Research-Practice Partnerships: Approaches To Collaborative Design, Inquiry & Change
University of Pittsburgh
School of Education
EDUC 3505-1210
Fall 2023

Instructor
Dr. Eleanor Anderson (she/her)
eand@pitt.edu

Teaching Assistant
Alecia Dawn Young (she/her)
alecia.young@pitt.edu

Class Sessions
Wednesday 6:00p - 8:40p
5404 Wesley Posvar Hall

Zoom room (as needed): https://pitt.zoom.us/j/97810156647
Passcode: RPP!

Course Description
In this course, students learn principles and strategies for developing a research program that is place-based, community-engaged, and rooted in partnership. Through engagement with texts, colleagues, and experienced Research-Practice Partnership (RPP) members, students develop practical skills for navigating key RPP processes including building mutualistic relationships, negotiating research questions, applying design-based implementation research methods, and communicating about engaged research. Possibilities for RPP work are explored and contextualized within the greater Pittsburgh region, within larger historical and contemporary dynamics of exploitation and racism, and within multiple traditions of engaged scholarship and movements for educational justice.

Learning Goals
Students will be able to:
- Situate project designs within multiple types and traditions of engaged research and research practice partnerships
- Identify and strategize around core tensions of research practice partnerships including ensuring mutual benefit, negotiating member roles, and weathering change over time
- Understand the central elements of learner centered design and design-based implementation research
- Communicate in flexible and engaging ways about complex ideas
- Recognize historical and cultural influences, and leaders and organizations shaping the contexts of teaching and learning in Pittsburgh and Western PA
- Develop familiarity with some experienced and emerging practitioners of research-practice partnerships
- Analyze research practice partnerships through an equity lens

Required Texts
All assigned materials will be made available digitally.

Course Components
Class Activities
- Class sessions will serve as spaces to co-create shared knowledge by synthesizing class texts and activities with students' personal, professional, and cultural know-how. Therefore, attendance at each class session is expected.
- Equitable regard for our collective well-being is a central theme of the course. In alignment with this value, the class will establish shared norms and practices to support safe and accessible participation by all, as best we can.

Readings & Annotations
- Materials to read and/or watch will be assigned each week, including a combination of academic writing theorizing engaged scholarship or describing its outcomes, and "how to"-type materials that address the components and skills involved in RPP work directly. Students are expected to read/watch and add 2-3 annotations on shared digital copies of all assigned materials, highlighting points of interest, connections with course themes and ideas, and/or questions or points of tensions that arise.

Pittsburgh Primers
- Students will work individually or in pairs to research an aspect of the political, cultural, economic, medical and/or educational context of Southwestern PA. Each "primer" team will present on their topic to the class in an engaging 8-10 min presentation with an accompanying 1-page summary and/or support document including references. Further details available [here](#).

Reflections & Feedback
- Students will be expected to complete several short writing assignments throughout the course reflecting on course texts, their practicum experience, and their own interests in engaged research. Reflections should be in the range of 300-1000 words in length.
- Students will work in small groups to provide peer feedback on one another's reflections.

Culminating Assignment
- At the end of the course, students will prepare and present a digital poster representing either their practicum project or a proposal for an engaged research project of their own. The presentation should be suitable for a mixed audience of researchers, educators, and community members.

Practicum
- In addition to traditional class activities, students in the class are required to participate in an ongoing engaged research project. Students who are already doing so, for example through a GSR or GSA may use this as their practicum site. Otherwise, students should contact the instructor to arrange a placement. The time commitment for the practicum should total to approximately 20 hours over the course of the semester. Further details available [here](#).

Assessment & Course Grades

You are each full human beings, with complex adult lives including multiple competing priorities. As graduate students with personal and professional goals related to the themes of the course, your degree of engagement will likely have natural consequences of far more significance than any grade you receive from me. As such, our focus will be on providing support, structured accountability, and qualitative feedback.

