**TA Training Course Facilitator Guide**

Notes

* The module-based course assumes that Module 0 content has been delivered to TAs in a pre-semester orientation session. The lesson plan for the Module 0 session is available in a separate document.
* The provided lesson plans assume the training is being run as a 2-unit course, meeting for one two-hour session per week for one semester. If your training will not follow this module, you will need to adapt the provided syllabus and lesson plans.
* The lessons are designed using a “flipped” model, which has students learning basic content as homework before class, so that in-class time can be spent on high-value activities that deepen understanding and appreciation of the content through application (also referred to as “active learning”).
* When referring in class to a CET document provided as flipped content, it is recommended that the facilitator either projects the document onto a screen, provides TAs with printed copies of the document, or requires TAs to bring laptops on which they can view the document online. Flipped content refers to assigned resources such as tutorial videos, documents, and readings that participants need to review before attending, and in preparation to complete activities during, in-person sessions.
* In the lesson plans, reference is made to “local” matters. In this context, “local” refers to the specific school or department for which this course is being held. Many situations, policies, and practices are not universal across the university, so the curriculum plans include time in the schedule for the facilitator to address local topics using their own local content.
* Plans for Modules 9a-c may require adjustment to reflect the local needs for those TA roles.
* The Closing sections of many lessons include opportunities for TAs to volunteer actual or anticipated challenging situations in their classroom. The entire class, together or in small groups, then brainstorm and suggest proactive strategies to prevent the situation, as well as measures that could be taken to address the situation once it happens. The facilitator should have some scenarios prepared, in case the TAs do not volunteer situations to discuss.
* In the lesson plans, reference is made to the “facilitator” which is the person who will run or deliver the training, most likely a faculty member. Reference is also made to “TAs,” who are the graduate students or participants in the training/course.

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| **Pre-course preparation** |
| The facilitator should complete the following items before the start of the TA Training:   * Upload all provided module components you wish to use for the training to the LMS being used for the course. If you are using Blackboard and need assistance, please contact Blackboard support at blackboard.usc.edu or 213-740-5555. * Edit the provided syllabus template to reflect course specifics. In particular, add the local topics to be covered. * Upload the edited syllabus to the LMS for TAs to access. * Disable TA access to the Course facilitator resources folder in the LMS. * Upload any additional, local content to the LMS modules. * Edit the provided lesson plans if your training does not follow the model of a 2-unit course meeting for one two-hour session per week for one semester, or to better suit your needs. * Notify TAs that they should review online materials for Module 1 prior to the first class meeting. Include instructions on how TAs access the course materials in the LMS. This can be done during the Module 0 pre-semester TA Training session. * Decide on a process for TAs to submit their assignments (if desired). Submitting through the LMS is most recommended, but assignments could also be submitted other ways, such as hardcopy or by email. Every session can have a deliverable through which the TAs can earn “participation” credit. * Contact CET for assistance with lesson plan content at [usccet@usc.edu](mailto:usccet@usc.edu) or 213-740-3959. |

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| **Module 1: Classroom Management** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * CET document Icebreakers * CET document Authority in the classroom * CET document Discussion norms | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Create section/lab norms and policies |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Review course syllabus. 2. Demonstrate for TAs how to access TrojanLearn. As an example, use a TrojanLearn module that will be accessed in Module 2. TAs will need to search TrojanLearn for the module title. 3. Demonstrate for TAs how to access the e-book course text Lang (2008), “On course: a week-by-week guide to your first semester of college teaching.” 4. Inform TAs that the materials discussed during the pre-semester TA training session are available in Module 0 of the course in the LMS. 5. Address any related questions. |  |
| Activation of prior knowledge: Establishing authority |  |
| Based on the CET document Authority in the classroom  Prompt: In small groups of 3-4, each TA   1. Introduces themself to the other members of the group: name, department 2. Identifies a base of power (from Schrodt’s five bases described in the document) that they expect will be the easiest to employ 3. Identifies base that they expect they will have to put conscious effort into maximizing.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Classroom norms |  |
| Based on the CET document A menu of discussion norms  Directions:   1. Briefly get reactions from TAs to the list of suggested discussion norms and the idea of setting norms at the start of the course. 2. Lead group in selecting discussion/classroom norms for the current TA training course. This can be accomplished a number of ways. Whole-class discussion is possible, but also TAs could work first in small groups to suggest norm sets, then have the whole group select from the small-group suggestions. 3. Assign TAs to compose a set of discussion/classroom norms for the course/section they will be leading as a TA. This set of norms should be submitted to the facilitator, to earn credit for in-class work.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Handling disruption |  |
