**What is a Research-Practice Partnership (RPP)?**

“Long-term, mutualistic collaborations between practitioners and researchers that are intentionally organized to investigate problems of practice and solutions for improving outcomes.”- Coburn, Penuel & Geil (2013)

|  |  |
| --- | --- |
| **Traditional Approach** | **RPP Approach** |
| **Short-term**, project-centered relationships | **Long-term** relationship with develops trust, and furthers the ability to weather challenges |
| Focus their work on addressing researchers’ questions that arise from **gaps in the literature** about specific topics. | Focus their work on the **problems of practice** that stem from the school district’s goals and interests. |
| **One group has authority over agenda-setting.** Researchers may try to persuade schools to adopt a policy or intervention. A district may hire researchers to conduct and evaluation. | **Mutualism.** Mutually beneficial partnerships that meet the needs of both the researchers and the practitioners, resulting in shared ownership over the work. |
| **Lack of structure** which results in a lack of dialogue between practitioners and researchers | **Specific structures** and systems are used to organize their work with each other (e.g. formal data sharing agreements, regular meetings, formal networks) |
| **Make existing data accessible** to district leaders. | **Production of original analyses** of data to answer research questions posed by the district. |

Adapted from Coburn, Penuel & Geil (2013)

**Proposed dimensions for evaluating the efficacy of a Research-Practice Partnerships:**

1. Building trust and cultivating partnership relationships
2. Conducting rigorous research to inform action
3. Supporting the partner practice organization in achieving its goals
4. Producing knowledge that can inform educational improvement efforts more broadly
5. Building the capacity of participating researchers, practitioners, practice organizations, and research organizations to engage in partnership work

* Henrick et al. (2017)

**Resources:**

* National Network of Education Research-Practice Partnerships: <http://nnerpp.rice.edu/>
* LSP User’s Guide: <https://sites.google.com/view/lsp-users-guide/home>
* About Local Systems Practice: <https://linclocal.org/portfolios/lsp/>
* USAID Note on Co-Creation: <https://usaidlearninglab.org/sites/default/files/resource/files/co_creation_discussion_note_august_13_2017_final.pdf>

*Literature on RPPs*

* Henrick, Cobb, Penuel, Jackson, & Clark (2017). [Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness. New York, NY: William T. Grant Foundation.](file:///C:\Users\jwhite\Downloads\•%09http:\wtgrantfoundation.org\library\uploads\2017\10\Assessing-Research-Practice-Partnerships.pdf)
* Coburn, Penuel & Geil (2013). Practice Partnerships: A Strategy for Leveraging Research for Educational Improvement in School Districts.
* CE Coburn, [WR Penuel](https://scholar.google.com/citations?user=werkEPcAAAAJ&hl=en&scioq=Coburn,+Penuel+%26+Geil+(2013)&oi=sra) (2016). Research–practice partnerships in education: Outcomes, dynamics, and open questions.
* Wentworth, Mazzeo & Connolly (2017). Research practice partnerships: a strategy for promoting evidence-based decision-making in education.
* Henrick, Munoz & Cobb (2016). A better research-practice partnership.