

University of Maryland
Department of Special Education
EDSP 888B Apprenticeship in Special Education:
Research to Practice Partnerships
Spring 2018
Thursdays ARC 1125¹
1:00-4pm

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Office Hours: Thursdays 11:30-12:30 and by appointment

Course Description

There is growing interest among scholars, educators, and funding agencies in the promise of research-practice partnerships (RPP). Advocates argue that such partnerships can enable greater use of research in decision making, address persistent problems of practice, and improve educational outcomes. At the same time, empirical scholarship on research-practice partnerships is only beginning to emerge. There is a need for more research on a full range of potential RPP outcomes (e.g., impacts on local policies) and on strategies for building and maintaining partnerships (Coburn & Penuel, 2016). Research-practice partnerships are atypical arrangements between researchers and educators, and so developing understanding of the dynamics and potential of partnerships is an important research goal for the field. Given emerging information on this topic, this course is designed to provide students with historical and current knowledge of RPP by engaging in reading and activities that promote an understanding of (a) types of RPP, including theoretical positions, (b) assessment approaches and principles for designing a RPP study, (c) the contributions of recent empirical RPP research, especially those that focus on language or literacy topics and research design topics, (d) available funding agencies and grant writing, and (e) processes to conduct research on specific problems of practice identified by a local school district partner as important for study.

Required Text:

- Penuel, W.R., & Gallagher, D. J. (2017). *Creating Research-Practice Partnerships in Education*. Cambridge, MA: Harvard Education Press. [Creating Research-Practice Partnerships in Education](#)
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.). Author.
- Other course readings are posted on Canvas including chapters from the following books:
 - Bevan, B, & Penuel, W. R. (2018). *Connecting research and practice for educational improvement: Ethical and equitable approaches*. New York, NY: Routledge. [abbreviated [Connecting RPP on schedule](#)]

¹ Wednesdays 8:00-11:00 (15 hours TBD of individually determined fieldwork across the semester)

- Bryk, A.S., Gomez, L.M., Grunow, A., & LeMahieu, P.G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press. [abbreviated *Learning to Improve* on schedule]
- Fishman, B. J., Penuel, W.R., Allen, A.R., & Cheng, B.H. (2013). Design-Based Implementation Research: Theories, Methods, and Exemplars. *National Society for the Study of Education*, 112 (2), 136-480 [authors cited directly on schedule]
- Mintrop, R. (2016). *Design-based school improvement: a practical guide for education leaders*. Cambridge, MA: Harvard Education Press. [abbreviated *DBSI* on schedule]

Go to:

1. <http://elms.umd.edu>
2. Login with your username and password
3. Go to My Courses
4. Use the left side to navigate the appropriate documents or directions (e.g., syllabus, weekly readings, announcements, handouts, etc.)

Course Policies

<http://www.ugst.umd.edu/courserelatedpolicies.html>

- Attending weekly classes, reading assigned material, and actively contributing to class discussions are essential aspects of this course. If you cannot attend a scheduled class, please let me know in advance via e-mail. [SEP]
- When absence from class is unavoidable, you are responsible for getting class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member or the instructor.
- During class, cell phones should be out of sight and laptops should be used for coursework only. [SEP]
- The weekly schedule of topics is subject to change; any changes will be announced in class.
- All course-related messages will be sent to students via Canvas. Students should check their UMD e-mail and Canvas regularly in order to avoid missing announcements. [SEP]
- Please do not hesitate to contact me to ask questions, discuss assignments, and/or request support. [SEP]
- Students are encouraged to track their grades on Canvas. You are responsible for making sure that all of your classwork has been submitted.
- All assignments listed in this syllabus must be turned in on or before the assigned due date and time.
- On occasion, the instructor may return a paper with feedback and ask that it be revised and resubmitted. The time for revision will be worked out with the instructor.
- All written assignments must be prepared in a “professional” manner. “Professional” is defined as being appropriate for classroom, community, and administrative uses. Products that, in the judgment of the instructor, are unreadable or prepared in an unprofessional manner will be returned ungraded or assigned a lower evaluation. All assignments must be typed and follow APA format.

