
Fostering Competent, Collaborative, Reflective, and Caring Beginning Mathematics Teachers via Paired Placements

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Members of the Paired Placement sub-Research Action Cluster of the Clinical Experiences Research Action Cluster reported on how the paired placement model helps to foster competent, collaborative, reflective, and caring beginning mathematics teachers. In the paired placement model, two prospective teachers are paired with a single mentor teacher, allowing the mentor teacher to provide purposeful coaching and mentoring and the two teacher candidates to offer each other feedback, mentoring, and support (Leatham & Peterson, 2010). Sub-RAC members shared how they have used Plan-Do-Study-Act Cycles and the network improvement community to improve the implementation of the paired placement model for over six years. In addition, members shared case studies of beginning teachers who have participated in the paired placement model. The Sub-RAC is answering the following research question: *How does a continuum of collaborative and student-focused clinical experiences, including co-planning/co-teaching and paired placement fieldwork models, impact pre-service teachers' equitable implementation of the Mathematics Teaching Practices (NCTM, 2014) across institutional contexts?*

Watch the presentation: <https://youtu.be/MOPVIHe1Jek>

Discussion questions:

- What plans do you have for implementing the paired placement model? What did you learn from the presentation that you had not thought about related to the model?
- What stood out the most to you as we discussed the affordances of implementing the model?
- What barriers do you have related to implementing the model? Explain.
- In what ways might you modify the paired placement model to reflect your contextual realities?
- What questions do you have about the tools/tips provided on the website?

References

- Leatham, K. R., & Peterson, B. E. (2010). Purposefully designing student teaching to focus on students' mathematical thinking. *AMTE Monograph 7, Mathematics Teaching: Putting Research into Practice at All Levels*, pp. 225–239.
- National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.