

# Research Practice Partnerships: Schools and Universities Learning Together

By

**Jody Z. Priselac**

UCLA

Graduate School of Education & Information Studies

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## Agenda

How are we thinking about research and practice?

Where are we doing this work?

How do we engage faculty?



# Research Practice Partnerships

UCLA  
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“Long-term collaborations between practitioners and researchers that are intentionally organized to investigate problems of practice and solutions for improving schools and districts.”

(Coburn, Penuel & Geil, 2013)



# RPPs

- Long term
- Focus on problems of practice—key dilemmas and challenges that practitioners face
- Focus of the work is jointly negotiated and there is shared authority
- Involve original analysis of data—participants collect their own

# RPPs

## Goals of the partnership?

- Provide greater access to research? Increased use of research for making decisions?
- More useable interventions?
- Foster scale up and sustainability?
- Build the capacity of educational systems to engage in research-informed improvement efforts?
- Address current educational challenges? Whose?
- Develop ongoing relationships with schools and communities?
- Challenge the status quo?

# Practice & Research: Blurring the boundaries

## Pressing questions

- Who participates? Communities?
- How do we not drive the work?
- Who has power? In what ways?
- How are the relationships shaped by the political and economic and social environment?
- How is our partnership shaped by issues of history, social class, race of Los Angeles?



# Practice & Research: Blurring the Boundaries

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Collective activity and action

Consider the structures and systemic processes that shape  
our work and our sense making

Challenge our assumptions

Deep respect



## Research Practice Partnerships

Coburn & Penuel put forth:

- Research on the efficacy of interventions developed by RPPs in education also has, by and large, found promising impacts on student learning
- Yet, challenges include different languages, norms of engaging, new roles and responsibilities- who decides, turnover, large complex organizations where not everyone agrees, politicized environments



# UCLA

## Community Schools Initiative

UCLA Graduate School of Education  
and Information Studies

Advancing teaching, research, and service in partnership with urban communities, the UCLA Community Schools Initiative aims to increase the enrollment and persistence of first generation college students in the University of California.

The UCLA-CS Initiative is a campus-wide effort launched by the Chancellor's office in 2007 and led by the Graduate School of Education and Information Studies





