

CAT Grads TDP

A Teaching Development Program for FSU Graduate Students

Components of the TDP

1. Workshops: 5 required

CAT will offer a variety of workshops that fit into the following five categories: learning-centered teaching, designing assessments and assignments, facilitating learning during class time, feedback & grading, and human dimension & communication. Participants will need to do at least one workshop in each of the five categories. More information about this is included below. The workshop in the learning-centered teaching category is a prerequisite for components three, four, and five of the TDP.

2. Reading Groups: 2 required

One reading group must be on a broad-based resource on learning-centered, evidence-informed teaching, like *How Learning Works* by Ambrose et al. or *Learner-Centered Teaching* by Doyle. This reading group will be a prerequisite for components three, four, and five. The second reading group can be on any other book offered at CAT.

Note: To progress to the following components, participants must have completed the two prerequisites: one workshop and one reading group.

3. Gathering Feedback on Teaching: 2 required, options as follows:

- Mutual teaching observations (1 required and can be repeated)
- Gathering, interpreting, and responding to student feedback (optional)
- Self-reflection on teaching (optional)

4. Design or improvement project: 2 required, options as follows:

- The first project could be any of the following (or participants can propose something similar):
 - Design or revise an assignment
 - Design or revise an in-class activity
 - Design or revise a quiz or exam
 - Design or revise a module in a course
 - Design or revise a project-based learning unit
- The second project should be one of the following (or participants can propose something similar):
 - Design or revise a syllabus
 - Design or revise a course

5. Teaching statement and portfolio: 1 capstone project required

The capstone project will be completed through the following process: TAs attend a workshop on writing teaching statements. Then, they draft, get feedback on, and revise their teaching statement. Last, they compile their teaching portfolio with the teaching statement as the first component.

Note: We estimate that it will take ~four semesters to complete the required components of TDP.

Workshop Categories

Learning-Centered Teaching

- Designing for learning (This workshop is a prerequisite for components three, four, and five.)

Designing assessments/assignments, example topics:

- Assignment design
- Exam Design
- Project-based learning
- Teaching with writing

Facilitating learning during class time, example topics:

- Activity design and facilitation (discipline specific)
- Facilitating discussions (discipline specific)
- Teaching with classroom response systems
- Teaching labs

Feedback & grading, example topics:

- Providing formative feedback (can be discipline specific)
- Approaches to grading

Human dimension & communication, example topics:

- Motivation for learning
- Fostering classroom community
- Difficult conversations
- Writing a promising/learning-centered syllabus
- Interpreting and responding to student evals?

Design of the workshops: Participants will do reading/prep assignment on Canvas; participate in a ~90-minute interactive workshop; and write and submit reflections, making connections to their own teaching, on Canvas.

Sample Schedule of Completion

Semester	Activities/Projects
1	2 workshops, 1 reading group
2	2 workshops, 1 mid-semester feedback, 1 design or improvement project
3	1 workshop, 1 mutual teaching observation, 1 design or improvement project
4	1 reading group, 1 capstone project

TDP Completion Checklist

Workshops:

Please write the name of the workshop on the line.

- Learning-centered teaching category _____
- Designing assessments/assignments category _____
- Facilitating learning during class time category _____
- Feedback & grading category _____
- Human dimension & communication category _____
- Optional additional workshops _____

Reading Groups:

Please write the name of the book on the line.

- Required fundamental reading group _____
- Second reading group _____
- Optional additional reading groups _____

Gathering Feedback on Teaching:

- Mutual teaching observation
- Second type (select one: second mutual teaching observation; gathering, interpreting, and responding to student feedback: or guided self-reflection on teaching)
- Optional additional feedback & reflection work _____

Design or Improvement Project: 2 required, options as follows:

Please write what you designed or improved on the line.

- Design or improve teaching materials (e.g., an assignment, an activity, an exam, a project, a module, etc.) _____
- Design or improve a syllabus or course _____
- Optional additional design or improvement work _____

Capstone Project: Teaching Statement and Portfolio

- Attend a workshop on writing teaching statements
- Draft a teaching statement
- Get feedback on and revise the teaching statement
- Compile a teaching portfolio with the teaching statement as the first item and submit it on Canvas