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The increase in distance-delivered teacher education programs in the United States reflects the need for universities to develop high-quality teachers in an era of strained budgets. Distance-delivered courses allow a wider population of teachers to have access to these programs, offering rural teachers opportunities to engage in courses with minimal travel time and cost; however, research is struggling to keep pace with these advances. What are the best teaching practices in online and hybrid environments, and how can teacher educators, such as mathematicians, be supported in these new environments? This study seeks to describe how teacher educators experienced instructing in a distance-delivered master's program in mathematics. Based on 21 interviews from eight teacher educators working in a program offering distance-delivered courses for rural teachers, the findings summarize the types of faculty in the program over the last two years based on Rogers' innovation theory. We then offer our recommendations to university personnel and administration for providing support structures to other faculty members who teach using such technologies. (Received September 22, 2012)