

1116-F1-2426 **Carrie Diaz Eaton** and **Ashley Rand*** (ashley.rand@b1c.edu), 700 Luther Dr., Mankato, MN 56001, and **Eleanor Abernethy**. *Graduate Student-Driven Development and Delivery of a GTA Training and Mentoring Program*.

Not all graduates of PhD programs at research institutions go on to full-time positions at research institutions. The reality is that graduate students want and need to be prepared for teaching in their academic lives, both during graduate school and in their future careers. This talk chronicles the evolution of a GTA teaching training program at an R1 department co-developed and co-taught by senior graduate students. This program was modeled after the initiative “Preparing Future Faculty” and uses “Learning to Teach and Teaching to Learn Mathematics” by Matt Delong as a major resource. The program is designed to meet the needs of novice teachers with little education background, but sufficient content background, and encourages self-reflection and exploration of one’s teaching. It also allows for further exploration after the initial semester. The integrated mentoring program creates connections between successful graduate students and new graduate students, primarily in teaching, but also research. It also supports these mentors in further exploring one’s own strengths and weaknesses as a teacher and exploring new ideas as well as service to the professional community. (Received September 22, 2015)