| This activity aims to help TAs predict practices that could help prevent or productively address disruptions caused by students. This discussion process gives TAs strategies to address disruptions, and an awareness of reasons why classroom disruptions may occur.  Directions:   1. As a whole group, brainstorm reasons (from the student point-of-view) why a student could become disruptive during class. List the reasons on a board or projected slide. Try to group reasons into 3-5 categories. Some examples: boredom, sense of unfairness, unclear instructions. 2. Break TAs into groups, one group for each category. Task each group with creating lists of    1. TA strategies that could prevent the disruption before it happens.    2. TA strategies that could address the disruption once it has started. 3. Ask each group to share their strategies.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding classroom management of which TAs should be aware. Point out local support resources, including important staff personnel. Take classroom-management questions from TAs or ask if they had any situations to address during their first day of class (if they already had a class session).  Preview of tasks to be completed before next session | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 2: Diversity and Inclusion** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * Lang (2008), “On course: a week-by-week guide to your first semester of college teaching” (pp. 188-194) * CET document Supporting International Students * TrojanLearn: American work culture and values * TrojanLearn: Communicating with a cross-cultural audience * USC Disability Services and Programs website | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Plan efforts to support diversity and inclusion |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: Identifying areas of support |  |
| Based on the CET document Supporting International Students  Prompt: In small groups of 3-4, each TA   1. Introduces themself to the other members of the group they didn’t meet yet: name, department 2. Identifies ways their course/section/lab/topic might challenge the views/values of international students and other populations of students. 3. List U.S. education system academic norms or values required for their course/section/lab/topic that may need explaining to international students or other populations of students.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Plans to support international students and other populations |  |
| Directions:   1. Using responses from the previous activity, TAs will sketch out their plans for communicating with international students and other student populations. 2. TAs work in small groups to create specifics of their plans. 3. Each group is asked to share with the whole class so that others may incorporate ideas shared into their own plans. Group offers constructive critique to plans.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Debriefing the first day through the lens of diversity and inclusion |  |
| This activity aims to help TAs debrief their first day of class/section/lab and/or first office hour through the lens of diversity and inclusion. This process gives TAs strategies to plan further efforts toward analyzing their assumptions and supporting diversity, inclusion, access, and equity.  Directions:   1. In small groups different from the ones formed earlier, TAs share some of the assumptions they made about their students before the first day and how their assumptions did or did not reflect reality. 2. TAs share a positive moment from their first class/section/lab and/or office hour. What made the moment a positive experience? Was the experience viewed the same way by all students/all those involved? How might you tell? How could a similar situation be made more positive for all next time? 3. TAs share a challenging moment from their first class/section/lab and/or office hour. What made the moment a challenging experience? Was the experience viewed the same way by all students/all those involved? How might you tell? How could a similar situation be made less challenging for all next time? 4. A selected representative from each group summarizes findings to share with the whole class.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 4:00  4:00  4:00  10:00 |
| Closing |  |
| Explain to students that they must prepare a 5-minute lecture on a topic of their choice, and be prepared to deliver the lecture at the next class meeting. Their lecture will be recorded for them to review as part of an activity.  Discuss local concerns, practices, or policies regarding diversity and inclusion of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs and recommend more comprehensive resources. Preview of tasks to be completed before next session. | 7:00  13:00  1:30 |
| Total class time | 110 min |

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| **Module 3: Academic Integrity and Presentation Skills** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * Students prepared 5-minute lecture on their specialty/research interest * TrojanLearn: Confident public speaking * TrojanLearn: Basic presentation skills: Creating a presentation * TrojanLearn: Handling difficult questions as a presenter * Purdue OWL site on creating effective PowerPoint presentations * Lang (2008), “On course: a week-by-week guide to your first semester of college teaching” (pp. 196-212) * USC policies on academic integrity and plagiarism * USC policies on preventing academic dishonesty * SJACS guide to academic integrity | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material * Local samples/anecdotes of violations of academic integrity * Recording device(s) to video record TA presentations, and plan to accomplish the required lecture recordings in the allotted time | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Set goals to improve presentations and public speaking |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: Public speaking goals |  |
