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Claire Gibbons* (gibbonsc@oregonstate.edu). *Capturing the Mathematical Content in College Algebra Instruction Through the Lenses of Three Observation Protocols.*

In the United States, approximately half of all students enrolled in College Algebra do not successfully pass on to the next course. Thus, College Algebra can be a barrier for STEM-intending undergraduate students. The instruction offered to College Algebra students has an impact on their achievement, and the mathematics presented during instruction affects student understanding and success. To investigate the mathematical content offered by one university's College Algebra instructors, video clips of direct instruction were observed with three observation protocols: the Mathematical Quality of Instruction (MQI) Protocol, the Reformed Teaching Observation Protocol (RTOP), and the Teaching for Robust Understanding of Mathematics (TRU Math) Protocol. Despite using a common curriculum and maintaining a community of practice, the instructors' presentations of mathematical content exhibited wide variation. This talk will discuss the variation of mathematical content provided during instruction and the ability of the MQI, RTOP, and TRU Math protocols to capture this variation. (Received September 26, 2017)