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Joanne C Caniglia* (jcanig11@kent.edu), Teaching, Learning, and Curriculum Studies, Kent State University, Room 404 U. White Hall, Kent, OH 44242. *Supporting Preservice Special Education Teachers with the Academic Rigor of the Common Core.*

Research in mathematics education is clear that teacher's content knowledge plays an important part in student achievement. However, the special education population continues to be taught by teachers who do not have the content area background they teach nor the belief that they can teach mathematics. The purpose of this presentation will be to show evidence from a study of the effects of mathematical background, self-efficacy, content knowledge, and embedded field experiences. Measures included the state standardized assessments, Mathematics Self-Efficacy Scale – Revised (MSES-R) and the Mathematics Teaching Efficacy Beliefs Instrument (MTEBI). Results show a disconnect between teachers' beliefs that they can teach mathematics to students with disabilities and their content knowledge of K-12 mathematics. Yet, embedding a field experience and teaching collaboratively with special education professors within the mathematics methods course diminishes this disconnect and future teachers begin to realize the importance of mathematical knowledge for teaching. (Received August 21, 2013)