

1056-Z1-1768 **Mary Beisiegel*** (beisieg@wou.edu), Mathematics Department, 345 N. Monmouth,
Monmouth, OR 97361. *Issues and Obstacles in Preparing Mathematics Graduate Students for
Teaching.*

Within mathematics teacher education, mathematics graduate students and the development of their teaching practices have become a focus of investigation. This is important as almost seventy-five percent of mathematics PhDs will become professors at post-secondary institutions dedicated to undergraduate education rather than research. Thus, attending to the manner in which mathematics graduate students develop their teaching practices is crucial in preparing them for their future profession. The most recent research into mathematics graduate students' teaching has examined their classroom practices and connections between their practices and beliefs about teaching and learning. Researchers observed that while the graduate students acquired positive attitudes and beliefs about teaching mathematics, the students did not adopt alternative practices. The purpose of this research project was to uncover the issues and difficulties that come into play as mathematics graduate students develop their views of their roles as university teachers of mathematics. In an effort to inform future programs for mathematics graduate students, I will describe the results of this study, which followed a cohort of students for six months and focused on their understanding of mathematics teaching. (Received September 22, 2009)