**TA Training Survey Template**

**Note to coordinators**: Please feel free to edit the list of skills or competencies in the left-hand column to match the skills you focused on in your training.

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| --- | --- | --- | --- |
| Please use these scalesto answer each of the three questions by filling in the appropriate circle. | **[A] How important is this skill is in your role as a TA?**1 = Not important2 = Slightly important3 = Moderately important4 = Very important5 = Extremely important | **[B] How confident are you in your current skills in this area?**1 = Not confident2 = Slightly confident3 = Moderately confident4 = Very confident5 = Extremely confident | **[C] How well the workshops you attended helped you improve this skill?**1 = Not at all2 = Slightly helped3 = Moderately well4 = Very well5 = Extremely well |
|  | **To be able to…** | **[A] How important is this skill in your role as a TA?** | **[B] How confident are you in your current skills in this area?** | **[C] How well do you think the workshops you attended addressed this skill?** |
|  |  | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |
|  | Assess student work | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Effectively assist a student to develop a thesis statement | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Advise students on how to improve clarity in writing | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Design and use a rubric for grading | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Mark consistently | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Conduct professional and effective office hours, addressing issues important to students (e.g. mark disagreements, clarifying and discussing assignments) | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Lead discussions in tutorials | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Construct lesson plans using diverse pedagogical techniques | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Manage the classroom environment | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Teach course material in an engaging manner | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Effectively address questions of authority and power differentials in the classroom | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
|  | Handle issues of inclusivity and diversity in the classroom that may arise in teaching situations (class discussion, written comments in assignments, etc). | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |

What did you spend most of your TA hours doing?

Did expectations expressed by the instructor you were TAing for at the start of the semester reflect the work you did in your role as a TA during the semester? Did the trainings aid at all in clarifying this role?

What are some specific challenges you have faced in your role as a TA?

Beyond TA training, are there additional ways the department could support you in your role as a TA? If so, what?

Did the TA training meet your professional and/or personal development goals? Give examples.

Did you attend any training sessions outside of your department to help you in your role as a TA? If yes, what session and where?