| Prompt: In small groups of 3-4, each TA   1. Introduces themself to new members of the group they have not yet met: name, department. 2. Identifies at least one goal for improvement of their public speaking based on the flipped homework resources. 3. Shares some specific ways they plan to work toward their goal.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Plagiarism scenarios |  |
| Directions:   1. In small groups, have TAs summarize and present the main university policies regarding academic integrity and university protocols for addressing it. 2. Present local (departmental-specific) guidelines for academic integrity and school-level policies and protocols. 3. Provide anecdotal or real samples of violations of academic integrity that occurred locally. Have TAs brainstorm what protocol requires to be done in those situations. 4. TAs share ways in which they plan to model proper citation methods both when presenting/lecturing with/without slides, and sharing written samples with students.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Recorded lecture presentations |  |
| This activity aims to help TAs analyze their own public speaking skills and lecture presentations. Analyzing a recording of their own lecture may change the goals they originally stated for improving their skills in this area.  Directions:   1. Each TA will be recorded giving their 3-5 minute prepared lecture to the whole group. Depending on class size, this activity could take place over 2 class meetings, or lecture length presented could be reduced. 2. Each TA will be sent the video file to review as homework.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 37:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding presenting and/or academic integrity of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions. Preview of tasks to be completed before next session. | 5:00  1:30 |
| Total class time | 110 min |

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| **Module 4: Assessment** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * Video files of TA practice lectures recorded last session (provided by link/email directly to TA from facilitator) * Lang (2008), “On course: a week-by-week guide to your first semester of college teaching” (pp. 127-151) * CET document FERPA for TAs * CET document Assignment Description Template * Cognitive task analysis video | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material * Sample scenarios/anecdotes of grading cases requiring judgment calls/policy decisions | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Design assessments |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: Updating presentation goals |  |
| Prompt: In small groups of 3-4, each TA   1. Shares their experience watching themselves present a lecture on the video recording from last time 2. Identifies at least one goal to update from last time regarding improvement of public speaking and presentation skills based on reviewing their video. 3. Addresses how they plan to select images and content more reflective of the diversity of their students, and follow best practices recommended by Disability Services and Programs for providing descriptions of images and transcripts.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Assignment description |  |
| Based on the CET document Assignment Description  Directions:   1. TAs work individually to complete the assignment description template for one of the assignments to be given in their course/section/lab. 2. TAs exchange their completed assignment description with a peer. 3. The peer plays the role of a confused student and identifies 3 questions they have about the assignment description. 4. Some groups share what questions/confusion they had in common.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 10:00  15:00  10:00 |
| Break | 10:00 |
| Learning activity: Grading policies |  |
| This activity aims to help TAs know local and university policies for grading, such as FERPA. This activity gives TAs strategies to address grading cases relevant to policy.  Directions:   1. Facilitator introduces any local policies on grading (such as the program’s grading scale, what score indicates a pass/fail, etc.) and reviews university-level policy like FERPA, incompletes, etc. 2. Facilitator presents local cases/anecdotes/scenarios of grading cases where a policy judgement call is necessary. 3. TAs discuss in small groups how each grading scenario should be handled per policy.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding assessment and grading of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs or ask if they had any situations to address regarding assessment and grading. Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 5: Rubrics** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * CET website Sample rubrics * CET document Tips for Designing Rubrics * TrojanLearn: Optimizing your work/life balance: Maintaining your life balance * USC Kortschak Center website * USC Engemann Student Health Center Counseling Services website | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material * Sample assignment (ideally one designed using the Assignment Description Template) * Sample grading rubric for the assignment * Student sample work on the assignment | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Design a grading rubric |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: Work/Life Balance |  |
| Prompt: In small groups of 3-4, each TA   1. Discuss any challenges to maintaining a healthy work/life balance thus far in the semester, and what a “healthy balance” means to them. 2. Identify at least 3 campus resources that can provide support with work/life balance (examples: USC Mindfulness and Mindfulness app, Kortschak Center, Counseling Center, Engemann Health Center, etc.) 3. Groups share the resources with the whole class.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Grading rubrics |  |
