
Effects of a Co-Teaching Residency for Secondary Preservice Mathematics Teachers

Jennifer Oloff-Lewis, California State University, Chico, joloff-lewis@csuchico.edu

This session looked at teaching practices for first- and second-year secondary mathematics teachers who were prepared using a yearlong co-teaching residency in rural schools. We collected information on teaching practices through three data sources: (1) a survey of the mathematics teachers' students, (2) interviews with principals, and (3) a standardized classroom observation. These instruments were used to evaluate (1) quality of instruction, (2) assessment and feedback, (3) classroom management and teacher/student relations, and (4) variation by subgroup.

Watch the presentation: <https://youtu.be/ESxEcb3MLrE>

Discussion questions:

- What other information should we be considering when thinking about long-term teacher effects?
- How are other institutions tracking long-term teacher effect over time?