

1125-AG-1899 **Estrella Johnson***, strej@vt.edu, **Christine Andrews-Larson**, cjlarson@fsu.edu, and **Karen Keene**, kakeene@ncsu.edu. *Teaching Inquiry-oriented mathematics: Establishing Support.*

The Teaching Inquiry-oriented Mathematics: Establishing Supports (TIMES) project is using a designed-based research to develop and investigate a three-part instructional support model. The TIMES model consists of three instructional supports: curricular support materials, a three-day summer workshop, and weekly online workgroups. Within the context of this model, the research team is investigating the relationships among instructional supports, instructors, and instruction that are important for informing effective instructional change. In this presentation, we offer preliminary findings related to the facilitation of meaningful discussions around instructors' pedagogical reasoning, the use of videos in online faculty workgroups, and departmental contexts and norms that support instructors in adopting research-based instructional materials and strategies. We end with a discussion of our next steps, including an investigation into student outcomes (disaggregated by gender and race/ethnicity) to understand how instructional practices influence students' performance on content assessments, perceptions of instruction, and performance and perseverance in subsequent mathematics courses. (Received September 19, 2016)