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*Transition and Collaboration: The Identity of an Advanced Placement Statistics Teacher*

Statistics has a visible and increasing presence in the K-12 curriculum. Despite widespread recognition of statistics as a field independent of mathematics at the tertiary level and beyond, at the K-12 level statistics instruction largely occurs in mathematics classrooms. Without appropriate preparation and professional development, this arrangement can result in an incomplete treatment of statistics. Mathematics teachers charged with teaching statistical content may need to develop a new identity as a statistics teacher to be effective. This poster examines the identity of an in-service secondary level mathematics teacher engaged in collaborative teaching of an Advanced Placement (AP) Statistics course.