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Methods courses for prospective mathematics teachers typically offer balancing acts of mathematical content knowledge with pedagogical approaches, lesson planning with classroom management concerns, and college mathematics with typical secondary curricula. Recently, state standards for teacher certification, national policies on assessment, and accreditation expectations have shifted the equilibrium in teacher preparation programs. The impact of these demands on methods and math courses and potential responses for integrating them into already packed methods courses will be explored and discussed. (Received September 25, 2006)