| Based on the CET document Tips for Designing Rubrics  Directions:   1. Facilitator uses a sample assignment description (ideally one completed using the Assignment Description Template covered last time) and instructs TAs they will be making a grading rubric for the assignment. 2. TAs work in small groups, with each group assigned to complete a different requirement row of the grading rubric for the assignment. 3. Groups complete all description boxes for their requirement row. 4. Groups share the “A” or “Excellent” column descriptions with the whole class.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Norming session |  |
| This activity aims to help TAs learn to grade an assignment using a grading rubric during a norming session. Holding norming sessions in which a group of TAs use the same rubric to grade the same group of assignments and discuss their grading decisions is recommended to ensure consistency in grading, particularly across multiple sections of the same course.  Directions:   1. Facilitator provides copies of a sample of anonymized student work on an assignment and the grading rubric being used to assess the assignment. 2. TAs first work individually to grade the sample assignment using the rubric. 3. TAs then work in small groups to simulate a “norming session” where they discuss the grades they each gave the assignment and why. 4. Groups share benefits and challenges experienced from a “norming session” with the whole class.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding rubrics of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs or ask if they had any grading situations to address. Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 6: Active Learning** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * Lang (2008), “On course: a week-by-week guide to your first semester of college teaching” (pp. 104-117) * Essential learning theories video * Why students forget and what you can do about it article * Human motivation video * CET website Active learning resources * CET document on Effective groupwork * CET document on Mid-semester evaluations | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Select appropriate pedagogical strategies based on learning theory |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda. |  |
| Activation of prior knowledge: |  |
| Based on the CET Active learning resources  Prompt: In small groups of 3-4, each TA   1. Select an active learning activity from the provided resources that could be done in their course/section/lab to address an upcoming local topic in the schedule. 2. Groups discuss the merits and logistics of each activity and select one example they’ve been discussing to share with the whole class.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Selecting pedagogical strategies |  |
| Directions:   1. In pairs or groups, TAs list at least 1 skill students are attempting to master in their course/section/lab. 2. For each skill, groups propose at least 3 methods for increasing students’ long-term retention citing what they’ve learned about learning theory, motivation, and active learning to support their choices. 3. Groups select a representative to share the skill and its 3 appropriate methods for retention with the whole class.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Mid-semester evaluations |  |
| This activity aims to help TAs create actionable mid-semester evaluations for their course/section/lab.  Directions:   1. TAs individually brainstorm about what they would most like to know from their students about how the course/section/lab is going. 2. TAs then cull the list they brainstormed, cutting out any information that would not be actionable (such as soliciting opinion or satisfaction). 3. TAs finalize their list by selecting the top 3-5 actionable questions they could ask students that would result in the TA being willing and able to change something about the course/section/lab as a result of feedback. 4. TAs finally exchange questions with a peer, and the peer provides potential responses the TA may receive from students and possible course corrections that could be made as a result of receiving those comments.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding mid-semester evaluations of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs or ask if they had any situations to address. Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 7: Educational Technology** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) * Tell TAs they will need to bring a phone or tablet for recording a short video, and the device should have enough storage for doing so. Indicate how TAs in need of such a device can obtain a loaner one for this class session. | |
| Flipped content | |
| * CET document Introduce your course with a video * CET document Mobile devices in the classroom * CET document Implementing polling * CET document Recording video lectures * Rossier’s e-learning toolkit website * Access to Lynda.com (free via Blackboard, for training on the LMS, if desired) | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material * Mid-semester evaluation (3-5 actionable questions) | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Select appropriate technology for teaching |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (mid-semester evaluation and tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda. |  |
| Activation of prior knowledge: Technology policy |  |
| Prompt: In small groups of 3-4, each TA   1. Shares the answer to the following questions:    1. Based on provided, sample technology policies, and how you have seen/asked students to leverage technology in your course/section/lab thus far, what changes would you make to your technology policy next time you taught?    2. What considerations will you need to address to ensure digital equity for the rest of the semester and next time you teach? (example: state where students can obtain a loaner laptop or required software) 2. Several groups have a spokesperson share with the whole class.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Record a welcome video |  |
