The SERP Partnership Model

SREE Conference
September 6, 2012
Many meanings of “research partnership”

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Place based</th>
<th>Opportunity based</th>
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<tbody>
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<td>SERP</td>
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<td>WestEd</td>
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<td>Analytic</td>
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<td>BERC</td>
<td>CEPA</td>
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SERP Origins

**Strategic Education Research Partnership**

Underlying premise:

“Education does not presently function like medicine or agriculture, where close linkages between research and practice have had major influences on both.”

Questions to the committee:

- *Why is this the case?*
- *What can be done?*
Why so little impact?

1. **Researchers in medicine and agriculture work in practice settings**
   - formulating questions, developing and testing theories rooted in the observation of practice
   - Understanding and adapting to local conditions & contexts
   - building trust required for collaboration (hanging over the fence)

2. **Problems of practice are multi-dimensional; research expertise is unidimensional**
What can be done?

Create an RDI infrastructure consisting of:

“Field Site” partnerships with Districts

Long-term, bi-directional, problem-solving RDI collaborations that locate RDI in practice settings

Networks linking related efforts across sites

 e.g.: school organization; assessment; science

Organizational Home

Managing cross site activity; developing knowledge and capacity for productive collaboration
Cost?

**Vision:**
$501 million / first 5-7 years

**Reality:**
< $5 million total / first 5 years
(currently $5 million/year)
SERP National Office

- Building Culture
- Quality Control
- Program Development
- Employee Services
- Auditing/Finances
- Fundraising
- Multimedia
- Cross-site interaction

Boston
San Francisco
Oakland
MSAN
SERP Field Site Structure

- **Core Group**
  - Guides & Facilitates Work
  - Frames problems and potential solutions
  - Defines Priorities

- **Field Site Staff**
  - Observes Practices & Outcomes

- **RDI Teams**
  - Generates & incubates problem-solving ideas
  - Develops & Tests solutions; generates knowledge

- **Design Group**
Case Example: The Boston Field Site

The superintendent’s problem:

Middle grades content area literacy: students can’t comprehend their texts

No classroom level assessments to diagnose the nature of the problem for individual students
Getting Started: Phase I

- Develop an assessment to better understand the nature of the problem: RISE (led by Sabatini, ETS)
  rise.serpmedia.org

- Develop an academic vocabulary program that incorporates research principles: Word Generation (led by Snow, Harvard)
  wg.serpmedia.org
Following the contours of the problem: Phase II

- RISE data reveal 1/4 to 1/3 of students who struggle with basic reading; develop an adolescent reading course. STARI (led by Hemphill, Wheelock College) stari.serpmmedia.org

- Variability in uptake: develop an instrument to differentiate schools ready for reform efforts and schools that are too incoherent: the IC survey (led by Elmore, Harvard) ic.serpmmedia.org
From practice to research: Phase III

- Word Generation stimulates new R&D: Catalyzing Comprehension through Discussion and Debate
- Develop/validate measures and test the contribution to reading comprehension of three constructs:
  - perspective taking assessment (led by Selman, Harvard)
  - complex reasoning assessment (led by Fischer, Harvard; Dawson DTS)
  - academic language assessment (led by Uccelli, Harvard)
Thickening the work: Phase III

- Extending Word Generation development and implementation Word Generation~enhanced
  - 4th and 5th grade versions
  - Enhancing middle school science and social studies curricula
  - Developing a PD model for classroom discussion (led by Osborne, Stanford, and O’Connor; Boston University)
- Conducting an RCT (led by Jones, Harvard)
Thickening the work: Phase III

- Extending STARI development and implementation
  - Developing two full years of materials
  - Developing a PD and coaching model
  - Conducting an RCT (led by Kim, Harvard)

- Developing coherence building protocols
Affordances of the SERP model

1. The ability to follow the contours of a problem because the *partnership and problem focus is sustained*

2. The ability to create coherence among different lines of work because *they share the same problem focus*

3. The ability to develop and sustain “practice-informed” design capacity as part of an *organizational infrastructure*

4. The critical contribution of *sustained relationships with practitioners* to shaping usability and scalability
Partnerships and the STARI reading intervention

Lowry Hemphill, Wheelock College
SREE Fall Conference
September 6, 2012
Why do we need a new kind of adolescent reading intervention?

