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**Karen A Marrongelle\*** ([karenmar@pdx.edu](mailto:karenmar@pdx.edu)), Department of Mathematics & Statistics, Portland State University, P.O. Box 751, Portland, OR 97207-0751, and **Sean Larsen**. *The role of professional development resources in generating mathematical discourse.*

We present the results of an investigation of the function of professional development resources in generating substantive mathematical discourse among practicing K-12 teachers and providing opportunities for teachers to learn mathematics. Over a 2-day instructional episode, teachers initially engaged in mathematical education discourse. We define mathematical education discourse to include making sense of students' mathematical discourse, assessing the correctness of students' responses, and making observations about classroom culture and the role of the teacher. Teachers eventually engaged in mathematical discourse, which provided opportunities for them to learn about isomorphism and closure. Reflecting on this research, we offer strategies for engaging preservice high school mathematics teachers in mathematical discourse and providing opportunities for teachers to learn mathematics. (Received September 26, 2006)