
How Interns and Mentors are Using Co-Planning in Clinical Experiences

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Abstract

This research report describes an ongoing study of co-planning in the clinical experiences of preservice secondary mathematics teachers. We are in our second year of collecting data about co-planning from our interns, mentors, and university supervisors. All of the interns are in co-teaching settings and all of the participants in the study have received training in both co-teaching and co-planning. Interns and mentors are providing feedback about their use of co-planning strategies and about their perceptions of the effectiveness of co-planning at the beginning, end, and throughout the clinical experience. Interns are including reflections about co-planning in their weekly journals and each intern/mentor pair is recording a co-planning session. University supervisors are using both the Co-Teaching Observation Protocol and the MCOP² as tools to record the classroom results of co-planning. In this session, we will share the instruments that we are using for data collection and some preliminary results from our study about the use of and the perceived usefulness of co-planning with secondary mathematics interns.