

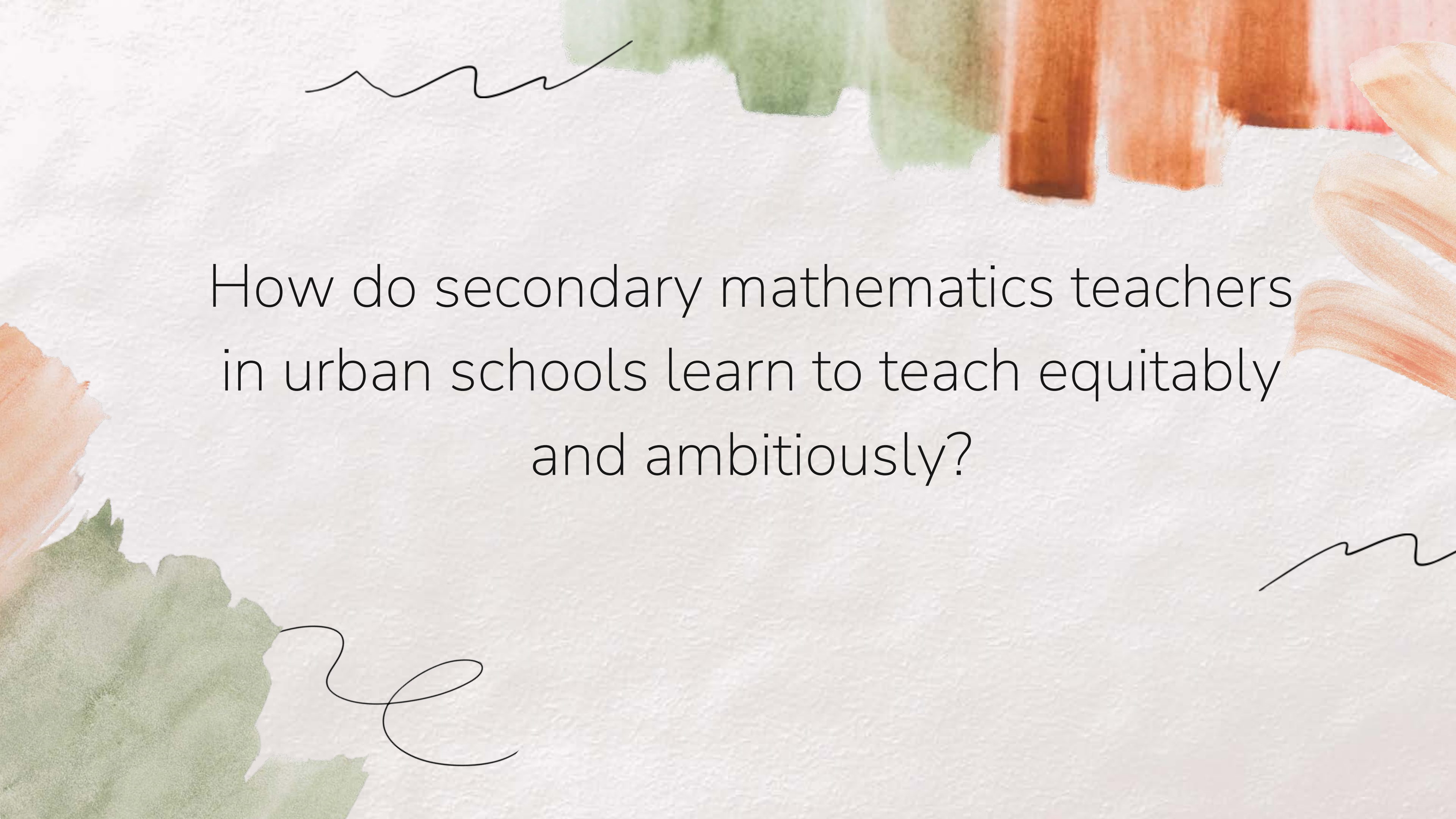


From Friendship to Partnership in Educational Research

Ilana Horn
CADRE Learning Series
March 7, 2023



A Tale of Two Partnerships



How do secondary mathematics teachers
in urban schools learn to teach equitably
and ambitiously?



