
Using Co-Teaching to Develop Classroom Mathematical Discourse During Clinical Experiences

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In this presentation we will describe how utilizing co-teaching during clinical experiences can be used to enhance the nature of mathematical discourse within the classroom setting. We will utilize data garnered via surveys, field notes of classroom observations, and personal reflections to highlight that, by working collaboratively, instructional pairs can increase the likelihood students are afforded an opportunity to communicate mathematically and develop a conceptual understanding of secondary mathematics content.