

This certificate training course will provide additional training for graduate students who want to be strong instructors and excellent teaching assistants. Students will have an entire academic year (Fall, Winter, and Spring quarters--in any order--but no workshops are offered in Summer) to attend **5 workshops** and complete a corresponding **assignment** after each one. The 5 categories are the following:

1: Mastering Classroom Presence & Support:	These workshops, which are held in weeks 3, 5, and 7, focus on key teaching strategies for STEM or CHASS courses.
2: Strong Communication with Students:	This category focuses on helping graduate students hone their written and verbal communication skills to increase effective communication with their students.
3. Student Engagement Techniques:	This category provides graduate students with different engagement strategies they can use in their classrooms to increase student participation and learning.
4. Preparing to lead a lab or discussion:	This category concentrates on the planning aspect of teaching and how to plan strong lab or discussion sections that increase student learning and help the course go smoothly.
5. Reflective Teaching:	This category focuses on documenting the effectiveness of our teaching by having instructors reflect on their teaching and document evidence of their teaching strengths

You must attend a workshop and complete a post-workshop assignment for the 5 categories above.

UCR TADP will host workshops weeks 2 through 8 each quarter.

- Even weeks (2, 4, 6, 8) will cover Categories 2-5
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- Odd weeks (weeks, 3, 5, and 7) will cover various discipline-focused workshops, of which you **must attend at least 1** (and complete a post-workshop assignment) that will cover Category 1
- Fulfilling the assignment for category five can only be done after attending all the other category workshops AND attending a category 5 workshop (usually held in

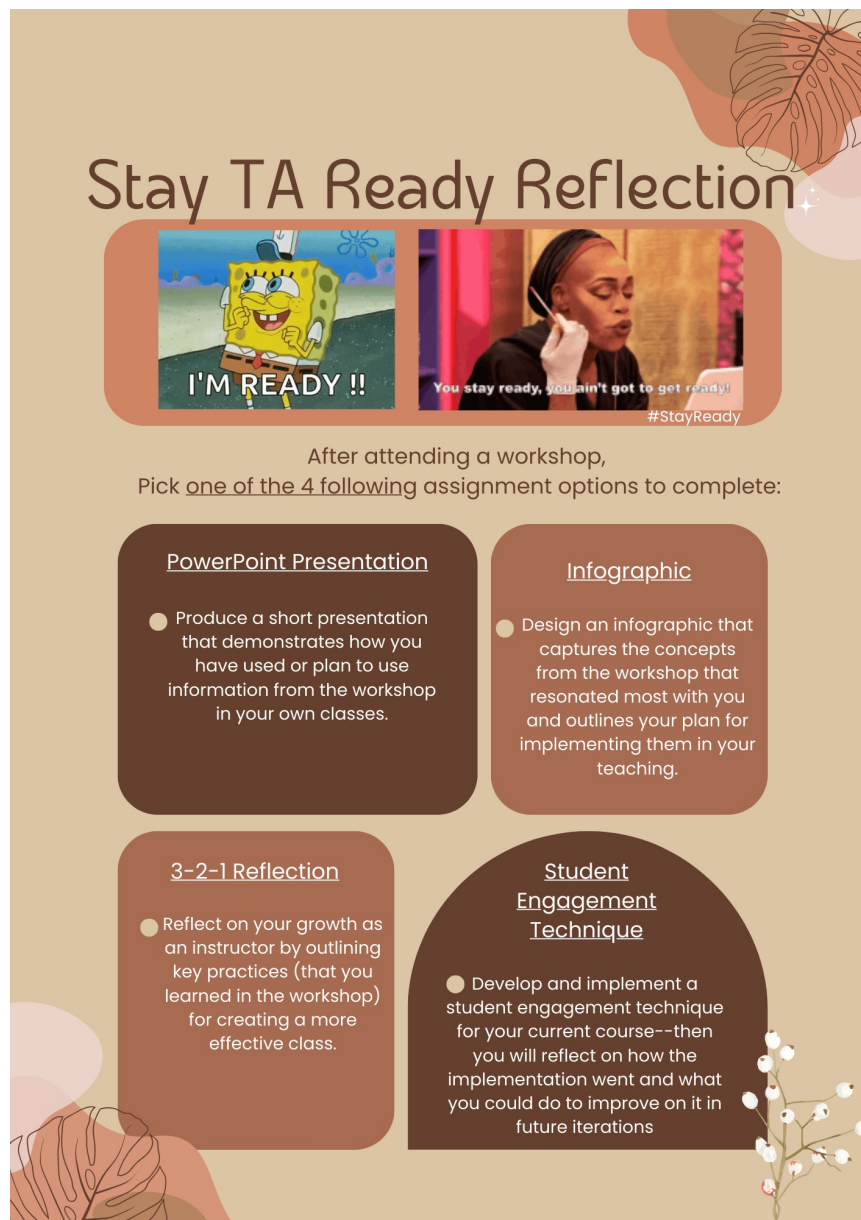
week 8 of the quarter)

You can find the workshop schedule in this module and details about each workshop (and where to register) linked [HERE!](#)

Assignment Information

After attending each workshop, you will complete one of the four assignment options and submit it to the corresponding assignment page. The assignment pages are under the "Assignments" tab in the navigation menu.

Take a look at the flier below to see some of the assignment options you can choose from for each category.



The flier is titled "Stay TA Ready Reflection" in a large, dark brown font. Below the title are two images: on the left, a cartoon of SpongeBob SquarePants saying "I'M READY !!"; on the right, a photo of a woman on a phone with the text "You stay ready, you ain't got to get ready!" and the hashtag "#StayReady". Below these images, the text reads: "After attending a workshop, Pick one of the 4 following assignment options to complete:". There are four assignment options in rounded rectangular boxes: 1. "PowerPoint Presentation" with a bullet point: "Produce a short presentation that demonstrates how you have used or plan to use information from the workshop in your own classes." 2. "Infographic" with a bullet point: "Design an infographic that captures the concepts from the workshop that resonated most with you and outlines your plan for implementing them in your teaching." 3. "3-2-1 Reflection" with a bullet point: "Reflect on your growth as an instructor by outlining key practices (that you learned in the workshop) for creating a more effective class." 4. "Student Engagement Technique" with a bullet point: "Develop and implement a student engagement technique for your current course--then you will reflect on how the implementation went and what you could do to improve on it in future iterations". The flier has a light brown background with decorative leaf and branch illustrations.

Stay TA Ready Reflection

After attending a workshop,
Pick one of the 4 following assignment options to complete:

- PowerPoint Presentation**
 - Produce a short presentation that demonstrates how you have used or plan to use information from the workshop in your own classes.
- Infographic**
 - Design an infographic that captures the concepts from the workshop that resonated most with you and outlines your plan for implementing them in your teaching.
- 3-2-1 Reflection**
 - Reflect on your growth as an instructor by outlining key practices (that you learned in the workshop) for creating a more effective class.
- Student Engagement Technique**
 - Develop and implement a student engagement technique for your current course--then you will reflect on how the implementation went and what you could do to improve on it in future iterations

At the end of the course, please submit a feedback survey (in the final module), thank you, and thanks for your participation in TADP!

Please contact UCR TADP for questions at tadp@ucr.edu.