MIST

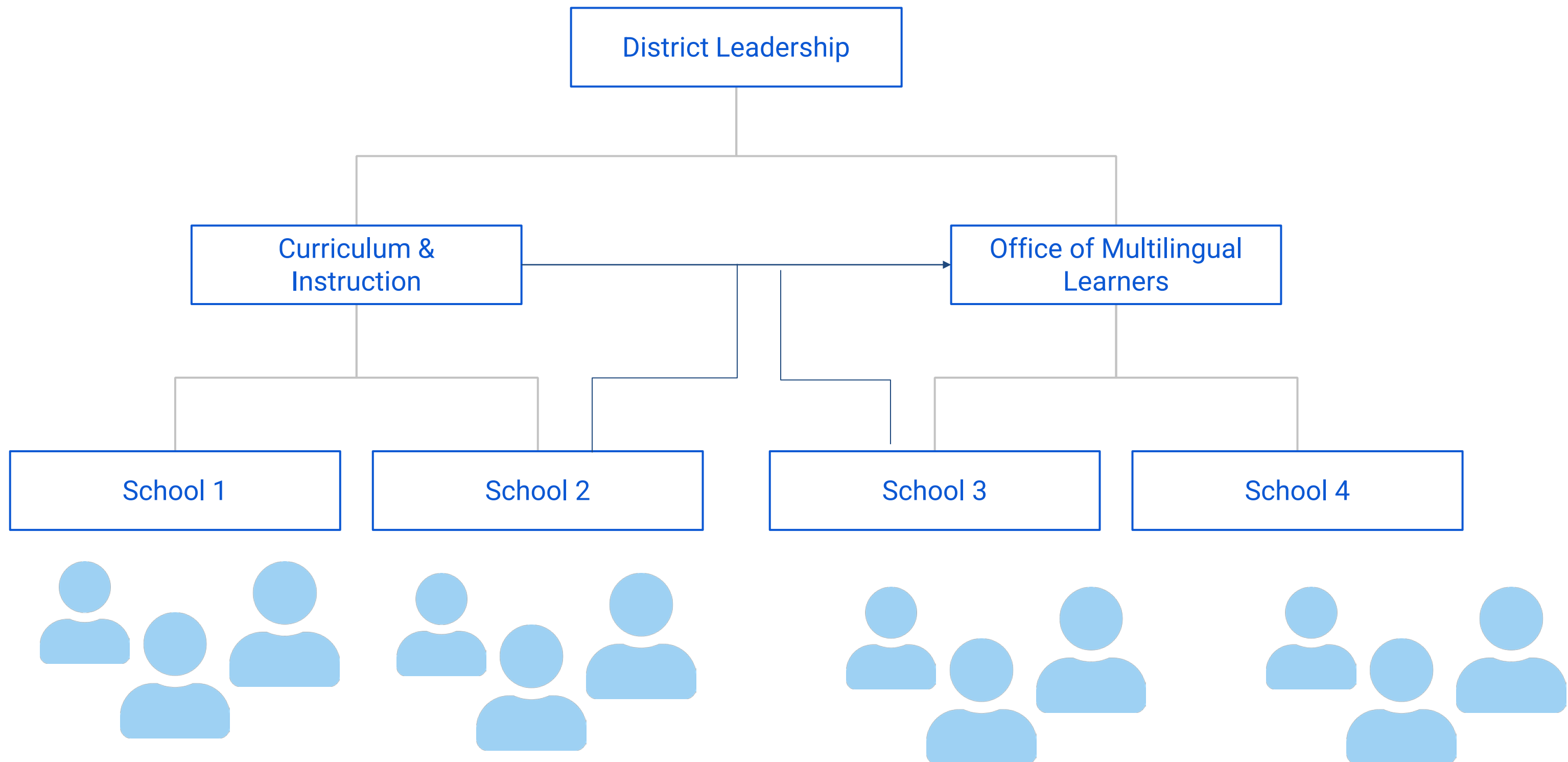
MIDDLE SCHOOL MATHEMATICS AND
