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**Jennifer Bergner\*** (jabergner@salisbury.edu) and **Michael Bardzell** (mjbardzell@salisbury.edu). *A Partnership with Local Schools: Implementing the Paradigm Shift to Teaching Common Core Mathematics*. Preliminary report.

The Salisbury University (SU) Mathematics Department has partnered with local county schools over the past three years to provide two different types of professional development to help teachers (grades 3-12) make the paradigm shift to the Common Core State Standards for Mathematics (CCSSM). SU mathematics and mathematics education faculty created and delivered content modules that focused on aspects of content and pedagogy identified by mathematics coaches as being problematic for the teachers as they switched to the CCSSM. After each module, teachers created inquiry based learning tasks to be implemented in their classrooms and provided student work samples for future analysis. The second professional development opportunity involved university faculty meeting with groups of 8-10 teachers to collaboratively create inquiry based tasks for classroom use. Teachers saw these tasks to be relevant to their practice because they were created specifically for their students. In this presentation we will share struggles, successes, and future plans with respect to our partnership with the local schools and the transition to CCSSM. (Received September 16, 2014)