GETTING STARTED AS A CHEMISTRY/BIOCHEMISTRY TEACHING (INSTRUCTIONAL) ASSISTANT (TIA)

PRE-TEACHING CHECKLIST

☐ Read over your appointment letter and finalize the hiring process; Enroll in *CHEM 195* or *CHEM 500* and *CHEM 509*.
☐ Contact the course instructor to arrange a pre-quarter meeting to discuss the details listed below.

Course content and structure:

- Course and instructor policies / preferences
- Course materials and resources, including library reserves and course website (TritonEd/Canvas or other)
- Enrollment pre-requisites and caps, as well as students' backgrounds
- Schedule of lecture/lab topics, homework/lab write-ups, exams, etc.
- Assessment types (tests; quizzes, papers, etc.), formats (multiple choice, short/long answer), frequency

Your role(s) and responsibilities:

Course Lectures

- Are you required to attend (and participate in) course-related lectures? If so, on what should you focus during lectures and/or how will you contribute to the teaching/learning activities?
- Will you be responsible for creating, copying or distributing lecture handouts?
- Will you be responsible for assisting with classroom technology and/or picking up, setting up, and/or returning any equipment or materials (such as classroom demos)? If so, what are the specifics?

Sections or Labs

- What is the function of the T(I)A-led discussion section in relation to lectures? Is there a specific format (adjunct lecture, problem-based, or other) or set of activities you are expected to implement?
- Will you have an opportunity to perform lab experiments in advance of the students?
- Are you required to create and/or give quizzes, collect homework, or distribute assignments/worksheets during section or lab? If so, will the instructor and/or the T(I)As (collectively, individually) design these? If it is your responsibility, what are the guidelines for these assessments (length, type of questions, total points, etc.)? When should you administer quizzes or collect homework or lab reports? Should you provide solution keys to these assessments?
- Does the instructor expect you to enforce a particular attendance policy?
- How should you handle requests from students who miss sections/labs or course assessments?
- Are there any students who may require classroom/lab or exam accommodations (as documented by an OSD-generated Authorization for Accommodation (AFA) letter given to the course instructor) or who may have other conflicts? If so, what are these accommodations and how will they be implemented?
- Will you be expected to give a participation grade to students? If so, what are the parameters?
- How much guidance or feedback can you provide students on graded assessments?

Grading

- Will you be responsible for grading quizzes, exams, lab reports, or other assessments?
- How much time will you have to grade and return materials?
- How should you record grades? Is there a desired format?
- How will students receive their grades – in section/lab, in lecture, via TritonEd?
- How should graded materials be returned to students? What should you do with student work that is not collected?
- What are the course/instructor policies for late or missed quizzes/papers/assignments or labs?
- What is the procedure for re-grades?
- What steps should you take if you suspect a student has violated the academic integrity code?
- How should grade forms be handled? What is the deadline for submitting these to the instructor?

Preparations for Exams and Other Assessments; Proctoring

- Will you be responsible for hosting a review session before an exam? If so, when and in what format?
- Will you be responsible for creating, copying or distributing review materials?
- Will you be expected to contribute questions to and/or to proofread exams/assignments/etc.?
- Who will be responsible for copying, picking up, sorting, and/or distributing exams/assignments/etc.?
- What are the protocols for proctoring exams? How will OSD-accommodated exams be handled?

Before the end of your T(I)A/instructor meeting or as follow-up, be sure to:

- ☐ Set a time and location for regular meetings and/or determine best ways of communicating with the course instructor and other T(I)As
- ☐ Get the contact information for other T(I)As and instructional staff associated with the course
- ☐ Request a copy of the course syllabus and rosters for your section(s)
- ☐ Enroll in the TritonEd or CANVAS course (https://coursefinder.ucsd.edu) as a T(I)A

- ☐ Sign out a copy of the relevant instructional materials (textbook, manuals) and keys from our Student Affairs Office*
- ☐ Review the course materials and course syllabus
- ☐ Set or sign up for office hours (or CHEM 6/Help Room, York 4020A/B) and notify the course instructor
- ☐ Visit the classroom(s) or lab(s) in which you'll be teaching and familiarize yourself with the design, available instructional aids (periodic tables? projectors?), instrumentation, safety features, etc.
- ☐ Talk with experienced/past TAs, who can provide helpful insights about the course, as well as sample teaching materials
- ☐ Create your first-day lesson plan
- ☐ Copy handouts for the first day (e.g. a student information sheet)*

* To make a small number of photocopies and for other teaching resources (e.g. chalk, markers), visit the Student Affairs Office in York 4010. Hours: Monday-Friday 8:30am-12:00pm and 1:00pm-4:00pm.

TIME MANAGEMENT: PLAN YOUR T(I)A SCHEDULE

Use the planner below to brainstorm and review the tasks that you will need to complete as a TA, indicating how much time they will take each week in the space provided.*

	Week 0	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Attend and participate in lectures						
Prepare for section or lab						
Facilitate section or lab						
Prepare for and hold office hours						
Answer student e-mails/TritonEd posts						
Write/grade assignments/quizzes						
Hold review sessions						
Proctor exams						
Grade larger assignments, exams						
Attend TA/instructor meetings						
Total Hours:						

	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	**Finals**
Attend and participate in lectures						
Prepare for section or lab						
Facilitate section or lab						
Prepare for and hold office hours						
Answer student e-mails/TritonEd posts						
Write/grade assignments/quizzes						
Hold review sessions						
Proctor exams						
Grade larger assignments, exams						
Attend TA/instructor meetings						
Total Hours:						

* For a graduate T(I)A, a total workload of 184 hours (42% time) over 11-12 weeks averages to 17 hours/week. For an undergraduate tutor, a total workload of 110 hours (25% time) over 11-12 weeks averages to 10 hours/week.