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Bill McCallum* (wmc@math.arizona.edu) and **Kristin Umland**

(kristin@illustrativemathematics.org). *Two case studies in K–20 collaboration: The Institute for Mathematics & Education and Illustrative Mathematics.*

The Institute for Mathematics & Education (IM&E) at the University of Arizona was founded in 2006 as a neutral space where mathematicians, education researchers, and teachers could meet to discuss pressing, and sometimes controversial, problems in mathematics education, under strong norms of respect for each others' professional knowledge.

Illustrative Mathematics (IM) started in 2010 as a project of IM&E and in 2013 moved out of the university to become a free-standing non-profit 501(c)3 company with a mission of creating a world where learners know, use, and enjoy mathematics. It has built an energetic community of teachers and mathematicians that embodies the norms expressed above. It recently completed a grades 6–8 mathematics curriculum freely available under a Creative Commons Attribution 2.0 Generic license.

IM&E and IM present two very different examples of infrastructures supporting collaboration between higher education and K–12. We will describe the origins and development of both, look at the day-to-day relationship-building and collaborations involved, and discuss what, if any, general conclusions can be drawn about building sustainable collaborative efforts. (Received September 26, 2017)