

1135-VG-1799 **Erick B Hofacker*** (erick.b.hofacker@uwrf.edu), 214C North Hall, River Falls, WI 54022,
and **Sherrie Serros** and **Ashlee LeGear** (ashlee.legear@uwrf.edu), 214C North Hall, River
Falls, WI 54022. *Teacher Development Through the Mathematical Practice Standard Continuum.*

In 2015 we were awarded a three-year Mathematics Science Partnership grant to work with over 15 school districts in Western Wisconsin. The project focused on the progression of topics through K-12 mathematics, but also the development of the habits of mind that are important for successful teaching and learning of mathematics. Over 100 in-service teachers participate in the project, as well as a dozen apprentices. The apprentices are pre-service teachers that receive the same professional development, but also work in the classroom to assist their cooperating teachers with implementing these habits of mind. As a result of this project and previous projects, our team has developed a continuum scale for analyzing how teachers progress in their appreciation and implementation of the mathematical practice standards with their students. Rich mathematical tasks are used with the participants and apprentices to help develop an appreciation of the mathematical practice standards. Once an appreciation of the practice standards is developed, it provides a sense for teachers on the importance of interpreting and developing them with their own students. Preliminary data from our work will be shared. (Received September 24, 2017)