

Ways Partners Can Support Each Other's Work in an RPP

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Researchers and educators in a research-practice partnership can support one another's work, even when it is not directly in support of the partnership's joint aims. Helping one another in the ways we enumerate below helps strengthen the relationships in the partnership. It can also indirectly help each partner. For example, many researchers view implementation as the job of educators. But in a partnership, there are a variety of ways that researchers can help with implementation. Many of these ways actually help researchers indirectly, too. They help researchers learn about what conditions support and hinder implementation of innovations.

Educators' Work that Research Partners Can Support

- Co-design and co-lead professional development for teachers, as well as leaders in the central office and for principals
- Technology support for new tools, to complement district technology support
- Help teachers meet individual professional goals through participation in the partnership (National Boards, future career opportunities)
- Answer questions teachers, school, or district leaders have about research
- Surface emerging tensions between central office and schools, also people who might need extra help (e.g., run interference for teacher observations that go wrong)
- Be a sounding board for emerging problems, offering both practical advice but also identifying ideas from research
- Quickly review literature related to an implementation problem that emerges
- Brokering relationships to other researchers with resources that the district might find useful
- Identify appropriate research methods for systematically answering questions related to implementation
- Help identify funding opportunities that are specific to particular questions or problems at hand when something is new to research

Researchers' Work that Educator Partners Can Support

- Provide letters of support for grants that are more peripheral to the partnership
- Write letters for tenure and promotion
- Mentor graduate students into ways of school districts
- Broker access to other people in the educational organizations, both for your partner and people your partner vouches for
- Broker access to research sites and participants peripheral to partnership work
- Speak at research conferences with researcher partners (enhances credibility of researcher as a good partner to educators)
- Give researcher inside scoop on major initiatives (makes them competitive within district for resources linked to initiatives)