

1145-AC-1124      **Cody L Patterson\*** (cody.patterson@utsa.edu), 12330 Vance Jackson Road, Apartment 17202, San Antonio, TX 78230, and **Carlos Acevedo** (carlos.acevedo@utsa.edu). *An activity on aligning calculus problem session tasks to learning objectives.*

We will present an activity, used in teaching assistant professional development at our institution, that engages participants in selecting tasks for a calculus problem session. In the activity we provide participants with a selection of problems on classifying critical points of functions and ask them to select and sequence several tasks for an hour-long problem session and develop a possible plan for a whole-class debrief of these tasks. In selecting tasks, we ask participants to consider the alignment of each task to a specified learning objective and use the cognitive demand framework of Stein et al. (1996) to evaluate the level of demand of each task. In our presentation we will briefly engage session participants in the task selection part of the activity and share results from the use of the activity in our own TA professional development. (Received September 19, 2018)