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Jennifer A Eli* (jeli@math.arizona.edu), 617 N. Santa Rita Ave, Tucson, AZ 85721.

Developing a Collaborative Model for Mentoring Secondary Mathematics Student Teachers.

The student teaching practicum is arguably the most influential part of a pre-service teacher (PST) preparation program. Currently, a triad collaboration model, consisting of the PST, a mentoring in-service teacher, and a university supervisor (a mathematics educator), is widely used to support PSTs. Under this traditional triad model, perspectives of university mathematicians are often absent during student teaching practicum, despite the importance of such individuals in secondary teacher preparation programs prior to student teaching. Furthermore, cultural and institutional barriers frequently separate mathematics education faculty and mathematics faculty. Thus, faculty members' vision of PSTs' needs and experiences are restricted, and cross-disciplinary knowledge development is inhibited. Connections among mathematicians, mathematics educators, and practicing secondary teachers must be forged and strengthened, if teacher preparation programs are to prepare students to utilize their mathematical knowledge for teaching in meaningful ways. In this session, I will discuss the development of an innovative tetrad model that seeks to break down barriers and support cross-cultural work in the service of teacher preparation. (Received August 12, 2013)