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**Ellis, Jessica**

**Preparing future professors: highlighting the importance of graduate student professional development programs in calculus instruction.**

Oesterle, Susan (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 3. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-363-0/v.3). 9-16 (2014).

Summary: This report details the importance of professional development and training for graduate student teaching assistants (GTAs) in the teaching of calculus. Findings from a large, national study in the United States show that GTAs are teaching a large percentage of Calculus I students (either as the primary teacher or as a recitation leader), receiving widely varied preparation for this teaching, and experiencing this preparation to varying degrees of effectiveness. The results motivate the need to further investigate the current landscape of GTA professional development, and lay the groundwork for subsequent analyses to explore connections between GTA PD, instructor attributes, such as beliefs and practices, and student success.

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*Keywords:* professional development; graduate student teaching assistants; calculus