| Based on the CET resource Introduce your course with a video  Directions:   1. TAs use the CET resource to script a welcome video for either the second half of the semester, or the next time they teach/lead a course/section/lab. Alternately, TAs can use the welcome video as an explanation of their research to share with students. 2. After scripting their videos with the provided template, TAs work in pairs to record their videos with their own devices. 3. After recording their videos, TAs work in the same pairs to review each other’s videos using the provided peer feedback template in the CET resource.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Educational technology investigation |  |
| This activity aims to help TAs explore educational technology they may want to introduce or experiment with the next half of the semester, including the LMS, apps, and websites.  Directions:   1. TAs are divided into 3 larger groups, and each group is assigned to investigate a different type of educational technology: the LMS used in their program (likely Blackboard), educational apps, and educational technology websites. 2. Each group identifies/shares at least 3 new features of the LMS they would like to use/learn, 3 new educational apps that can be leveraged for active learning to practice a particular target skill, or 3 websites featuring educational technology (examples: infographic makers, animated video creation tool, word cloud generator, polling software, etc.) 3. Groups provide evidence to why these technologies would support the learning objectives and help students practice target skills or retain information more effectively than not using them. 4. Groups share their favorites with the whole class to generate a list of features and tools to try.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Save time for students to complete the short mid-semester evaluation. Discuss local concerns, practices, or policies regarding educational technology and tech policies of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs or ask if they had any situations to address. Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 8: Reducing Bias** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * Interrupting microaggressions * USC School of Social Work's Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege website | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material * Summary of feedback from mid-semester evaluation * Copy of school’s Five-year Plan for Diversity and Inclusion | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Devise strategies for addressing bias incidents in the classroom |  |
| Agenda | 0:30 |
| 1. Introduction to the Institute 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: Review of mid-semester evaluation feedback |  |
| Based on summary of mid-semester evaluation feedback   1. Facilitator shares 3-5 items from the mid-semester evaluation of this course and what the plans are for making related changes to the course based on the feedback. 2. In small groups, TAs discuss feedback they received from giving their own mid-semester evaluations and how they plan to implement changes to their courses/sections/labs. 3. Several TAs share their implementation plans with the whole class.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Addressing the impact of bias in the classroom |  |
| Directions:   1. Each TA is given a notecard and asked to write about an incident of bias they experienced in the classroom, either as learners or leaders. (Examples might include stereotype threats, microaggressions, or when an instructor mishandled a race, gender, or other identity-based moment in class). 2. Facilitator collects notecards and selects one at random to read aloud. 3. TAs work in small groups to discuss the selected incident they just heard and identify how the instructor could have handled the moment better. 4. Facilitator repeats the exercise selecting several more cards at random for TAs to discuss and report back on in their groups.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: School’s Five-year Plan for Diversity and Inclusion |  |
| This activity aims to help TAs see the role they play in their school’s Five-Year Plan for Diversity and Inclusion.   1. Facilitator introduces the main tenets of their school’s Five-Year Plan for Diversity and Inclusion and the progress made thus far toward reaching the stated goals. 2. TAs are asked to identify and share contributions they feel they make/can make in support of their school’s plan and what that actually looks like in daily practice. 3. TAs work in small groups to plan at least one other action or step to implement in service to their school’s plan for the remainder of the semester.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding the school’s Five-Year Plan for Diversity and Inclusion of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs or ask if they had any situations to address. Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 9a: Leading Discussions** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * CET website resources (items under the Discussions heading) * CET website Challenging Discussions module videos | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * [insert learning objective related to local needs for discussion leading/office hours] |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: |  |
| Based on the CET document Discussion types  Prompt: In small groups of 3-4, each TA   1. Contributes which type(s) of discussion are most appropriate for their course/section. 2. Selects a type of discussion they have not tried yet, but would like to try.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Challenging Discussions |  |