We understand that life happens. Extensions are available for most assignments. If you anticipate that you will not be able to complete an assignment on time, please contact the instructor and TA with as much advance notice as possible, including a suggested alternative deadline. You do not need to provide a reason for the request. Likewise, if you need to miss a session, please contact the instructor and TA as soon as possible, and we will do what we can to provide an alternative arrangement.

Students who complete all assignments satisfactorily and attend all sessions (or make alternative arrangements, as needed) will receive an A in the course. Students who do not will receive a B, or in extreme cases, an incomplete.

School Policies

Basic Needs. We cannot learn effectively when our basic human needs are not met. The University has resources available for students who find themselves uncertain of how they will pay a bill, access food, secure medication, maintain their housing, travel for a family emergency, etc. The Care and Resource Support (CARS) Team can be reached at 412-624-5756 or PittCares@pitt.edu. If you are facing any of these uncertainties I also encourage you to contact me, if you feel comfortable doing so, as I may be able to help you locate additional resources, as well as make appropriate academic accommodations.

Disability Services. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu., (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

Statement on Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use. Some classes may be recorded by the instructor via Zoom. If this is a concern, please let me know.

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the School of Education believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with Dr. Lori Delale O'Connor, the associate chair of the Department of Educational Foundations, Organizations, and Policy; (3) if needed, next talking to the academic integrity officer of the school, Assistant Dean Andrea Zito; and (4) if needed, filing a written statement of charges with the academic integrity officer.

Academic Integrity. Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

See the Pitt Graduate Catalog and School of Education section for more information.

Course Schedule (Subject to Change)

Week 1 (August 30): *Course Introduction*

Reading Due	Additional Resources
Watch: Dostilio, L. D. (2020) Engaged Scholarship 101: A Brief Explanation. https://canvas.pitt.edu/courses/92517/pages/engaged-scholarship-101-module?module_item_id=1710561 (8 min video) **Read:** Dostilio, L.D. (2020), Nine models of engaged scholarship. Engaged Scholarship Development Initiative, University of Pittsburgh. https://canvas.pitt.edu/courses/92517/pages/engaged-scholarship-101-module?module_item_id=1710561 **AND** Course syllabus **AND** Practicum expectations	Dostilio, L.D. (2020). *Continuum of Participation*. Engaged Scholarship Development Initiative, University of Pittsburgh. https://canvas.pitt.edu/courses/92517/pages/engaged-scholarship-101-module?module_item_id=1710561 Godley, A., Olaniyan, A., Nonnenmacher, S., Orgman, M. (2020). *Engaged Scholarship 101: Graduate Student Panel* https://pitt.hosted.panopto.com/Panopto/Pages/Embed.aspx?id=aae59af4-c987-4238-b670-ac750136e207&autoplay=false&offerviewer=true&showtitle=true&showbrand=false&start=0&interactivity=all (1:06 video)
Writing Due	
None	

Week 2 (September 6): *What is Social Science Research and Why Should We Do It?*

Reading Due	Additional Resources
Read: Vossoughi, S., Escudé, M., Kitundu, W., & Espinoza, M. L. (2021). Pedagogical "Hands and Eyes": Embodied Learning and the Genesis of Ethical Perception. *Anthropology & Education Quarterly*, 52(2), 135–157. **OR** Jackson, C. K., Porter, S., Easton, J., & Kiguel, S. (2020). *Who Benefits From Attending Effective Schools? Examining Heterogeneity in High School Impacts* (No. w28194; p. w28194). National Bureau of Economic Research. **Read Chapters 1 & 2, pp.11-47:** Patel, L. (2015). *Decolonizing educational research: From ownership to answerability.* Routledge.	Anderson, E.R. (2021) Tips for Reading Academic Writing. Schneider, J. (2014). Closing the gap … between the university and schoolhouse. *Phi Delta Kappan*, *96*(1), 30–35. *An accessible summary of his book* From the Ivory Tower to the Schoolhouse: How Scholarship Becomes Common Knowledge in Education*, including discussion of the rarity of education research being taken up in schools*

Writing Due
Reflection 1: What interests you about research practice partnerships, or community engaged research? How do you see this research modality as connecting with (or diverging from) your own motivations and aspirations? How do you see these features reflected in our course readings so far? What questions are you sitting with?

