

1106-VD-2542      **Matthew S. Winsor\*** (mwinsor@ilstu.edu), Department of Mathematics, Campus Box 4520, Normal, IL 61790-4520. *Helping future high school teachers integrate their mathematical and pedagogical knowledge.*

Secondary mathematics teachers must develop a deep and connected understanding of both mathematics and pedagogy in order to interpret student thinking, choose instructional activities, and plan effective lessons. Unfortunately, secondary mathematics majors often do not see the connections between their methods and mathematics courses, creating a disconnect between their pedagogical and mathematical knowledge. To address this challenge, we have designed, implemented, and tested a model of teacher preparation that promotes the integration of mathematics and pedagogy. The model, implemented in a content and methods course taught in tandem, is built on a set of common classroom experiences. These common classroom experiences include mathematical tasks, student work, videos, etc. taken from high school classrooms. By investigating a common experience through both a pedagogical and mathematical lens future teachers will have to chance to not only see the connections between mathematics and pedagogy, but to enact them in instructional settings. The goal of the presentation is to share our model and to promote a discussion regarding strategies for better preparing future secondary teachers to integrate their knowledge of mathematics and pedagogy for the purpose of instruction. (Received September 16, 2014)