TABLE 1

Participants' background information.

Pseudonym	Age	Gender	Graduate status	Teaching experience (semesters)	Course
Hector	25	M	Grad	2	Science Literacy Recitation
Oakleigh	21	F	Undergrad	3	Biology Lab
Valentina	20	F	Grad	0	Insect Identification
Julietta	26	F	Grad	4	Insect Identification
Gretchen	21	F	Undergrad	3	General Genetics
Daniella	20	F	Undergrad	1	General Genetics
Ariana	29	F	Grad	4	Science Literacy Recitation
Sawyer	22	M	Undergrad	3	General Genetics
Naomi	22	F	Undergrad	3	Biology
Ava	20	F	Undergrad	3	Biology
Elizabeth	22	F	Undergrad	4	General Genetics
Everett	25	M	Grad	6	Insect Identification

TABLE 2

GTA-TSES and PSS data.

Pseudonym	GTA-TSES			PSS	Non-TA-related stress	TA-related stress
	Pre	Mid	Post			
Hector	3.89	4.33	4.50	27	4	1
Oakleigh	3.78	3.94	4.06	27	5	3
Valentina	4.33	4.11	4.39	25	4	2
Julietta	5.00	4.22	4.61	25	1	1
Gretchen	4.00	4.56	4.56	22	4	4
Daniella	4.78	4.22	4.78	19	3	1
Ariana	4.83	4.78	4.89	18	4	3
Sawyer	4.33	4.50	3.56	16	2	2
Naomi	4.00	3.89	3.78	15	3	2
Ava	3.94	4.06	4.17	14	3	2
Elizabeth	4.78	4.78	4.94	14	3	2
Everett	4.33	4.56	4.67	11	3	1
Amare	4.44	4.00	4.39	7	2	1
M	4.34	4.30	4.41	18.5	3.2	1.9
SD	0.41	0.31	0.42	6.4	1.0	1.0

Note. GTA-TSES score is the average of a Likert scale from 1 (not at all confident) to 5 (very confident); PSS is the sum of a Likert scale from 0 (never) to 4 (very often); non-TA-related and TA-related stress scores are the average of a Likert scale from 1 (not at all stressful) to 5 (extremely stressful).

TABLE 3

Coding framework of stressors affecting TAs as a result of the COVID-19 disruption.

Category	Description	Example quotes from interviews
Work burden	Any incident where the individual had too much work, to the point that it caused the participants to feel stressed	"My own core schedule and my own commitments…I was still taking…15 credits, which include like Biochemistry II and Physics II, which are very difficult for me. I was also doing club leadership and trying to stay on top of my research and trying to get involved in volunteering. So, I stretch myself pretty thin during the semester."—Daniella
Role ambiguity	Any incident in which the individual was unsure of what his or her role or responsibility was supposed to be in a given situation	"Not being sure of exactly what I'm supposed to do probably could have caused anxiety." —Amare
Lack of control	Not having autonomy for how or when the individual completed a given task	"And of course, there was some anxiety about not knowing what's going to be next week. What [are] going to be the rules, or we were [quickly] not allowed to go to the department anymore."—Julietta
Constraints	Policies, class structure, communication (or lack thereof), technology, and/or people who make optimal task performance difficult or impossible	"But I didn't know how to create a meeting. I didn't know how to create a recurring meeting for every week, let alone the meeting password. I didn't really know how to do any of it. I didn't know how to share the screen so they would be able to see my writing. It was a huge hassle, and I felt like I kind of had to figure out a lot of it by myself." —Gretchen
Time and effort wasted	Having the time or effort put into a project or assignment wasted, either because the project needed to be done over or differently or later became unable to be completed	"So, I work with mosquitoes, just some background. I have a huge mosquito colony and stuff like that in the lab and when they're going to kick us out for who knows how long, I had to essentially wipe everything out and kill and exterminate my entire mosquito colony, and that is a huge bummer for me. That's going to put me back in my research for quite a while."—Everett
Interpersonal conflict	Any incident involving conflict with someone else (typically an adviser, teacher, fellow student, or students)	"It's definitely brought its disconnects between the teacher and the tutor."—Amare
Distant or removed from duties	Unable to focus on tasks, not being as immersed, lack of motivation, being distracted, change in priorities	"The fact that you are in your house, you can do whatever you want or just lay down and I wasn't really motivated to work." —Valentina
Change in nature of tasks or environment	Change in difficulty, time, mode, or setting of teaching responsibilities	"It didn't really have too much of an impact on me other than I'm in my bedroom instead of in the classroom."—Elizabeth
Student engagement	Concerned with students being engaged with the course	"Students were not following any feedback at all…most people just wanted to be done with our classes, and I don't judge them."—Hector
Student success	Concerned with student success in the course	"So, you just can say, Okay, let's explain this again. Let's go over this material again, just in case someone didn't get it."— Ariana

TABLE 4

Summary of categories coded for each participant.

	WB	RA	LC	C	TEW	IC	DR	CN	SE	SS
Hector	1	0	0	0	0	0	3	1	3	3
Oakleigh	3	0	0	2	0	0	3	2	1	1
Valentina	0	0	1	0	0	0	2	4	0	0
Julietta	0	0	2	2	0	0	0	12	3	3
Gretchen	2	0	2	4	0	0	1	5	0	0
Daniella	5	0	0	0	0	0	2	3	5	2
Ariana	2	0	1	1	0	0	0	5	3	2
Sawyer	2	0	0	1	0	0	6	10	0	3
Naomi	0	0	1	0	0	0	0	9	2	3
Ava	2	0	1	0	0	0	3	4	4	5
Elizabeth	1	0	0	0	0	0	0	6	3	1
Everett	7	0	1	1	2	0	0	0	0	1
Amare	1	2	1	2	0	1	2	0	2	2
	26	2	10	13	2	1	22	61	26	26

Note. WB = work burden; RA = role ambiguity; LC = lack of control; C = constraints; TEW = time and effort wasted; IC = interpersonal conflict; DR = distant or removed from responsibilities; CN = change in nature of tasks or environment; SE = student engagement; SS = student success