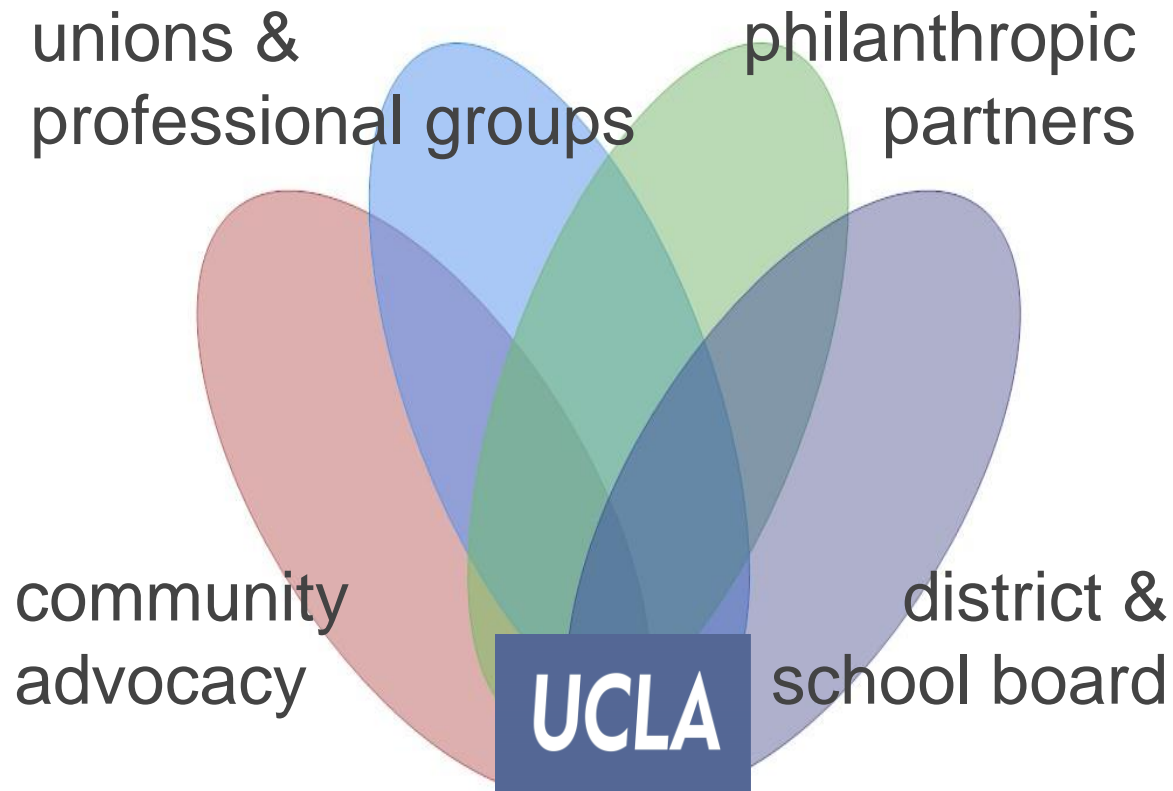
# Our Vision

All students will graduate prepared to succeed in college, careers, and civic life.

Universities are a vital site for teaching, research, and service in pursuit of this aim.

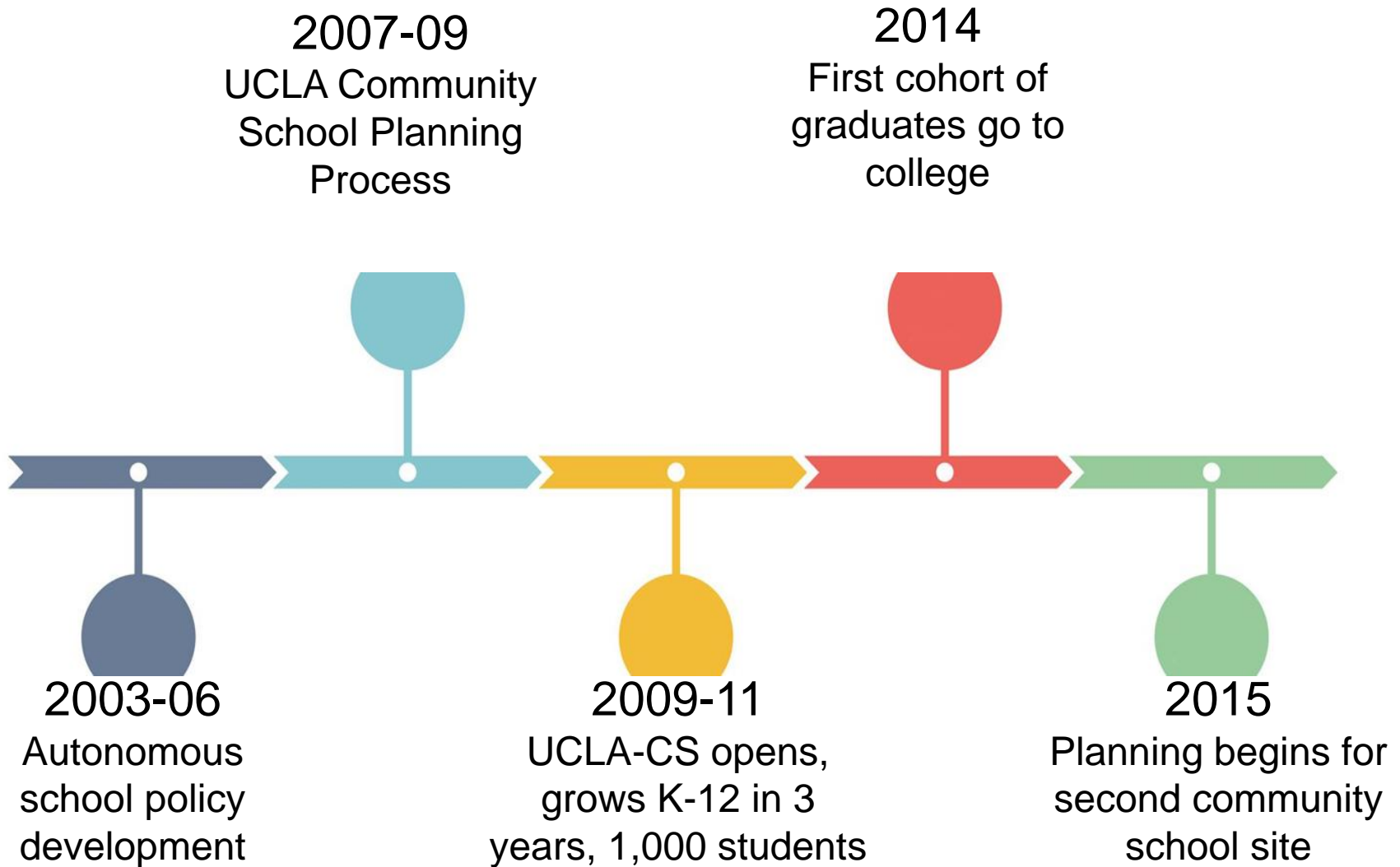
We partner with neighborhood community schools to advance Horace Mann's legacy of common and equitable schooling.

