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Joshua D Chesler* (jchesler@csulb.edu), Department of Mathematics and Statistics, 1250 Bellflower Blvd., California State University, Long Beach, Long Beach, CA 90840-1001. *Teachers, Mathematicians, and Educators Making Sense of Algebra Content.*

A teacher's interactions with algebra content are shaped by varied and complex factors such as her/his knowledge and beliefs as well as by the particular representation of the algebra content. The settings for this study were two workshops in which algebra teachers, mathematicians, and mathematics educators were separately tasked with discussing and categorizing middle/high school algebra problems. The study's goals included an examination of the knowledge and beliefs which influenced these interactions with algebra. I will report on some outcomes which may provide insight into the ways in which teachers make sense of algebra curricular materials. For example, teachers (as compared to members of the two other professional groups) analyzed the problem set with frequent reference to and guidance by their perceptions of students. I will discuss some potential implications of these outcomes for developers of curricular materials and for instructors of pre-service and in-service teachers (Received September 18, 2009)