

NURTURING MUTUALLY BENEFICIAL UNIVERSITY- COMMUNITY PARTNERSHIPS

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The CMTI has engaged in the following activities:

- Support for teachers pursuing National Board Certification as well as for National Board candidate support providers.
- Recruit NBCTs to work with teacher preparation programs as mentor teachers, clinical faculty, and guest lecturers
- Utilize the National Board for Professional Teaching Standards model as a framework for designing professional learning.
 - Use of NBPTS ATLAS Video Case Library
 - NSF Noyce-funded *Advancing Teachers of Mathematics to Advance Learning for All*
- Promote teacher-led professional learning.
 - Instructional Leadership Corps (CTA initiative) and Teachers Teaching Teachers
 - September 21, 2019 is their next event at CSU Fullerton:
<https://www.eventbrite.com/e/teachers-teaching-teachers-tickets-66488279233>
 - Better Together: California Teachers Summit (2015-2018 @ CSU Fullerton)
 - Helped coach 15 local teachers to give EdTalks to audiences of up to 800
 - Trained over 80 local teachers in Edcamp model of “un-conferencing” workshops

Sample Projects and Partnerships

Titan Educator Development Using Collaborative and Transformational Onsite Residencies (Titan EDUCATOR), \$1,200,000

- ❖ CSU Fullerton Multiple Subject, Education Specialist, Single Subject credential programs
- ❖ CSU Fullerton Colleges of Education and Natural Sciences and Mathematics
- ❖ Fullerton School District, Anaheim Union High School District, Placentia Yorba Linda Unified School District, Orange Unified School District

Transforming Academic and Cultural Identidad through Biliteracy (TACIB), \$1,500,000

- ❖ CSU Fullerton Mathematics, Secondary Education, and Educational Leadership
- ❖ Anaheim Elementary District and Anaheim Union High School District
- ❖ Discovery Cube of OC

Advancing Teachers of Mathematics to Advance Learning for All (ATMALA), \$2,800,000

- ❖ CSU Fullerton Mathematics, Secondary Education, & Extended Education
- ❖ Anaheim Union High School District
- ❖ National Board for Professional Teaching Standards

Nurturing Productive Partnerships

Invest in Building Mutually Beneficial, Respectful Relationships

- Talk honestly and deeply about key commitments
- Let the community partner's need drive the vision; know when to step in and when to step back
- Provide information, ideas, and expertise; not answers
- Discuss resource allocation realistically and equitably

Take Time to Develop Ideas, Evidence, Plans

Start small with coalition of the willing

Carefully document project activities, data, and impacts

Learn forward to pursue ever-larger projects

Embrace Transparency and Accept Responsibility

- Practice open communication and presume positive intent
- Take responsibility for failures; then learn and move on

Transforming Academic and Cultural *Identidad* through Biliteracy (TACIB)



