

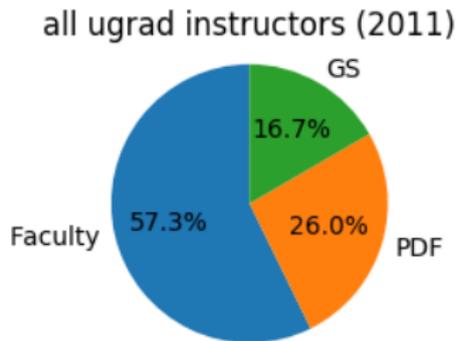
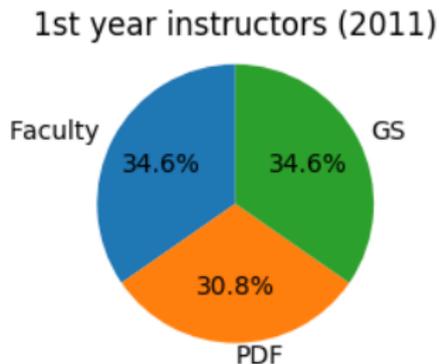
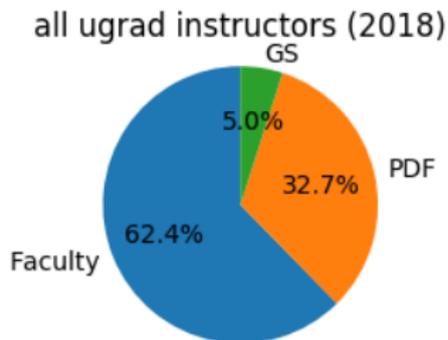
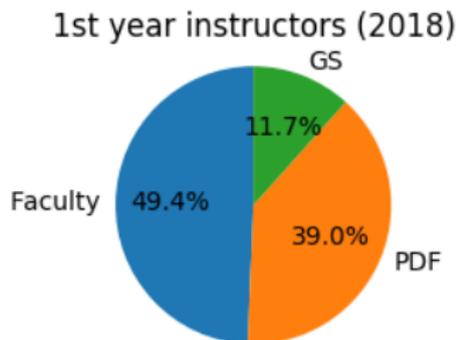
Professional Development for Graduate Student and Postdoc Instructors

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Math Instructors by Type



Teaching Loads

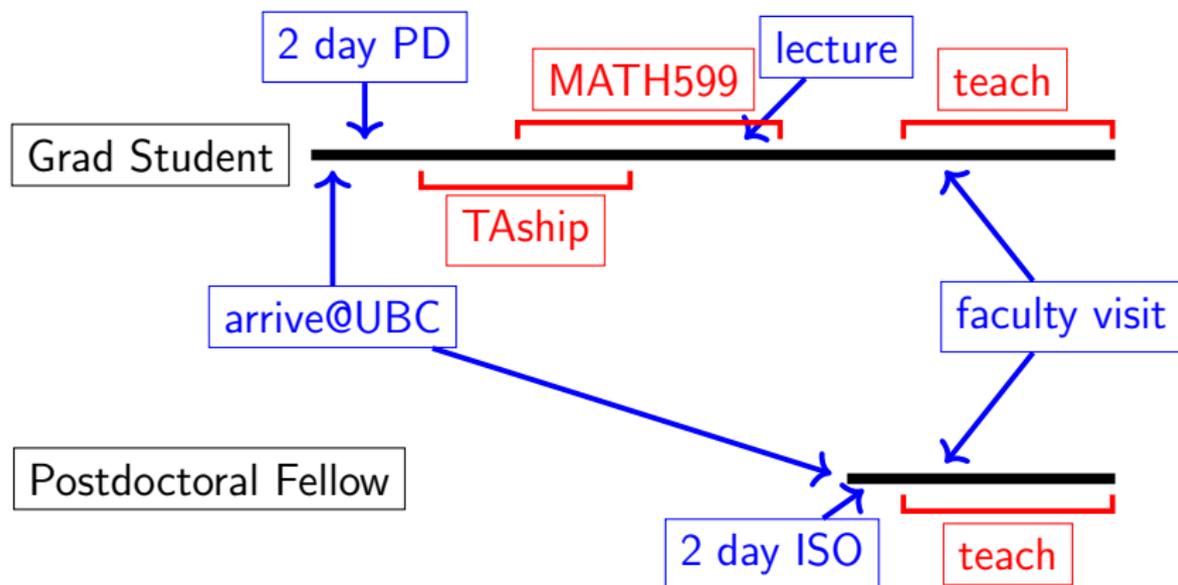
Graduate Students

- **Not all** graduate students teach
- A GS is given **at most 1 course per year**
- Recommended to teach 2 courses total while at UBC
- Teaching assignments are based on the **recommendation** of the **instructor of MATH 599**
- Usually given **1st year courses**

