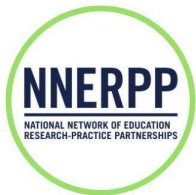


Research, Relationships, and Reflection: How Three Research-Practice Partnerships Support Practitioners' Use of Research Evidence

NNERPP Virtual Brown Bag #33

April 7, 2020, 3:00 pm ET

*Originally scheduled to be presented at the Annual Meeting of the
Society for Research on Educational Effectiveness, March 13, 2020*



The Research Alliance for
New York City Schools



UCLA Los Angeles Education
Research Institute

Today's Panel

- RPPs and URE
- Three RPPs
 - The Maker Partnership Project | Research Alliance for New York City Schools
 - Chicago Alliance for Equity in Computer Science (CAFECs)
 - Los Angeles Education Research Institute (LAERI)
- Moderated discussion - questions for panelists
- Audience questions

RPPs and Use of Research Evidence (URE)

1. RPPs = Bridge the gap between “R” and “P”
2. URE is not a guarantee, however
 - Timelines
 - Engagement
 - Relevance
3. URE could be happening...but not in ways that are visible
 - Conceptual use of research
 - Importance of sensemaking

The Maker Partnership Project

Research Alliance for New York City Schools

Research Alliance for NYC Schools: Cheri Fancsali, Zitsi Mirakhur, Edgar Rivera Cash,
Sarah Klevan (LPI)

Schools that Can: Casey Lamb, Roger Horton
MakerState: Stephen Gillman
NSF Award #1742320

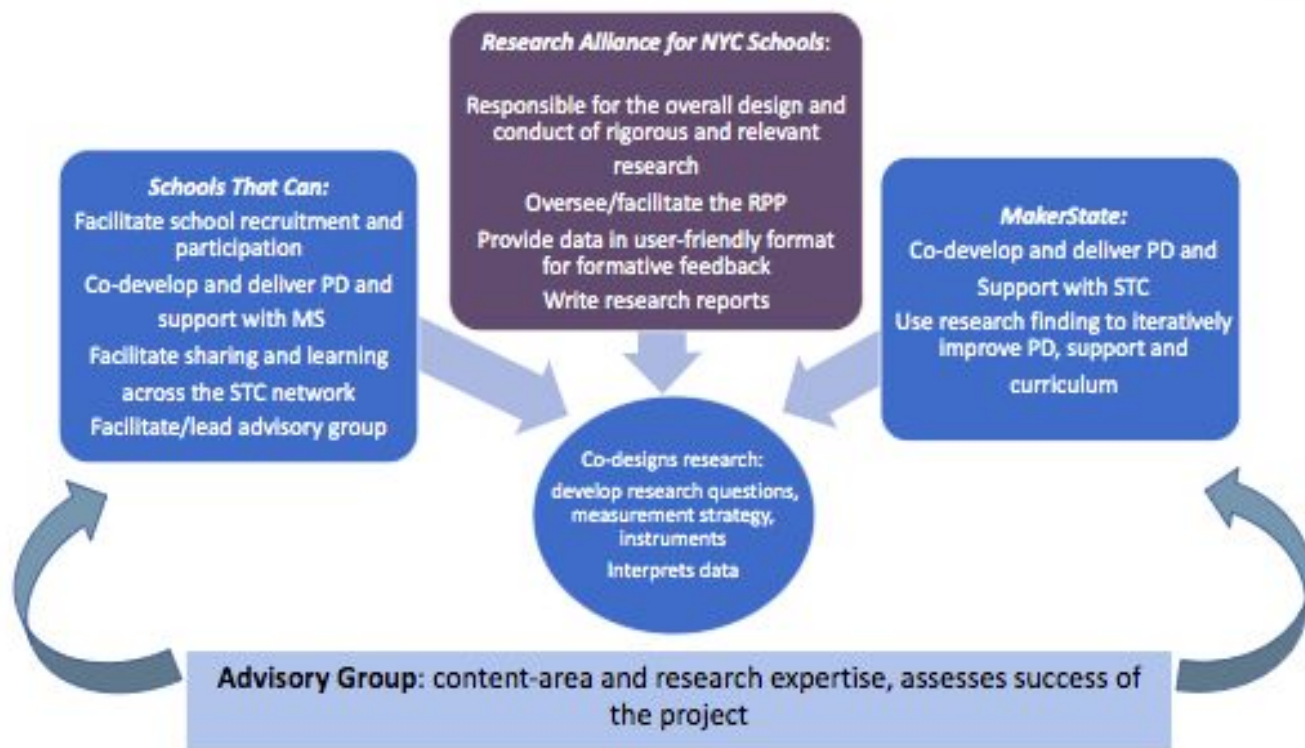


About the Maker Partnership

Project Goal - Build knowledge about how to help teachers successfully integrate computer science (CS) and computational thinking (CT) into elementary grade science classes through maker pedagogy



