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In our presentation we outline our department's undergraduate internship program that illustrates several recommendations of the Mathematical Education of Teachers (MET) document. In our program we provide our strongest mathematics teaching majors with classroom-based field experience by assigning pairs to team-teach sections of reform-based developmental level mathematics courses. For many of the interns this is the first encounter with reform in mathematics teaching. By participating in the internship early in their academic careers, our graduates develop the disposition that mathematics is a sense-making activity and that the teacher's role is that of a facilitator, not a dispenser of knowledge. We believe that other mathematics departments could benefit from instituting programs similar to our internship program. In our presentation, we will provide a detailed description of the program, what we have learned, and the challenges that we still face. (Received September 08, 2000)