Week 3 (September 13): *Situating RPPs in Types and Traditions of Engaged Research*

Reading Due	Additional Resources
Read: Farrell, C. C., Penuel, W. R., Coburn, C. E., Daniel, J., & Steup, L. (2021). *Research-practice partnerships in education: The state of the field*. William T. Grant Foundation. http://wtgrantfoundation.org/research-practice-partnerships-in-education-the-state-of-the-field **Pick 1 of 2** **Read closely pp. 173-178:** Bang, M., & Vossoughi, S. (2016). Participatory Design Research and Educational Justice: Studying Learning and Relations Within Social Change Making. *Cognition and Instruction*, 34(3), 173–193. **OR** Means, D., Blackmon, S., Drake, E., Lawrence, P., Jackson, A., Strickland, A., & Willis, J. (2021). We Have Something to Say: Youth Participatory Action Research as a Promising Practice to Address Problems of Practice in Rural Schools. *The Rural Educator*, *41*(3), 43–54. https://doi.org/10.35608/ruraled.v41i3.1074	Coburn, C. E., Penuel, W. R., & Geil, K. E. (2013). *Research-Practice Partnerships: A Strategy for Leveraging Research for Educational Improvement in School Districts*. WT Grant Foundation. https://wtgrantfoundation.org/library/uploads/2015/10/Research-Practice-Partnerships-at-the-District-Level.pdf *An older, highly influential report naming 3 key types of RPP* Diamond, J. B. (2021, July 19). Racial Equity and Research Practice Partnerships 2.0: A Critical Reflection. *William T. Grant Foundation*. http://wtgrantfoundation.org/racial-equity-and-research-practice-partnerships-2-0-a-critical-reflection
Writing Due	*A very succinct discussion of the intersection (or lack thereof) between RPPs and racial equity work*
Peer Feedback: Reflection 1	

Week 4 (September 20): *Comparing & Contrasting RPPs*

Reading Due	Additional Resources
Read 1 out of 2: Roderick, M., Easton, J. Q., & Sebring, P. B. (2009). *A New Model for the Role of Research in Supporting Urban School Reform*. Consortium on Chicago School	Penuel, W. R., & Gallagher, D. (2016). *Diagnostic Rubric: Are We a Partnership Yet?* LearnDBIR.

Research, University of Chicago Urban Education Institute. **OR** Bryk, A. S., Gomez, L. M., & Grunow, A. (2011). Getting Ideas into Action: Building Networked Improvement Communities in Education. In M. T. Hallinan (Ed.), *Frontiers in Sociology of Education* (pp. 127–162). Springer Netherlands. **Read:** Henrick, E. C., Cobb, P., Penuel, W. R., Jackson, K., & Clark, T. (2017). *Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness.* New York, NY, William T. Grant Foundation	http://learndbir.org/resources/diagnostic-rubric-are-we-a-partnership-yet *Adaptation of Henrick et al (2017) framework for assessing maturity of a partnership* National Network for Education Research Practice Partnerships (n.d.) *Research Practice Partnerships: Basics.* http://nnerpp.rice.edu/kc_basics/ *A collection of papers and resources related to understanding various forms of RPP*
Writing Due	
Reflection Assignment 2: Practicum Site: What elements of different types of engaged research, as addressed in our readings so far, are operating at your practicum site? What research and other knowledge traditions is the project drawing from? Be specific in describing what you've noticed so far, and how you are identifying the type of engaged research or knowledge tradition that you see those components of the work as reflecting. Future Work: What model(s) of RPP/engaged research are you most interested in pursuing in your own work in the future? What do you see as the strengths of that approach? Use evidence from our readings, class discussions, practicum, and/or your own experiences to explain and justify your perspective.	

