

1014-D1-761 **Harel Barzilai*** (hxbarzilai@salisbury.edu), Dept. of Math. and Comp. Sci., Salisbury University, 1101 Camden Ave, Salisbury, MD 21801, and **Homer W Austin** (hwaustin@salisbury.edu), Dept. of Math. and Comp. Sci., Salisbury University, 1101 Camden Ave, Salisbury, MD 21801. *Interviews and School visits: Avenues for Assessing Professional Programs for K-12 Teachers*. Preliminary report.

Math ADEPT, an NSF-funded, mathematician-led professional development program for teachers now in its 5th year, uses multiple avenues and instruments as part of its program of assessment. As part of this multi-pronged approach, the last 18 months have focused on school visits and other interviews to collect additional data which adds depth and detail to the "snapshot" available to project directors. This more detailed view can then serve for both research purposes in general and for formative assessment of the program in particular.

The presenters will share their experiences and thoughts on aspects including: the nuts and bolts of implementing such a program, some findings that were uncovered through interviews, and why directors of other programs may wish to incorporate in-school visits and/or other types of direct interviews as part of their assessment program.

While some findings about ADEPT will be shared, the presentation will focus on broader perspectives including the purpose, design, and implementation of school visits and interviews and how they may serve as one key component of assessment for any professional development program for mathematics teachers. (Received September 23, 2005)