In this talk we will consider the knowledge, mathematical and pedagogical, that teachers should have to be prepared for effective teaching, and compare the form and quality of the opportunities for pre-service teachers to gain this knowledge in different countries. We will report on data collected from pre-service teachers in Wisconsin, Germany, and China on mathematics knowledge for teaching, mathematical sophistication, and beliefs about mathematics and the teaching and learning of mathematics. We will discuss the results of our survey and implications for mathematics departments and the role they play in the preparation of future secondary mathematics teachers. (Received April 28, 2014)