Fieldwork policies

- You will work with one or more partners in the field – and I will work alongside you when feasible/necessary. To constrain expectations, you are asked to complete no more than 15 hours in the field by the end of the semester. This will be on an as-needed basis given the specific problem of practice that you are working on (e.g., to conduct observations or interviews). Manage your own time and schedule– turn in a log of the date, time, and location of your fieldwork at the end of the semester.
- Follow all school district rules and procedures regarding fieldwork (e.g., turn in your fingerprinting paperwork, wear name tag provided by UMD, sign in/out of the office during each visit, maintain confidentiality at all times, etc.). Failure to follow procedures set by UMD or the district may cause real damage to this partnership, and consequently may have serious consequences for the successful completion of the course.

Course Competencies:

By the end of the semester, each student will demonstrate:

1. Ability to define RPP, articulate opportunities and challenges relevant to common forms of RPP and strategies to make the most of, or overcome such affordances and limitations.
2. Ability to articulate how different forms of expertise surface in RPPS and demonstrate an understanding of capacity building in RPP.
3. Knowledge of specific issues related to RPP implementation fidelity as well as new ways to conceptualize intervention integrity.
4. Ability to critically evaluate language, literacy, and special education RPP research.
5. Knowledge of potential funding sources and grant writing for funding RPP research.
6. Knowledge of assessment and evaluation design strategies and challenges districts face in using data.
7. Ability to co-design and study a specific problem of practice in an educational setting, and to collaboratively write an evaluation report for district partners

The course combines lectures with small group discussions, required readings, cooperative learning activities, and a field component.

Writing

You will be held to high standards in your writing. You are expected to follow the professional writing standards and citation format of the American Psychological Association (APA). Please number pages, put your name on the cover page or first page, and use APA for references, 1 inch margins, and 12 point font for all assignments. For more on APA formatting go to <http://www.apastyle.org/> **Assignments should be carefully edited for spelling, usage, and clarity before submission.**

Grading Policy

In this class, assignments are opportunities for you to consolidate your learning and to demonstrate your understanding on topics discussed in class. Grades will be based on the quality of the content and writing of the work you submit. The following grading scale will be used:

100-97=A+	96-93=A	90-92=A-	Excellent work
89-87=B+	86-83=B	80-82=B-	Good work

79-77=C+	76-73=C	70-72=C-	Mediocre work
69-67=D+	66-63=D	60-62=D-	Inadequate work
Below 60=F			Unacceptable work

Assignments

Specifics of assignments will be outlined in handouts available on canvas (and in class as the assignment is reviewed). All assignments must be submitted at the start of each class on the day it is due. If an extension is necessary, arrangements must be made ahead of time with the instructor. If an extension is not granted, the student will be penalized 3 points each day that the assignment is late.

Evaluation/Grading Spring 2018

<u>Assignments</u>	<u>Total Points Available</u>
1. Reading responses (includes discussion boards)	50
2. Reading response jigsaw	30
3. Interview	50
4. Data collection	50
5. Data analysis	50
6. Presentation of findings	50
7. Weekly class activities	20

Grades: A= 270-300
 B= 240-269
 C= 210-239
 D= 180-209
 F= 179-

Assignments

Some of the course assignments (1 and 2) may appear to be familiar tasks (compared to other professors) but are actually variations – this is intended to reduce the amount of reading that you are each accountable for, but also to allow us to collectively discuss a large body of literature. In addition, due to the fact that we are conducting research in this course, some assignments related to the semester project are tentatively defined on the syllabus and will be developed and refined during the course. Students will be given the opportunity to co-design the expectations and grading criteria for assignments 4, 5, and 6 (see initial description below). Detailed guidelines and evaluation criteria for these assignments will be explored collaboratively in class and finalized by the course instructor. The following descriptions serve as an overview of the expectations for each assignment.