THE INSTITUTIONAL SETTING OF TEACHING

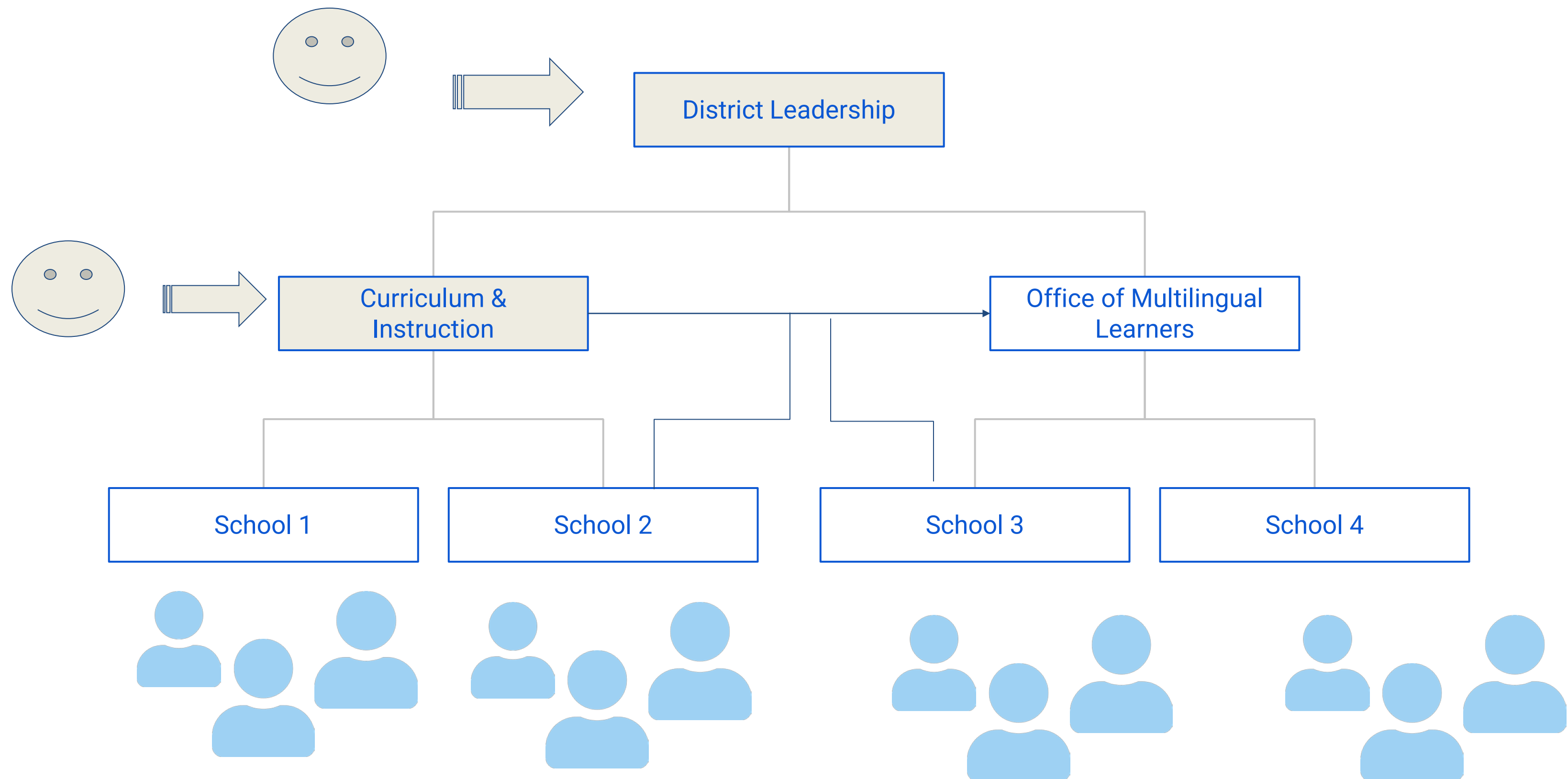
Partnership 1:

