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Alison S. Marzocchi* (amarzocchi@fullerton.edu). *Pushing Mathematics Content Courses for Elementary Pre-Service Teachers beyond Elementary Mathematics Content.*

The presenter will share strategies for teaching elementary mathematics content courses for pre-service teachers (PSTs) so that the course is not simply re-delivery of elementary mathematics content. Under this course model, the PSTs are supported in reviewing the content on their own so that they are arriving to the class session with (at least) a procedural understanding of the week's materials. This allows valuable class time to be spent on developing the PSTs' conceptual understanding of the material through strategies such as predicting multiple student solutions, assessing the validity of student responses, problem posing, etc. Essentially, the classroom norms establish that it is not sufficient for the PSTs to simply be able to solve the problems for themselves, but to instead understand it more deeply so that they are able to explain it to others. This model aligns with many of the Common Core Standards for Mathematical Practice such as "making sense of problems and persevering in solving them" and "constructing viable arguments and critiquing the reasoning of others." (Received August 24, 2015)