Maker Partnership Project Collaborators



Structures and Routines to Support Research Use

- Regularly scheduled full team meetings with joint agenda setting and document sharing
- Use the agenda 'parking lot' for big picture questions we don't want to lose sight of
- Practitioner input on research design, instrumentation, and interpretation
- Rapid feedback of findings from data to inform practice
- Scheduled 'reflection' meetings
- Collect data on the health of the partnership

Use of Research Evidence: A Vignette from MPP

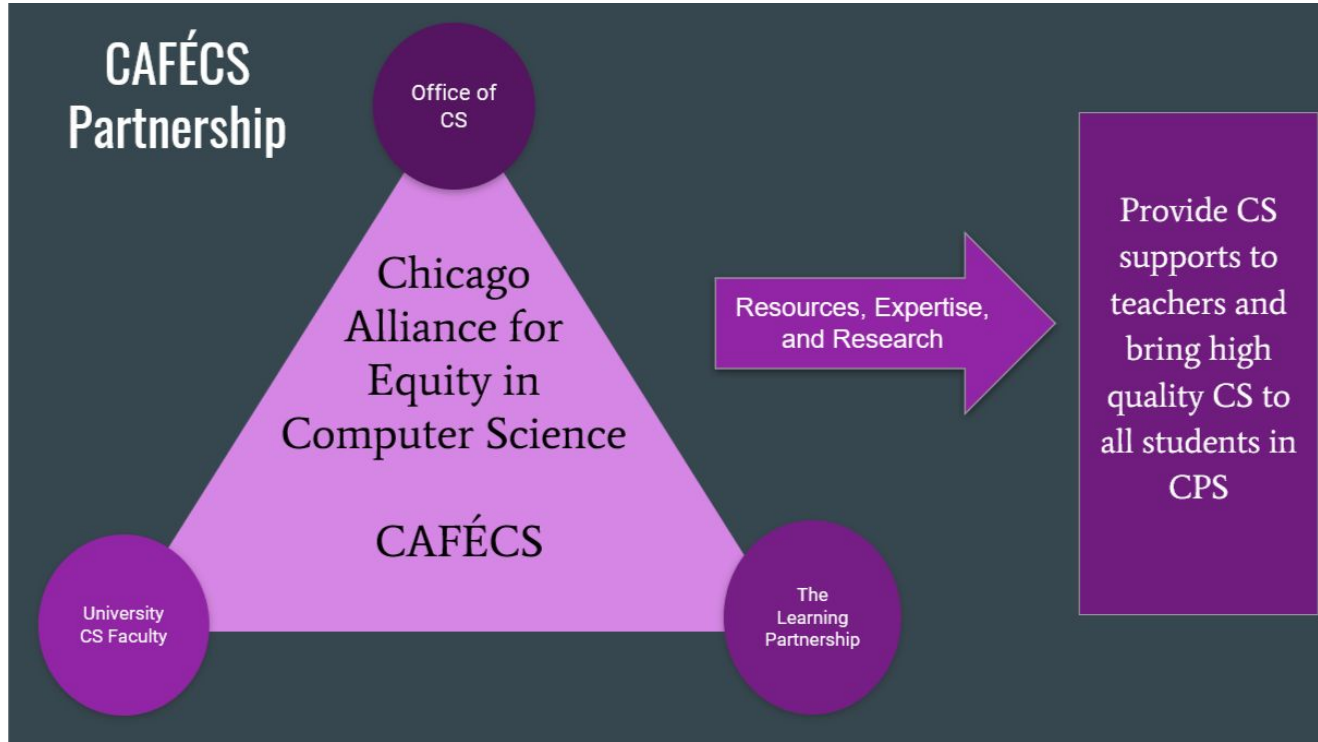


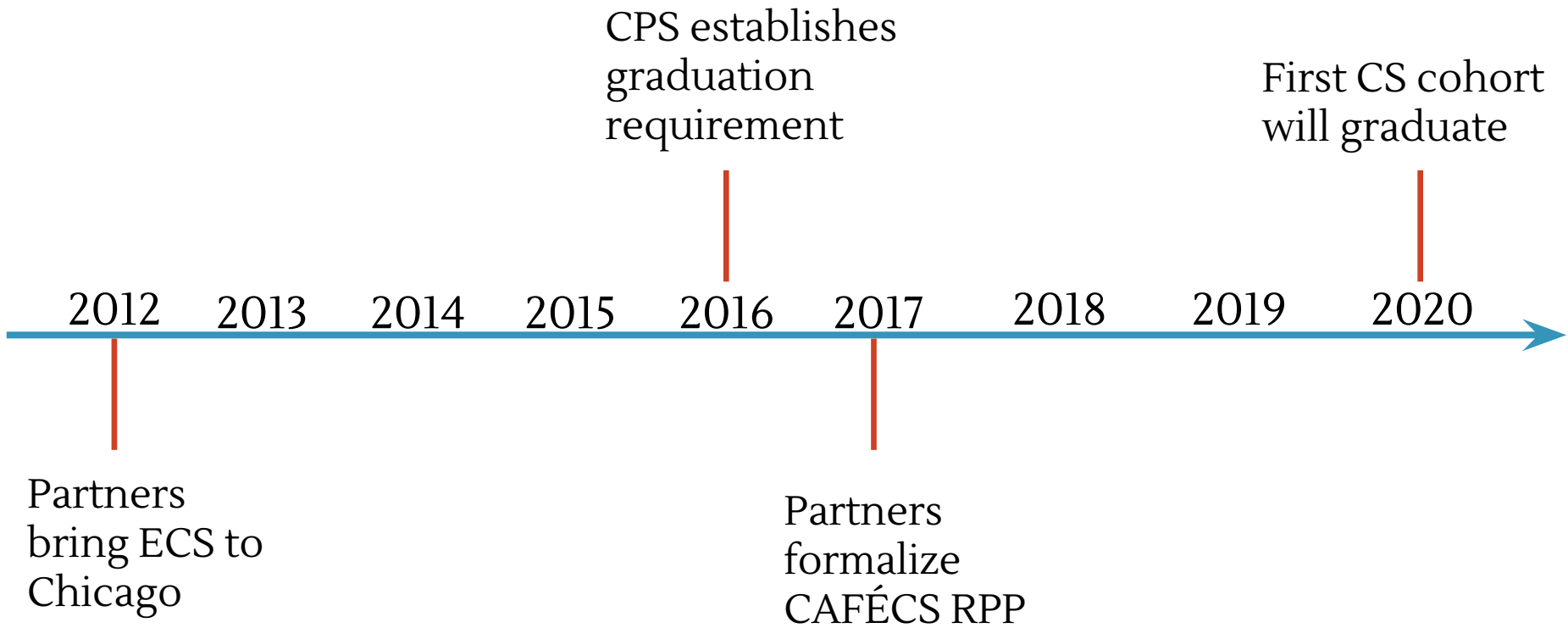
CAFÉCS: Chicago Alliance for Equity in Computer Science



This research was supported by National Science Foundation grant numbers CNS-1738572, CNS-1738776, CNS-1738691, CNS-1738515, DRL-1640215, CNS-1542971, and CNS-1543217. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.

