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Raising the level of student learning, recruiting more math teachers, and providing elementary and middle school teachers professional development opportunities are issues that confront public education. By creating a collaborative learning community, called a Math Inquiry Group (MIG), we address problems teachers face in their classroom and use the lessons learned to inform our university teacher preparation program. MIGs provide a way to link summer experiences with continued school-year support, while building self-sustaining learning communities where teachers take leadership roles in their own professional development.

This talk describes how to establish MIGs locally, how to use ITV to support remote sites, and topics that MIGs address. We discuss how to develop administrative support, the importance of talking about teacher concerns, and how this program relates to undergraduate teacher preparation. We describe the difference between local MIGs and using ITV to work with teachers. The programs described provide support to teachers participating in the Park City Math Institute (PMCI) in a Math Science Partnership Grant sponsored by NSF, and to teachers participating in Texas State University Mathworks summer training supported by a Texas state Teacher Quality Grant. (Received September 11, 2006)