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Andrea C Alt, Lida M.L. Bentz and **Hortensia Soto**. *Moving towards equitable teaching: A continuum of transforming collegiate mathematics teaching.*

In this study, we describe how the participants of a professional development program for collegiate mathematics faculty, implemented practices in their classrooms developed within the PD program. This funded professional development program focused on the themes of rich tasks, student-centered learning, and sense of community all with an eye toward equity. Video recordings of five of the participants' teaching at different points in the academic year served as evidence of the participants' incorporation of the professional development program themes in their classroom. We found that each of the five participants implemented the themes to different degrees and our analysis suggests that these levels of implementation may be related to how the participants attended to equity in their classroom. We argue that creating a sense of community in the classroom supports integration of the PD program themes and promotes equitable teaching practices. (Received September 11, 2019)