About this Collaboration





CAFÉCS Meeting Structures

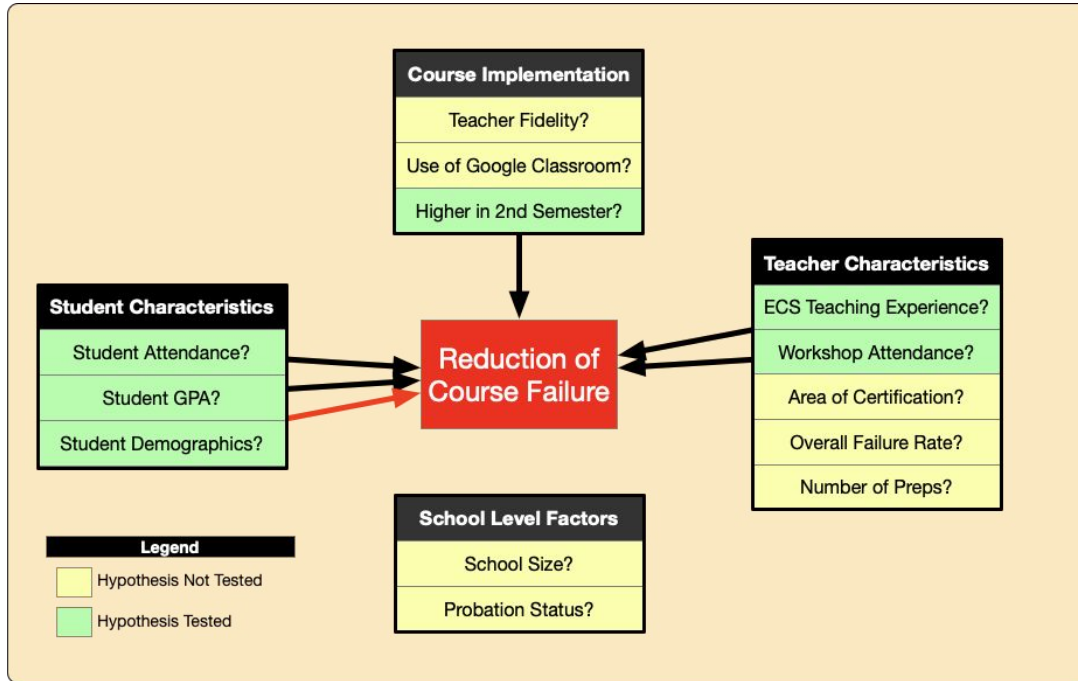
- **CAFÉCS Leadership Team** is comprised of representatives of each member organization
 - **Quarterly full-day**, in-person retreat to review and align priorities with CPS
 - **Weekly 90-min** Zoom meeting to track progress and manage logistics
- **All of CAFÉCS** meets in-person monthly for 90 mins
 - Shared problem-solving
 - Shared interpretation of results

