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In this presentation, we will discuss a collaborative effort between faculty members in the College of Education and the Department of Mathematics and Statistics, to develop a middle school mathematics teacher preparation program, which aligns with the Florida's adaptation of the Common Core Mathematics Content Standards, and Standards for Mathematical Practice. The goal of the collaboration was to foster preservice teachers development of an advance understanding of elementary mathematics, and to cultivate mathematical processes and practices during the enacted curriculum. Hence, a mathematics educator and two mathematicians co-planned and co-taught lessons, to provide opportunities for preservice teachers to engage in productive struggles with mathematics.

During the co-planning, syllabi for the three courses (Number Connections, Probability and Statistics and Mathematics Methods for Middle Grades) were revised to address concepts that are deemed vital to facilitate preservice teachers' mathematical understanding, strengthen their ability to construct arguments and promote their engagement in mathematical reasoning.

Hence, we will describe the program, the co-planning initiative and its complexities, and changes to the syllabus and faculty's instructional practices. (Received July 16, 2014)