How have partnerships made a different kind of reading intervention possible?
Adolescent reading interventions have often shown very modest gains, especially for students who are furthest behind in reading (Somers et al., 2010; Vaughn, Cirino, Wanzek et al., 2010)
A persistent concern: interventions that target basic skills may not improve students’ performance in more challenging contexts of disciplinary literacy.

Materials developed for struggling readers typically reduce cognitive complexity and challenge.
In developing STARI, we partner with ELA teachers and curriculum leaders to integrate discipline-specific literacy practices. These include practices such as identifying theme in literature.
Through partnerships across SERP, STARI curriculum writers build on models developed for all students, not just students with reading difficulties.

Like the Word Generation program, STARI units emphasize issues of importance in civic life.
STARI unit themes include bullying, the Iraq War, Hurricane Katrina, the immigration debate.

Work on basic skills is integrated with work on understanding complex issues.

Level A
1. September 11
2. Pat Tillman
3. Recruiting
4. Running in Tallahassee
5. Puerto Rican Veterans
6. The Circus Comes to Basra
7. Youth and the Iraq War
8. Women in the Military
9. African Americans and the War
10. PTSD
STARI’s partnerships with ETS and with SERP Media have provided more sophisticated diagnostic information and materials design expertise.
RISE diagnostic assessments help target STARI at students with specific needs in reading comprehension.

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<thead>
<tr>
<th></th>
<th>Word Rec</th>
<th>Vocab</th>
<th>Morphol</th>
<th>Sentence Process</th>
<th>Basic Reading</th>
<th>Reading Comp</th>
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<td>GARCIA</td>
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<td>HENRY</td>
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<td>360</td>
<td>353</td>
<td>334</td>
<td>338</td>
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SERP Media has worked to create intervention materials that are visually engaging.

STARI materials do not look “dumbed down.”
Design?

a way of working that brings together creative and analytic processes...

d.mindsets

show don’t tell | focus on human values | craft clarity | embrace experimentation | be mindful of process | bias toward action | radical collaboration

dschoo1.stanford.edu
“practice-informed design capacity”
Stance of the practice-informed design staff:

- No policing. No magic. No pitching. No ownership.
- Work face-to-face as transparently as possible to earn value.
- Avoid “rollouts” and “launches” - instead, seamlessly integrate new tools in the context of identified needs.
- Honor people who articulate problems or frustrations.
- Listen more than speak.
What is the work?

- Graphic and Materials Design
- Communication and User Support
- User-Centered Design
- Building Research Tools

Matt Ellinger, Director of Media and Design
mellinger@serpinstutute.org
- Interface, navigation, flow
- Element identity and component coherence
- Look and feel
- Professional development
- Product distribution
- Outreach
- User-based product development
  - Scaling
  - Versioning
  - New products

- Coaching in the practice of design thinking

- Engineering work flow

Matt Ellinger, Director of Media and Design
mellinger@serpinstutute.org
RESEARCH TOOLS

- Technologies for media-based data collection
- Archiving systems
- Systems design for online collaboration and knowledge management
What is STARI?

Lowry Hemphill describes:
Students for whom STARI is designed and the structure of the intervention missing components of some of the more popular reading intervention programs and how STARI addresses these gaps. STARI addresses an identified need of Boston Public Schools, including a diagnostic tool that uncovers the specific components of reading that need to be addressed in individual students.

Catherine Snow discusses how:
STARI curriculum is aligned to Massachusetts state standards and includes novels, poetry and non-fiction books and articles. STARI includes background information that is written at an accessible level for struggling readers.

Meenakshi Khanna explains:
Involvement of teachers in creating the STARI curriculum.
Homework Day 9
Using a Table of Contents

Look at this list of topics:

relaxing     anger     sleep      teasing

...gossip     bullying     laughter    goals

Pick two topics that sound interesting to you. Circle them. For each topic, find it in the index at the back of “Middle School Confidential.”

I found the index on page ________ of the book.

Write down the page numbers from the index that show where you can learn more about this topic. Example: your topic is music. The index shows you can read about music on page 75.

