b></p> <ul style="list-style-type: none"> <li>• How well did the instructor accomplish the objectives set by the Language Program at their level (e.g., 1<sup>st</sup> year, 2<sup>nd</sup> year, and 3<sup>rd</sup> year level) for the class period/topic?</li> </ul>	



### ***Instructional Design***

- Comment on various instructional decisions the instructor made regarding activity design:

- ✓ variety of activity types (real-life tasks, meaningful exercises besides form-focused tasks);

- ✓ use of real-life or authentic tasks and situations;

- ✓ use of class time for student production;

- ✓ individual vs. group work.

- What went well?

- What didn't go well?

- What would be better to be done differently, and how would you do it differently?

### ***Instructional Delivery***

- Comment on the clarity and effectiveness regarding style of introducing new structures, vocabulary, tasks, etc.

- ✓ how the instructor introduces new structures, tasks, etc.;

- ✓ the instructor's knowledge and preparation as the instructor;

- ✓ leading student participation including class discussion and/or pair work.

<p><b><i>Instructor/Student Interaction</i></b></p> <p>Comment on instructor-to-student and student-to-student interactions and their support of student learning.</p> <ul style="list-style-type: none"> <li>● How authentic are the instructor's questions to students?</li> <li>● How successful are the questions that the instructor asks during class discussion in getting accurate answers and participation?</li> <li>● Do all students participate actively in class activities?</li> </ul>	
<p><b><i>Classroom Management</i></b></p> <ul style="list-style-type: none"> <li>● Do students speak in their native language often?</li> <li>● Does the instructor speak English in class?</li> </ul>	
<p><b><i>General Observations</i></b></p> <p>Feel free to add any additional questions, comments, or concerns here.</p>	

## Requirement 5. Peer Class Observations

### **Instructions:**

Please observe a class of two TAs. The following form is a reflective form that TAs should complete themselves after finishing their peer class observation. It will be helpful if you show your peers the form before you observe their classes. Please use this form as a self-note to evaluate your own teaching performance in comparison to other TAs' teaching. After observing your peers' classes, reflect on the various aspects of your teaching practice and document your thoughts here. After taking notes in the below form, write a 500-word reflection paper about your teaching experience, growth, and areas for further development. Please submit this as a separate attachment in your application.

### 1st Peer Class Observation

<b>Instructor:</b>	<b>Course/Section:</b>
<b>Observation Date, Time, Location:</b>	

### 2nd Peer Class Observation

<b>Instructor:</b>	<b>Course/Section:</b>
<b>Observation Date, Time, Location:</b>	

<b>Reflection Points</b>	<b>Self-notes for Suggestions for Enhancement</b>
<p><b><i>Objectives for Student Learning</i></b></p> <ul style="list-style-type: none"> <li>How well did the instructor accomplish the objectives set by the Language Program at their level (e.g., 1<sup>st</sup> year, 2<sup>nd</sup> year, and 3<sup>rd</sup> year level) for the class period/topic?</li> </ul>	

***Instructional Design***

- Comment on various instructional decisions the instructor made regarding activity design:

- ✓ variety of activity types (real-life tasks, meaningful exercises besides form-focused tasks);

- ✓ use of real-life or authentic tasks and situations;

- ✓ use of class time for student production;

- ✓ individual vs. group work.

- What went well?

- What didn't go well?

- What would be better to be done differently, and how would you do it differently?

***Instructional Delivery***

- Comment on the clarity and effectiveness regarding style of introducing new structures, vocabulary, tasks, etc.

- ✓ how the instructor introduces new structures, tasks, etc;

- ✓ the instructor's knowledge and preparation as the instructor;

- ✓ leading student participation including class discussion and/or pair work.

<p><b><i>Instructor/Student Interaction</i></b></p> <p>Comment on instructor-to-student and student-to-student interactions and their support of student learning.</p> <ul style="list-style-type: none"> <li>• How authentic are the instructor's questions to students?</li> <li>• How successful are the questions that the instructor asks during class discussion in getting accurate answers and participation?</li> <li>• Do all students participate actively in class activities?</li> </ul>	
<p><b><i>Classroom Management</i></b></p> <ul style="list-style-type: none"> <li>• Do students speak in their native language often?</li> <li>• Does the instructor speak English in class?</li> </ul>	
<p><b><i>General Observations</i></b></p> <p>Feel free to add any additional questions, comments, or concerns here.</p>	

## 6. UW course evaluation

Please submit your best course evaluation as a separate attachment in your application.

- 1) Go to <https://uw.iasystem.org/faculty>
- 2) Log in with your UW NetID if prompted
- 3) Under the EVALUATIONS menu select "VIEW ALL EVALUATIONS". Locate your course evaluation and click "View Report" on the right side.
- 4) Download the pdf (how to do this varies depending on the browser you are using).

## 7. Equity, Justice, and Inclusion (EJI) Statement

Composing an EJI (Equity, Justice, and Inclusion) statement will not only help you understand your teaching philosophy but also enhance your readiness for future teaching roles. This practice will prepare you for future job applications, where such statements are often required.

### What is an EJI Statement? Why is it important?

An EJI statement is a reflective essay where educators articulate their understanding of equity, justice, and inclusion in the context of teaching. It describes how they strive to create inclusive, respectful learning environments where all students have equitable access to opportunities. By demonstrating personal values, lived experiences, and practical strategies, an EJI statement highlights an educator's ability to recognize and address systemic barriers, foster diverse perspectives, and cultivate belonging. It signals a commitment to continuous growth and responsible engagement in today's diverse classrooms.

### What should be included in the statement?

Your statement should be 500-1000 words. Please address the following components clearly and thoughtfully. Please submit this statement as a separate attachment in your application.

- Your understanding of equity, justice, and inclusion in a language classroom
- How you foster an inclusive and respectful learning environment
- How you accommodate different student needs, backgrounds, or learning styles
- Strategies to ensure fair participation and access to learning
- Personal growth or challenges related to EJI

### Tips for writing

- Organize your statement into three key sections - past experiences, current practices, and future goals.
- Be specific and provide examples from your own life and personal values
- Reflect honestly on both successes and challenges
- Demonstrate application to real-world educational situations
- Refer to useful resources, such as: [Crafting a Diversity Statement – UW Career & Internship Center](#)