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Mathematics graduate students who pursue a career in an academic department can expect a 40-year career doing research and teaching. In a typical graduate program they will spend 5 years preparing for the research part of their career, but little time preparing for 40 years of teaching. What would it mean to take this preparation seriously? In this presentation we look at some frameworks for thinking about teaching graduate students to become excellent teachers, using the teaching seminar at Dartmouth as a source of examples as they relate to these frameworks. (Received September 14, 2016)