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Raven S. McCrory* (mccrory@msu.edu), 513 G. Erickson Hall, Michigan State University, East Lansing, MI 48824. *Mathematics classes for elementary and middle school teacher certification.*

This paper will present results from Michigan State University's Mathematical Education of Elementary Teachers (ME.ET) study of undergraduate mathematics classes for elementary certification. Data from 60 institutions in three state will be presented, including interviews with mathematics department chairs, surveys of instructors, and pre-post- assessments of students. Results suggest that mathematics departments take the job of educating elementary teachers seriously, but that state and national standards and high stakes tests are having minimal influence on these undergraduate courses. Students appear to be learning mathematics that has been shown to be useful for teachers: they have positive gain scores on our assessments using items taken from the University of Michigan Learning Mathematics for Teaching project. We will report results from models that predict student gains based on instructor characteristics, textbook used, institution and other variables reported in our data. (Received September 10, 2007)