Components of the Teaching Development Program

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 *How Learning Works* by Ambrose et al., a broad-based resource on learning-centered, evidence-informed teaching. 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 are as follows:**
   - Mutual teaching observation (1 required, 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 others):
   - 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 designing or revising a course syllabus.

5. **Teaching Philosophy 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 about four semesters to complete the required components of TDP.

TDP Workshop Categories

Learning-Centered Teaching (Category 1):
- Designing for learning (This workshop is a prerequisite for components three-five.

Designing Assessments/Assignments (Category 2):
- Assignment Design
- Designing Effective Quizzes
- Exam Design
- Project Design
- Teaching with Writing

Facilitating Learning During Class Time (Category 3):
- Activity Design and Facilitation (can be discipline specific)
- Facilitating Discussions In-Class and Online (can be discipline specific)
- Teaching with Classroom Response Systems
- Making the Most of Class Time
- Teaching Lab Sections
- AI for Active Learning

Feedback & Grading (Category 4):
- Providing Feedback for Learning
- Approaches to Grading
- Criteria for Evaluating Student Work

Human Dimension & Communication (Category 5):
- Understanding Student Motivation
- Fastering Classroom Community
- Difficult Conversations
- Interpreting and Responding to Student Evaluations

Elective Workshops
- Writing your Teaching Philosophy
- Writing a Promising Syllabus

Design of the workshops: Participants will do readings/preparation assignments on Canvas; participate in an approximately 90-minute interactive workshop; and write and submit reflections, making connections to their own teaching, on Canvas.

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:

- ☐ *How Learning Works* (Required Reading Group)
- ☐ Second Reading Group _____
- ☐ Optional Additional Reading Group _____

Gathering Feedback on Teaching:

- ☐ Mutual Teaching Observation (Required)
- ☐ Second Type (select one: second mutual teaching observation; gathering, interpreting, and responding to student feedback; or guided self-reflection on teaching.)
- ☐ Optional Additional Feedback and Reflection Work

Design or Improvement Projects:

- ☐ Design or Improve Teaching Materials (e.g., assignment, activity, exam, project, or module)
- ☐ Design or Improve a Course Syllabus
- ☐ Optional Additional Design or Improvement Work

Capstone Project: Teaching Philosophy Statement and Portfolio

- ☐ Attend a workshop on writing your teaching philosophy statement.
- ☐ Draft, receive feedback on, and revise your teaching philosophy statement.
- ☐ Compile a teaching portfolio with the teaching philosophy statement as the first item. Submit this on Canvas!

Sample Schedule of Completion

Semester	Activities/Projects
1	1 workshop, 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