| Based on the CET resource Challenging discussions and document Disarming upset students  Directions:   1. Facilitator replays the classroom scenarios modules from the Challenging Discussions resource and pauses to debrief each part with discussion questions, such as: What could the instructor have done to prevent this situation? What could the instructor have done better in the moment? 2. TAs work in pairs to role play how they would have used the suggested steps to disarm the given situations. One TA plays the instructor while the other TA plays the upset student. 3. Several pairs share their experience with the whole class.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Strategic questioning |  |
| This activity aims to help TAs who lead discussions that touch on personal or social change to plan a discussion using strategic questioning techniques, based on the CET document Strategic questioning techniques. If TAs will not be leading such discussions, then the facilitator can adapt the activity according to local needs.  Directions:   1. TAs work individually to identify the topic of their next discussion and select appropriate questions from the provided list of strategic questions that would suit their discussion. 2. TAs adapt/edit the selected questions to fit the topic of their discussion. 3. TAs exchange the questions they have planned for their discussion with a peer who is responsible for providing feedback and adding at least one additional question.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding discussion-leading of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs or ask if they had any situations to address. Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 9b:Leading Labs** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * TrojanLearn: First time manager: Understanding a manager’s role | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * [Insert learning objective related to local needs for lab leaders/managers] |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: First-time managers |  |
| Prompt: In small groups of 3-4, each TA   1. Shares what has been the most challenging aspect of being a lab leader or lab manager thus far and how they addressed it. 2. Shares how their (new) position of power/privilege as a leader/manager has influenced their relationship with students/other TAs for the better or worse. 3. Several groups share with the whole class.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Departmental lab training |  |
| Directions:   1. TAs working in/managing labs have received required lab training, and are asked to recall what they feel were the 3 things they learned from training that have been most applicable/helpful to their semester thus far. 2. TAs then work in small groups to identify 3 additional items they would add to the required lab training due to situations that have arisen with students/other TAs during the semester thus far. If their suggestions could not be incorporated into the general training, how would they still make sure students received the information? 3. Several groups report back to the whole class their suggestions to improve training.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Improving communication |  |
| This activity aims to help TAs who lead or manage labs to set goals for improving communication with other TAs, students, and faculty since labs may often feel like very separate or isolated parts of a course. If another topic better suits local needs, this activity can be adapted or replaced.  Directions:   1. TAs brainstorm individually 3 areas where they feel communication has not been as clear as it should be. (Examples include when communicating safety/hazards/emergency situations with students, better relating the day’s work to the week’s topic, grade norming with other TAs for lab grades and reports, or updating the professor on student progress, etc.) 2. TAs share with a peer their 3 identified areas to work on for communication. 3. Together the pairs come up with specific steps they can take over the rest of the semester to improve communication in the indicated areas.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding leading or managing labs of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs or ask if they had any situations to address. Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 9c: Grading** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * None | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * [Insert locally-relevant learning objective required for TAs in the role of reader/grader] |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: Grading challenges |  |
| 1. TAs share in small groups what has been their greatest challenge thus far in the semester with grading student work. Were any of the challenges related to cultural considerations? (examples: using a red pen to correct work can be viewed negatively by some students, or the concept of plagiarism for students new to a U.S. academic setting) 2. TAs share in the same groups how their position of power/privilege as a grader has impacted their relationship with students for better or worse. 3. Several groups share out with the whole class.     *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Volunteered responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Grading with local norms and requirements |  |
| Directions:   1. Facilitator revisits local norms and requirements for TAs who are readers/graders such as program-wide grading rubrics, grading scales, comment or feedback format/style. 2. In small groups, TAs express the most helpful and most challenging aspects of the local norms and requirements for how grading should be accomplished. TAs also indicate how they overcame the challenges. Additionally, TAs offer suggestions for updating local norms and requirements that would reduce challenges in future. 3. Several groups share their most helpful/challenging aspects, and their suggestions for updating norms to reduce challenges in future.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time, ensures that TAs submit their in-class work* | 5:00  20:00  10:00 |
| Break | 10:00 |
| Learning activity: Planning new methods of feedback |  |