Use of Research Evidence in CAFÉCS: A Vignette

Context

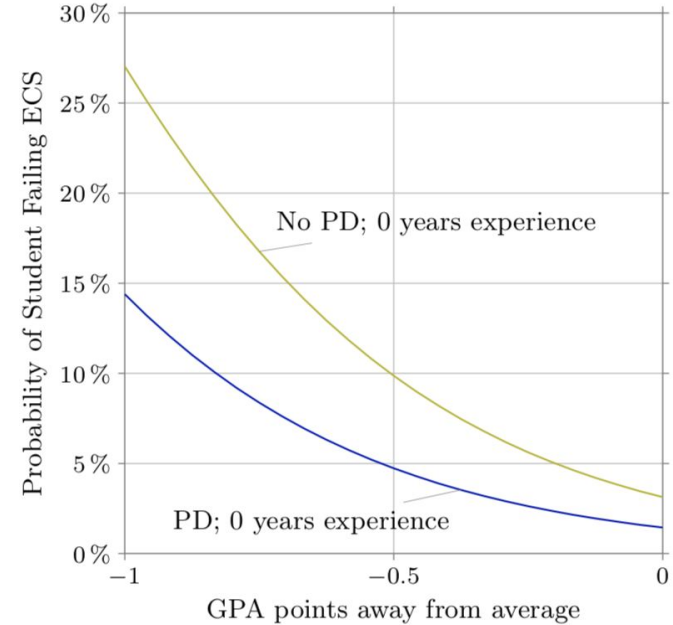
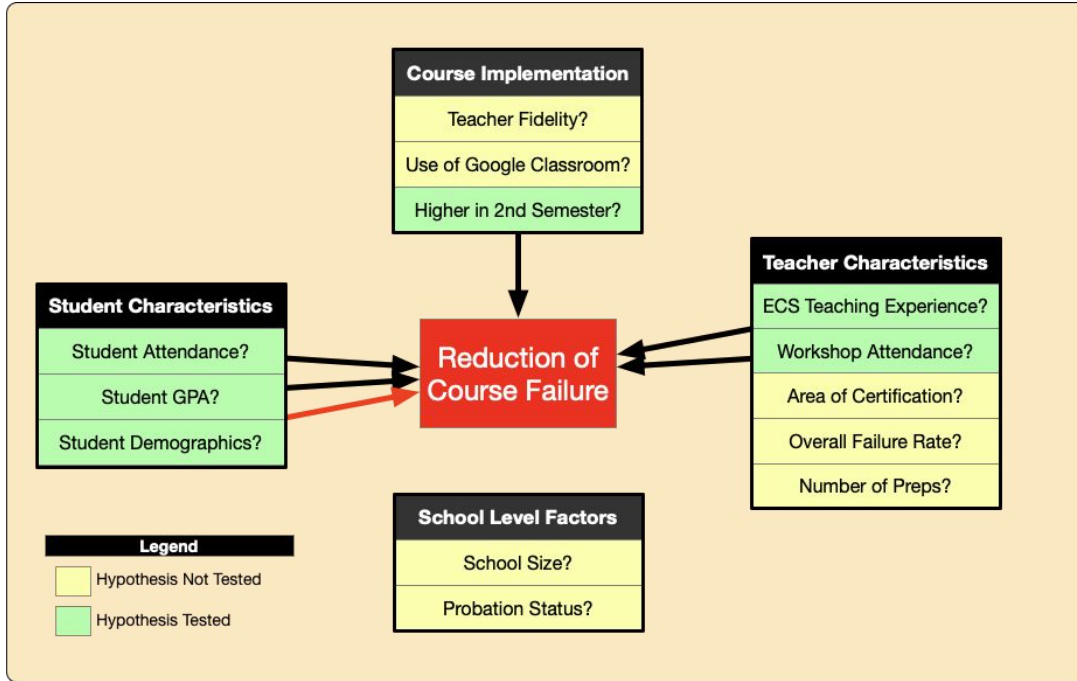
- At a **weekly leadership meeting**, CPS reports that there were some complaints about a high failure rate for ECS.
- At **monthly All CAFÉCS meeting**, collaboratively brainstormed hypotheses to test factors affecting failure
 - Student factors: attendance, GPA, demographics
 - Course Implementation: fidelity, improper use of Google classroom, higher in 2nd semester
 - Teacher characteristics: teaching experience, workshop attendance, lack of CS background, teachers' overall failure rate, number of preps a teacher has
 - School factors: school size, probation status

Use of Research Evidence in CAFÉCS: A Vignette



- Through a data share agreement, The Learning Partnership analyzed ~17k student enrollments to test a subset of hypotheses
- There was shared hypothesis generation followed by partner analysis

Research findings are shared and discussed



Results inform...