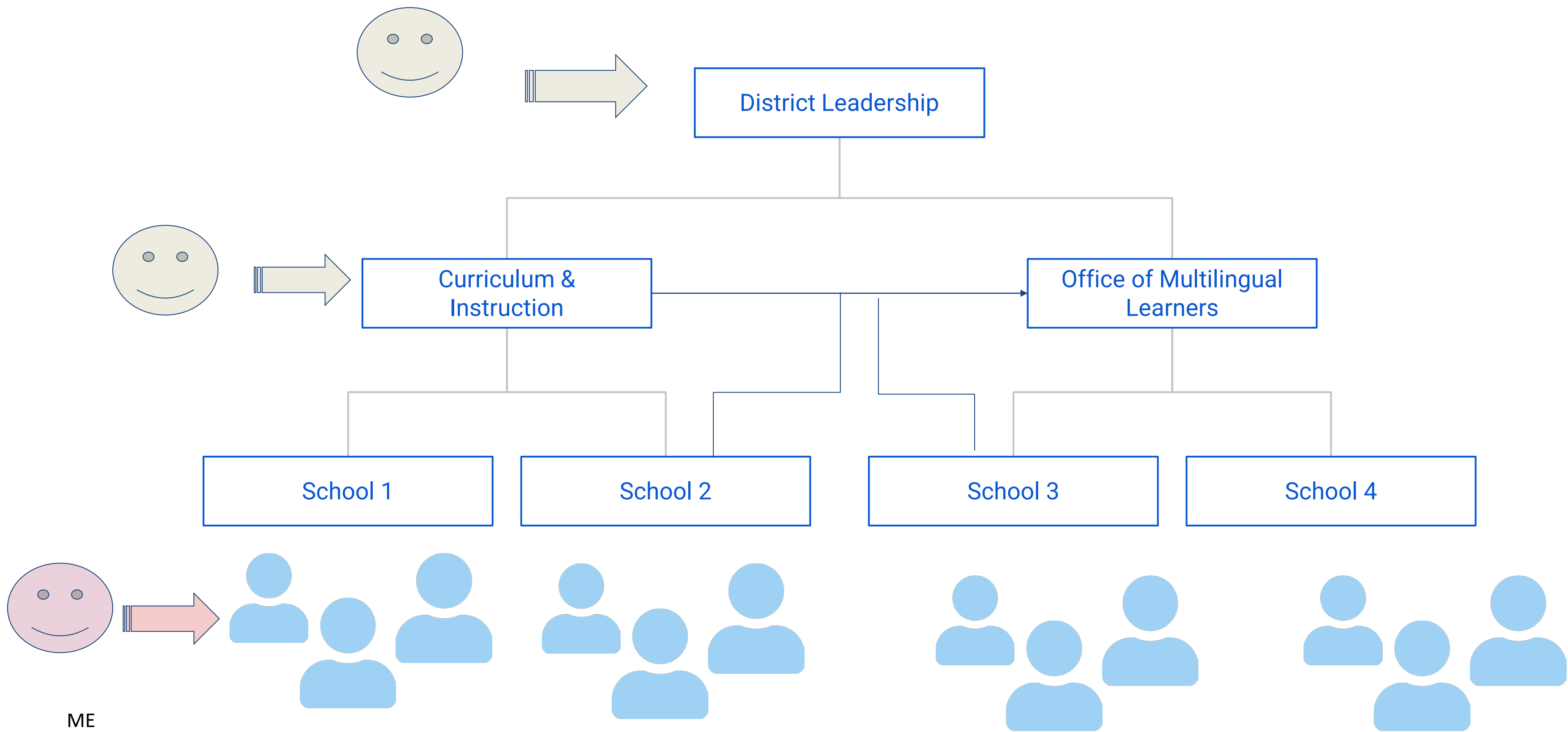
*Investigating and Supporting the
Development of Ambitious and
Equitable Mathematics
Instruction at Scale*

2011-2016









American Educational Research Journal
April 2015, Vol. 52, No. 2, pp. 208–242
DOI: 10.3102/0002831215573773
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Making Sense of Student Performance Data: Data Use Logics and Mathematics Teachers' Learning Opportunities

Ilana Seidel Horn
Britnie Delinger Kane
Jonee Wilson
Vanderbilt University

Seeing Colleagues as Learning Resources: The Influence of Mathematics Teacher Meetings on Advice-Seeking Social Networks

Ilana Horn 
Vanderbilt University

Brette Garner
University of Denver

I-Chien Chen
Kenneth A. Frank
Michigan State University

AERA Open
April–June 2020, Vol. 6, No. 2, pp. 1–19
DOI: 10.1177/2332858420914898
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I definitely
learned things