Find the page number(s) for your topic(s) and flip to those pages of the book. Take notes on one interesting fact to share with the class. Do this for two topics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page numbers</th>
<th>Interesting fact from these pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>75</td>
<td>sad or angry music can make you feel worse</td>
</tr>
<tr>
<td>Mad, Mental movies, The Misfits (Howe), Moods</td>
<td></td>
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</tbody>
</table>

**Why I Care What Other People Think - page 23**

Listen to other students read these ideas. Check off those ideas you agree with:

| Gabriella, 13 | ☐ I agree |
| Bryant, 11    | ☐ I agree |
| Eric, 14       | ☐ I agree |
| Stephen, 13    | ☐ I agree |
| Maria, 13      | ☐ I agree |
| Rose, 12       | ☐ I agree |

GRAPHIC AND MATERIALS DESIGN
Here are the steps to follow:

First day with a passage

1. Read the plain passage silently to yourself.

2. Read the First Day Timed Reading passage out loud at a good pace. Your partner will say “go” and “stop” and time you for 1 minute and counts words for the WPM. Mark page at one minute and counts words for the WPM.

3. Then finish reading to the end of the passage. Your partner will ask you questions. Write down your answers. This will change into a connection question you have to answer.

4. Find out your words per minute from your partner. Write this down on page 2 under First Time WPM. Be sure you also write down the level (A, B, etc.) and the passage title.

5. Practice reading the passage again, but this time read it out loud in phrases. Trade off doing these same 5 activities with your partner.

Second day with a passage

6. Practice reading the lists of harder phrases and words.

7. Read the Second Day Timed Reading passage out loud at a good pace. Your partner times you for 1 minute and marks the page. Then finish reading to the end of the passage. Your partner will ask you a connection question. Write down your answer.

8. Get your new words per minute from your partner and write it down on page 2 under Second Time WPM. Trade off with your partner.
Word Generation
Join the national conversation!

COMMUNICATION AND USER SUPPORT

Bring Word Generation to your school!

The SERP Institute is very grateful that you are interested in Word Generation. Because the materials are currently in development, we are eager for schools to use and evaluate our current version of the program.

The student books, teacher guides, assessment materials, and other support documents can be downloaded for use at your school or district free of charge.

Would you like access to these free materials?

Apply by clicking here.
SERP Awarded Major Grant for Reading Comprehension

"Catalyzing Comprehension through Discussion and Debate" will explore contributors to deep comprehension for students in grades 4 through 8. The Department of Education's Institute of Education Sciences (IES) has awarded a grant of close to $20 million dollars to the SERP Institute to address middle school reading comprehension. The grant is one of five IES has awarded in an effort to speed up the R&D process aimed at addressing comprehension across all grade levels. Catherine Snow, Kurt Fischer, and Robert Selman of Harvard University; Jonathan Osborne of Stanford University; Lowry Hemphill of Wheelock College; and Suzanne Donovan of SERP Institute will play lead roles, with many others involved. Four districts have signed on as partners – Boston, Brockton, and Falmouth public school districts in Massachusetts, and the San Francisco Unified School District in California. The new initiative extends work that members of this research team have been engaged in for several years through SERP partnerships supported by the Carnegie Corporation of New York; the S.D. Bechtel Jr. Foundation; the William and Flora Hewlett Foundation; the Leon Lowenstein Foundation, Inc.; the Spencer Foundation; and the John S. and Cynthia L. Reed Foundation. Snow, one of the nation's most prominent experts on literacy, will be devoting half of her time to the project in each of the next five years.

IES Awards SERP $1.5 Million for R&D in Algebra

"Transforming Algebra Assignments" will address student misconceptions as a means of improving algebra mastery. With a $1.5 million IES award, SERP will extend a promising R&D project designed to help students grasp algebra using classroom friendly tools. A series of experiments in six districts from the Minority Student Achievement Network (MSAN): Green Bay and Madison Public Schools (Wisconsin); Evanston 65 (Illinois), Shaker Heights (Ohio), Chapel Hill-Carrboro City Schools (North Carolina), and Ann Arbor (Michigan). MSAN districts are committed to raising the achievement of low income and minority students. Algebra I is often considered the gatekeeper for access to higher level math and science in high school and beyond. The study is based on preliminary work supported by the Goldman Sachs Foundation that has produced findings that point to the potential of this approach to improve learning for all students, with the greatest benefit for minority students.
USER-CENTERED DESIGN

- user study
- empathy development
- rapid prototyping
- vetting
- field testing
USER-CENTERED DESIGN

content generation

ideation

broader expertise

findings

existing collaborations

public beta

field testing

rapid prototyping

user study

vetting
COMMUNICATION AND USER SUPPORT

GRAPHIC AND MATERIALS DESIGN

RESEARCH TOOLS

USER-CENTERED DESIGN

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