| This activity aims to help TAs who are in the role of reader/grader to streamline their workload and experiment with new methods of providing feedback.  Directions:   1. In three larger groups, TAs will be assigned one way that their grading might change for the better: using technology, changing feedback style, or communicating about assignment design/rubric. 2. One group brainstorms 3 new technologies they could try for grading (such as Turnitin, Blackboard gradebook/other features, video feedback, etc.). The second group brainstorms 3 new feedback styles they could try for grading (such as saving a list of common feedback/recurring comments to cut and paste from, offering to meet students for quick face-to-face feedback, or using more positive feedback.) The last group brainstorms 3 ways they could communicate with the instructor/students about the assignment or rubric before the work is due that might clarify requirements for students and lead to better quality work products to grade. 3. A representative from each group shares out to the whole class.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding grading of which TAs should be aware. Point out local support resources, including important staff personnel. Take questions from TAs or ask if they had any situations to address. Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 10: Peer Evaluation Part I** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * CET document Peer evaluation rubric * TrojanLearn: Giving constructive criticism | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material * One hardcopy of the Peer evaluation rubric for each enrolled TA | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Conduct peer evaluation |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: |  |
| Based on the Peer evaluation rubric  Prompt: In small groups of 3-4, each TA   1. Selects an item from the Peer evaluation rubric that they expect to be one of their strengths. 2. Selects an item from the Peer evaluation rubric that they expect to be one of their weaker points. 3. Contributes their conclusions to the whole class.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: each group of TAs has a volunteered member list the strengths and weak points contributed by their members (without making attributions to individual members).  Facilitator points out any common responses.  Key points to reinforce: Identify and address misconceptions, questions. | 5:00  5:00 |
| Learning activity: Planning peer evaluation | 20:00 |
| Directions:   1. Facilitator introduces procedure for performing peer evaluations. This will require TAs to visit each other's classes and use the Peer evaluation rubric to score each other. It is recommended that details of observation are reviewed, such as    1. Observer will not speak or otherwise interact directly with students in the class    2. Observer will arrive before the class begins and stay until after the class ends    3. Observer will sit where instructed by the TA being observed    4. Observer will not discuss their observation notes/conclusions with the TA being observed until the next class session in two weeks 2. Facilitator explains that the next week’s session will not be held. Instead, TAs will use their time that week to perform peer evaluations. 3. TAs sign up for/organize their observation visits to each other’s classes. 4. If desired, facilitator can instruct TAs to submit their observation rubric and notes (to ensure that observations are performed, and on time for the next face-to-face meeting in two weeks.) 5. Facilitator fields questions from the TAs regarding the observation process. |  |
| Break | 10:00 |
| Learning activity: Performing classroom observation |  |
| TAs will practice using the Peer evaluation rubric by performing evaluation of the TA Training Course facilitator.    Directions:   1. Course facilitator ensures that each TA has a copy of the Peer evaluation rubric. Facilitator explains that the TAs should evaluate the facilitator with the rubric during the upcoming lesson/activity. Point out that not every item on the rubric will be relevant in this abbreviated lesson. 2. Facilitator leads a short (15-minute) lesson or activity. During this time, TAs are filling out the observation rubric. 3. Once the model lesson/activity is finished, TAs review their scoring in small groups, making notes on the items on which they agreed and those on which they disagreed. 4. Facilitator leads a discussion of the TAs experience using the rubric, and items for which the TAs found disagreement.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  15:00  7:00  10:00 |
| Closing |  |
| Facilitator continues to finalize sign-ups for TA visits to each other’s classes during the next week. Every TA should have one visitor observing them. Remind TAs that they will not meet for class in the next week, but use that time to perform peer evaluations before the next class session in two weeks. Remind TAs to bring their completed observation rubrics to the next class session.  Take questions from TAs. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 11: Peer Evaluation Part II** |
| Note |
| This week does not have an in-person meeting. TAs should be using their time this week to perform peer evaluations. |

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| **Module 12: Peer Evaluation Part III** | |
| Facilitator preparation | |
| * Review syllabus * Secure any needed materials (see list below) | |
| Flipped content | |
| * None | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material * Index cards | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Conduct peer evaluation (cont.) |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction to course | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: Observation experience |  |
| Prompt: In small groups of 3-4, TAs reflect on their experiences observing others and being observed by others.   1. Group selects a recorder to take notes to later share out to the whole class. 2. TAs share their feelings about being observed and evaluated by a peer. 3. TAs share their feelings about performing observation of a peer.   *Facilitator monitors groups, listens, takes notes, keeps time*  Debrief: Group recorders summarize the feelings felt by TAs when observing and when being observed.  Key points to reinforce: Identify and address misconceptions, questions. | 7:00  7:00 |