# Strategic Alliances



*The success of our first community school is a story of collaboration--with different groups coming together to support public schooling. Philanthropists have been an important part of our journey.*

# UCLA CS Partnerships: Deliberative and for the Long Haul







The Robert F. Kennedy Community Schools



1,000 TK-12 students

78% Latino, 13% Asian

66% residents are foreign-born, primarily from Mexico, Central America, and Korea

90% high-poverty

44% English Learners

*Opening Day, September 2009*



# UCLA Partnership

100 Bruins each year

Student teachers, researchers,  
interns, guest lecturers,  
tutors and more

Professional learning partners

Enrichment programs

73,062 hours and counting!





# UCLA CS Research & Accountability Committee

Members: UCLA Faculty, UCLA CS Faculty, UCLA CS Students, UCLA GSRs, UCLA CS Leadership, LAUSD Director of Research

1. Check in on external research

1. Review accountability data and reports

1. Research into practice activities:

- a. understand research activities and findings
- b. discuss how they inform our practice
- c. propose follow-up actions to advance school vision

# Research Studies

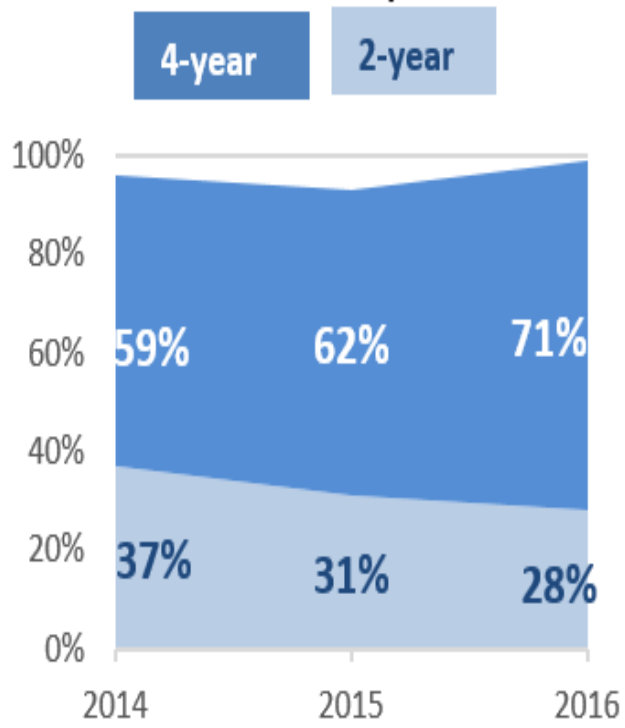
40 studies approved to date

Engaging 18 PhD students, 12 UCLA-CS faculty, 15 UCLA faculty, 3 Lab School faculty & 6 non-UCLA researchers (54 researchers)

