Fuller's theory: instructors move through three stages of concerns:

- 1. Self (e.g., survival, self-adequacy, and acceptance),
- 2. Task (e.g., student performance and teacher duties), and
- 3. Impact (e.g., social and educational impact on the system).

Fuller theorized that teachers could not move to the next stage of concern without first solving concerns of the previous stage.

Our conversation: How can we best support our TAs within each stage and in facilitating their movement from one stage to the next (and to a 4th stage of professional life after being a TA)?

TA Self: Survival... where's the chalk? · TA orientation-intro to room, preproon, comp. access codes, how to print, lab keys · Course and noon-specific intro (acid, eye wash) (3 · Sofety concerns · Intro to mentor TAS as resources - encourage people to shadow an exp. TA Gratleast contact) · weeting may what to wear, how to engage with students (or not no dating), FERPA, privacy issues.

· Day long training on what to wear, how person beneath · Pair TAS - genior & junior wisen training the person beneath · How to introduce your set noom, give intro spiel; scenarios - olderstudents, don't know the ensuer, attitude problem.

· Nock up lesson - walkinto room, give intro spiel; scenarios - olderstudents, don't know the ensuer, attitude problem. · Review assessments - consider a std. assessment (midterns, exams) ar at least format · Enforce time that you're supposed to be working specific pt. deductions for common errors · Review how to grade - with examples, munics, specific pt. deductions for common errors · Review how to grade - with examples, munics, specific pt. deductions for common errors · "It's ok to be working." You are not a walking textbook. · If culture is an issue @ the dept. level, encourage a diff. one at reg. weekly mitgs. . Any common patterns wilyour specific population? · who to go to w 1 problems, issues? Strategies for diff. scenarios, who to go to if not for me · How to deal w/ problem students? (Strategies) · who to go to wi production and of 1st semester; "I'm looking for patterns - not ind. people who have a pt. to prove."

· How to read course evals @end of 1st semester; "I'm looking for patterns - not ind. people who have a pt. to prove." · Encourage mid-semester evals. (CIFT) . wan about the potential for gender, racial discrimination against you, other students Fuller, F. F. (1969). Concerns of teachers: A developmental characterization. American

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OSK: IMPOUNT MY +ROChing

. Information on professional development resources (eg. center for Teaching & Gearning)

. Into on resources out there (SERL, Trade the Earth) " Pull back the curtain! Have TAS observe and ask ?s of why fac. member does what they do · Encarage reflection on what they're doing, what works labern't work in the lab manual · Treat feedback as valuable! The lab manual is not set in stone. Recognize past influence of TAS. · Talk about the "whys" of teaching. Why is an activity there-or why was it removed? · changes are made collaboratively while mentoring, guiding · weekly meeting - issues will ab students? Then Parise and acknowledge adjustments made. · Treat TAS (esp. experienced TAS) as w-instructors: "we co-track this class." · Ret rearring data in front of TAS and recognize who's had great-success" like volc., paleo., petrology.

· Budy system - mentoring w/successful TAS - or partnering for "ITA courses" like volc., poleo., petrology · Discourage deficit mentality tunking · Offer 1-on-1 meetings of various appropriate lengths

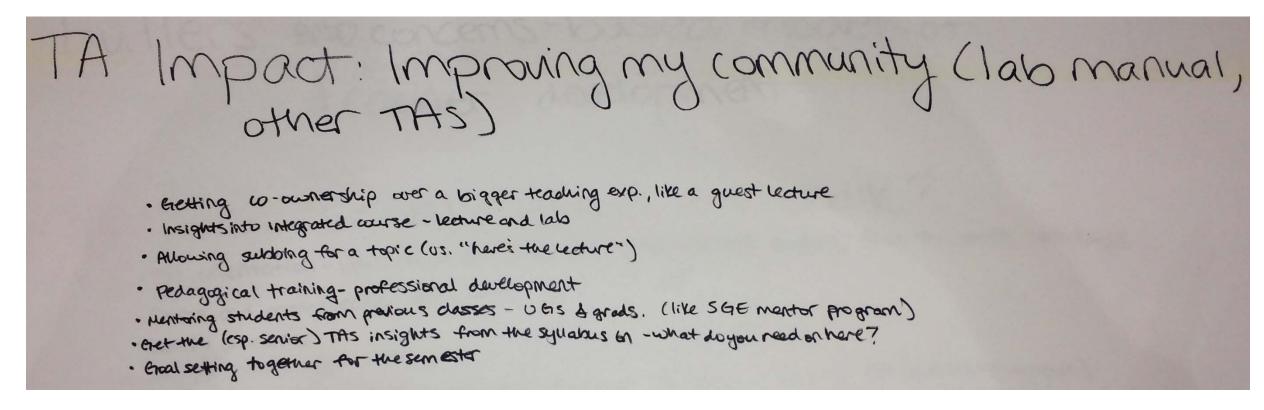
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