CALIFORNIA STATE UNIVERSITY
FULLERTON

AUHSD
Anaheim Union
High School District



THE
SPIRIT
OF
LEARNIN'
SINCE 1881

**Anaheim
Elementary**
SCHOOL DISTRICT



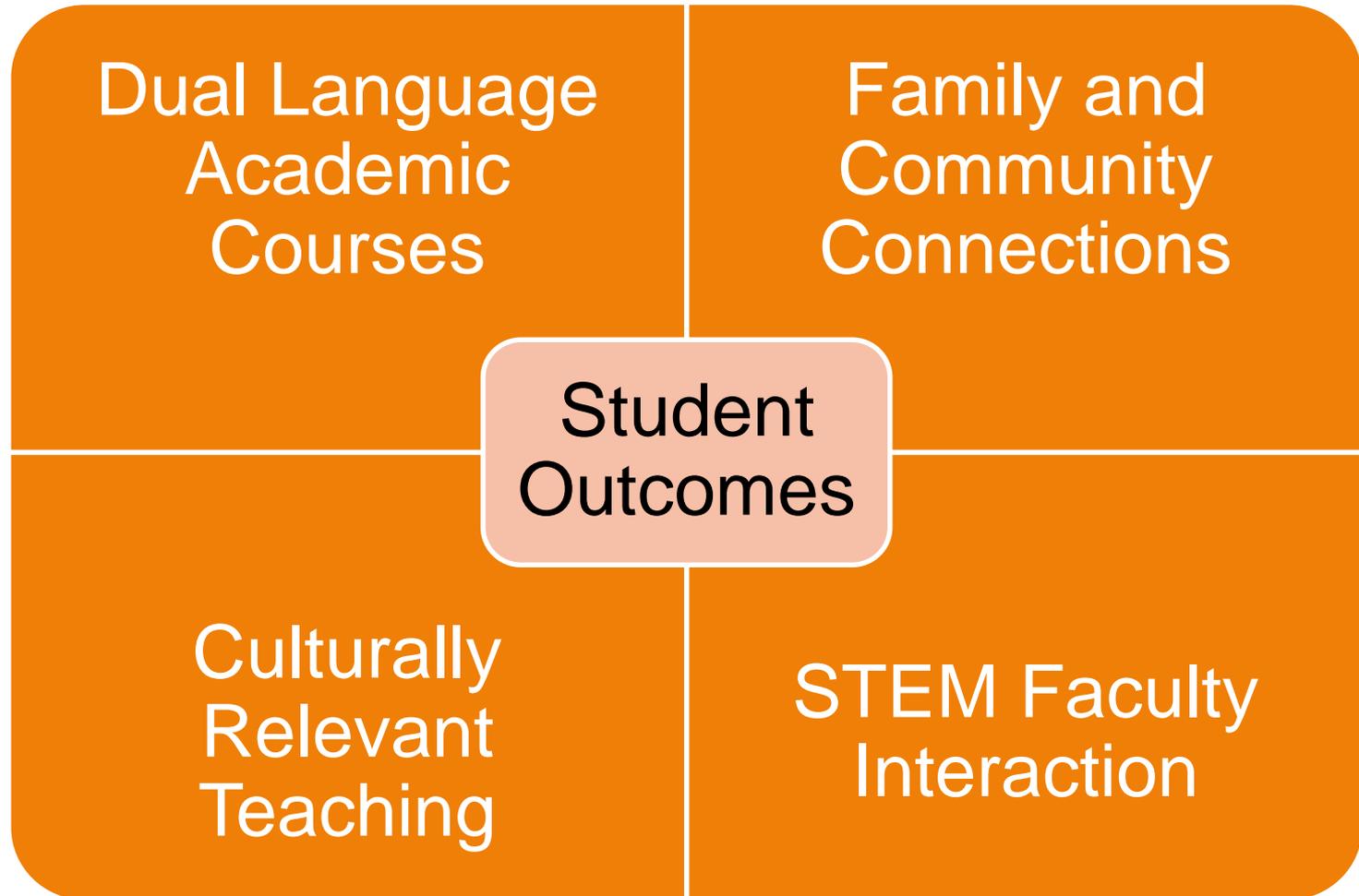
Collaboration to create culturally relevant lessons, biliteracy, and family & community engagement in STEM.

<http://tacib.weebly.com/>

National Science Foundation award #1321339

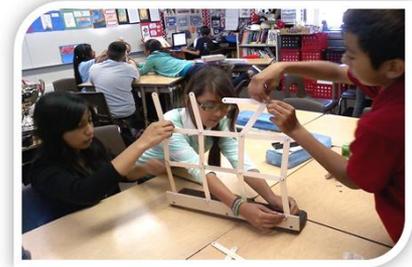
\$1,500,000

TACIB Project Vision



Culturally Relevant, Dual Language Math/Science Teaching

- **Promote deep, meaningful math/science learning in collaboration with parents**
- **Value students' sense of identity**
- **Build on students' cultural assets**
 - linguistic and ethnic patterns of interaction
 - aspects of familial and community knowledge and lived experiences
 - “the behaviors, beliefs, and artifacts of the communities of the particular students in a particular classroom” (Ensign, 2003, p. 415)
- **Expand students' sense of possibility**
- **Empower students to analyze issues and generate solutions**



ADVANCING TEACHERS OF MATHEMATICS TO ADVANCE LEARNING FOR ALL (ATMALA)

- Led by 3 CSU Fullerton faculty and 1 math specialist from Anaheim UHSD
- 20 experienced teachers of mathematics, Grades 6–12, in local “high-need” school districts
 - Pursue National Board certification (or Board certified)
 - Learn about Culturally Responsive Mathematics Teaching (CRMT) and put into practice
 - Work with CSUF teacher candidates
 - Develop micro-credential modules around specific CRMT skills for other teachers to learn to implement these

This work is supported by a grant from the National Science Foundation, awards #1660809. To learn more, visit <http://atmala.weebly.com>

THANK YOU!

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Center for
Maximizing
Teacher
Impact

Where does your influence reach?

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