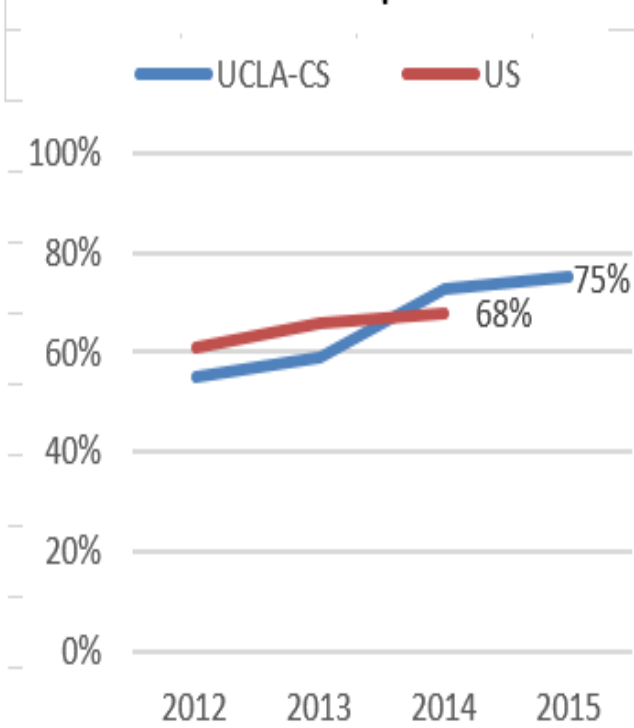
Supported by a Research & Development Committee made up of UCLA Faculty, UCLA CS Faculty and Students



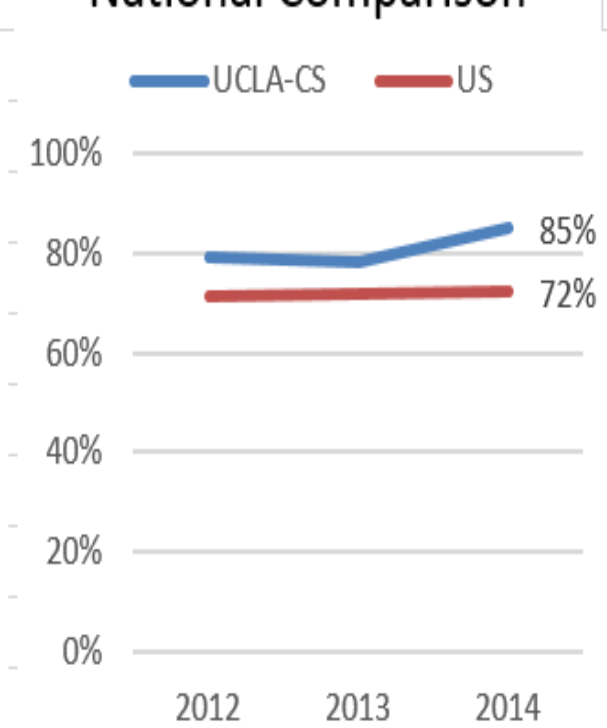
### 5. College-going: Graduates' Postsecondary Plans



### 6. College Enrollment: National Comparison



### 7. College Persistence: National Comparison



# HORACE MAININI

UCLA COMMUNITY SCHOOL

you can see the future from here



UCLA



**HORACE MANN  
MIDDLE SCHOOL**



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· JUNIOR · HIGH  
FFF  
FFF  
FFF  
FFF

