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**Cathy S Liebars\*** ([liebars@tcnj.edu](mailto:liebars@tcnj.edu)), The College of New Jersey, Department of Mathematics and Statistics, 2000 Pennington Road, Ewing, NJ 19047. *Sustained professional development in urban and suburban middle schools: is it effective?*

We will describe a US DOE-funded project with one urban district and a few surrounding suburban districts in which Mathematics department college faculty teach graduate math content courses for middle school teachers after school on site in the districts. Courses meet once a week for 2 1/2 hours throughout the semester and teachers can elect to take the courses for graduate credit. College faculty use middle school curricula as a basis for exploring the math content in the course. Data was collected on student test scores, teacher surveys, and classroom observations (done by undergraduate preservice teachers engaged in independent research) and compared to a control group. Differences were found in several areas of classroom practice between the treatment and control groups. (Received September 12, 2008)