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**Anna E. Bargagliotti\*** (brggl1tti@memphis.edu), University of Memphis, Department of Mathematical Sciences, 365 Dunn Hall, Memphis, TN 38152, and **Cassandra Guarino** and **William Mason**. *Effects of Teacher Practices on Mathematics Achievement Gain of First-Grade Children of Different Racial-Ethnic Backgrounds*. Preliminary report.

Using the Early Childhood Longitudinal Study (ECLS-K) first-grade data, we examine the relationship between student mathematics gains and the teaching practices to which they were exposed. In particular, the paper emphasizes the influence of teacher practices on children of different racial-ethnic backgrounds.

Through the use of a two-level model, results are found that indicate teaching practices play a significant role in student gains. In particular, certain traditional practices are found to have a negative effect on gains for black children while some reform-based practices have a positive effect. Also, when controlling for the interactions between races and practices, the black main effect disappears. (Received September 10, 2007)