Development of Peer Interactions for Responsive Teaching (PIRT) for Mathematics Content Courses

Teresa Lynn Salazar
Department of Mathematics
Texas State University

24 February 2017
1:00 pm in Derrick Hall 238

Abstract: My talk traces Peer Interaction for Responsive Teaching (PIRT) development. Responsive teaching, where teachers’ moves adapt to children’s mathematical thinking, is an effective teaching practice. This teaching practice, however, is difficult to develop. PIRT is an intervention designed to provide Pre-Service Teachers (PSTs) in mathematics content courses opportunities to practice verbally responding to each other’s mathematical thinking. The talk explains how the intervention transitioned from formative peer assessment with Peer-Assisted Reflection (PAR) to an approximation of teaching practice with peer interviews in PIRT. Discussion includes frameworks considered, decision-making in the design, preliminary findings during the first two stages of development, and possible future directions for PIRT.

Teresa Lynn Salazar is a Ph. D. student in the Mathematics Education Program at Texas State University. She received her B.S. in Mathematics, Political Science, and Social Studies Education at Indiana Wesleyan University and her M.S. in Mathematics at Texas A&M International University. Her research interests include responsiveness to student’s mathematical thinking, teacher development, and adaptive expertise.