Here is a helpful checklist for USC professors working with teaching assistants.

- Give Teaching Assistants a copy of the course syllabus and readings at least a week before class begins.
- Recommend additional readings on course topics unfamiliar to the TAs so that they feel comfortable with the material.
- Get TAs together with those who have been TAs for the course in previous semesters to discuss their experiences, particularly the best ways of spending time in sections, chief problems students may experience, ways of stimulating discussions, etc.
- Let TAs know that resources are available to support and guide them as novice teachers (e.g., CET, departmental orientations, workshops, colloquia).
- Share anecdotes with TAs about the problems you had when you began to teach and offer tips so they do not think their anxieties are unique.
- Require TAs to attend course lectures, so they know what material has been covered and how, and so they may be better prepared in their sections to fill gaps, correct misunderstandings, etc.
- Schedule your office hours at different times than TAs’ to maximize students’ opportunities to consult with course staff.
- Meet with TAs once a week to discuss how the course is going, and what improvements could be made based on their observations.
- Ask TAs to give you brief written reports on any problems students may be having in the course (e.g., “List the 1 or 2 things that caused students the most difficulty in class last week.”).
- Ask TAs weekly to help identify students having difficulty and to give additional help where possible, referring more difficult problems to you.
- Meet with TAs to design course assignments and exams and to develop grading criteria, both to improve the course and to give guidance and practical experience to the TAs.
- Review TAs’ comments and/or grades on at least the first set of essays, problem sets, quizzes or lab reports and discuss criteria for grading and the best ways to give students feedback.
Professor's Responsibilities with TAs

- Inform TAs about campus resources for referring students who need tutorial assistance, advice or counsel beyond that which TAs are qualified to give.

- Encourage TAs to give you constructive feedback on ways of improving your lecture presentation (e.g., explanations, summaries, speed and tone of voice, use of blackboard or PowerPoint, etc.).

- Give TAs an opportunity to prepare and deliver a lecture or mini-lecture on a course topic they know well, and then give them constructive feedback on their presentation (e.g., organization, explanation, examples, speed and tone of voice, use of blackboard or PowerPoint, handling of questions, etc.).

- Arrange for TAs to be evaluated by their students (in the middle and end of the semester) and discuss the results of the evaluations in ways that will help TAs improve their teaching. Give them concrete suggestions.

- Visit TA sections at least once during the term, talk with each TA constructively about his or her strengths, and make suggestions for improvement based on your own teaching experience.

- Set up schedule of classroom visits so that each TA is visited by the other TAs to give feedback based on their own experiences.

- Treat the TAs as junior colleagues who are hired to help undergraduates get the best possible education, as well as to improve their own teaching skills.

- Find and use your TAs’ strengths. Encourage initiative.

- If there are concerns regarding a TA, discuss them openly and honestly in a one-on-one situation.

- Contact CET and arrange to have your TA sections videotaped.

Source