LS 495: Preparation for College-Level Teaching in the Life Sciences

Class Time: Wednesdays from 4-5:50 pm
Location: Kaplan Hall 169
CCLE course website: https://ccle.ucla.edu/local/ucla_syllabus/index.php?id=80134

Welcome to Our Course

This 495 TA training course is designed for graduate students who are teaching assistants (TAs) in the Life Sciences Division. This course is to be taken concurrently with the term in which you are teaching for the first time in the division. The pedagogical knowledge, instructional methodologies, and peer observation strategies covered in this course are suitable for teaching in large enrollment undergraduate courses with secondary sections overseen by TAs (i.e., discussion sections, laboratory sections, computational laboratory sections). With an emphasis on creating inclusive learning environments for our students, topics in this course will include active learning, peer instruction and other collaborative or group activities, reflective teaching models, assessment and course design approaches that promote transparency and equity in the classroom. This course also provides resources to support your lifelong learning and ongoing professional development as a teacher, a scientist, and a science communicator. By the end of this course, you will have observed and collected a portfolio of instructional materials and approaches to apply in your own courses now as a TA and in your future career. You should also leave with knowledge about the literature supporting the merits of student-centered teaching practices as a means to promote the academic success and persistence of all UCLA undergraduate students.

Pre- or Co-requisites for Our Course

(1) All TAs: Enroll in course 375, Teaching Apprentice Practicum, to earn credit for your TA-ship and have it documented on your UCLA transcript. Please enroll in the 375 course corresponding to the instructor for the course in which you have been assigned a TA. If you TA multiple quarters, you need to enroll in this course every term.

(2) All TAs: Please complete the Pre-Quarter TA Training Essentials Workshop on Wednesday, September 25, 2019 from 9 am - 12 pm in 169 Kaplan Hall. Details and link to registration form can be found on our course CCLE site. If you are unable to attend the Essentials Workshop, please attend the Campuswide TA Conference offered by UCLA’s Center for the Advancement of Teaching (CAT) on September 23-24, 2019. We recommend the following three workshops: (1) Making the First Day Count, (2) Nuts & Bolts of Lesson Planning, and (3) Time Management. You are of course welcome to attend as many of the other workshops as your schedule permits! A full program description and a link to the registration
form can be found on the CAT website: https://www.teaching.ucla.edu/tatp/ta-conference.
Please bring your Bruin UID card to swipe in to record your attendance so it can be verified.

We’d also like to draw your attention to several other workshops offered during the academic
year that may help you in your teaching:

- **Disabilities and Inclusive Design Training** offered through UCLA's Office of
  Information Technology, Disabilities, and Computer Program. For more information
  about each workshop and to register click here). All events are available via Zoom if you
  can't attend them in person.
- **CIRTL Network Online Training Courses & Workshops** on the CIRTL@UCLA
  website. Register for the CIRTL network here.

If you identify other opportunities for training related to your teaching (in person or online),
please email us so we can alert the entire class of the opportunity.

(3) LS Core TAs only: Please review the TA Information and Expectations booklet provided
by the LS Core staff. It contains resources and other information about the fundamentals of and
logistics concerning your TA experience in the LS Core. If you did not receive a copy of these
materials, please contact our LS Core SAO, Lily Yanez (lyanez@lifesci.ucla.edu).

### About Our Instructors

We have a teaching team collaborating in the design and facilitation of this course. We will take
turns leading instruction each week. Here is the team!

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Sanders O'Leary, Ph.D.</td>
<td>Director, Center for Education Innovation &amp; Learning in the Sciences (CEILS); Adjunct Associate Professor, Dept. of Microbiology, Immunology, &amp; Molecular Genetics (MIMG); Academic Administrator, Life Sciences Core Education Dept.</td>
<td>Hershey Hall 228</td>
</tr>
<tr>
<td>Rachel Kennison, M.S.W., Ph.D.</td>
<td>Associate Director for Professional Development and Student Engagement, CEILS; Adjunct Assistant Professor, Dept. of Ecology &amp; Evolutionary Biology; Program Director, Center for the Integration of Research, Teaching and Learning (CIRTL); Academic Administrator, Life Sciences Core Education Dept.</td>
<td>Hershey Hall 226</td>
</tr>
<tr>
<td>Todd Kimball, M.S.</td>
<td>Graduate Student, Molecular, Cellular, and Integrative Physiology (MCIP)</td>
<td>n/a</td>
</tr>
<tr>
<td>Jiayan (Jane) Zhang, B.S.</td>
<td>Graduate Student, Molecular Biology Institute (MBIDP), Department of Microbiology, Immunology and Molecular.</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Communicating with the Instructional Team

**Office Hours:** Please contact the relevant instructor via email to schedule an appointment. We will coordinate with you to schedule a time that works for both of us.