Week 5 (September 27): *Design Deep Dive*

Reading Due	Additional Resources
Watch: IDEO U (2021) *What is Design Thinking?* https://www.ideou.com/pages/design-thinking (2 min) **Read any 2 of 3:** Easterday, M. W., Rees Lewis, D. G., & Gerber, E. M. (2018). The logic of design research. *Learning: Research and Practice*, 4(2), 131–160. **AND/OR** Penuel, W. R., Fishman, B. J., Haugan Cheng, B., & Sabelli, N. (2011). Organizing research and	Easterday, M. (2020) Design of Learning Environments. https://guides.loft.io/learning/introduction *An online course on the design of learning environments* Penuel, B. (2014.). *Advice for Developing a Research Design that Employs Design-Based Implementation Research (DBIR)*. LearnDBIR.

Reading Due	Additional Resources
development at the intersection of learning, implementation, and design. *Educational Researcher*, 40(7), 331–337. **AND/OR** Gutiérrez, K. D., & Jurow, A. S. (2016). Social Design Experiments: Toward Equity by Design. *Journal of the Learning Sciences*, *25*(4), 565–598.	https://cadrek12.org/sites/default/files/Developing%20a%20DBIR%20Research%20Plan%20FINAL%20.pdf *A practical tool for assessing when/whether a DBIR approach is right*
Writing Due	
Peer Feedback: Reflection 2	

Week 6 (October 4): *Establishing Trusting Partnerships*

Reading Due	Additional Resources
Read any 2 out of 3: Anderson, E.R. (2023) Political Considerations for Establishing Research-Practice Partnerships in Pursuit of Equity: Organizations, Projects, and Relationships in *Education Policy, 37*(1), 77-100. **AND/OR** Harrison, C., Davidson, K., & Farrell, C. (2017). Building Productive Relationships: District Leaders' Advice to Researchers. *International Journal of Education Policy and Leadership*, 12(4). **AND/OR** Vakil, S., McKinney de Royston, M., Suad Nasir, N., & Kirshner, B. (2016). Rethinking Race and Power in Design-Based Research: Reflections from the Field. *Cognition and Instruction*, 34(3), 194–209.	*Research + Practice Collaboratory (2015) Sample Memorandum of Understanding (MOU) for Partnership Work*. Research + Practice Collaboratory. http://researchandpractice.org/wp-content/uploads/2015/11/Sample_MOU_ResearchPracticeCollaboratory_Nov2015.pdf Muñoz, M. A., & Rodosky, R. J. (2015). School districts as partners in research efforts. *Phi Delta Kappan*, 96(5), 42–46. *Description of productive RPP relationships written by district leaders* National Network for Education Research Practice Partnerships (n.d.) *Research Practice Partnerships: Basics.* http://nnerpp.rice.edu/kc_partnering/ *A collection of resources related to initiating partnerships*
Writing Due	
None	

