



## PhD Program Teaching Residency Agreement Form

<b>Student:</b>	<b>Faculty Mentor:</b>
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Prior to graduation, all PhD students are expected to complete one semester of a structured, mentored Teaching Residency. The purpose of the mentored teaching residency is to provide PhD students with an opportunity to gain experience in applying teaching/learning principles to student groups. During the residency, students will learn specific teaching methods, classroom management, evaluation strategies, and how to develop teacher-student relationships. In addition, students will document their philosophy of teaching/learning. The Teaching Residency may occur in conjunction with a graduate teaching assistantship or may be satisfied by evidence of a previously written teaching/learning philosophy and other academic teaching experience, if the learning outcomes are met as determined by the student's advisor and the Program Director.

NOTE: PhD students receiving *NFLP funding* must complete the three GCNE courses in place of the Teaching Residency UNLESS 1) they have a Master's degree in Nursing Education OR 2) have taught the equivalent of a full time year (equivalent of a WSU workload, e.g. lead 2 didactic courses per semester and 3 clinical groups in each semester). Students are required to provide documentation that they taught at an accredited nursing school with both didactic and clinical teaching experiences.

Additional specifications on page 2 of this form

Does the student have other academic teaching experience, as determined by the student's advisor and the Program Director? ☐ YES ☐ NO

**If yes, please provide details of your teaching experience:**

Experience	University, Dates & Position	Approved by:
		Advisor <input type="checkbox"/> YES <input type="checkbox"/> NO  Program Director <input type="checkbox"/> YES <input type="checkbox"/> NO

**If you answer no (or do not have adequate experience), you will need to complete the Teaching Residency. Please Continue below:**



### Teaching Residency Contract

Please describe the proposed teaching experience (faculty mentor, timeline etc.):

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Describe how the following objectives will be met during this experience (More details on page 3):

1. Structure and implement teaching strategies appropriate for a minimum of two class/clinical conference learning activities, with documentation (e.g., teaching plans, assigned readings, class/conference objectives, and evaluation strategies). 2. Demonstrate beginning effectiveness in teaching as evidenced by student, mentor, and self-evaluations. 3. Participate in the course throughout the semester. 4. Apply concepts of measurement, analysis, and evaluation to the evaluation processes (e.g., test construction/ analysis; assessment of clinical competency; relationship of course objectives with weekly objectives and evaluation). 5. Participate in at least one WSU Office of Teaching and Learning Workshop or webinar. 6. Document a personal teaching/learning philosophy. 7. Explore professional literature and research regarding teaching in nursing.

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Student Signature		Date	
Faculty Mentor Signature/Date		Faculty Advisor Signature/Date	
PhD Program Director Signature		Date	



#### **SPECIFICATIONS OF THE TEACHING RESIDENCY:**

1. The student must complete the Teaching Residency Agreement Form (obtained from the website) prior to the teaching experience. The completed form must be signed by the student's academic advisor, faculty mentor and the PhD Program Director. A copy will remain in the student's file.
2. The student will work with his/her advisor and the Program Director to identify experienced faculty mentors who are teaching in an area of interest to the student.
3. Students are expected to work with the faculty mentor throughout the semester for the duration of the course. The student and faculty mentor develop a teaching contract prior to the start of the course to delineate expectations of the teaching experience, and address which aspects of teaching that will have student involvement as appropriate to the students' learning needs.
4. The faculty mentor will observe the student teach (e.g., in the classroom, via online discussion forums, in clinical conference). Following the experience, the student will do a self-evaluation and then meet with the faculty to discuss the student's and faculty's evaluation of the student's performance. They will discuss any classroom/learning problems identified and work together to resolve them.
5. The student will provide a copy of their Teaching/Learning Philosophy to their advisor with a copy to the PhD Program Director.
6. At the end of the Teaching Residency, Teaching Residency Evaluation Form is completed and signed by both student and mentor indicating that the student has completed this requirement of the doctoral program. Once signed, the form is then sent to the PhD Program Director for inclusion in the student's permanent file.