

UCI SCHOOL OF EDUCATION TEACHING ASSISTANT & READER ASSIGNMENTS INTERNAL PROCEDURES AND PROTOCOL

I. Course Eligibility

Funding for TAs and Readers in the SOE is limited. Requests for support are therefore prioritized by need as determined by one or more of the following factors:

- Course enrollment
- Discussion sections
- Instructional support needs to deepen student engagement and understanding (e.g. lecture only vs regular individual and/or group activities that need facilitating)
- Workload demands (e.g. significant course prep and/or content requiring intensive feedback, fieldwork management)
- Senate Faculty status
- Senate Faculty workload

The Associate Dean, the Senate Faculty Director of UG Programs, and the Director of UG Programs will use these factors to determine which courses are eligible for TA and/or Reader support.

In general, priority allocation for TAs goes to courses with large enrollments, discussion sections AND those in which a TA will be utilized regularly for course development as well as regular facilitation of instruction, group discussions and/or activities.

If support is needed only in grading and/or other administrative tasks, then a 10 or 20 hour/week Reader will be assigned.

II. Student Assignments

Doctoral students who are interested in obtaining a TA/ Reader assignment will submit a TA/ Reader interest form via a solicitation from the Ph.D. Program Director. The request is accompanied by a list of the available TA/ Reader course assignments.

Faculty whose courses are eligible for a TA/ Reader will be asked by the Ph.D. Program Director to submit their ranking from a list of eligible doctoral students who are interested in obtaining a TA or Readership. The Ph.D. Program Director will attempt a first match, based on those preferences.

The Ph.D. Program Director, in consultation with the Associate Dean and/or Director of the Ph.D. Program, will finalize the TA/ Reader assignments each quarter, based on matching of faculty and student preferences, student area of expertise, background and experience, and SoE needs.

The Ph.D. Program Director will distribute the assignments to the students and they will have an opportunity to voice any concerns such as course conflicts or other commitments. When all concerns are addressed and the match is finalized, the Ph.D. Director will distribute the assignments to the faculty supervisors. Every effort will be made to complete assignments at least one month prior to the beginning of the next quarter so that faculty and TA/ Readers can meet to initiate course preparation.

III. Contractual Responsibilities and Timesheet

Every TA/ Reader will receive a contract via email, which will detail their duties, responsibilities, benefits, and course assignment. The TA/ Reader should contact the faculty supervisor to discuss their duties and expectations for the course. TAs have the option of enrolling in EDUC 399 as a way to receive course credit for the learning they are doing when serving as a TA, supported by a syllabus and reflection prompts.

Note: Once the student agrees to take on a TA/ Reader position, they will not be able to retract from this responsibility. The TA/ Reader is agreeing to attend courses regularly, so he/she needs to ensure that courses do not conflict with the assignment.

It is suggested that each individual faculty supervisor provide expectations to the TA/ Reader, based on the syllabus, keeping in mind that a full TA entails a maximum of 220 hours. Readers may be assigned 110 or 220 hours for the quarter, depending on the faculty supervisor course needs.

Faculty supervisors will have to approve hours for Readers in the form of a bi-weekly timesheet. Faculty supervisors should pay special attention to the hours being submitted by their Reader to make sure they are not exceeding the hours they were contracted to work.

IV. TA Feedback and Support

Having a TA serves two purposes. One is to provide an instructor support in facilitating student learning. The second is to provide a mentoring experience for our doctoral students.

It is therefore recommended that the faculty and TA meet mid-quarter to review the TA Duties and Expectations in the areas of instructional support, professionalism, and communication.

Faculty should take this opportunity to review any concerns with the TA, and to get feedback from the TA as to what is going well and in which areas, they would like more support or experience. This feedback will give the TA an opportunity to improve in any areas before the end of the quarter, and it also gives the instructor the opportunity to provide more targeted support.