Horace Mann UCLA Community School  
you can see the future from

323-541-1900  
horace.gps.ucla.edu



# Horace Mann UCLA Community School Reform History and Context

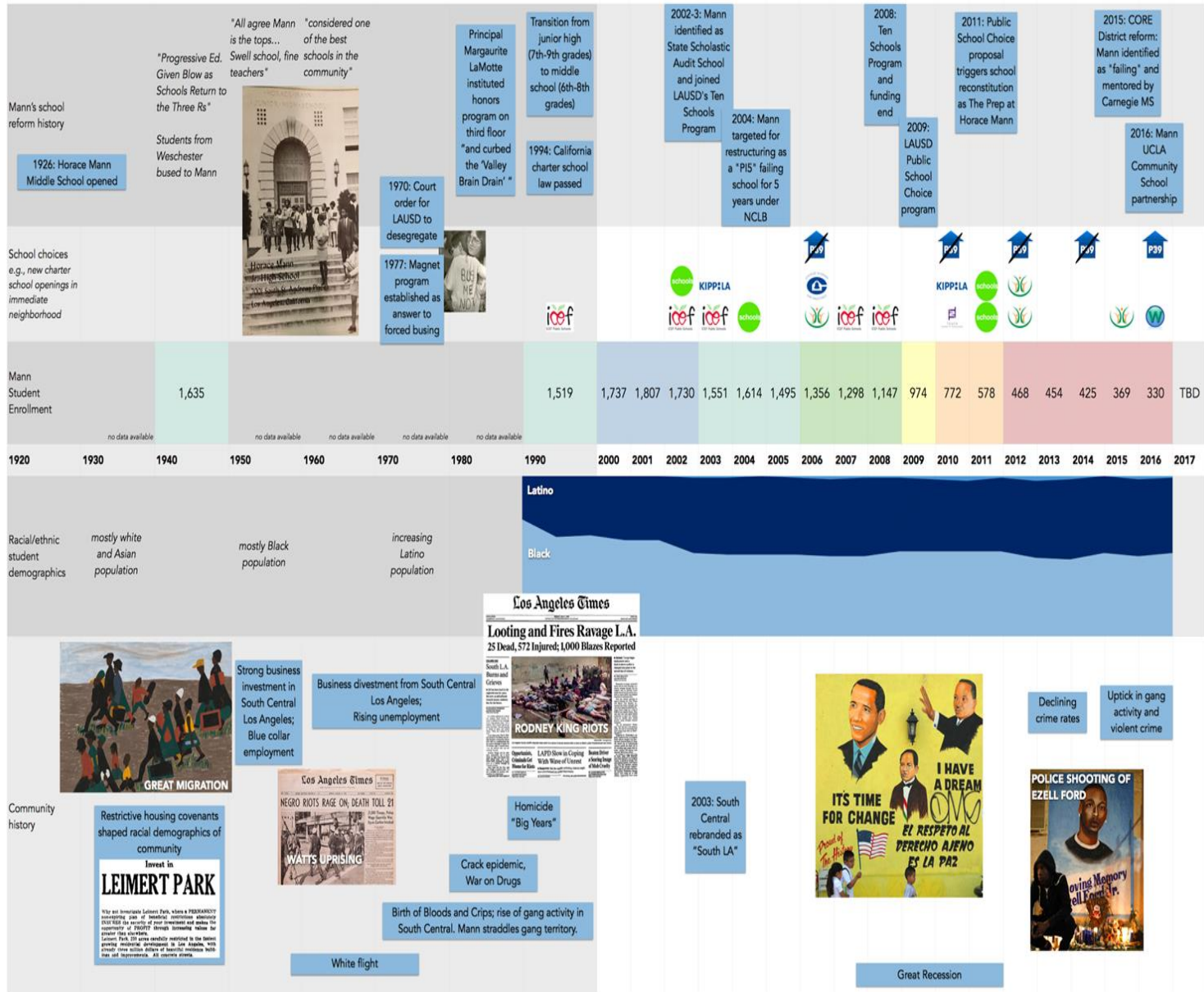


Photo credits (T-B, L-R): Photo from Daily News Morgue Files of the Busstop Campaign Collection. Credit: CSUN Oviatt Library // Jacob Lawrence's "The migrants arrived in great numbers" (1940-41). Credit: Museum of Modern Art, New York // 1929 advertisement assuring potential buyers of housing restrictions. Credit: Los Angeles Public Library // Aug. 15, 1945 edition of Los Angeles Times. Credit: Newsweek // May 1, 1992 edition of Los Angeles Times. Credit: Los Angeles Times // Photo of mural. Credit: New York Times // Photo of Ezell Ford mural. credit: Los Angeles Times

# Themes & Questions for the Design Team

1. **The Reform Mill and the Struggle for Permanence:** How do we keep the long-term in focus and resist the predictable cycle of revolving school reforms?
2. **Private vs. Public Goods:** How can we convince families to join our school, not choose it? How can we support democratic participation?
3. **The Importance of Context and Community Development:** How do we situate our school within local community redevelopment efforts?
4. **Maintaining a Critical Hope:** How can we honor and build upon our community's critical hope for change?





# Our Plan

Establish locally-initiated, autonomous governance model, collaborative work teams

Develop 6-12 college-going instructional program, with possible K-5 extension in 2020

Partner with parents and community to build trust and local capacity for excellent schooling

Ensure all faculty and partners are committed to the new school plan

# We have early indicators that we are heading in the right direction...

- . 82% of 8th graders enrolled in Algebra I passed with a C or better in Fall 2016
- . From 7th to 8th grade, the percentage of boys passing math from 49% in 2015 to 87% in 2016
- . 78% of students in 2016 reported that they use a computer weekly in class, compared with 37% in LAUSD
- . From 2014 to 2016, 29% more students reported that they feel safe at school; current safety figures are 19% higher than at neighboring LAUSD middle schools
- . 88% of parents in 2016 agree that the school has clear discipline policies

