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Sean P Yee (yee@math.sc.edu), University of South Carolina, LeConte College, 317K, 1523 Greene Street, Columbia, SC 29208, **Kimberly Cervello Rogers*** (kcroger@bgsu.edu), Department of Mathematics and Statistics, Bowling Green State University, Bowling Green, OH 43403, **Jessica Deshler** (jmdeshler@mail.wvu.edu), West Virginia University, PO Box 6310, Department of Mathematics, Morgantown, WV 26506, and **Robert Petrulis** (robert.petrulis@epreconsulting.com), **Christopher D. Potvin** and **James Sweeney**.
Making Graduate Student Instructor Observation Protocols Actionable via Post-Observation Feedback.

In this study, two universities created and implemented a student-centered graduate student instructor observation protocol (GSIOP) and a post-observational Red-Yellow-Green feedback structure (RYG feedback). The GSIOP and RYG feedback was used with novice graduate student instructors (GSIs) by experienced GSIs through a peer-mentorship program. Ten trained mentor GSIs completed 50 sets of three observations of novice GSIs. Analyzing 151 GSIOPs and 151 RYG feedback meetings longitudinally provided insight to identify what types of feedback informed and influenced GSIOP scores. After qualitatively coding feedback along multiple dimensions, we found certain forms of feedback were more influential for GSI development than others with respect to change in GSIOP score. Our results indicate contextually-specific feedback leads to more observed changes and improvement across multiple observations than decontextualized feedback. (Received September 04, 2018)