<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Means</th>
<th>Assessment</th>
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| Develop an effective, personal teaching style. | (a) readings before and during the semester  
(b) group discussions in ToP weekly seminar  
(c) weekly practice in creating and conducting PY 101 class sessions  
(d) weekly practice of instructional techniques learned through the ToP readings | (a) peer observation feedback (2 observations)  
(b) numerical and narrative feedback from PY 101 students (2 rounds)  
(c) video recordings of one's teaching (2 classes)  
(d) self-reflection essay (2), consultation with ToP instructor in which new teaching goals are set (2)  
(e) writing a statement of teaching philosophy  
(f) writing an evaluation of the course |
| Create all components of a PY 101 course. | (a) readings before and during the semester  
(b) ToP orientation session  
(c) PY101 topic discussions in ToP weekly seminar  
(d) weekly practice in creating PY 101 class sessions  
(e) exam creation and scoring  
(f) written assignment creation and scoring | (a) syllabus feedback from ToP instructor  
(b) peer observation feedback (2 observations)  
(c) numerical and narrative feedback from PY 101 students (2 rounds)  
(d) video recordings of one's teaching (2 classes)  
(e) self-reflection essay (2) |
| Consolidate your knowledge of psychology. | (a) weekly practice in creating and conducting PY 101 class sessions  
(b) PY101 topic discussions in ToP weekly seminar | (a) self-reflection essay (2)  
(b) consultation with ToP instructor (2) |
| Reinforce appropriate behaviors for professional settings. | (a) appropriate use of technology in seminar meetings.  
(b) respectful verbal and nonverbal actions during discussions.  
(c) active and prepared participation in discussions and other activities  
(d) prompt replies to emails and other requests for information. | Evaluation by instructor |