**Establishing Shared Expectations Between Instructors and TAs**

1. **Communication and meetings:**
	1. What is the best way to contact each other? What is the appropriate time-frame to expect a response?
	2. Do you plan to have TA meetings? Who will lead them? What will be covered in these meetings (content, lesson plan, etc?)?
2. **TA roles and responsibilities:**
	1. Who will plan the material and outline for discussion/lab sections (ex. the instructor has pre-prepared materials used every semester, the instructor provides the topic and the TAs create the materials and structure, etc)?
	2. What are the expectations for TAs during lectures?
	3. How will TAs be expected to support their students?
	4. Do you want the TA to take the initiative in getting in touch with students? Do you want the TA to become aware of what individual students are coping with? Do you want the TA to advise you on the “pulse” of the class?
3. **TA Expectations for Proctoring and Grading**:
	1. Will TAs be expected to hold review sessions or proctor exams and, if so, what is the protocol?
	2. How long will TAs have to grade assignments? How many and what kind of assignments will they be expected to grade? Will TAs be responsible for tracking participation?
	3. What should TAs do if they have questions on an answer key or are uncertain about assigning points? How quickly should they expect responses to questions about grading?
	4. Will students be allowed to ask for re-grades, and, if so, what is the policy? Who will be the ultimate decider of whether an answer merits more points?
	5. How will the team address academic dishonesty issues? What do TAs do if they suspect that a student may have violated academic integrity and/or student conduct policies?

1. **Instructor expectations:**
	1. What will the instructor(s) provide to TAs in terms of material or content preparation?
	2. How far in advance will TAs be given class materials? When will TAs be provided with rubrics or answer keys?
	3. What additional resources will the instructor(s) provide TAs?
2. **Professional growth and mentoring:**
	1. Will there be opportunities for TAs to discuss their growth as a teacher? When will these conversations take place?
	2. In what form and how often can the TA receive feedback regarding overall progress, teaching responsibilities, student evaluations, etc.?
	3. What goals do the TA(s) and instructor(s) have for the semester? When and how will these goals be assessed or discussed?

1. **Unexpected circumstances**
	1. How will the instructional team deal with student emergencies such as a student in crisis or a student who reports a sexual assault?
	2. What is the backup plan if an instructor or TA becomes ill? Who will be performing their duties in their place, etc?

**Instructors:**As an instructor, I agree to adhere to the expectations outlined in this document and to maintain consistent contact, be open to feedback from my TAs, and discuss with the rest of the instructional team if any changes or unforeseen circumstances arise.

**Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**\_\_\_\_\_\_\_\_\_\_\_\_\_

**TAs:**

As a TA, I agree to adhere to the expectations outlined in this document and to maintain consistent contact, be honest with feedback and workload concerns, and be open to discussions of changed expectations.

**Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**\_\_\_\_\_\_\_\_\_\_\_\_\_

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