A Triad Approach to Elementary Mathematics Teacher Preparation

Megan Burton, Ph. D. & Debra Geddings, Ph. D
Tuskegee, AL Sept. 2008
Agenda

- Why?
  - Why connect the content and methods courses to each other and to field experiences?

- What?
  - What does this look like for each course?

- How?
  - How did students learn from each experience?
  - How did we learn from each experience?
Why?

- Elementary teacher candidates need to be equipped with conceptual knowledge of both the discipline of mathematics and the school curriculum of mathematics as well as an understanding of how these two areas relate (NCTM, 1991).
- For too long these have been separate entities, rather than students seeing the natural integrated nature of teaching mathematics.
What? PenPals - shows what they learn in a grade (7-8 minutes) - allows them to see the content they need to know and understand needs to be communicated to someone who doesn't relate to the content on different levels - Not with students, communication is a standard - make students write about math and you need to be able to do it - assessment
How? DEBRA PUT YOUR ANSWERS HERE
What does it look like- math methods?

- Taught at an elementary school
- Thirty minutes working with 2-4 “small teachers” in addition to 1.5 days a week in general field placement.
- Each week we explore a pedagogical aspect of teaching math within a content area. We work with our “small teachers” and then discuss how everything connects.
How did we learn from this?

- Teacher candidates learned the connection of the methods, content, and “real teaching”
- The things learned in methods became “true” when they saw students explain their thinking strategies
- They were able to see the importance of communication and problem solving in math even if it wasn’t modelled in their field experiences.
- The importance of working with teachers who believe in similar practices, having a set classroom, communication with administrators and teachers
Questions?
References