Urban Education
Volume 53, Issue 3, March 2018, Pages 382–408
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<https://doi-org.proxy.library.vanderbilt.edu/10.1177/0042085916646625>



Article

Accountability as a Design for Teacher Learning: Sensemaking About Mathematics and Equity in the NCLB Era

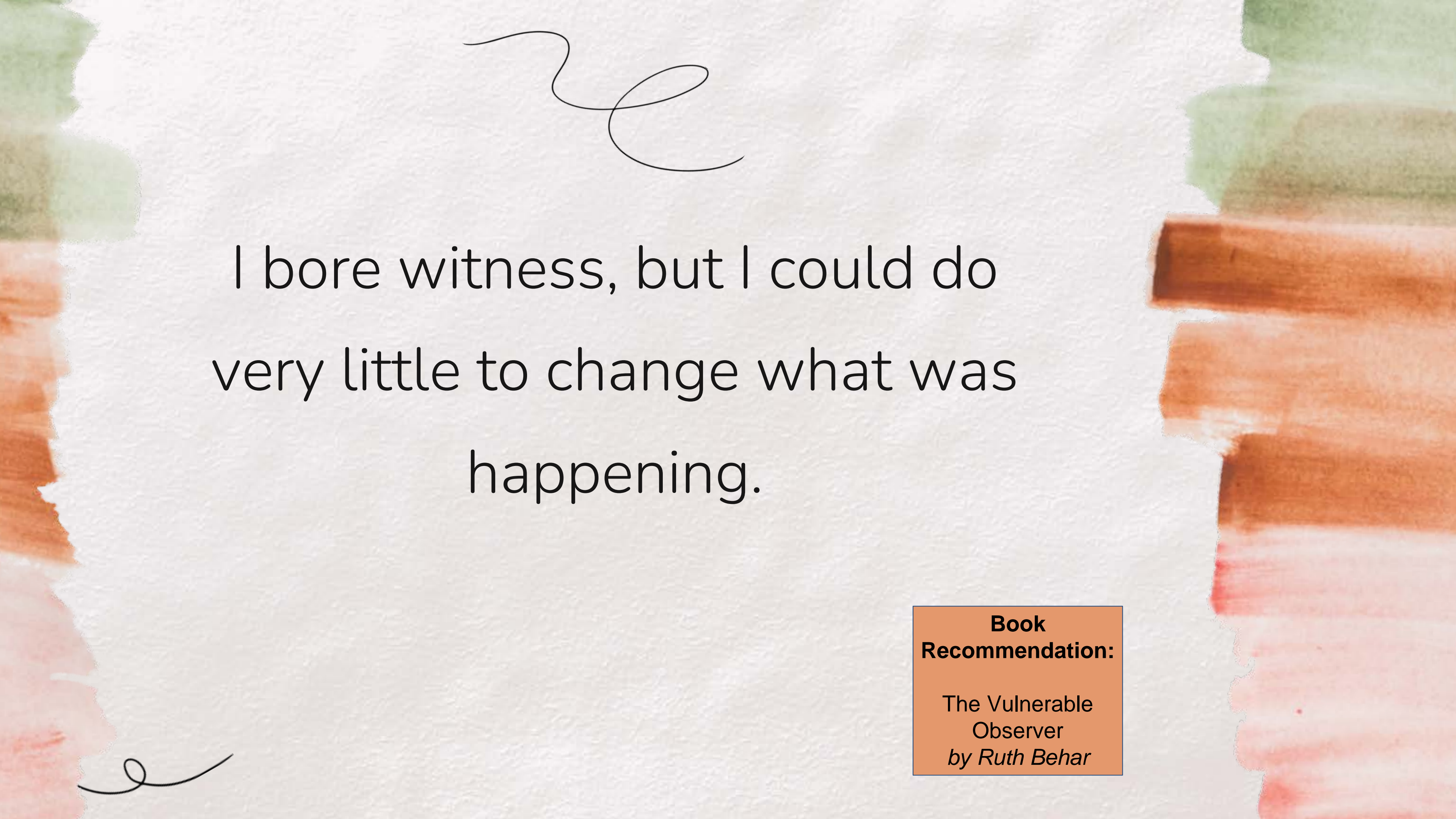
Ilana Seidel Horn

Article

A Taxonomy of Instructional Learning Opportunities in Teachers' Workgroup Conversations

Ilana Seidel Horn¹, Brette Garner¹, Britnie Delinger Kane²,
and Jason Brasel³

Journal of Teacher Education
2017, Vol. 48(1) 41–54
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Colleges for Teacher Education
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DOI: 10.1177/0022487116676315
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I bore witness, but I could do
very little to change what was
happening.

