

1096-VE-2374 **Kacey M Diemert*** (diemert@math.montana.edu). *Putting Professional Development into Practice: How Teachers Implement and Share their Knowledge of the Common Core State Standards for Mathematics with Peers – The Research Process and Early Results*. Preliminary report.

The Common Core State Standards for Mathematics (CCSSM) outline content expectations for K-12 students, but do not mandate use of specific curriculum or teaching methods. While such flexibility is embraced in the culture of American schooling, it leaves states to cope independently with the responsibility of successful implementation. Some states face unique challenges due to rural isolation, variation in support structures, and limited resources, calling for a differentiated and school-based approach to CCSS implementation.

Teacher cohorts in Montana are charged with leading school-based change as part of a three-year PD project focused on designing a systemic and sustainable approach to implementing the CCSSM. This study takes place at a critical juncture in the implementation process, when teacher participants transition from receiving professional development to sharing their practice with peers. This qualitative case study explores how the cohorts implement the CCSSM, the professional knowledge they identify as most valuable to support teaching with the CCSSM, and the factors influencing implementation. Data sources include focus group interviews, observations of school-based meetings, and cohort strategic plans. The research process and early results will be presented. (Received September 17, 2013)