

1125-VQ-511 **Rachel M Bates*** (rachel.bates@redlandsc.edu), 1300 S. Country Club Rd, El Reno, OK 73036. *Teacher Education and Quantitative Literacy: Improved Training for Teachers*. Preliminary report.

Quantitative literacy (QL) is a major goal of the National Council of Teachers of Mathematics (NCTM) for teachers of mathematics (NCTM, 2000). Although QL should be an aim of education across all subjects in PK-12, a large part of the responsibility falls to PK-12 educators (Madison, 2008). QL has continued to receive attention because of the growing demands on U.S. residents to understand, utilize, and react to quantitative information in their daily lives. An important component of a stronger quantitative education experience for PK-12 students requires QL educational experiences within teacher education programs. The purpose of this session is to share the results of a study examining pre-service teacher's experiences completing a Quantitative Literacy course. Participants in this study were pre-service teachers pursuing a Bachelor's Degree in Education. The education major requires students to complete four undergraduate level mathematics courses. The participants were enrolled in the Quantitative Reasoning course taught by the speaker. Results of surveys, self-reflections and interviews regarding their experiences within the course will be shared. (Received September 04, 2016)