

1145-AC-2305 **Mary Beisiegel***, 368 Kidder Hall, Department of Mathematics, Corvallis, OR 97331. *Activities for Building and Honing MGTAs' Abilities to Foster Student Engagement.*

Research shows that adopting unfamiliar teaching practices can be difficult for novice and experienced teachers alike. Research also shows that teachers who are most successful in learning how to foster student engagement in mathematical thinking and reasoning begin with small-scale teaching strategies (e.g., open-ended questions) and, over time, build up to larger-scale teaching strategies (e.g., interactive lecture). Success in implementing small-scale changes provides teachers with the confidence to make larger changes. Mathematics graduate teaching assistants (MGTAs) should have multiple opportunities to learn about and practice various teaching strategies that foster student engagement. I will describe three activities for helping MGTAs learn small-scale strategies and build to larger-scale teaching strategies. The first activity presents small-scale strategies and has MGTAs posing open-ended questions, reading canned responses, and practicing different ways of replying. The second activity has MGTAs focus on mid-scale strategies, such as think-pair-share, and how to maintain cognitive demand of tasks. The third activity has MGTAs create prompts in their lecture notes in order to design interactive lectures and whole-class dialogues. (Received September 25, 2018)