1. Reading Responses (50 pts total)

Students are expected to read articles that are assigned to them on the course syllabus and to be prepared to share what you learned about that content during class. You should make notes that are useful to remind you of the content you read some of the time, and to write 10 brief written

responses about the course readings at other times. You may decide what to take notes on and what to write and turn in – choose no more than one article or chapter to focus on for any given class meeting and do not skip more than one class session to prepare a written reading response.

For each written reading response: (a) Provide a summary (no longer than a paragraph) in your own words of the overall main points from the articles (2 pts), (b) Describe two things you learned or thought was important and that add to your understanding of research (list or write a few sentences for each) and provide a page number to connect your thought back to the text (1 pt), and (c) provide two-three questions for discussion or the guest speaker, when relevant (2 pts). These responses should be submitted to ELMS on the Wednesday before class by 4pm.

Note: discussion board postings (see Mod 6 on 3/1 and Mod 11 on 4/12) that are done outside of class time count as a reading response (although assignment details will differ).

2. Reading Response Jigsaw (30 pts)

Each student will lead (or co-lead) part of a class discussion based on the readings that you have been assigned to analyze. For example, on 2/1, in addition to reading book chapters, you are asked to read one article that a peer is also reading – you are responsible for highlighting important ideas from the chapter that others did not read. Another example is on 2/8 - you will be assigned to read book chapters in pairs (or a group of three students). We count on you and your partner(s) to know this content in depth. However, rather than expect you to plan together outside of class time, you will have 10 min to discuss content that you have been assigned with your partner(s) before leading the discussion on that content.

Please provide the following information when leading the discussion on your article or chapter:

- Review the overall main points (3-5 minutes) (1 pt)
- Review the three things you learned and/or thought was essential information that you could potentially relate to your understanding of research in general or RPP research in particular (3-5 minutes) (1 pt)
- Lead a discussion about important concepts or topics introduced or ask the guest speaker, if one is present. Use the questions and points from your written responses and/or your peers' responses to related articles or chapters when available. (3 pts)

3. Professional Interview (50)

Interview an employee (who you do not know personally) at a regional lab, state or district educational department (e.g., an Instructional Leader or Principal) or organization, funding agency, or Principal Investigator of a RPP grant to learn more about research-practice partnerships. (a) Decide on a person of interest to interview, (e.g., Liz Eisner, NCEERA, REL was suggested by Sarah Brasiel, IES, as knowledgeable about the RELs), contact and secure permission for the interview (ask if ok to audio tape so you can review your notes more easily), then (b) develop a series of relevant questions for his/her position and our course content. Turn in a brief outline of the questions you plan to ask before the interview, for example what are the challenges/benefits to doing partnership work? What types of tools, routines, have you used, were helpful, etc.? What was an unanticipated problem that arose and how did you deal with it? After the interview, analyze what you learned in terms of themes, and generate

conclusions/future questions. Turn in a short paper (6-8 double spaced pages) on ELMS and share conclusions in class with peers.

4. Problem of practice - Data collection: (50 pts)

Working in teams of 2-3 students on research topic 1 or 2, you will develop surveys and teacher questionnaires as specified in the university approved IRB². Students will develop (or use existing PGCPs protocols) for conducting observations and conducting interviews during the 15 hours of field work. Note: we will spend time during class discussing and coming to consensus on the data collection procedures, how to organize data that you collect in the field (e.g., we may use the blog feature – on ELMS). Part of your grade will be determined by your ability to work collaboratively on a team.

5. Problem of practice - Data analysis (50 pts)

Regarding topic 1, we will anticipate that you will analyze information provided by the school system (e.g., DRA student data and formal and informal information on existing teacher observations), as well as observational and interview data that we collect this semester. Regarding topic 2, we anticipate that you will analyze writing instructional activities, observation and interview data. Strategies for data analysis will be discussed in class during the semester. Part of your grade will be determined by your ability to work collaboratively on a team.

