

Abstract: This study addressed the following research question: To what extent are K-8 pre-service teachers' personal mathematics teacher efficacy beliefs aligned with their content knowledge for teaching mathematics? 18 K-8 pre-service teachers enrolled in a teacher preparation mathematics content course completed semi-structured interviews and follow-up written assessments in which efficacy beliefs and content knowledge regarding specific mathematical teaching scenarios were assessed. Preliminary analyses indicate that the efficacy beliefs of pre-service teachers with low content knowledge vary according to the nature of the teaching scenario. Consequently, the extent to which teacher efficacy beliefs and knowledge are aligned for these pre-service teachers depends on the mathematics involved.