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For the last five years we have studied how hand-held graphing technology (HHGT) is being integrated in the teaching and learning of mathematics. Our ultimate goal was to determine if we are we preparing our pre-service secondary teachers to properly use the capabilities that hand-held graphing technology (HHGT) provides. To answer this question, we first established criteria on how the integration of HHGT, without CAS, expands the depth and breadth of the study of mathematics at the secondary level. We have looked at concepts, mathematical tools, representations, and problem solving approaches being taught beyond traditional secondary mathematics, as well as to didactical methods that technology facilitates and research favors. Then we have gathered data from pre-calculus textbooks, pre-service secondary teachers, and secondary teachers. In this presentation we will share some of the results obtained from the analysis of the textbooks, and from a test based on the established criteria administered to teachers and to pre-service teachers. (Received September 04, 2012)