**Book
Recommendation:**

The Vulnerable
Observer
by Ruth Behar



Wisdom of Practice

Especially when you are
working with **systems**,
understand the locus of
the partnership and where
changes are possible.

Partnership 2:

*Supporting Instructional Growth
in Mathematics*

2016-2021





Darryl Yong
Professor, Harvey Mudd College

“I want to do
something
meaningful.”



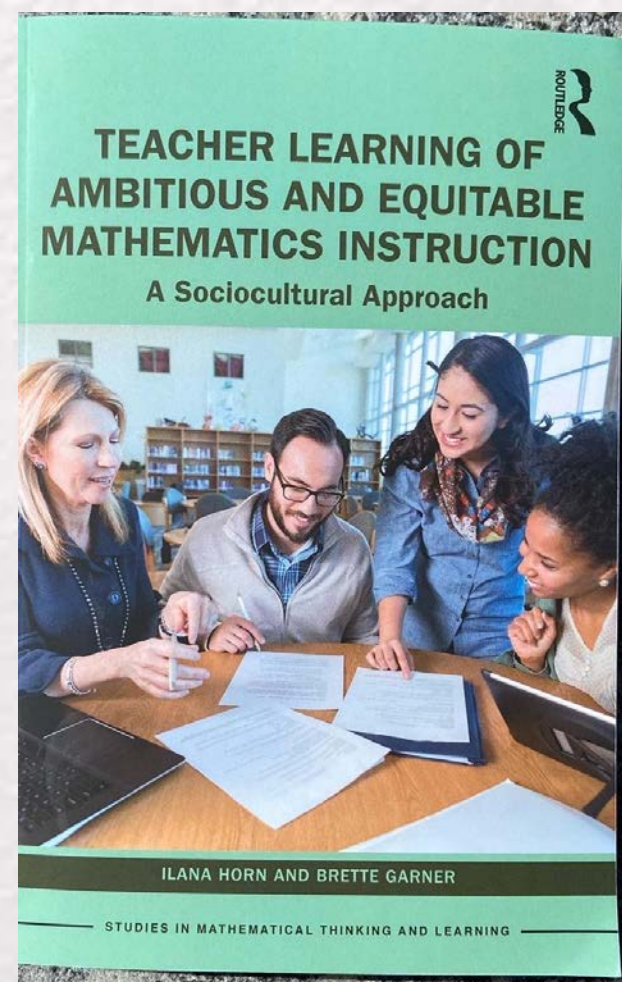
Shared Problem

**Teachers wanted more
feedback on their
instruction**

Photo: Kenny Ellison from Unsplash



I am still
learning things,
but with a
greater sense of
agency.

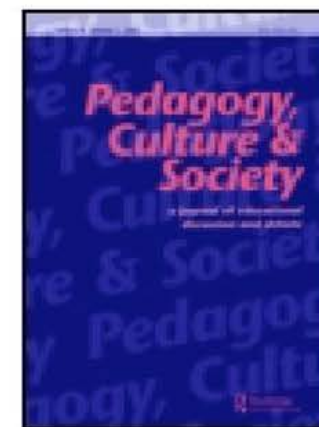


Educational Studies in Mathematics (2020) 103:251–272
<https://doi.org/10.1007/s10649-020-09939-2>

Initiation-entry-focus-exit and participation: a framework for understanding teacher groupwork monitoring routines

Nadav Ehrenfeld¹  · Ilana S. Horn¹ 

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 Routledge
Taylor & Francis Group

'How do I choose?': mathematics teachers' sensemaking about pedagogical responsibility

Grace A. Chen, Samantha A. Marshall & Ilana S. Horn



Wisdom of Practice

Start with a shared
problem, and work
together to address it.



Wisdom of Practice

Partnerships take trust,
mutual care, mutual
investment in shared
problems.



Thank you



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