

1116-F1-2390 **Emily Laura Braley*** (braley@math.duke.edu), Mathematics Department, Duke University, Box 90320, Durham, NC 27708-0320. *A framework for a graduate student teacher mentoring program.*

In the Mathematics Department at Duke University, preparation of graduate student teachers is considered an ongoing process that starts when a first year graduate student arrives and ends when a graduate student leaves Duke to pursue their career. Graduate students begin their involvement in the program before the start of their first semester at Duke by attending meetings in a teacher-training week. First year graduate students attend a teacher-training course in their first semester, observe classes, practice teaching, and work as TA's. Once graduate students are ready to teach their own classes, they work closely with a course coordinator who provides guidance, feedback, and direction throughout the graduate student's first teaching experience. I will discuss the structure of the teacher training program at Duke and how it continues to provide guidance and feedback after a graduate student's first year. (Received September 22, 2015)