Abstract: This talk reports on two studies that examine the development of preservice teachers' (PSTs) understanding of productive struggle. One is situated in a semester-long mathematics content course and the other in a professional development associated with a math camp for elementary and middle school students. Using qualitative methods, results suggest that the PSTs in both settings develop the ability to attend to student struggles and to a lesser degree the ability to interpret the mathematics underlying the student struggles. They also begin to identify teaching strategies and practices that appear potentially useful for supporting productive struggle.

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