

1135-J5-2053

Hayley Milbourne* (hmilbourne@sdsu.edu), 6475 Alvarado Rd, Suite 206, San Diego, CA 92129, and **Susan Nickerson**. *The ways the discourse around various teaching practices change as graduate teaching assistants engage with professional development*. Preliminary report.

Across the nation, there is increased national interest in improving the way mathematics departments prepare their graduate teaching assistants (GTAs). At many institutions, given the recommendations of the study of Characteristics of Successful Programs in College Calculus (Bressoud, Mesa, & Rasmussen, 2015), the preparation of the GTAs has a focus on ways to enact student-centered instruction with active-learning strategies. We need to understand how GTAs interpret and make sense of these suggested teaching practices. I report preliminary results on the ways in which the discourse around selected teaching practices changed over a term as Calculus GTAs were engaged in professional development. Using a modified framework based on a socio-cultural learning theory, I analyze the ways in which the discourse around the teaching practices changed and the role faculty and other GTAs had in their interpretation and transformation. With this analysis, we can understand how to better support GTAs with their teaching. The research presented here represents the start of an increased understanding of how GTAs form their own understandings of teaching practices for a student-centered classroom. (Received September 25, 2017)