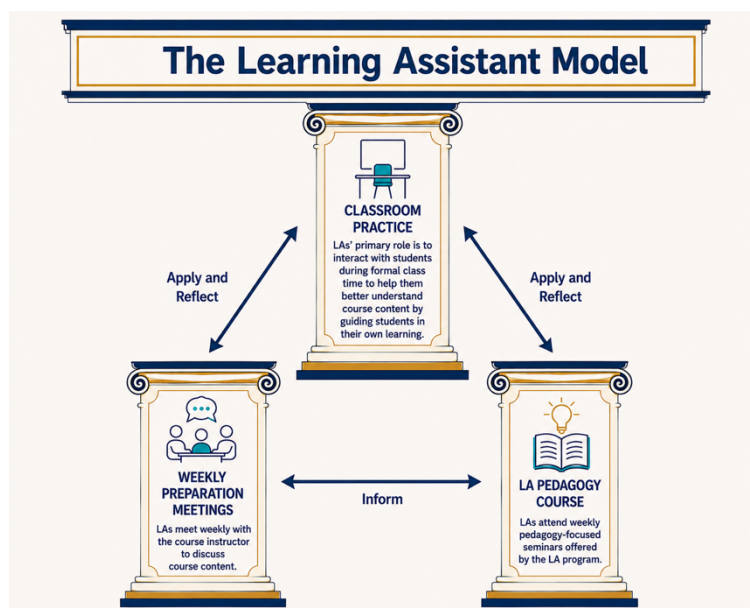


Weekly Preparatory Meetings

Weekly Prep Meetings are essential for an LAs' pedagogical growth and a positive experience. The number one complaint from LAs who have had a bad experience is not being prepared for instruction days.

Depending on weekly emails or virtual communication (messaging apps) for pedagogy and planning will result in very frustrated and unprepared LAs. The following Best Practices will help you set up and

run successful and meaningful weekly meetings and increase the likelihood of a strong, confident, and effective Instructional team.



1. Weekly Prep Meetings are Mandatory

- Instructors will meet with their LAs for meaningful pedagogy discussions to enhance the educational value of the LA role.
- All LAs and instructors must participate. Ideally, the whole instructional team attends (instructors, TAs, and LAs).
- Meet in-person or virtually (Zoom, Teams, etc.) or a hybrid of both
- Have someone take thorough notes. Life happens. LAs unable to attend a meeting should be able to review the pedagogy discussions and plan for upcoming instruction.
- Consider recording meetings, especially when people have scheduling conflicts. Recordings provide additional context that even excellent meeting notes can't.

2. Carefully consider when you're scheduling meetings

- Hosting prep meetings at the same day/time each week is usually best.
- For very large teams or teams with unusual availability, consider hosting more than one meeting or hosting alternating meetings times. Either way, record the meetings for those unable to attend.

- c. Another option for large teams is to set the day/time for your weekly meetings before starting the recruiting process. Include this in your recruiting letter and application, then select only applicants who are available to attend.
3. **All participants have a voice and a platform.**
 - a. Always provide time for LAs and TAs to raise questions, concerns, or suggestions.
4. **Reflect on previous instruction and pedagogy training**
 - a. Take some time to consider how the previous week went.
 - b. Often, the results of previous instruction will determine future instruction.
 - c. Everyone should share their thoughts. Find out what's going well and what has been difficult. This may be difficult with large LA teams. You may want to departmentalize reflections: have one representative from each role (instructors, TAs, and LAs) but allow space for others to comment.
 - d. Ask about what they've learned or are learning in the Pedagogy Course. LAs are eager to apply what they've learned in their weekly Pedagogy Course. LAs are introduced to new strategies each week. Can you adjust activities to complement their pedagogy skills?
5. **Plan, discuss, and prep for upcoming instruction/learning objectives**
 - a. Be well-prepared in advance. You'll likely be discussing upcoming instruction for multiple sessions, especially if you have multiple lectures in a week. Make sure you have clear instructions for all activities, including downtime.
 - b. Share your learning outcomes! Everyone should know exactly what you hope your students will get from instruction. Without understanding what you hope to achieve, LAs will be less effective. Student/LA interactions can be very inconsistent without clear goals or academic checkpoints. For example:
 - "By the end of this activity, the students should be able to do _____."
 - "Based on last week's material, the students should already understand _____, so they should be able to apply it to the activity to produce _____."
6. **Elicit feedback after sharing the lesson plans**
 - a. As former students, LAs have probably participated in many of your lessons/activities.

- b. LAs also have extensive experience with diverse learning experiences with other instructors.
 - c. LAs are effective for helping instructors fine-tune lessons and activities to improve the student experience.
 - d. Have a back-up plan
 - Teaching doesn't often go as planned
 - Discuss which lessons/activities are most essential to your learning outcomes.
 - Discuss what might be omitted if an activity runs longer than expected
 - Have ideas if there's extra time.
- 7. Introduce and discuss course-specific pedagogy**
- a. This is your opportunity to share course-specific pedagogy. It's the instructor's responsibility to teach their LAs the course-specific pedagogy skills required.
 - b. Brainstorm common/potential student challenges or questions.
 - Get the team to discuss potential responses in case they are approached by a student with one of these issues
 - LAs will be more confident and effective if they are aware of and prepared for common difficulties.
 - It is likely that the LAs will have considerable insight here.
- 8. Set everyone up for success.**
- a. Consistent Weekly Prep Meetings will not only set up your instructional team for success, but they will also benefit your students!
 - b. Provide easy-to-access lines of communication outside meetings.
 - Questions and comments can occur at any time.
 - Email is fine, but messaging apps tend to be quicker.
 - Electronic communications are supplemental; they cannot substitute for actual Weekly Prep Meetings.