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## Paired-Placement Internships: A Collaborative and Empowering Model for Clinical Teaching

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The paired placement model for clinical teaching places two teacher candidates with one mentor teacher. This model has been dubbed as a model of learning to teach that encourages collaboration, pedagogical risk taking, increased reflection, and better classroom management. Members of the MTE-Partnership's paired placement sub-RAC have implemented the paired placement model across multiple institutions for three years and have used Plan-Do-Study-Act (PDSA) cycles to collect data before, during, and after the clinical teaching experience. The PDSA cycles incorporate interviews, surveys, teaching evaluations, and reflective journals. At the end of the clinical teaching experience, a final PDSA cycle is conducted via a web conference meeting whereby participants share their experience and engage in an informal discussion about their clinical teaching experience. The participants in the study were secondary mathematics teacher candidates who were enrolled in university-based teacher preparation programs. Participants at each university were selected differently; some universities only had two secondary mathematics teacher candidates and as such, the two candidates were selected as participants. Other universities had a larger pool of candidates and either hand-selected the participants or took candidates who volunteered to be a part of the study. In this presentation, members from the paired placement sub-RAC will share the work they have done and present results from the PDSA cycles that address the successes and challenges of implementation of the paired-placement model at each of the different universities.