Postdoctoral Fellows

- Virtually **all** postdocs teach
- Most **teach immediately** upon arrival
- Typical load is **1 fall and 1 winter course**
- Rarely, teaching is delayed in the first term
 - i.e., 1 winter and 1 summer course

The Path to Teaching



Blue: one-time event. Red: longer event

Graduate Student Professional Development

TA ships

- Some TAs include rich PD

MATH 599: Math Teaching Techniques

- Term-long 1-credit course
- Certifies GS to teach
- GS learn to prepare and deliver a lesson
- First opportunity to think about identity as teacher
- Meant to be practical: includes a live lecture

Other (optional) workshops/seminars

- math departmental ISW (Instructional Skills Workshop)
- seminar course: TAAP (TA Accreditation Program)

Postdoc Professional Development

Instructional Skills Orientation (ISO)

- 2-day workshop (taken on arrival to UBC)
- Modeled after the ISW
 - The mornings have workshops on lesson preparation
 - The afternoons feature 10-minute mini-lessons
- Participants are assessed and their performance impacts the responsibility they receive in future

Faculty Class Visits

First time instructors

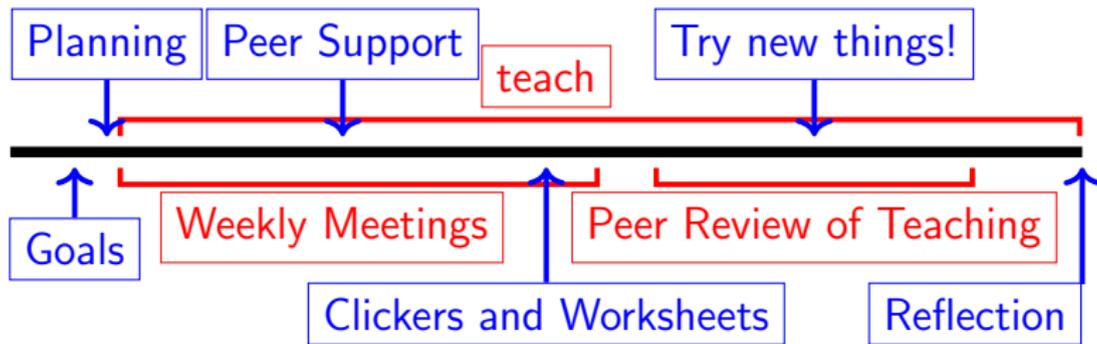
- Receive a faculty member visit in the first two weeks
- Are given some feedback
- Are given a 'yes' or 'no' (no = removed)

New this year

- We introduced the 'maybe' option
- Instructors are given extra support (mentoring)
 - class visits w/ feedback
 - visit to established teacher's classroom
 - student surveys w/ reflection

GS Instructor Support Group (GSISG)

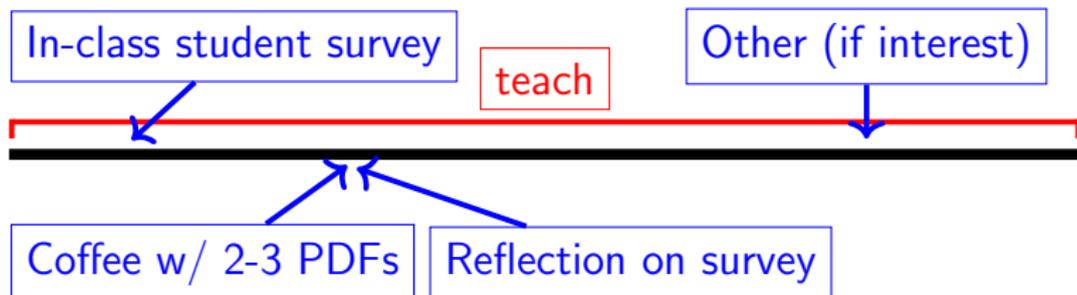
Cole Zmurchok and I piloted a Community of Practice



- “gave several ideas of things to try”
- “achieve our goals by doing self reflection”
- “I didn’t realize I wasn’t giving clear instructions for my [worksheets] until peer review”

In Class Survey & PDF Coffee Groups

We ran the following PD for first-time PDFs this year



Other activities (based on PDFs goals)

- Peer Review of Teaching
- Visit to classroom with Clickers