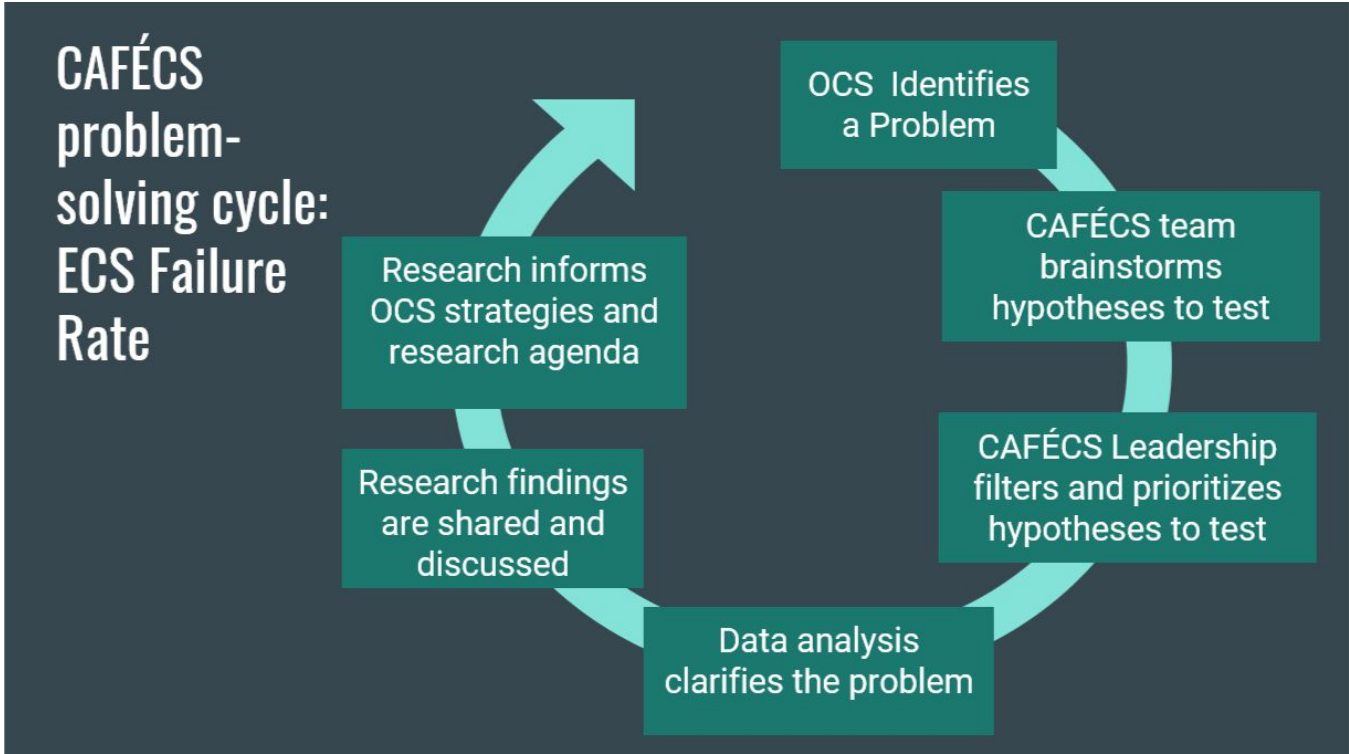
Office of Computer Science Strategy

- Communication with principals on importance of professional development
- Stress the importance of scheduling the same teacher

