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In this paper, we follow a fictitious student named Sarah as she completes her education program at Trinity. This program leads to a "highly qualified" designation in middle school mathematics, due to her 25 credit minor in math education. This minor includes 16 hours in math, 3 hours in education technology, and 6 hours of methods courses including extensive discussions of math content. We believe that this program follows the MET recommendations.

We offer a series of excerpts from Sarah's diary, with appropriate annotations, as she progresses through her program. Along the way, she encounters a content course where structured small group activities challenge her to revisit "familiar" math concepts and advance to a level where she can explain the "why" behind the concepts. Later, she writes individual and team math problems, based upon NCTM standards, for a middle school math competition. Other entries document unexpected links between middle school math and advanced courses such as discrete structures and modern geometries, a 2-week interim, and her internship. These annotated diary entries provide the reader with exemplars linking content math courses and related program experiences to the overall goal of preparing a highly qualified middle school math teacher. (Received September 22, 2006)