1086-N1-555 **Elise Lockwood*** (elise314@gmail.com), **Estrella Johnson** (emjohns@pdx.edu) and **Sean Larsen** (slarsen@pdx.edu). *Developing Instructor Support Materials for an Inquiry-Oriented Curriculum.*

In recent years, reform-oriented mathematics curricula have become increasingly prevalent, gaining attention among policy-makers and enjoying, in some cases, widespread implementation. The process of scaling up such curricula to serve a wider audience is a significant challenge but is necessary if such innovations are to have a real impact on STEM education. In our Teaching Abstract Algebra for Understanding project, we sought to scale up a group theory curriculum that was developed through a series of design experiments and refined through several iterations of classroom trials. This process of scaling up motivated us to design Instructor Support Materials (ISMs) to support teachers in successfully implementing the curriculum. These ISMs have taken the form of an interactive website that provides instructors with a number of resources to help teachers implement the curriculum effectively and faithfully. In this presentation, we describe the process of designing our ISMs, discussing relevant literature, design-based research methods, and examples from the research phases of our work, all of which contributed to the design of the ISMs. Our findings provide a resource for other researchers who seek to develop similar support materials. (Received September 06, 2012)