



Summary Report for: 25-1191.00 - Graduate Teaching Assistants

[Updated 2006](#)

Assist department chairperson, faculty members, or other professional staff members in college or university by performing teaching or teaching-related duties, such as teaching lower level courses, developing teaching materials, preparing and giving examinations, and grading examinations or papers. Graduate assistants must be enrolled in a graduate school program. Graduate assistants who primarily perform non-teaching duties, such as laboratory research, should be reported in the occupational category related to the work performed.

Sample of reported job titles: Graduate Teaching Assistant (GTA), Teaching Assistant (TA), Graduate Assistant, Instructor, Graduate Fellow, Graduate Research Assistant, Research Assistant (RA), Teaching Fellow, Graduate Student Instructor (GSI)

View report:

Summary[Details](#)[Custom](#)

[Tasks](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#)

Tasks

- Lead discussion sections, tutorials, and laboratory sections.
- Evaluate and grade examinations, assignments, and papers, and record grades.
- Return assignments to students in accordance with established deadlines.
- Schedule and maintain regular office hours to meet with students.
- Inform students of the procedures for completing and submitting class work such as lab reports.
- Prepare and proctor examinations.
- Notify instructors of errors or problems with assignments.
- Meet with supervisors to discuss students' grades, and to complete required grade-related paperwork.
- Copy and distribute classroom materials.
- Demonstrate use of laboratory equipment, and enforce laboratory rules.

[back to top](#)

Knowledge

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

[back to top](#)

Skills

Instructing — Teaching others how to do something.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Speaking — Talking to others to convey information effectively.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Time Management — Managing one's own time and the time of others.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

[back to top](#)

Abilities

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Speech Clarity — The ability to speak clearly so others can understand you.

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Speech Recognition — The ability to identify and understand the speech of another person.

Near Vision — The ability to see details at close range (within a few feet of the observer).

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

[back to top](#)

Work Activities

Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.

Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.

Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

[back to top](#)

Work Context

Face-to-Face Discussions — How often do you have to have face-to-face discussions with individuals or teams in this job?

Electronic Mail — How often do you use electronic mail in this job?

Indoors, Environmentally Controlled — How often does this job require working indoors in environmentally controlled conditions?

Contact With Others — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it?

Freedom to Make Decisions — How much decision making freedom, without supervision, does the job offer?

Importance of Being Exact or Accurate — How important is being very exact or highly accurate in performing this job?

Public Speaking — How often do you have to perform public speaking in this job?

Spend Time Sitting — How much does this job require sitting?

Physical Proximity — To what extent does this job require the worker to perform job tasks in close physical proximity to other people?

Structured versus Unstructured Work — To what extent is this job structured for the worker, rather than allowing the worker to determine tasks, priorities, and goals?

[back to top](#)

Job Zone

Title Job Zone Five: Extensive Preparation Needed

Overall Experience Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Job Training Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Job Zone Examples These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include librarians, lawyers, aerospace engineers, physicists, school psychologists, and surgeons.

SVP Range (8.0 and above)

Education A bachelor's degree is the minimum formal education required for these occupations. However, many also require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

[back to top](#)

Interests

Interest code: **SC**

Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

[back to top](#)

Work Styles

Integrity — Job requires being honest and ethical.

Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.

Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.

Leadership — Job requires a willingness to lead, take charge, and offer opinions and direction.

Achievement/Effort — Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

Persistence — Job requires persistence in the face of obstacles.

Stress Tolerance — Job requires accepting criticism and dealing calmly and effectively with high stress situations.

Independence — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

Analytical Thinking — Job requires analyzing information and using logic to address work-related issues and problems.

Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

[back to top](#)

Work Values

Achievement — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.

Independence — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

Support — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.

[back to top](#)

Related Occupations

- 13-1072.00 [Compensation, Benefits, and Job Analysis Specialists](#) InDemand
- 21-1091.00 [Health Educators](#) InDemand
- 25-1194.00 [Vocational Education Teachers, Postsecondary](#)
- 25-9031.00 [Instructional Coordinators](#) InDemand
- 25-9041.00 [Teacher Assistants](#) InDemand

[back to top](#)

Wages & Employment Trends

National

Employment data collected from **Postsecondary Teachers**.

Median wages (2007) \$28,060 annual

Employment (2006) 1,672,000 employees

Projected growth (2006-2016) ■■■■ Much faster than average (21% or higher)

Projected need (2006-2016) 662,000 additional employees

State & National



Source: Bureau of Labor Statistics [2007 wage data](#) and [2006-2016 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2006-2016). "Projected need" represents job openings due to growth and net replacement.

[back to top](#)

[Find Occupations](#)[Crosswalk](#)[Skills Search](#)[Tools & Technology](#)

Related Sites • [OnLine Help](#) • [Rate this Page](#) • [Home](#) • [Inquiries to O*NET Information.](#)

