

1154-A5-2547

Roberto C Soto* (rcsoto@fullerton.edu), California State University, Fullerton, CA 92831, and **Alison Marzocchi** (amarzocchi@fullerton.edu), California State University, Fullerton, CA 92831. *Learning about Active Learning While Actively Learning: Best Practices for Faculty Professional Development.*

Many colleagues at our university have accepted that active learning can improve student outcomes yet having little to no formal training in education. They desire professional development that is both effective and meets their needs. Thus, our department embarked on an initial year of active learning professional development for mathematics faculty, implementing and researching a variety of professional development formats. We conjectured that effective faculty professional development, like effective mathematics instruction of students, would engage faculty in active learning experiences. Initial results indicate that effective professional development for faculty is tightly aligned with effective classroom instruction of students. This talk provides a framework of professional development practices for faculty, informed by a subset of mathematics instructional practices. (Received September 17, 2019)