# How do we support the engagement of faculty?

## Chancellor

- UCLA Community Schools Initiative
- Director
- Liaison
- Faculty Summer Ninths
- Graduate Student Researchers

## GSE&IS Dean

- Associate Dean for Community Programs
- Department Research Grants
- Fundraising
- Center X
- Infrastructure

## Schools

- Classes
- Conferences
- Access



## Example of RPP: Improving Biliteracy

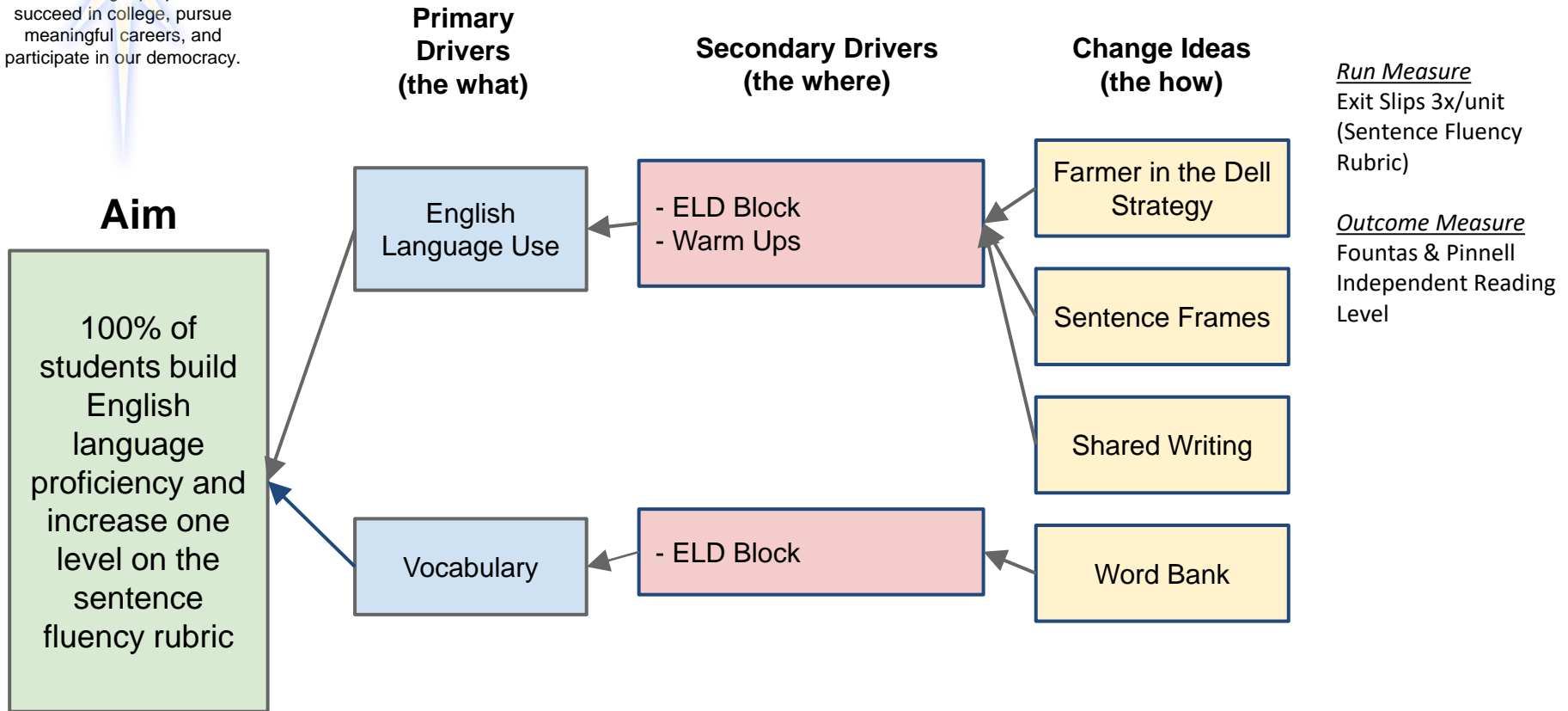
Context: K-5 one-way maintenance dual language program; supports translanguaging and multi-literacies; expanding to upper grades through content-based language learning



# North Star

UCLA-CS students will graduate entering the adult world as confident and capable human beings, prepared to succeed in college, pursue meaningful careers, and participate in our democracy.