**Communication via Online Discussion Forum on CCLE:** If you have questions about the course, assignments, due dates, or other concerns (including notifying instructors of anticipated absences), please do the following:

1. Check the syllabus and previous posts on CCLE for possible answers to your question(s).
2. Post your question *publicly* on CCLE if it is not a private issue so others can benefit from the answer provided by the instructional team.
3. If the first two options aren’t helpful in addressing your particular question or concern, please send the relevant instructor a private email message.

Our Inclusive Learning Environment

UCLA values diversity and inclusion. We expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify us as soon as possible. Students with a disability are also welcome to contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255 to discuss a range of options to removing barriers in the course, including accommodations.

Other resources supporting UCLA graduate students include the Graduate Student Resource Center (http://gsrc.ucla.edu/), the Bruin Resource Center (http://www.brc.ucla.edu/), the Career Center (http://www.career.ucla.edu/), and CareerHub, a professional development resource to which you can subscribe and get notifications of campus events (http://grad.ucla.edu/careerhub/). We encourage you to explore the variety of services these campus centers provide and also let us know of other resources we could share with your graduate student peers at UCLA.

Campus resources designed to support your teaching development include:

- **Annual TA Conference** (https://www.teaching.ucla.edu/tatp/ta-conference), organized by UCLA’s Center for the Advancement of Teaching (CAT) and designed to provide pedagogical training and resource information for both new and continuing TAs.
- **The Center for the Integration of Research, Teaching, and Learning** (cirtl.net). UCLA is a member of CIRTL and supports a local learning community of graduate students and postdocs interested in learning more about effective teaching strategies and the research that supports them. More information about our local CIRTL@UCLA programming can be found on the website (https://cirtl.ceils.ucla.edu/).
● **UC Berkeley Teaching Guide** ([http://gsi.berkeley.edu/teachingguide/tghome.html](http://gsi.berkeley.edu/teachingguide/tghome.html)), which is designed to support graduate student TAs at various stages during their teaching appointments. Note that some of the context for resources is specific to UC Berkeley.

● **Stanford Teaching Commons** provides practical resources for how to be an effective TA ([https://teachingcommons.stanford.edu/ta-support/being-ta](https://teachingcommons.stanford.edu/ta-support/being-ta)). Some of the context for these resources is specific to Stanford but the principles apply to UCLA classrooms.

We urge you to explore these resources, and also let us know of other teaching development materials you learn about that we could share with our class.

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**What You will Learn in this Course**

**Foundational Knowledge:** You will acquire foundational knowledge about learning theory, course design, and evidenced-based teaching techniques in order to foster an inclusive learning environment.

Upon completion of this course, you will be able to:

- **Recognize** various theories on how learning works and what makes teaching effective.
- **Describe** the four principles of learning.
- **Distinguish** between growth and fixed mindset.
- **Examine** the evidence from education research that supports the use of specific teaching practices and learning strategies.
- **Describe** the process of backwards design and its role in aligning learning outcomes with assessments and class activities.
- **Explore** the barriers to student learning (e.g., implicit bias, microaggressions).
- **Differentiate** between constructive and destructive feedback.

**Application:** You will apply new knowledge of evidence-based teaching techniques through deliberate practice informed by multiple feedback opportunities.

Upon completion of this course, you will be able to:

- **Develop** and **distribute** learning community guidelines for your class that promote the inclusion of diverse perspectives in the classroom.
- **Act** to interrupt microaggressions and other manifestations of implicit bias.
- **Proactively address** common challenges that arise during TAships, such as grading policies, instructor interactions, and academic integrity, in a mindful and inclusive manner.
- **Implement** teaching strategies that incorporate active learning and group activities such as wait-time, think-pair-share, stretch it, and other student-centered techniques.
- **Implement** teaching techniques that foster collaboration and address classroom inequities through group activities.
- **Identify** strategies to structure groups effectively and equitably.
**Provide** a teaching strategy that puts the four principles of learning and attention to growth mindset into action for your course.

**Differentiate** between formative and summative assessment strategies and how they support student learning by providing opportunities for interaction, practice, and feedback.

