

Forming Partnerships Across Institutional Boundaries

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1. Time as a scarce but essential resource
2. Consistency and commonality in an environment that supports and values individual professional prerogative
3. The need for professional learning
4. Programmatic work when the players change

Time

- Creating structures for regular talk and work
- Rewarding time spent on collaborative work
- Building intellectual infrastructure (e.g., the math teaching seminar)

Commonality

- The different demands of professional education
- How much is enough “common” — conceptions of curriculum (Syllabus? Exams? Goals? Assignments? Actual instruction?) and “style”
- The role of leadership in supporting and valuing common work

Learning

- Instructors being asked to work in new ways; no institutional arrangement for professional learning
- Team teaching; planning groups
- Mentoring

Institutionalization

- Creating norms about the content and delivery of a particular course/program
- Creating materials and repositories for the institutionalization of a course/program over time



Institutionalizing
Collaboration

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Institutionalizing Collaboration

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The Institute for Mathematics & Education

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- Initial funding from the University, the College of Science, and the College of Education
- Conceived as a national Institute that would provide a space within academe where there is an expectation of disciplined contributions from communities that have not always had respect for each other
- Local efforts (Math Circles, Tucson Teachers' Circle)
- Policy retreat each Fall (currently focused mostly on state level policy)
- Four workshops each spring that bring together mathematicians, educators and teachers
- Grant-funded projects including Making Connections, ATI (MSP Institute for middle school teachers), KnoTTS (DRK-12 grant to study collaboration in the preparation of high school teachers), GK-12.



Goals

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- Define scholarly norms for collaborative work (current model is ad hoc and depends on special people)
- Provide prestige and recognition for people who engage in collaborative work
- Increase the capacity of the mathematics profession to make productive and disciplined contributions to mathematics education
- Provide a place for educators interested in working with mathematicians
- Learn how to coordinate the expertise of different professions
- Provide access to policy levers at state and federal level
- Provide mathematically focused assessment of education programs



Challenges

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- Maintaining the balance—carving out our own territory without being absorbed
- Including all voices while setting norms for behavior
- Funding