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S Nihan Er* (se102305@ohio.edu), 3571 Mt. Zion Rd., Apt. B, Jackson, OH 45640. *Perceptions of Turkish High School Mathematics Teachers Regarding the 2005 Curricular Changes and Their Effects on Mathematical Proficiency and University Entrance Exam Preparation*. Preliminary report.

The nationwide university entrance examination, known as the Student Selection and Placement Examination (ÖSYS), has an important place in the Turkish education system. Many students begin to study for this exam in the early years of their education. Student preparation accelerates during the high school years, especially the last year of the high school. Since 1985, the system of the ÖSYS and Turkish secondary school mathematics education program have been changed a few times. The purpose of this study is to investigate the perceptions of Turkish high school mathematics teachers regarding the 2005 curricular changes and their impact on students' mathematical proficiency and on students' success on the ÖSYS. Another aim is to explore possible differences among the perceptions of teachers who work in different types of schools (Anatolian, general, and science high schools) and have varying levels of teaching experience. The study involves surveying a large number of high school mathematics teachers and interviewing 21 teachers who have at least 10 years teaching experience. I will present some preliminary findings of the study. (Received September 22, 2011)