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Mathematicians and mathematics educators believe that mathematics should make sense, and should help make sense of the world. However, all too frequently standard math course materials do not support sense-making and other habits of mind for teaching mathematics. To address this issue, at CSUSB we have been working to increase alignment with the Standards for Mathematical Practice (SMPs).

This work has been strongly influenced by long-term partnerships between CSUSB mathematicians, mathematics educators, and local school district leaders. With the support of CSUSB NSF- and State-funded programs, districts are making significant curricular and instructional changes; we will discuss how we are modifying the CSUSB teacher preparation program based on ongoing conclusions from this work.

In this presentation we will 1. Examine the structures we have put into place to align courses with the aims of the SMPs; 2. Consider the changes in content and assessment of math courses that have followed this alignment; 3. Share specific mathematical tasks that have been productive in college math courses that are aligned to the SMPs; 4. Share some challenges and opportunities in this work. (Received September 17, 2013)