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Creating partnerships between teachers & undergraduates interested in secondary math & science education.

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Summary: During a yearlong program experience, high school teachers and college undergraduates formed three content area partnerships in which they co-planned and implemented lessons aligned to newly adopted math and science content standards. Participants' within-program experiences and the mentorship that occurred in their developing content area partnerships were explored. Findings suggested that both the high school teachers and undergraduates engaged in mentoring relationships that prompted two-way reflection and colearning. The content area partnerships formed were sustained yet flexible, represented accountability through shared goals, exhibited mutual and equitable sharing, and were transformative as evidenced by practice and identity.

Classification: D49 B50

Keywords: mentoring; communities of practice

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