6. Problem of practice - Presentation of findings to the district (paper and presentation) (50 pts)

Working in teams, each student will contribute to the final report by working on sections of the report to work on, and to help prepare the final presentation that we generate for the school district. As indicated in the memo between the district and university, a final report is expected in the district. – part of your grade will be determined by your ability to work collaboratively as a team member.

7. Weekly Class Activities/General Participation (20 pts.)

Your involvement in class will add to your learning and the learning of those around you. You are expected to attend class sessions and complete assigned readings. That said, attendance alone is not participation. You are expected to engage in thoughtful discussion that demonstrates careful reading of materials, application of skills, and reflection/ generation of insights. It is recognized that there are legitimate reasons for being absent; however, it is the responsibility of the student to discuss the reason for any absence with the instructor. Except in extreme emergency, students should contact the instructor prior to an anticipated absence. The rubric for this assignment can be found at the end of this syllabus.

² It may be necessary to review the research literature on these topics first.

Topics & Assignments by Class (subject to revision)

Note: Topics to be discussed may be adjusted based on class needs. You will be given adequate notice if readings change.

Class Session	Topic	Readings Due	Assignment Due
Overview of Research-to-Practice Partnerships and Semester Project			
Mod 1 1/25	Class introductions and syllabus overview Defining problems of practice in an organization **Class will meet at Thomas Johnson Middle School 1:00-3:30	UMD IRB documentation and PGcps memo Coburn, C.E., & Penuel, W.R. 2016). Research-Practice Partnerships in Education: Outcomes, Dynamics, and Open Questions. <i>Educational Researcher</i> 45 (1), 48-54. <u>Optional:</u> A day in the life: Lessons from shadowing a district leader http://nnerpp.rice.edu/2017/02/16/a-day-in-the-life-lessons-from-shadowing-a-district-leader/ Brookman-Fraze, L., Stahmer, A. C., Lewis, K., Feder, J. D., & Reed, S. (2012). Building a research–community collaborative to improve community care for infants and toddlers at risk for autism spectrum disorders. <i>Journal of Community Psychology</i> , 40(6), 715–734.	Fingerprinting documentation Ungraded Survey
Mod 2 2/1	Types of RPP Assessment and Research Questions <u>Tentative meeting 1/31/18 at Thomas Johnson MS – between 8 and 11 am to administer consents</u>	Penuel & Gallagher, chapters 1-2 or Coburn, Penuel, & Geil, (2013) (all) <u>Design-based school improvement book [DBSI]</u> chapter 1 (all) Henrick, E.C., Cobb, P., Penuel, W.R., Jackson, K., & Clark, T. (2017). <i>Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness</i> . New York, NY: William T. Grant Foundation. (Jerae, Jen L.) Kristen C. Wilcox, Hal A. Lawson & Janet I. Angelis (2017) COMPASSAIM: A University/P–12 Partnership Innovation for Continuous Improvement, <i>Peabody Journal of Education</i> , 92:5, 649-674. (Brittany, Daniel) Thompson, K. D., Martinez, M. I., Clinton, C., & Diaz, G. (2017). Considering interest and action: Analyzing types of questions explored by researcher-practitioner partnerships. <i>Educational Researcher</i> , 46 (8), 464-473. (Alex, Jen M., Cam)	
RPP Examples and Defining Characteristics			

