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Mary L Garner*, 4621 Ivygate Circle, Atlanta, GA 30339, and **Virginia Watson** (vwatson@kennesaw.edu), Kennesaw State University, Department of Mathematics, Kennesaw, GA 30144. *Assessing the Influence of a Mathematics Elementary Teachers' Circle*. Preliminary report.

In 2011, we formed a mathematics teachers' circle for elementary teachers from five urban schools. The 31 teachers participated in a three day immersion workshop in February and then three two-hour math circle meetings during the remainder of the year. Teachers received a stipend for their participation under a larger Teacher Quality Grant. To evaluate the impact of the circle, participants did a pre- and post-problem solving activity, responded to a pre- and post-attitude survey, and were asked to respond to journal prompts at the end of math circle meetings and during each week of their teaching. We sought to answer three research questions:

1. Does participation in Math Teachers' Circles increase participants' use of problem solving as a teaching process, including their ability to evaluate (recognize, promote, initiate, engage) their students' problem solving?
2. Does participation in Math Teachers' Circles improve participants' ability to engage in problem solving?
3. Does participation in Math Teachers' Circles change teachers' attitudes towards mathematics and their identification of themselves as mathematicians?

Our presentation will focus on exactly how we conducted the study, the pitfalls we encountered, and brief overview of our initial findings. (Received September 15, 2014)