## Den 2 Theory of Action to Improve Literacy

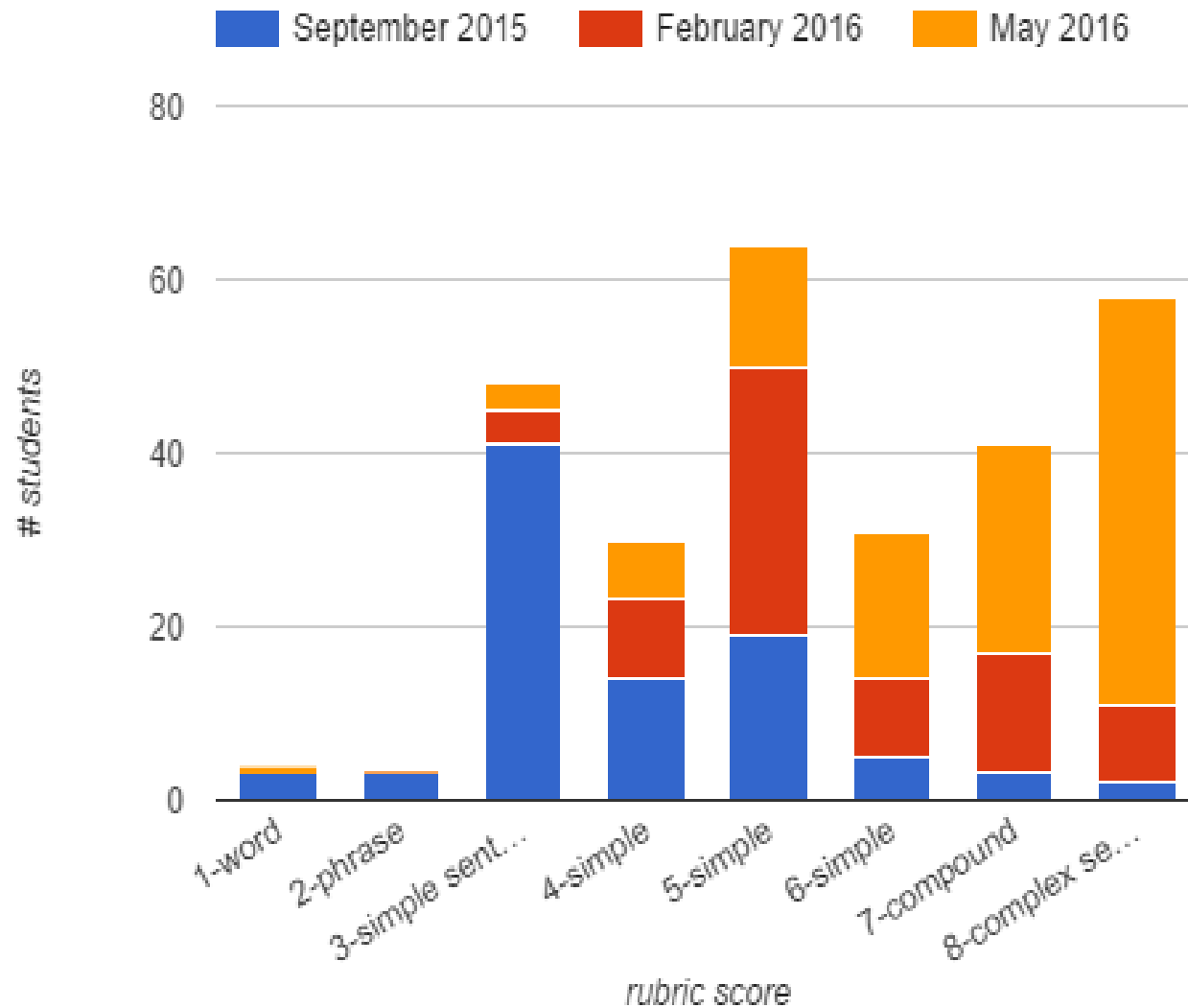


If we want to improve **AIM**, then we need to focus on **PRIMARY**, through **SECONDARY**, and one way to do that is **CHANGE IDEA**.