**Identify** equitable grading practices and approaches to providing students feedback.

**Analyze** whether classroom activities and exam questions are aligned with course learning outcomes.

**Implement** strategies to improve alignment between learning outcomes, activities, and assessments.

**Describe** differences between warm, cool and hard feedback and **apply** them when conducting observations of peers.

**Practice** providing feedback using an observation protocol.

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**Integration:** You will integrate your learning from this course to improve other aspects of your graduate education and support your overall professional development as a scientist.

Upon completion of this course, you will be able to:

- **Identify** the elements that describe a successful graduate student.
- **Recognize** that you are learning transferable skills such as scientific reasoning, making evidence-based teaching decisions, deliberate and reflective practice, and communicating effectively.
- **Recognize** the broad application of giving feedback in your teaching and career.
- **Explore** opportunities by which to expand your training in teaching development and practice inclusive teaching strategies.

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**Human Dimension:** You will develop new insights and awareness about your own perspectives and experiences and how these impact your interactions within the UCLA community and society.

Upon completion of this course, you will be able to:

- **Consider** ways to mitigate your own biases.
- **Reflect** on dimensions of personal identity.
- **Identify** characteristics of your personality that influence how you interact in a group setting, thus strengthening your ability to facilitate group work with diverse individuals.
- **Employ** reflective practice when justifying own choices for teaching.
- **Reflect** on your own identity as a graduate student.

**Caring:** You will reflect on your potential to have a large positive impact on student success in your role as a TA at UCLA.

Upon completion of this course, you will be able to:
• **Reflect** on systemic biases and its disproportionate effect on student learning.
• **Recognize** how constructive and deconstructive group behaviors can either positively or negatively impact student success.
• **Explain** the growing importance of skilled TAs as crucial educators and facilitators for an increasingly diverse student body at UCLA.

**Learning How to Learn (Metacognition):** You will explore and reflect on which strategies for teaching, learning, and communication are most effective for you and for your students.

Upon completion of this course, you will be able to:

- **Prompt** students to think about practices that are effective for their learning in and out of the classroom.
- **Develop** reflective practices that allow you to assess and become more aware of the strengths and weaknesses of your own teaching.
- **Reflect** on the purposes of assessment.
- **Reflect** on feedback given to you about your teaching.

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**Weekly Schedule**

**WEEK 1: ESTABLISHING OUR LEARNING COMMUNITY & TEACHING IDENTITY**

<table>
<thead>
<tr>
<th>Date</th>
<th>October 2, 2019</th>
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</table>
| **Pre-Class Assignments** | **Readings:** Cooper *et al.* (2017) *What’s in a Name? The Importance of Students Perceiving That an Instructor Knows Their Names in a High-Enrollment Biology Classroom.* *CBE-Life Sciences Education* 16: ar8, 1.  
| In-class Topics & Activities | **PRE-CLASS SURVEY**  
Introductions  
Establishing Community Agreement for an Inclusive Classroom (Ground Rules for our LS 495 Learning Community)  
Why Teaching Matters  
  • Establishing a Teaching Identity |
- Concept map (UPLOAD TO CCLE BEFORE YOU LEAVE CLASS)
- Course/Syllabus Overview & Expectations
- Guiding Principles for Productive Interactions with Your Instructor
- Planning for Peer Observation Project
  - Find a partner in the class and schedule your first video recording for classroom observation project.
- Overview of Lesson Planning Project
  - Note: This assignment is only for those TAs not teaching this term.

<table>
<thead>
<tr>
<th>Post-Class Assignments</th>
<th>Begin Classroom Observation Project #1: Find a partner in the class and schedule dates during weeks 2-4 to video record one another for classroom observation project.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Begin Lesson Planning Project: Review the instructions for the Lesson Planning Project posted on CCLE. Help peers with video recording assignment.</td>
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**WEEK 2: HOW STUDENTS LEARN**

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<tr>
<th>Date</th>
<th>October 9, 2019</th>
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**Pre-Class Assignments**

- **Readings:**
  - Canning et al. (2019) *STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes*. *Sci. Adv.* 5: eaau4734.

- **CCLE Assignment**
  - Submit responses to reflection questions.

