

1116-97-1723      **Yvonne Lai\*** (yvonnexlai@unl.edu), **W. James Lewis** (jlewis@unl.edu) and **Allan Donsig** (adonsig@unl.edu). *Mathematical knowledge for teaching at the University of Nebraska-Lincoln*. Preliminary report.

The CBMS publication, *The Mathematical Education of Teachers II*, emphasizes teachers' need for continued professional growth in their mathematical knowledge. At the University of Nebraska-Lincoln we have invested heavily in creating graduate courses for mathematics teachers and in offering opportunities for teachers to take graduate courses to deepen their mathematical knowledge for teaching. In this talk we will give an overview of Nebraska's program and take a close look at two of the courses that have been developed. We discuss how mathematical knowledge for teaching has been built up and interpreted in designing these courses. We will compare viewpoints of instructors and teachers on the teaching and learning of mathematical knowledge for teaching. The results presented draw primarily from data from a Noyce program; the analysis is informed by two decades of professional development course offerings through the NebraskaMATH partnership. (Received September 21, 2015)