Week 7 (October 11): *Selecting a focus for joint work*

Reading Due	Additional Resources

Read any 2 out of 4: Bell, P., & Rhinehart, A. (2015). *How to Negotiate the Collaborative Focus of a Research-Practice Partnership*. Research + Practice Collaboratory. http://researchandpractice.org/how-to-negotiate-the-collaborative-focus/. **AND/OR** Tuck, E. (2009). Suspending Damage: A Letter to Communities. *Harvard Educational Review, 79*(3), 409–428. https://doi.org/10.17763/haer.79.3.n0016675661t3n15 **AND/OR** Arce-Trigatti, P., Klein, K., & Lee, J. S. (Jasmin). (2023). Are Research-Practice Partnerships Responsive to Partners' Needs? Exploring Research Activities During the COVID-19 Pandemic. *Educational Policy*, *37*(1), 170–199. https://doi.org/10.1177/08959048221134584 **AND/OR** Thompson, K. D., Martinez, M. I., Clinton, C., & Díaz, G. (2017). Considering Interest and Action: Analyzing Types of Questions Explored by Researcher-Practitioner Partnerships. *Educational Researcher*, *46*(8), 464–473.	Gallagher, D. (2015). *Activity: Negotiating a Focus for Joint Work in an RPP*. Research + Practice Collaboratory. http://researchandpractice.org/resource/negotiating-and-understanding-a-focus-for-joint-work/. Gallagher, D., & Penuel, W. R. (2016). *An Activity to Develop Empathy for Partners' Perspectives on a Problem of Practice*. LearnDBIR. Kochanek, J. R., Lacireno-Paquet, N., & Carey, R. (2014). *Developing a coherent research agenda: Lessons from the REL Northeast & Islands Research Agenda Workshops.* 21. *Report on research activities of a group of research alliances*
Writing Due	
Reflection Assignment 3: Practicum Site: What is the topic or focus of your practicum project? What makes that focus meaningful/valuable for researchers on the project? What makes it meaningful/valuable for the practitioners? How is your projects' approach similar or different from our course readings? Future Work: What research topics and/or problems of practice would you like to focus a project on? What would you need to ensure the project was meaningful/valuable to you? In what ways might you be flexible in order to ensure the project was meaningful/valuable to your practitioner and/or researcher partners? Use evidence from our readings, class discussions, practicum, and/or your own experiences to explain and justify your perspective.	

Week 8 (October 18): *Negotiating Roles and Responsibilities*

Reading Due	Additional Resources
Read 2 out of 4: Bell, P., Rhinehart, A., & Peterman, T. (2015). *Negotiating Researcher Roles Within a Research-Practice Partnership*. Research + Practice Collaboratory. http://researchandpractice.org/negotiating-researcher-roles/ **AND/OR** Farrell, C. C., Harrison, C., & Coburn, C. E. (2019). "What the Hell Is This, and Who the Hell Are You?" Role and Identity Negotiation in Research-Practice Partnerships. *AERA Open*, *5*(2), 1-13. **AND/OR** Ghiso, M. P., Campano, G., Schwab, E. R., Asaah, D., & Rusoja, A. (2019). Mentoring in Research-Practice Partnerships: Toward Democratizing Expertise. *AERA Open*, *5*(4), 1-12. **AND/OR** Wentworth, L., Conaway, C., Shewchuk, S., & Arce-Trigatti, P. (2022). *RPP brokers handbook: A guide to brokering in education research-practice partnerships.* National Network of Education Research-Practice Partnerships (NNERPP).	DiLoreto, Angie. (2016). *Discovery: Getting to Know One Another.* Research + Practice Collaboratory, Bellevue School District. http://researchandpractice.org/wp-content/uploads/2016/07/RPP-resource-Discovery-Getting-to-Know-One-Another.pdf Gallagher, D., & Penuel, W. R. (2016). *Whose Work Are We Doing? A Self-Assessment Tool for Researchers in a Partnership.* LearnDBIR. http://learndbir.org/uploads/Resources/Whose-Work-Are-We-Doing.pdf
Writing Due	
Peer Feedback: Reflection 3	

Week 9 (October 25): *Prototyping, Testing, Iterating, and Evaluating*

Reading Due	Additional Resources
Read any 2 out of 4: Hecht, M., Knutson, K., Crowley, K., Lyon, M., McShea, P., & Giarratani, L. (2020). 'How Could the Dinosaurs Be So Close to the Future?': How Natural History Museum Educators Tackle Deep Time. *Curator: The Museum Journal, 63*(1), 39–54. **AND/OR** Ishimaru, A. M., Rajendran, A., Nolan, C. M., & Bang, M. (2018). Community Design Circles: Co-designing Justice and Wellbeing in Family-Community-Research	Penuel, W. R. (2016). *Simple Heuristic for Deciding What to Prioritize in a Design Iteration.* LearnDBIR. Gallagher, D., & Penuel, W. R. (2016). *An Activity to Develop Empathy for Partners' Perspectives on a Problem of Practice.* LearnDBIR. Gallagher, D., & Penuel, W. R. (2016). *Protocol for Defining Leadership Roles in*