**In-class Topics & Activities**

- Core Principles of Learning (first three- we do 4th principle in week 5)
  - Prior Knowledge
  - Organization of Knowledge
  - Motivation (Fixed vs. Growth Mindset)
- How Motivation Drives Student Engagement & Success in STEM
- Developing a Teaching Philosophy - Brainstorming Your Ideas on Teaching

**Post-Class Assignments**

- **CCLE Assignment**
  - Submit the first draft of your teaching philosophy.
# WEEK 3: ACTIVE LEARNING

<table>
<thead>
<tr>
<th>Date</th>
<th>October 16, 2019</th>
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<tbody>
<tr>
<td><strong>In-class Topics &amp; Activities</strong></td>
<td>A Toolkit for Active Learning Inquiry-based Activities for Labs Practice Perfect!</td>
</tr>
<tr>
<td><strong>Post-Class Assignments</strong></td>
<td><strong>CCLE Discussion Forum (Teaching Reflection)</strong> Pick 1-2 active learning strategies that you want to try. Briefly explain your choice (i.e. consider what you want students to be able to do in a class and how this technique will help demonstrate what they have learned) <strong>Ongoing Classroom Observation Project #1:</strong> Recording of TA discussion sections during weeks 2-4 <strong>Lesson Planning Project:</strong> Submit your ACTIVITIES (draft 1) for your lesson plan (focus on active learning strategies).</td>
</tr>
</tbody>
</table>

# WEEK 4: EFFECTIVELY IMPLEMENTING GROUP WORK TO FOSTER COLLABORATION

<table>
<thead>
<tr>
<th>Date</th>
<th>October 23, 2019</th>
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<tbody>
<tr>
<td><strong>Pre-Class</strong></td>
<td><strong>Readings:</strong></td>
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Classroom Observation Project #1:
Recording of TA discussion sections during weeks 2-4

Lesson Planning Project:
Submit your CONTEXT for your lesson plan.
**CCLE Assignment**  
Submit responses to reflection questions.  
**Optional Readings:**  
*Student Group Work in Educational Settings* by Carl Wieman *et al.* (2010)  
| --- | --- |
| In-class Topics & Activities | Structuring & Facilitating Effective Group Work  
Role of Learning Assistants in Collaborative Instruction |
| Post-Class Assignments | **CCLE Discussion Forum (Teaching Reflection)**  
Review the *Evidence-Based Teaching Guide to Group Work* and consider  
(1) What steps would you take to increase structured group work and collaborative instruction in your sections whether you are teaching now or next term?  
(2) Which of these strategies would you like to learn more about and why?  
**Ongoing Classroom Observation Project #1:**  
Recording of TA discussion sections during weeks 2-4  
**Lesson Planning Project:**  
Submit your ACTIVITIES (draft 2) for your lesson plan (add collaborative learning strategies). |

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**WEEK 5: FEEDBACK & REFLECTIVE TEACHING**

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<tr>
<th>Date</th>
<th>October 30, 2019</th>
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<tbody>
<tr>
<td>Pre-Class Assignments</td>
<td>No reading assignment this week.</td>
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</tbody>
</table>
| In-class Topics & Activities | Core Principles of Learning (last one)  
⇒ Practice & Feedback  
Becoming a Reflective Teacher: What We Say Is Not Always What We Do  
Giving Constructive Feedback Using an Observation Instrument  
Role for the Mid-Quarter Questionnaire in Obtaining Formative Feedback |
| Post-Class Assignments | **Complete the CCLE mid-quarter evaluation form for our class.**  
**Complete Classroom Observation Project #1:**  
Edit/upload 5-7 min video clip to your Google drive folder.  
Upload context description for your video to same folder. |
### Classroom Observation Project #2:
Work with your partner to schedule your second video recording for classroom observation project during weeks 6-8.

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### WEEK 6: PRACTICING PEER FEEDBACK

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<tr>
<th>Date</th>
<th>November 6, 2019</th>
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<tbody>
<tr>
<td>Pre-Class Assignments</td>
<td>No reading assignment this week. (Reminder: Bring earbuds/headphones and adapter)</td>
</tr>
</tbody>
</table>
| In-class Topics & Activities | Practice Giving Constructive Feedback to Your Peers  
- Write a brief reflection on the observation process and the feedback received. |
| Post-Class Assignments | CCLE Assignments  
Write a brief reflection on the observation/feedback process.  
Classroom Observation Project #2: Apply your feedback from first observation to your Teaching Implementation Plan for the second observation (what will you change? what will you try differently? why?)  
Lesson Planning Project: Incorporate ideas from the group discussion during the first peer observation and feedback session into your revised lesson plan (due week 9).  
Mid-quarter Student Feedback Activity Conduct mid-quarter evaluation in your discussion or lab section; collect & reflect on student feedback. If you are not teaching, draft a mid-quarter survey and submit to CCLE. |

