

# 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.. 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