Partnerships. *Journal of Family Diversity in Education*, *3*(2), 38–63. **AND/OR** Pinkard, N., Erete, S., Martin, C. K., & McKinney de Royston, M. (2017). Digital Youth Divas: Exploring Narrative-Driven Curriculum to Spark Middle School Girls' Interest in Computational Activities. *Journal of the Learning Sciences*, *26*(3), 477–516. **AND/OR** Davidson, K. (2015, June 9). *How to Kick Off a Collaborative Design Process.* Research + Practice Collaboratory. http://researchandpractice.org/how-to-kick-off-a-collaborative-design-process/	*Design in a Research-Practice Partnership.* LearnDBIR.
Writing Due	
None	

Week 10 (November 1): *Power in RPPs*

Reading Due	Additional Resources
All: https://sites.soe.umich.edu/create/dstopp/ **Read 2 out of 3:** Denner, J., Bean, S., Campe, S., Martinez, J., & Torres, D. (2019). Negotiating Trust, Power, and Culture in a Research–Practice Partnership. *AERA Open, 5*(2), 1-11. **AND/OR** Tanksley, T., & Estrada, C. (2022). Toward a Critical Race RPP: How race, power and positionality inform Research Practice Partnerships. *International Journal of Research & Method in Education*, 1–13. https://doi.org/10.1080/1743727X.2022.2097218 **AND/OR** **Pages 17-26 and 60-73 of**: Chicago Beyond. (2018). *Why am I always being researched? A guidebook for community organizations, researchers, and funders to help us get from insufficient understanding to more authentic truth* (No. 1; Equity Series). Chicago Beyond.	Choi, M., McLeod, E., & Ryoo, J. (2015). *Building Equity in Research-Practice Partnerships.* Research + Practice Collaboratory. http://researchandpractice.org/wp-content/uploads/2015/10/BuildingEquity_Oct2015.pdf; Ryoo, J. & Shea, M. (2015). *Value Mapping.* Research + Practice Collaboratory. http://researchandpractice.org/wp-content/uploads/2015/11/Value-Mapping_Nov2015.pdf National Network of Education Research Practice Partnerships. (2021). Research Practice Partnerships: Power Dynamics. *Knowledge Clearinghouse*. https://nnerpp.rice.edu/kc_power/
Writing Due	*Collection of resources on power in RPPs curated by NNERPP*

Reflection 4:
Practicum Site: Who does what in your practicum site? In what ways are the professional roles of "researcher," "practitioner," "broker," "funder" etc. maintained and/or troubled? In what ways are personal identities around race, gender, etc. discussed or negotiated, if at all? How do you see these dynamics as similar to and different from those addressed in course readings?
Future Work: What kind of role(s) would you want to take in your own engaged research project? What aspects of your professional and/or personal identity would be important to you to foreground? Use evidence from our readings, class discussions, practicum, and/or your own experiences to explain and justify your perspective.

Week 11 (November 8): International Perspectives

Reading Due	Additional Resources
Pick 2 out of 3: Bellino, M. J., Chopra, V., & D'Sa, N. (2021). "Slowly by Slowly": Youth Participatory Action Research in Contexts of Displacement. Teachers College Record: The Voice of Scholarship in Education, 123(11), 145–171. https://doi.org/10.1177/01614681221087302 **AND/OR** Nguyen, D., Dinh, H.-V. T., & Nguyen, N.-P. (2023). School–University Partnerships in Vietnam: Insights, Reflections, and Recommendations. In D. Acquaro & O. J. Bradbury (Eds.), International Perspectives on School-University Partnerships (pp. 69–83). Springer Nature Singapore. https://doi.org/10.1007/978-981-99-0807-3_6 **AND/OR** Sawalhi, R., Zohri, A., & Alhouti, I. (2023) *International Educational Research Partnerships*. https://www.youtube.com/watch?v=248Vi_tFnKI	
Writing Due	