### WEEK 7 (ONLINE): BACKWARD DESIGN & STRATEGIES FOR EFFECTIVE ASSESSMENT OF LEARNING via Zoom

<table>
<thead>
<tr>
<th>Date</th>
<th>November 13, 2019</th>
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</table>
| Pre-Class Assignments | Readings:  
| CCLE Assignment     | Submit responses to reflection questions.  
Optional Readings: |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>In-class Topics &amp; Activities</strong></td>
<td>Modeling How to Respond to Student Feedback Summative and Formative Assessment of Student Learning Inclusive Grading Recommendations Using Backward Course Design to Align Scientific Teaching Pillars Bloom’s Taxonomy - A Tool for Writing Questions &amp; Checking Alignment</td>
</tr>
<tr>
<td><strong>Post-Class Assignments</strong></td>
<td><strong>Classroom Observation Project #2:</strong> Recording of TA discussion sections during weeks 6-8 <strong>Lesson Planning Project:</strong> Submit your OUTCOMES and ASSESSMENTS for your lesson plan.</td>
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</table>

**WEEK 8: USING INCLUSIVE TEACHING PRACTICES TO OVERCOME BARRIERS TO LEARNING**

<table>
<thead>
<tr>
<th>Date</th>
<th>November 20, 2019</th>
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</thead>
</table>
**Reminder to take Implicit Association Test (IAT):** Visit Project Implicit website and complete 2-3 tests prior to class (choose tests based on your interest) https://implicit.harvard.edu/implicit/selectatest.html |
| **In-class Topics & Activities** | Why Diversity & Inclusion Matters in Teaching? Differentiating Equity from Equality Barriers to Learning (Implicit Bias, Microaggressions, Identity Threat) Inclusive Teaching Strategies |
| **Post-Class Assignments** | **Classroom Observation Project #2:** Edit/upload 5-7 min video clip to your Google drive folder. Update and then upload context description for your video to same folder. **Lesson Planning Project:** Submit your INCLUSIVE TEACHING strategies for your lesson plan. |
## WEEK 9: PRACTICING PEER FEEDBACK

<table>
<thead>
<tr>
<th>Date</th>
<th>November 27, 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-Class Assignments</strong></td>
<td><strong>No reading assignment this week.</strong> <em>Reminder: Bring earbuds/headphones and adapter</em></td>
</tr>
</tbody>
</table>
| **In-class Topics & Activities** | **Putting It All Together - Review/Report Key Lessons**  
**Practice Giving Constructive Feedback to Your Peers**  
- Write a brief reflection on the observation process and the feedback received. How does it compare to the first time? What did you gain from this iterative experience? |
| **Post-Class Assignments** | **Complete Classroom Observation Project #2:**  
Upload to CCLE a written reflection on the second peer observation/feedback process.  
**Complete Lesson Planning Project:**  
Upload your revised and complete Lesson Plan to CCLE. |

## WEEK 10: PROFESSIONAL DEVELOPMENT FOR TAs: WHERE TO GO FROM HERE?

<table>
<thead>
<tr>
<th>Date</th>
<th>December 4, 2019</th>
</tr>
</thead>
</table>
| **Pre-Class Assignments** | **Optional Readings:**  
| **In-class Topics & Activities** | **POST-CLASS SURVEY**  
Structure and Critical Elements of a Teaching Philosophy  
STEM Careers: Revisiting your Professional Identity  
Introduction to CIRTL Learning Community  
- Register for the CIRTL@UCLA via CNC website  
Reflecting on the Quarter |
| **Post-Class Assignments** | **CCLE Assignment**  
Submit a final draft of your teaching philosophy (due December 11, 2019).  
**LS495 COURSE EVALUATIONS** |
How Your Learning Will Be Assessed

Grading Structure:

<table>
<thead>
<tr>
<th>Class activity</th>
<th>% of total points</th>
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</thead>
<tbody>
<tr>
<td>Participation** in weekly class meetings</td>
<td>40%</td>
</tr>
<tr>
<td>Completion of course assignments:</td>
<td></td>
</tr>
<tr>
<td>Weekly Pre-Class and Post-Class Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Observation &amp; Feedback or Lesson Planning Projects (2)</td>
<td>15%</td>
</tr>
<tr>
<td>Teaching Philosophy (draft 1)</td>
<td>5%</td>
</tr>
<tr>
<td>Teaching Philosophy (final)</td>
<td>10%</td>
</tr>
<tr>
<td>Completion of Pre- and Co-Requisites</td>
<td>5%</td>
</tr>
<tr>
<td>Completion of Pre-Survey and Post-Survey</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Total % points possible:** 100%

Required for passing: $\geq 70\%$

LS 495 is a 2-credit course. All grades in this course are assigned as satisfactory (S) or unsatisfactory (U). As long as you earn at least 70% of the total possible points (including completion of all pre- and co-requisites), then you will receive a passing grade.