<p>Mod 3 2/8</p>	<p>Research alliances</p> <p><u><i>Tentative meeting 2/16/18 at McHenry AND Gaywood ES – 2:00 and 3:00 to administer consents</i></u></p>	<p>Penuel & Gallagher, chapters 3-5 (you will each be assigned one chapter but must choose at least one different partner than last time)</p> <p><u><i>Design-based school improvement book [DBSI]</i></u> chapters 2 and 4 (all read)</p> <p>Choose one to explore during class (you will have an hour): (sign up)</p> <ul style="list-style-type: none"> a. Baltimore Education Research Consortium https://baltimore-berc.org b. Chicago Consortium on School Research https://consortium.uchicago.edu/ c. Philadelphia Education Research Consortium https://www.phillyeducationresearch.org/ d. Policy Innovative Collaborative http://education.msu.edu/epic/ e. <u>Research Alliance for New York City Schools</u> https://steinhardt.nyu.edu/research_alliance/ f. Research + Practice Collaboratory http://researchandpractice.org/ g. <u>Stanford University / San Francisco Unified School District Partnership</u> http://collaborate.caedpartners.org/display/stanfordsfusd/Welcome h. Tennessee Education Research Alliance https://peabody.vanderbilt.edu/research/tnedresearchalliance/about.php 	<p>By end of class: Overview of one Research Alliance – 3-5 slides plus 2 paragraphs - to be posted on discussion board</p>
<p>Mod 4 2/15</p>	<p>Design-based research partnerships</p>	<p>Penuel & Gallagher, chapters 6-9 (you will each be assigned one chapter)</p> <p><u><i>Connecting RPP</i></u> chapters 1-2 (all) chapter 9 (optional)</p> <p>Fishman, B. J., Penuel, W.R., Allen, A-R., & Cheng, B.H. (2013). Design-Based Implementation Research: Theories, Methods, and Exemplars. <i>National Society for the Study of Education</i>, 112 (2), 136-480.</p> <p>Selected chapters:</p> <p><u>Design-Based Implementation Research: An Emerging Model for Transforming the Relationship of Research and Practice</u> (four students)</p> <p><u>Supporting Teachers in Schools to Improve Their Instructional Practice</u> (three</p>	<p>Determine who you will interview by this date, and submit draft questions for feedback</p>

		<p>students sign up)</p> <p>For more on Design Based Implementation Research: http://learndbir.org/</p>	
Mod 5 2/22	Networked Improvement Communities	<p>Byrk, A. S. (2015). AERA Distinguished lecture: Accelerating how we learn to improve. <i>Educational Researcher</i>, 44 (9), 467-477. (all)</p> <p><i>Learning to Improve</i>, Book Introduction (all)</p> <p>Barron, K. E., Hulleman, C. S., Inouye, R. B., & Hartka, T. A. (2015). <i>Using a networked improvement community approach to design and scale up social psychological interventions in schools</i>. Paper presented at the National Center on Scaling up Effective Schools (NCSU), Nashville, TN. Retrieved from https://eric.ed.gov/?id=ED571796 (Alex, Daniel, Jen L., Brittany)</p> <p>Coburn, C. E., Penuel, W. R., & Geil, K. E. (2015). <i>Case study IV: Carnegie Foundation for the Advancement of Teaching's Networked Improvement Communities (NICs)</i>. New York, NY: William T. Grant Foundation. Retrieved from https://eric.ed.gov/?id=ED568398 (Jerae, Cam, Jen M.)</p>	Literature searches and information gathering should be initiated by this date – prepare for class meetings next week
Mod 6 3/1	<p>Hybrid RPP – the Regional Labs</p> <p>Asynchronous class: I will meet with each group for one hour to check in on your literature searches. Please post your REL summary on the Discussion board by the end of class.</p>	<p>Readings this week focus on empirical literature that appears relevant to our two research problems of practice. Connor et al.'s research appears relevant to Research Topic 1. <u>Alternate articles may be proposed</u> for this topic and <u>additional articles and resources</u> are needed (i.e., must be searched for) regarding Research Topic 2.</p> <p>Connor, Morrison et al (2009). The ISI Classroom observation system: Examining the literacy instruction provided to individual students. <i>Educational Researcher</i>, 38 (2) 85-99. (pairs read if relevant to your topic)</p> <p>Connor, Morrison et al (2011). Effective classroom instruction: Implications of child characteristics by reading instruction interactions on first graders' word reading achievement. <i>Journal of Research on Educational Effectiveness</i>, 4: 173–207</p> <p>Connor, Piasta et al, (2009). Individualizing student instruction precisely: Effects of child x instruction interactions on first graders' literacy development. <i>Child</i></p>	Discussion board posting

