Co-Teaching and Math Discourse to Support Students and Teachers in Linguistically Diverse Elementary Classrooms

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INTRODUCTION

• There are cognitive advantages to speaking more than one language; yet, linguistic diversity can impact teaching and learning in complex ways (Moschkovich, 2005).
• All students are expected to develop rigorous understanding of content and math practices (CCSSO & NGA Center, 2010).
• English learners (ELs) need opportunities to participate in rich math activities and discussion that take into account their competencies and also provide necessary support.
• We need to consider innovative educational ideas for supporting rich math instruction for ELs (and all students).

CO-TEACHING

• Co-teaching, where both teachers assume the responsibility of planning and implementing instruction (Bacharach, Heck & Dahlberg, 2010), may provide innovation for increasing teacher confidence and flexibility in responding to student needs.

METHODS

• OVERVIEW: Ongoing, small-scale study investigates how supported, co-teaching practices may enhance engagement with math discourse in linguistically diverse elementary school classrooms.
• PARTICIPANTS: 7 co-teaching teams: one experienced teacher & one master’s intern (post-student teaching), Professional development (PD) and ongoing collaborative support in co-teaching and math discourse.
• DATA: field notes and video and audio recordings (PD and math lessons), co-teaching team reflections, and classroom artifacts. Data collection and qualitative analysis (Creswell, 1998) are ongoing.

REFERENCES