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L A F A Y E T T E

Lessons Learned from a Unique Collaboration Opportunity between two Noyce Programs at two Different Universities (Rice-ULL)

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Two Noyce Programs

**The Rice University Noyce Master Teaching Fellowship
Program (RU-MTF) - DUE #1556006**

PI: Anne Papakonstantinou

Co-PIs: Richard Parr, Judy Radigan, Richard Tapia

**The Louisiana Mathematics Masters in the Middle
(LaM³) - DUE #1240054**

PI: Peter Sheppard

Co-PIs: Patricia Beaulieu, Melissa Gallagher

Goals

The overarching goal of this collaboration was to have teachers from the two programs connect with and learn from one another and share/exchange ideas about effective teaching strategies for successful mathematics instruction.

	Related Project Goal	Visit goal
RU-MTF	to develop leadership, mentoring, and adult education	to interact with other Noyce teachers
LaM³	to influence the instructional practices of their colleagues	to see observe classrooms outside their regular education context

Overview of the Visit

	February 12	February 13
Eight LaM³ Middle School Teachers	Observed one Noyce & two non-Noyce teachers	Observed one Noyce, one non-Noyce teacher & met with instructional coordinator
Two LaM³ High School Teachers	(HS 1) Observed one Noyce, one non-Noyce teacher & met with instructional specialist	(HS 2) Observed one Noyce & two non-Noyce teachers

Expectations

	LaM ³	RU-MTF
They expected to share:	<ul style="list-style-type: none"> • Strategies and activities for student engagement • Classroom management strategies • NCTM's Principles to Actions 	<ul style="list-style-type: none"> • Technology integration • How success is defined • Motivating students, in particular, at-risk students

Expectations (cont.)

	LaM ³	RU-MTF
They expected to learn:	<ul style="list-style-type: none"> • Differences between TX and LA standards • New strategies and ideas about effective teaching • New ways of reaching other teachers and impacting communities • New ideas for productive struggle • New approaches to motivate students 	<ul style="list-style-type: none"> • Similarities and differences between their teaching and LaM³ teachers • Getting some feedback • New teaching strategies

Brainstorming Activity - 1

- ❖ In groups of three to four
- ❖ 5 minutes to discuss:
 - (1) How could similar collaborations be organized?
 - (2) What benefits could these similar collaborations provide everyone? (be specific)
- ❖ Share with the whole audience

What did we learn?

What worked

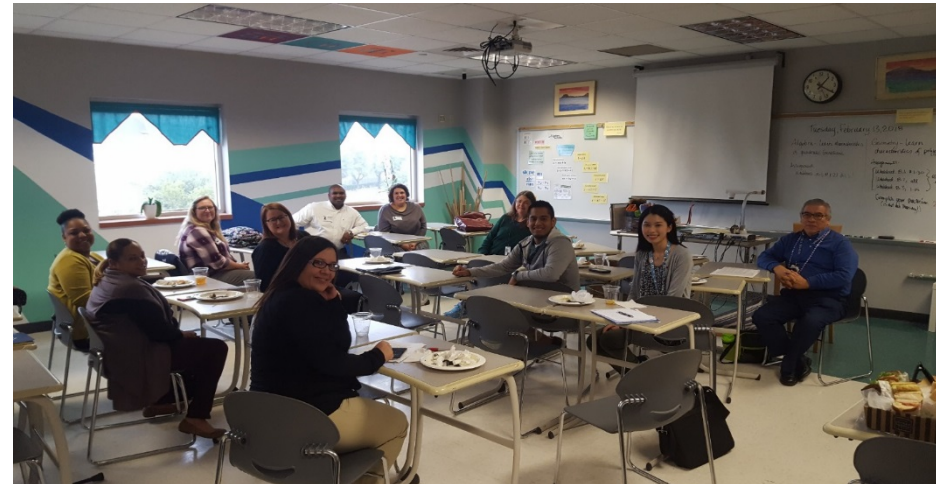
- Everything went well logistically
- Some expectations of master teachers were met

What did NOT work

- Many expectations of master teachers fell short
- Continued communication between the two groups was not achieved
- Not enough interest for follow-up discussions from teachers

Facilitators/ Barriers

Facilitators	Barriers
<ul style="list-style-type: none">• Planning ahead• Communication among project directors and co-directors and among teachers• High engagement from both sides	<ul style="list-style-type: none">• FUNDING• Time• First experience• Broad goals





RUSMP Noyce Fellow Hosts Louisiana Noyce Fellows

By Dr. Anne Papakonstantinou,
Rice University School Mathematics Project

Three master mathematics teachers from the Rice University School Mathematics Project (RUSMP)'s National Science Foundation Robert Noyce Fellowship Program hosted ten Noyce Fellows from the University of Louisiana at Lafayette together with their professor, Dr. Peter Sheppard, earlier this month.

The ten visitors were guests of Charlie Burrus at Bellaire High School, Lan Wu at Lamar High School, and Dr. Gail Hamilton at Pin Oak Middle School. The collaboration between the two groups of teachers started remotely in the fall with discussions about mathematics instruction. While in Houston, the visitors attended classes and planning meetings, and participated in conversations about important issues in education.

Guests were in awe of the high achievement levels that they observed at all of the schools, yet with each school retaining its own unique identity. They felt students inherited the schools' culture of success and achievement.

One teacher commented that "Because of this experience, I will now be more aware of teachable moments and take advantage of them." Another visitor mentioned "I was reminded of the importance of strong instructional leadership. It is critical for the teacher to lay the foundation for learning. With this base of knowledge, I observed students easily transitioning into activities that were rich and meaningful."

RUSMP Director of Research, Dr. Adem Ekmekci, noted that "this was a unique collaboration between two groups of master teachers from different states and educational contexts.



Teachers in the RUSMP program enjoy conversation at lunch.

"A preliminary study revealed that teachers felt extremely positive about observing different school cultures and mathematics classrooms. As teachers reported, it was a great learning experience for both groups, and they all look forward to building upon this initiative by furthering the collaboration between the two groups."

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What else could have been done?

- ❖ Having a reciprocity: RU-MTF teachers to visit LaM³ teachers (Funding?? Resources??)
- ❖ Having a more focused visit (specific goals, more structure in terms of specific activities to pay attention during the observations)
- ❖ Diverse set of schools (more representative of the district)
- ❖ Debriefing with both observed and observing teachers after each lesson
- ❖ Ample time for group discussions involving both observed and observing teachers
- ❖ Pre-visit conferences or opportunities for more communication among observed and observing teachers

Brainstorming Activity - 2

- ❖ In groups of three to four
- ❖ 5 minutes to discuss:
 - (1) Seeing the successes and challenges of Rice-ULL collaboration, what do you foresee as the barriers and facilitators if you were to engage in a similar collaboration?
 - (2) How can the facilitators empower your teachers?
 - (3) How can the barriers be overcome?
- ❖ Share with the whole audience