

Preservice Teacher Internships in Remedial Mathematics Classrooms: A New Partner Model for Universities and Community Colleges

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Abstract

Finding field experiences that provide growth opportunities for preservice teachers is a challenge. A partnership between a community college and a university offered university preservice teachers in Adolescence to Young Adult (AYA) mathematics the chance to test out their fledgling teaching skills. The partnership accomplished two key pieces: (a) recreating a remedial mathematics course for the community college in which students could progress through as much mathematical content as they desired in one semester, in order to enroll in credit-bearing courses as soon as possible. The new program was computer-based and required one-on-one attention to help remediate issues that the students had. The university partner saw this as an ideal time for preservice teachers to work with remedial mathematics curricula, since most student-teaching assignments are with mid-level to advanced mathematics classes. The field experience was limited to 15 hours, unless the student desired to do more. The outcomes reported by the preservice teachers matched the goals of the program: to learn how to integrate their mathematics and pedagogy, and to learn how to meet students at their levels of understanding.

Keywords: *Preservice teachers, field experiences, community college remedial courses, mathematics.*



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