		<p>Development, January/February 2009, Volume 80, Number 1, Pages 77 – 100</p> <p>Choose one REL to explore and summarize during class:</p> <ol style="list-style-type: none"> Regional Labs – https://ies.ed.gov/ncee/edLabs/regions/ [overview] REL Midwest Research Alliance http://www.air.org/center/regional-educational-laboratory-midwest-rel-midwest [midwest] REL Northwest http://educationnorthwest.org/rel-northwest [northwest] http://relsouthwest.sedl.org/resources/tools_products/research_agendas/index.html [southwest] 	
Empirical Research – Forms of Evidence and Research Designs			
Mod 7 3/8	<p>Educational Program Implementation</p> <p>Guest speaker, Dr. Betty Malen, Educational Policy, TLPL</p>	<p>Penuel, W. R., Bell., P., Bevan, B., Buffington, P., & Falk, J. (2016). Enhancing use of learning sciences research in planning for and supporting educational change: Leveraging and building social networks. <i>Journal of Educational Change</i>, 17, 251-278. (all)</p> <p>Penuel, W. R., Phillips, R., S., & Harris, C. J. (2014). Analysing teachers’ curriculum implementation from integrity and actor-oriented perspectives. <i>Journal of Curriculum Studies</i>, 46 (6), 751-777. (all)</p> <p>Fishman, B. J., Penuel, W.R., Allen, A-R., & Cheng, B.H. (2013). Design-Based Implementation Research: Theories, Methods, and Exemplars. <i>National Society for the Study of Education</i>, 112 (2), 136-480. Selected chapters: (work on you own or in a pair - choose one)</p> <p>Adaptation by Design: A Context-Sensitive, Dialogic Approach to Interventions</p> <p>Beyond Classrooms: Scaling and Sustaining Instructional Innovations</p> <p>Designing for Productive Adaptations of Curriculum Interventions</p> <p>Towards an Evidence Framework for Design-Based Implementation Research</p> <p>Situated Research Design and Methodological Choices in Formative Program Evaluation (all read – from Fishman et al 2013)</p>	
Mod 8 3/15	<p>Situated designs and methodological choices in formative program evaluation – further considerations</p> <p>Asynchronous class: Note this will be an asynchronous class meeting OR a working meeting (TBD) where you come to class but work on your data collection procedures or data</p>	<p>Resources:</p> <ul style="list-style-type: none"> The Research+Practice Collaboratory website, and the toolkit http://nnerpp.rice.edu/ National Network of Education Research-Practice Partnerships – Rice Kinder Institute for Urban Research NWREL, So You Think You Want to Conduct Research in a School District? Part 1: http://educationnorthwest.org/northwest-matters/so-you- 	

