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In this presentation, we discuss the NebraskaNOYCE partnership between the University of Nebraska-Lincoln and 3 large high-needs school districts. We discuss the engagement and perspectives of 24 experienced and 16 new teachers. We highlight particularly influential activities. We then describe their viewpoints on mathematical habits of mind and mathematical knowledge of teaching. We will compare and contrast these viewpoints with those of the mathematics instructors involved with the program. (Received September 19, 2016)