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Aligning Mathematics GTA Training with Research Findings.

Based on recent research findings, the teaching assistant training program was significantly revised to include features of the best teaching assistant training programs. New aspects incorporated into the training program were: (1) significant time working on major mathematical ideas from lower-division courses for which the new graduate students would be teaching assistants (GTAs), (2) modeling active engagement, and (3) making explicit pedagogical moves that support learners in active engagement settings. The goals of these three aspects were to increase teaching assistants' pedagogical content knowledge and specialized content knowledge. Other aspects incorporated into the revised training were contextual, such as providing new teaching assistants with information about the department and its courses, as well making the communication with instructors more explicit and supportive of the new GTAs. Additionally, a new process for evaluating the new GTAs' initial teaching demonstrations was implemented. Each of these new aspects will be explained, and survey data from the previous and newest cohorts of mathematics GTAs will be presented. (Received September 20, 2015)