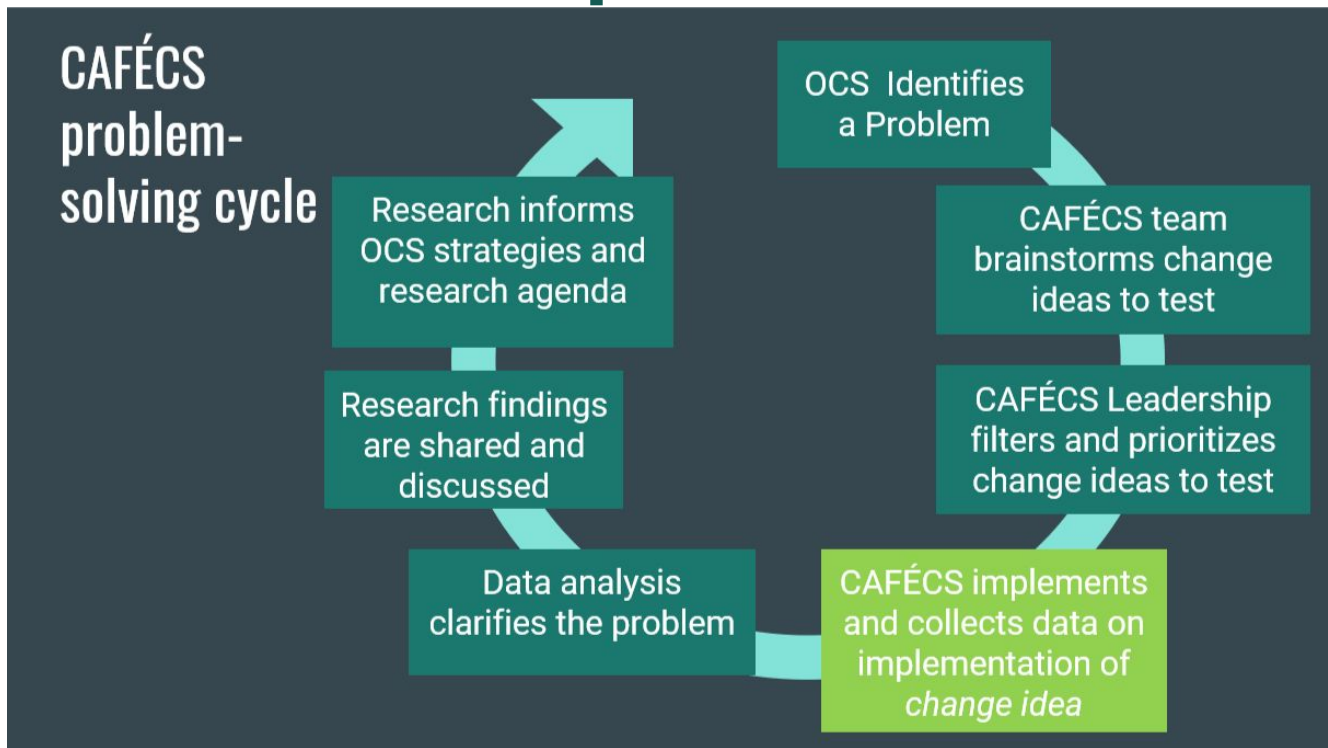
CAFÉCS Research Agenda

- Examination of credit recovery
- Secure additional funding for improvement of access and quality of credit recovery through a hybrid ECS for credit recovery

The CAFÉCS Problem-Solving Cycle



New Problem of Practice: Using Questioning and Discussion Techniques



Understanding School Effectiveness in Los Angeles

Los Angeles Education Research Institute

Carrie Miller, Meredith Phillips, Kyo Yamashiro

About this Collaboration

- The Los Angeles Education Research Institute conducts research to inform solutions to educational challenges facing Los Angeles
- We partner with the Los Angeles Unified School District
- Our current research areas include:
 - College & Career
 - School & Instructional Improvement



About this Collaboration

Project Short-Term Goal:

Identify elementary and middle schools that produce substantial gains in math and reading skills and the strategies and practices that contribute to those gains

Project Long-Term Goal:

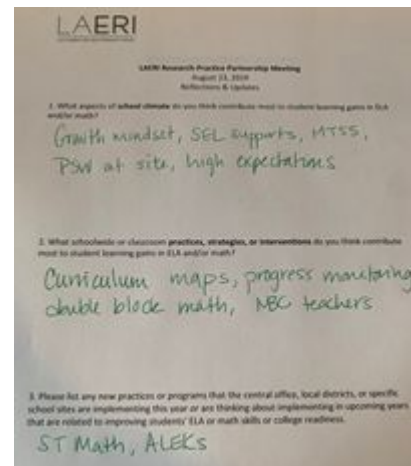
Support district partners in implementing successful practices more widely throughout the district

How You Aim to Support Research Use

- Our school effectiveness project tries to bring research to bear in two ways:
 - Providing high-quality evidence of schools' effectiveness in ELA and math across multiple cohorts
 - Examining practices used in schools that produce large learning gains in ELA and math – and exploring whether those practices differ in schools serving similar students that do not produce the same kinds of learning gains
- By combining quantitative and qualitative evidence, we are trying to generate evidence that may be useful for implementing successful practices in more schools

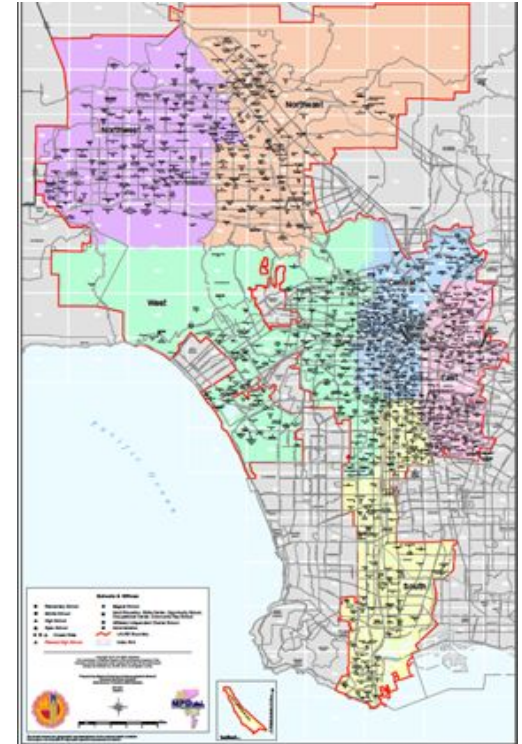
How You Aim to Support Research Use

- Strategies to support research use:
 - Involving partners in project design
 - Regularly sharing intermediate findings for feedback at multiple levels within the central office
 - Building in opportunities for reflection
 - Iteratively revising survey instruments based on partner feedback to improve data quality



A Vignette of URE in your RPP

- Identifying elementary school demonstration sites



Moderated Discussion

Audience Questions & Discussion