	analysis.	<p>think-you-want-conduct-research-school-district-part-1</p> <ul style="list-style-type: none"> National Center for Research in Policy and Practice http://ncrpp.org/resources Carnegie Foundation resources: https://www.carnegiefoundation.org/resources/ 	
3/22	No class meeting	University of Maryland Spring Break	None
Mod 9 3/29	The SERP approach: Problem solving research and development Guest speaker, Dr. Suzanne Donovan, SERP	<p>Strategic Educational Research Partnership http://serpinstitute.org/ (all skim)</p> <p>Lawrence, J. F., Capotosto, L., Branum-Martin, L., White, C., & Snow, C. E., (2012). Language proficiency, home-language status, and English vocabulary development: A longitudinal follow-up of the Word Generation program. <i>Bilingualism: Language and Cognition</i> 15 (3) 437-451. (pair or trio)</p> <p>Donovan, M., S., Snow, C., & Daro, P. (2013). The SERP Approach to Problem—Solving Research, Development, and Implementation National Society for the Study of Education, Volume 112, Issue 2, pp. 400-425 (all)</p> <p>Julie L. Booth, Laura A. Cooper, M. Suzanne Donovan, Alexandra Huyghe, Kenneth R. Koedinger & E. Juliana Paré-Blagoev (2015) Design-Based Research Within the Constraints of Practice: AlgebraByExample, <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 20:1-2, 79-100 (pair or trio)</p> <p>Cox, R., O'Brien, K., Walsh, M., & West, H. (2015). Working with multilingual learners and vocabulary knowledge for secondary schools: Developing word consciousness. <i>English in Australia</i>, 50 (1), 77-86. (pair or trio)</p> <p>Connecting RPP chapter 3 (all)</p>	
Mod 10 4/5	Evaluating RPP research and RPP research on language, literacy and special education	<p>Read (3) of the following: [Note: you are welcome to propose a different RPP study if you provide the PDF article 2 weeks earlier so it can be an option for all]</p> <p>Dolle, Gomez, Russel, & Byrk, 2013 More Than a Network: Building Professional Communities for Educational Improvement</p> <p>Rachel E. Durham, Jennifer Bell-Ellwanger, Faith Connolly, Kimberly Howard Robinson, Linda S. Olson & Tracy Rone (2015) University–District Partnership</p>	

		<p>Research to Understand College Readiness Among Baltimore City Students, <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 20:1-2, 120-140,</p> <p>Annemarie H. Hindman, Emily K. Snell, Barbara A. Wasik, Kandia N. Lewis, Carol Scheffner Hammer & Charlene Iannone-Campbell (2015) Research and Practice Partnerships for Professional Development in Early Childhood: Lessons From ExCELL-e, <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 20:1-2, 12-28</p> <p>Lane, K. L. (2017). Building strong partnerships: Responsible inquiry to learn and grow together. <i>Education and Treatment of Children</i>, 40 (4), 597-618.</p> <p>Martin Scanlan & Margarita Zisselsberger (2015) The Formation of Communities of Practice in a Network of Schools Serving Culturally and Linguistically Diverse Students, <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 20:1-2, 58-78</p> <p>James Sebastian, Haigen Huang & Elaine Allensworth (2017) Examining integrated leadership systems in high schools: connecting principal and teacher leadership to organizational processes and student outcomes, <i>School Effectiveness and School Improvement</i>, 28:3, 463-488</p>	
Funding Sources and Grant Applications			
Mod 11 4/12	<p>No in class meeting</p> <p>Explore Foundations – on your own</p> <p>Work on data collection or data analysis activities</p>	<p><u>Choose one to explore (suggestions to be provided before this week) and post information on discussion board:</u></p> <p>William T. Grant Foundation _ http://rpp.wtgrantfoundation.org/ Carnegie Foundation https://www.carnegie.org/grants/grants-database/ Gordon and Betty Moore Foundation https://www.moore.org/grants National Science Foundation (NSF) https://www.nsf.gov/pubs/2018/nsf18511/nsf18511.htm Bill & Melinda Gates Foundation http://k12education.gatesfoundation.org/ Request for Proposals for its program to fund networks for school improvement (NSI) http://k12education.gatesfoundation.org/school-network-rfp/</p>	Discussion board posting
Mod 12 4/19	Institute for Education Sciences	Farrell, C. C., Davidson, K. L., Repko-Erwin, M. E., Penuel, W. R., Herlihy, C., Potvin, A. S., & Hill, H. C. (2017). A descriptive study of the IES Researcher–	Interviews are due

