

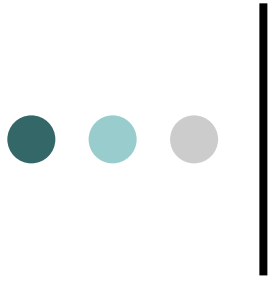


Connections Between Research and Practice

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October, 2007



Supply Side and Demand Side



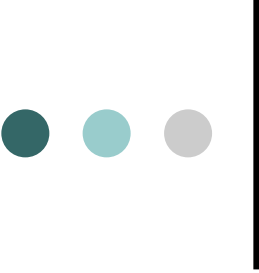
Example 1: Innovations in Psychometrics

- Practitioners are few in number, highly trained and hungry for better solutions
- They're employed by a handful of companies that have a profit motive



Example 2: HLM

- Everybody is using it, but why?
- Again, I think it is because the consumers are few and highly motivated and highly educated



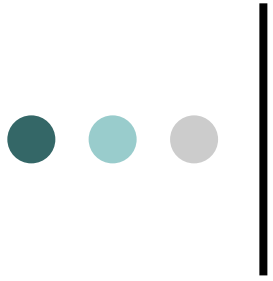
Example 3: Randomized Field Trials

- IES said that is all they will fund
- Research says that is what we need to establish cause and effect



Hypothesis

- A well educated and hungry field of practitioners will put relevant research knowledge into practice in a hurry

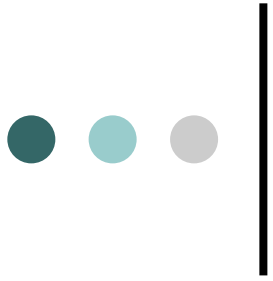


Example 4: Smaller Class Size and School Size

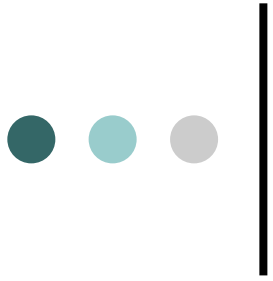


Hypothesis

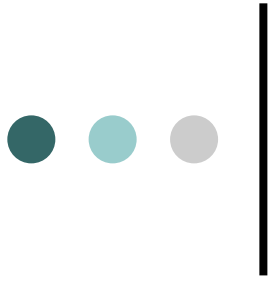
- Research that documents the utility of education reforms that look easy to do from a distance and which have lots of advocates for reasons that may not include effects on student achievement can have a big and wide spread effect on education practice (even if they are very expensive)
- Sometimes when these are taken to scale they have different than anticipated effects.



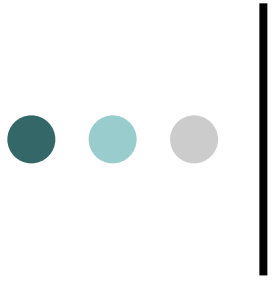
Example 5: Success for All



Example 6: Cognitively Guided Instruction



Example 7: Reading 180



Example 8: *Alignment Tools*



Hypothesis

- For education research at the instructional level to find its way into practice, major development efforts are typically necessary.



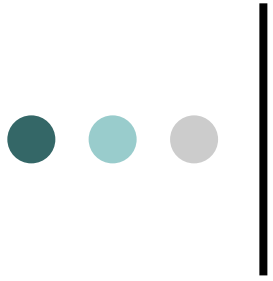
Example 9: Standards-based Reform

- Mike Smith's letter to Bassam Shakhashiri
- Mike joined the Clinton administration as Under Secretary of Education



Hypothesis

- Charismatic individuals can have an enormous influence on the extent to which education research finds its way into education practice

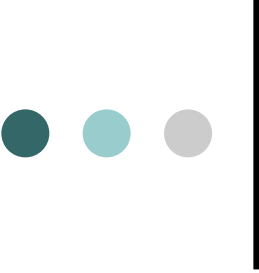


Example 10: Education Technology



Hypothesis

- Potential education reform, such as technology use, don't take off when they require practicing educators at the ground floor to invent fundamentally new ways of doing their work because there is not sufficient motivation for them to invest in the change (this may be changing with NCLB)



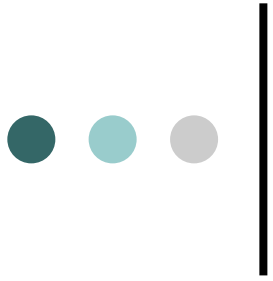
What About Non-research Based Reforms that Sweep the Nation in a Hurry?

- Coaches
- Interim assessments

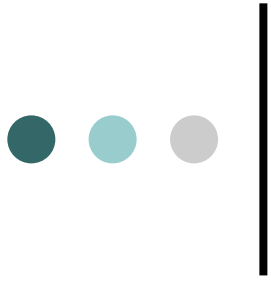


Hypothesis

- There are networks, both formal and informal, among leaders in education practice. When one influential leader tries a reform in his/her district or state, he/she talks about the reform to others in the various networks in which he/she is a member. Largely through word of mouth, these reforms pass quickly from one leader to another. They are not evaluated.



What About Design Experiments?

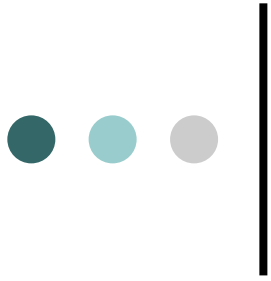


The Distinction Between Basic and Applied Research



Pasteur's Quadrant: Fundamental Research with a Consideration of how it Might be Used

- Lesson study
- Reciprocal teaching
- Reading recovery



NCLB Uses Research-based
Practice 111 Times