In this talk I will present findings related to work done with teachers who took a graduate-level Introduction to Mathematical Proofs course for Middle and Secondary Teachers. The talk will focus on teacher work from a culminating project that asked teachers to create a classroom lesson focused on one of the mathematical practices and also tell how that particular practice connects to the work done in a graduate-level introduction to mathematical proofs course. I will show examples of student work and discuss implications of this work to Math Teacher Educators. (Received September 25, 2017)