Participation in weekly class meetings, communication with instructors, and completion of course assignments is required as follows:

- Participation in all class meetings during the quarter (one absence is permitted as long as you let the instructors know in advance; some form of make-up work may be required; please inquire with your instructors).

  **The expectation is that you attend at least 8 of the 10 class sessions to pass the course and that you arrive on time and do not leave class early. If you have a conflict that interferes with your ability to participate fully in this course as described, please talk to the instructors and we will try to work with you to resolve your conflicts. However, consistently arriving late or leaving class early without prior written approval will be counted as an absence.**

- Completion of all assignments.
- Completion of peer teaching observation and feedback or lesson planning projects.
- Completion of Teaching Philosophy (final draft is due Wed., December 11, 2019)
- Completion of the pre- and co-requisites for this course. Recall that prerequisites include the Essentials Workshop or the TA Conference. Corequisites include enrollment in course 375.
- Completion of pre-survey (given week 0/1) and post-survey (given week 10).

The course readings, activities, and assignments have been carefully curated and selected to support you as a TA in Life Sciences. We expect you to fully engage in class activities as well as complete all assignments including readings, pre-class and post-class assignments, and online
(CCLE) discussion posts. We also expect you to apply critical thinking and provide constructive feedback in discussions with your peers. You can expect us to provide you with resources, support in your teaching development as a TA, and constructive feedback on your teaching experiences.

We appreciate that sometimes extenuating circumstances arise that may impact your ability to participate in our course. Such cases are subject to our approval, and you will be required to provide verifiable documentation to establish the basis of your absence. Please communicate with us immediately if you miss a class meeting or cause you to arrive late or leave early from class, are unable to complete an assignment on time, or experience any other challenges that impact your full participation in course activities. Please also let us know of any anticipated absences this quarter, also subject to our approval (i.e. religious observance), prior to Friday of week 1 (October 4, 2019). We hold our undergraduate students accountable in similar ways, so we aim to model these expectations in our 495 course.

**Guidelines for Peer Observation**

During this course you will observe a peer and provide feedback on their teaching twice during the quarter. Video recording for those TAs concurrently teaching this quarter should be scheduled such that the first one occurs during weeks 2-4 (in preparation for feedback session during class week 6) and the second one occurs during weeks 6-8 (in preparation for feedback session during class week 9). Those who are not teaching this quarter may help with the video recording. **It is crucial that everyone attend class week 6 (November 6th) and week 9 (November 27th) to participate in the group feedback sessions that will occur during class; this activity is worth a total of 15% of your grade for the two sessions and cannot be made up outside of class.**

For the first video recording, you will record a total of one hour of your teaching. For the second video, you will record up to 30 minutes of your teaching. You may record using your smartphone or using the webcam on your laptop. If the storage capacity of your phone or computer is not adequate for a large video file, we can loan you a video camera for this project; please contact Dr. Kennison for instructions to sign out and borrow the camera.

You will select a 5-7 minute clip from each of these two videos to upload to a shared Google drive folder by the designated due date. To edit your videos, try software such as iMovie, Windows Movie Maker, Quicktime, Open Shot (https://www.openshot.org/), or Camtasia (not free). Alternatively, you can upload your full video file to YouTube and provide a link to your video file, specifying the start time and stop time of the clip you wish your group to view.

If you have technical problems or concerns, please let one of us know well in advance of your recording sessions. Web resources available to provide instructions for recording videos using a webcam: https://www.wikihow.com/Record-from-a-Webcam.

**Guidelines for Lesson Planning**

For those TAs who do not have a teaching assignment this quarter, you will still participate in the observation and feedback sessions during weeks 6 and 9 (and may also volunteer to video record
a peer during their class). Since you will not be video recorded yourselves, you will instead create a lesson plan for a hypothetical class session, incorporating the elements of course design and inclusive teaching that we discuss throughout our class. Detailed guidelines are provided on our CCLE course site (see week 1). **Draft components of your lesson plan will be weekly (as noted in the schedule above).** You will reflect on the overall peer observation process that occurs during class and incorporate ideas from the group discussion into a **revised and complete lesson plan due week 10 (Wed., December 4th).**