# Key Changes Tested

PDSA cycle	Change idea/strategy	Learning
1 Sentence structure	Farmer in the Dell GLAD strategy	Students learned syntax and description, but did not use verb tense correctly
2 Verb tense	Word bank of past tense verbs	Students could access during oral language development and writing; not successful without schema and vocab
3 Sentence frames	Differentiated sentence frames	Students were more successful with differentiation but need further reinforcement of writing complex sentences
4 Shared writing	Shared writing of sentences	Students were able to see how they could identify parts of speech and expand sentences

# Den 2 Run Measure--Tracking Improvement in Writing, September to May





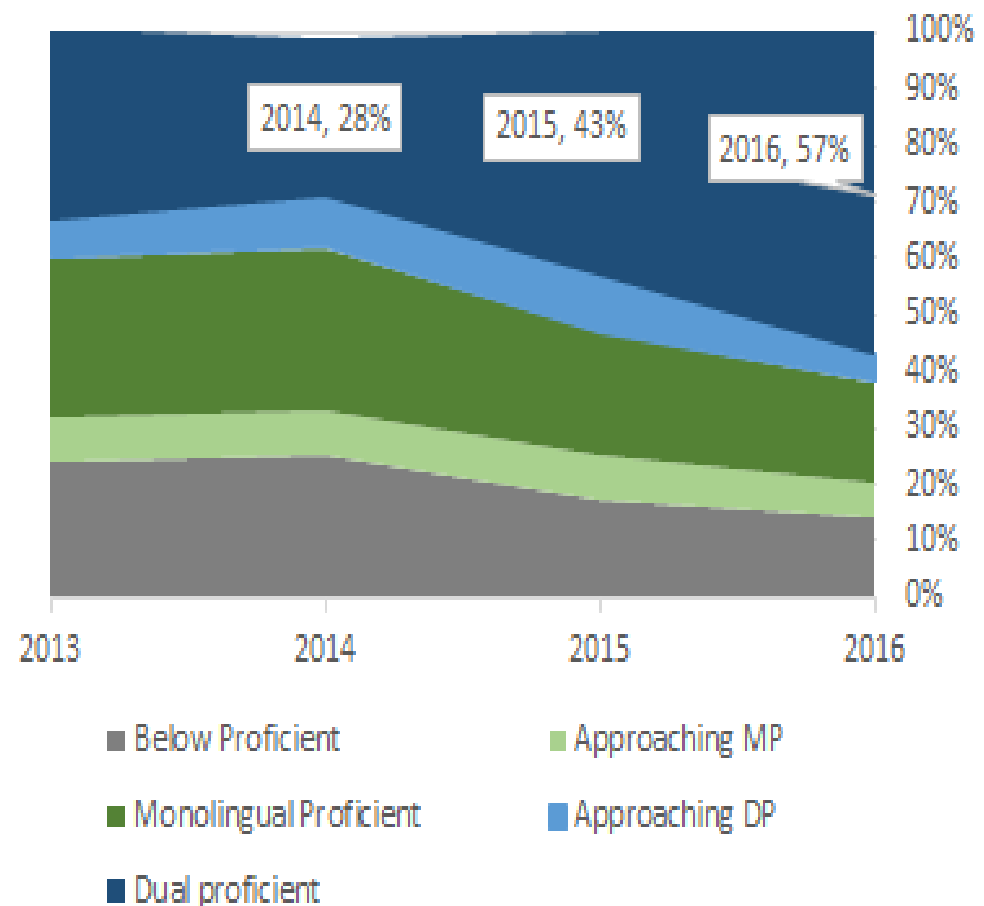
# Den 2 Improvement Review



# Biliteracy Data: Tracking evidence of progress

- Seizing local autonomy over assessment to define “Dual language proficiency”
- Assessment: Fountas & Pinnell Independent Reading Level (BAS)
- Administered in fall and spring, in both Spanish and English

Den 2 Progress towards Biliteracy



When it was my time to test, I said in my mind, “Give me good luck God and Jesus.” I did have luck. I was outside of my classroom. Ms. Garcia was there too.

The book I was reading was called Giants of the Sea! I was excited to read it. To me, it was interesting. It was awesome. I liked the book. I loved it. It told me about some giants that lived in the sea.

I thought that it was going to end well. I did well. I was so proud of myself. I felt so so proud. I went from a level A to level L. I was so happy. I almost screamed.

When I was reading it, I forgot to read the level. That is why I almost screamed. I couldn't believe that I was level L. I couldn't wait to read level L books.