| Learning activity: Reviewing a peer observation rubric |  |
| Directions:   1. Each TA provides their completed observation rubric and notes to the TA whom they observed. If observations were reciprocal, have TAs sit together in their observation pairs. 2. Each TA reviews the rubric and notes provided to them, making notations about items that were of particular interest to them. If observations were reciprocal, and they are sitting in their observation pairs, TAs may discuss the notes provided to them. 3. On an index card, each TA writes one question for their observer based on the contents of the rubric/notes. Note cards may not be needed if observations were reciprocal and TAs are already seated in pairs discussing. 4. Each TA hands their question card to the TA who observed them. TAs write answers on the cards and return them to the TA they observed.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time* | 5:00  10:00  3:00  10:00 |
| Break | 10:00 |
| Learning activity: Peer evaluation debrief | 25:00 |
| Facilitator leads discussion of the peer-observation process. This discussion will be variable, based on the experiences of the TAs and the aspects of observation that invoke the strongest responses. Typical observation aspects warranting discussion include   1. The observation process itself 2. The Peer observation rubric, the items included, and the items not included 3. The feedback they received 4. Practical strategies for improving performance on specific items |  |
| Closing |  |
| Discuss local concerns, practices, or policies regarding peer evaluations of which TAs should be aware. Take questions from TAs or ask if they had any situations to address.  Preview of tasks to be completed before next session. | 20:00  1:30 |
| Total class time | 110 min |

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| **Module 13: Self Evaluation** | |
| Facilitator preparation | |
| * Review syllabus * Review flipped content * Secure any needed materials (see list below) | |
| Flipped content | |
| * CET documents on Rogers’ reflective cycle * USC evaluation of teaching assistant survey questions (for lab, lecture, and discussion sections) | |
| Materials needed for class session | |
| * Room with projector and internet, and laptop, if projecting material * Poster paper, tape, and markers if a large whiteboard is not available | |
| Welcome | 0:30 |
| Facilitator greets participants and reminds them of the day’s topic |  |
| Lesson objective(s) | 0:30 |
| By the end of this session, TAs should be able to:   * Conduct self evaluation |  |
| Agenda | 0:30 |
| 1. Introduction 2. Activation of prior knowledge related to flipped content (homework) 3. Learning activities related to the topic 4. Closing (tasks for next time) |  |
| Introduction | 10:00 |
| 1. Make any course or departmental announcements 2. Debrief or review any necessary points from last time 3. Go over the agenda |  |
| Activation of prior knowledge: Reflection-on-action |  |
| Based on the CET resources on Rogers’ reflective cycle. Around the room, set up four stations, each labeled with one of the four steps in Rogers’ reflective cycle. This can be separate areas of a whiteboard or large sheets of paper positioned around the room on tables or up on walls. At each, provide markers for TAs to write with. At each station, write the title of the step in the process and one question. Each TA will write one answer at each station.   * Presence in experience: What makes it difficult to be “present” when teaching? * Description of experience: What perspectives can/should be considered when describing a classroom experience? * Analysis of experience: What theories of learning or classroom management do you use or believe in? * Experimentation: What are some risks that can prevent teachers from experimenting to improve the classroom experience?   Prompt:   1. Have each TA review the infographic on Rogers’ reflective cycle, keeping in mind the questions posed at the stations. 2. TAs get up and visit each station, writing one answer at each station.   *Facilitator monitors TAs, takes notes, keeps time*  Debrief: Facilitator rotates through each station and discusses the posts made by TAs at each station.  Key points to reinforce: The value of self-reflection, strategies to overcome barriers to change, identify and address misconceptions, questions. | 5:00  10:00  20:00 |
| Break | 10:00 |
| Learning activity: Self-evaluation |  |
| This activity aims to help TAs create actionable plans for improving their teaching practice.  Prompt: In small groups of 3-4, TAs reflect on their TA experiences over the past semester.  Directions:   1. TAs decide on the area in which they have achieved the greatest personal improvement/growth as a TA. 2. TAs decide on one “experiment” they would like to try during their next TA assignment. This should be a concrete action that can be objectively verified, not a vague statement such as “be more thoughtful” or “work harder.” 3. TAs share their decisions with their group and together select one response from each prompt to share with the class.   *Facilitator monitors groups, listens, takes notes, answers questions/corrects, keeps time*  Debrief: Facilitator has each group contribute their findings, and facilitates conversation as time allows. | 5:00  7:00  10:00 |
| Closing |  |
| Discuss local concerns, practices, or policies regarding administering student course evaluations. Reference the USC evaluation of teaching assistant survey questions provided in the flipped resources.  Point out local support resources, including the CET Future Faculty Institute.  Take questions from TAs or ask if they had any situations to address, particularly regarding final course grades. Review relevant end-of-semester processes or policies. | 10:00  3:00  18:30 |
| Total class time | 110 min |