	<p>Guest speaker, Dr. Sarah Brasiel, IES Program Officer, Researcher-Practitioner Partnerships in Education Research</p>	<p>Practitioner Partnerships in Education Research program: Interim report (Technical Report No. 2). Boulder, CO: National Center for Research in Policy and Practice. (all)</p> <p>IES RFA: 2018 84305H (all) <u>Partnership Grant Proposals:</u> UD and Red Clay - sign up (3 people): USF-HCPS - sign up (4 people):</p> <p>Optional: Gutierrez & Penuel, 2014</p>	
Implementation Science and Producing Findings			
<p>Mod 13 4/26</p>	<p>Improvement Principles</p> <p>Guest speaker, Dr. Segun Eubanks, Director of the COE's Center for Educational Innovation and Improvement</p>	<p>Lewis, C. (2015). What is Improvement Science? Do we need it in education? <i>Educational Researcher</i>, 44 (1), 54–61.</p> <p><i>Learning to Improve</i>, Chapters 2, 3, and 5</p> <p>Fishbone Diagram (Cause and Effect diagram) http://www.ihl.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Whiteboard16.aspx</p> <p>Continuous Improvement in Education Carnegie Foundation White Paper (see link) https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf</p>	
<p>Mod 14 5/3</p>	<p>Data use in district offices</p> <p>Guest speaker, Dr. Cara Jackson, Evaluation Specialist, Applied Research; MCPS</p>	<p>Honig, M.I., Venkateswaran, N., & McNeil, P. (2017). Research use as learning: The case of fundamental change in school district central offices. <i>American Educational Research Journal</i>, 54) 938-9715</p> <p>MCPS Office of Shared Accountability publications: http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/</p>	
<p>Mod 15 5/10</p>	<p>Findings, limitations, and conclusions</p>	<p>Presentations</p>	

Class Participation Rubric

	10 - 9	8 - 6	5 - 0
<p>Attendance & Punctuality</p> <p>Participation</p> <p>Preparation</p>	<ul style="list-style-type: none"> • Attends <u>every class</u> and <u>always</u> arrives on time. • Consistently respects and adheres to the class schedule including, but not limited to, timed breaks. • <u>Consistently participates fully without prompting in every aspect of class</u> (general class discussion, discussions of readings, simulations, role plays, peer reviews, or other activities). • Does <u>not</u> engage in unrelated conversations or unrelated work. • <u>Phones and other electronic devices are silent for the duration of the class.</u> • Laptop computers, tablets, or other devices are only used to take notes or to access relevant course materials-<u>NOT used for non-course related activities.</u> • Reads <u>every</u> assigned reading and <u>comes to class ready to discuss and provide thoughtful, reflective comments</u> • <u>Always</u> brings required coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials. 	<ul style="list-style-type: none"> • Misses no more than 1 or 2 classes during the semester. • Arrives late/leaves early no more than 2 times to class during the semester. • Regularly respects and adheres to the class schedule including, but not limited to, timed breaks. • Regularly participates in every aspect of the class without prompting. • Rarely engages in unrelated conversations and unrelated work. • <u>Phones and other electronic devices are rarely audible.</u> • Laptop computers, tablets, or other devices are used to take notes or to access relevant course materials. Rarely, these devices are <u>used for non-course related activities.</u> • <u>Reads most assigned readings and comes to most classes ready to discuss and provide thoughtful, reflective comments</u> • Regularly brings required coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials. 	<ul style="list-style-type: none"> • Frequently misses class. • Frequently arrives late to class (arriving anytime after class start time) or needs to leave early regularly. • Inconsistently respects and adheres to the class schedule including, but not limited to, timed breaks. • Occasionally participates (with or without prompting) in every aspect of class. • Engages in unrelated conversations or work. • Uses electronic devices for non-course related activities during class time. • Frequently comes to class unprepared. This is evident in <u>very infrequent participation</u> in class activities. • Regularly fails to bring coursework materials to class including course syllabus, text, lesson plans, readings, and additional requested materials.
TOTAL OUT OF 10:			