

Abstract

Improving Mathematics Teaching and Learning through Building University/School Partnerships: An Examination of Learning across the Partnership

This project seeks to engage student teachers and cooperating teachers in a collaborative relationship where each contributes knowledge and ideas that support learning about teaching and learning about student learning. This view of student teaching as a collaborative activity takes the student teacher out of the *apprentice as imitator* role and into the position of actively inquiring and participating as part of a professional learning community (PLC). In partnership schools, university faculty can support these collaborative efforts through providing content expertise for the lesson planning and protocols for building and sustaining PLCs.

The proposed study gathers data with the goal of describing the ways that participation in collaborative professional learning in mathematics influences the learning of K-8 students, student teachers, cooperating teachers, and university faculty. Data will be used to develop a model for professional learning that could be replicated at other school sites and in other subject areas while also informing course and program revisions.

The results will be disseminated to the broader mathematics education and teacher education community via presentations and publications. They will also inform the development of subsequent externally funded proposals focused on developing partnerships in new sites and sustaining the work in the initial sites.