Peer Feedback: Reflection 4	

Week 12 (November 15): *Communicating Findings and Future Collaborations*

Reading Due	Additional Resources
Pick 2 of 3: Santos, S., & Scipio, D. (2022). Beginning with the end in mind: Meaningful and intentional endings to equitable partnerships in science education. *Science Education*, *106*(5), 1214–1231. https://doi.org/10.1002/sce.21752 Bell, P. & Rhinehart, A. (2016, March 17). *Working in the Near and Long Term: Operating Principles for Building Sustainable Partnerships.* Research + Practice Collaboratory.http://researchandpractice.org/sustaining partnerships/ Pitcher, M. A., Duncan, S. J., Nagaoka, J., Moeller, E., Dickerson, L., & Beechum, N. O. (2016). *A Capacity-Building Model for School Improvement* (p. 40). University of Chicago School of Social Service Administration. **(Focus on first 10 pages)**	Inquiry Hub website (link is to the About page including a summary of deliverables) https://www.colorado.edu/program/inquiry hub/about-inquiryhub *Inquiry Hub is a large, long term design-based RPP focused on science instruction including partners primarily from the University of Colorado Boulder and the Denver Public Schools* National Center on Scaling Up Effective Schools website (link is to the For Practitioners tab) https://my.vanderbilt.edu/scalingupcenter/p ractitioners/ *The National Center on Scaling up Effective Schools was a 5 year IES funded project (similar to NCRPP)*
Writing Due	
Reflection Assignment 5: Practicum Site: What types of products is your project working towards? How do you anticipate these products will be similar and different from examples from our reading? What do you see as the strengths and constraints of your project's planned products for its various audiences and constituencies, including possibilities for future collaborative work? Future Work: What kinds of products are you interested in producing? Why? What partnership structures might support these goals?	San Francisco Unified School District Math department website (link is to the Conference & Community Presentations tab) https://www.sfusdmath.org/conference--co mmunity-presentations.html *The SFUSD math department has worked with many research partners over years and has a strong culture of presenting at conferences both with and without their researcher partners* Farley, C. (2019) Better Evidence for Better Schools https://steinhardt.nyu.edu/sites/default/file

Examples of products might include: peer reviewed journal articles, articles in trade publications, reports, policy briefs, op-eds, conference presentations, videos, workshops or professional development sessions (internal or external), youth programming, program or training manuals, curriculum, software, organizational routines or policies, etc.	s/2021-03/BetterEvidenceForBetterSchools.pdf *This report summarizes the accomplishments and learning of the Research Alliance for NYC Schools*

No Class November 22

Spend time with your loved ones. Relax, recharge. Reflect on where you find meaning and joy.

Week 13 (November 29): Synthesis and Reflection

Reading Due	Additional Resources
Pick two readings and/or additional resources from a prior class session to (re-)read. Review all 5 of your own reflections including feedback from peers and instructors.	
Writing Due	
Peer Feedback: Reflection 5	

Week 14 (December 6): Poster Session Dress Rehearsal

Reading Due	Additional Resources
Read: 17 Data Visualization Techniques all Professionals should Know https://online.hbs.edu/blog/post/data-visualization-techniques	Morrison, M. (2019, March 25). *How to create a better RESEARCH poster in less Time (#betterposter Generation 1)*. YouTube. https://www.youtube.com/watch?v=1RwJbhkCA58 (20 min)

Research + Practice Collaboratory. (2016). *Crafting Your Pitch to Practitioners.* [http://learndbir.org/uploads/Resources/Crafting_Your _Pitch_to_Practitioners_FINAL.pdf](http://learndbir.org/uploads/Resources/Crafting_Your_Pitch_to_Practitioners_FINAL.pdf)	
Writing Due	
Poster & Presentation Draft	

Week 15 (December 13): Poster Session & Celebration

Reading Due	Additional Resources
none	
Writing Due	
Final Poster & Presentation Final Reflection	