Title: A Collaborative Teaching Model in Redesigning, Examining, and Integrating CCSS-M in a Secondary Mathematics Methods Course: Focus on a Module of Statistics

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**Executive Summary**

In our initial teacher preparation (ITP) program for pre-service secondary school mathematics teachers (PSSM), we, two mathematics educators from the College of Education and one mathematician from the College of Arts and Sciences will collaborate to design, develop and co-teach a module of Statistics in EDMT 6560 - the first mathematics methods course in the ITP program. We will facilitate and model the development of lesson plans for the Common Core State Standards for Mathematics (CCSS-M) focusing on the module of Statistics, while embracing reasoning and sense-making skills and mathematical practices. Having gained or rekindled this knowledge, PSSM teachers will be able to analyze student learning and make appropriate interpretations of their students’ learning and their own teaching. In our research, we will (1) document and reflect on the negotiation of the collaborative teaching approach, (2) measure and evaluate PSSM teachers’ learning in the module, and, (3) analyze the connections between the Statistics activities and PSSM teachers’ experiences using Statistics in their internship. Through proposed papers and conference presentations, nationally and internationally, we will disseminate the findings of our research.