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## Transforming Internship Thinking: Using Improvement Science to Enhance Co-Teaching for Student Teaching

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### Abstract

At an urban, southeastern university, a mathematics teacher educator continues to explore a co-teaching-for-student-teaching (CT4ST) model, which is designed to ultimately improve the outcomes of the clinical experiences of both the cooperating teachers and the pre-service secondary school mathematics (PSSM) teachers. Incorporating researched-based ideas of co-plan and co-teach with the Plan-Do-Study-Act (PDSA) cycles (Bacharach, et al., 2010; Sears, et al., 2017) frames the CT4ST model into three phases during the preparation of PSSM teachers. These phases are aligned throughout the three-semester teacher preparation program to build working relationships, to understand, and to implement the standards of mathematical practices; learn and implement co-planning and co-teaching approaches; and enhance analyses of classroom assessments as the plans to improve PSSM teachers' pedagogy are revisited. The presentation will include one iteration of the CT4ST model and next steps to a structured process for continuous action in enhancing our secondary mathematics teacher education program.

### References

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