

# From Research to Practice: Bridging the Academic and Publishing Worlds

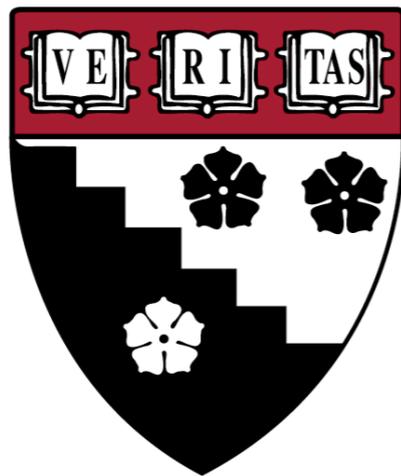
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Harvard Graduate School of Education  
Houghton Mifflin Harcourt  
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# Living at the Intersection

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HARVARD



GRADUATE SCHOOL  
OF EDUCATION

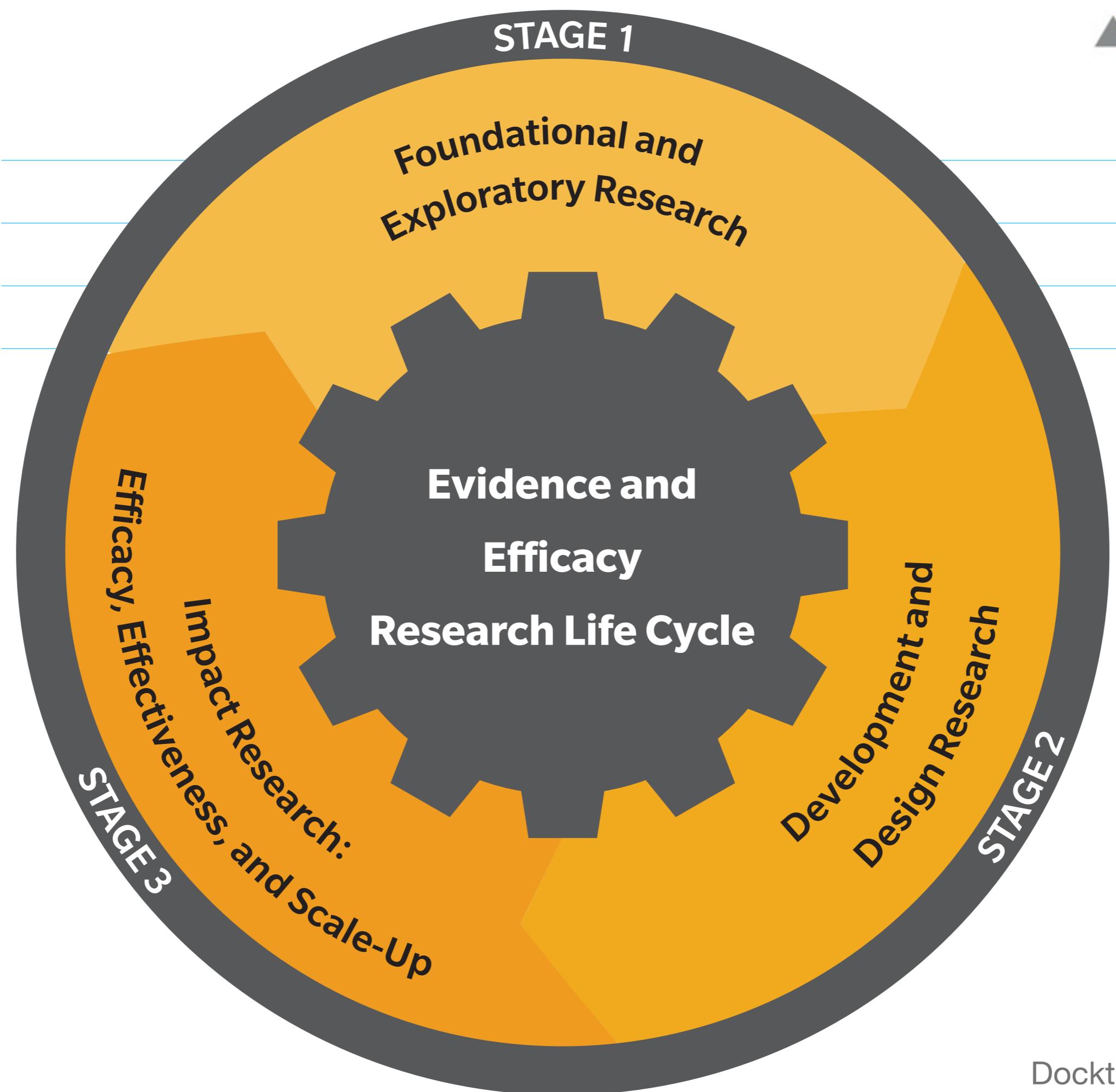
*Working at the Nexus of Practice, Policy, & Research*



Houghton Mifflin Harcourt™

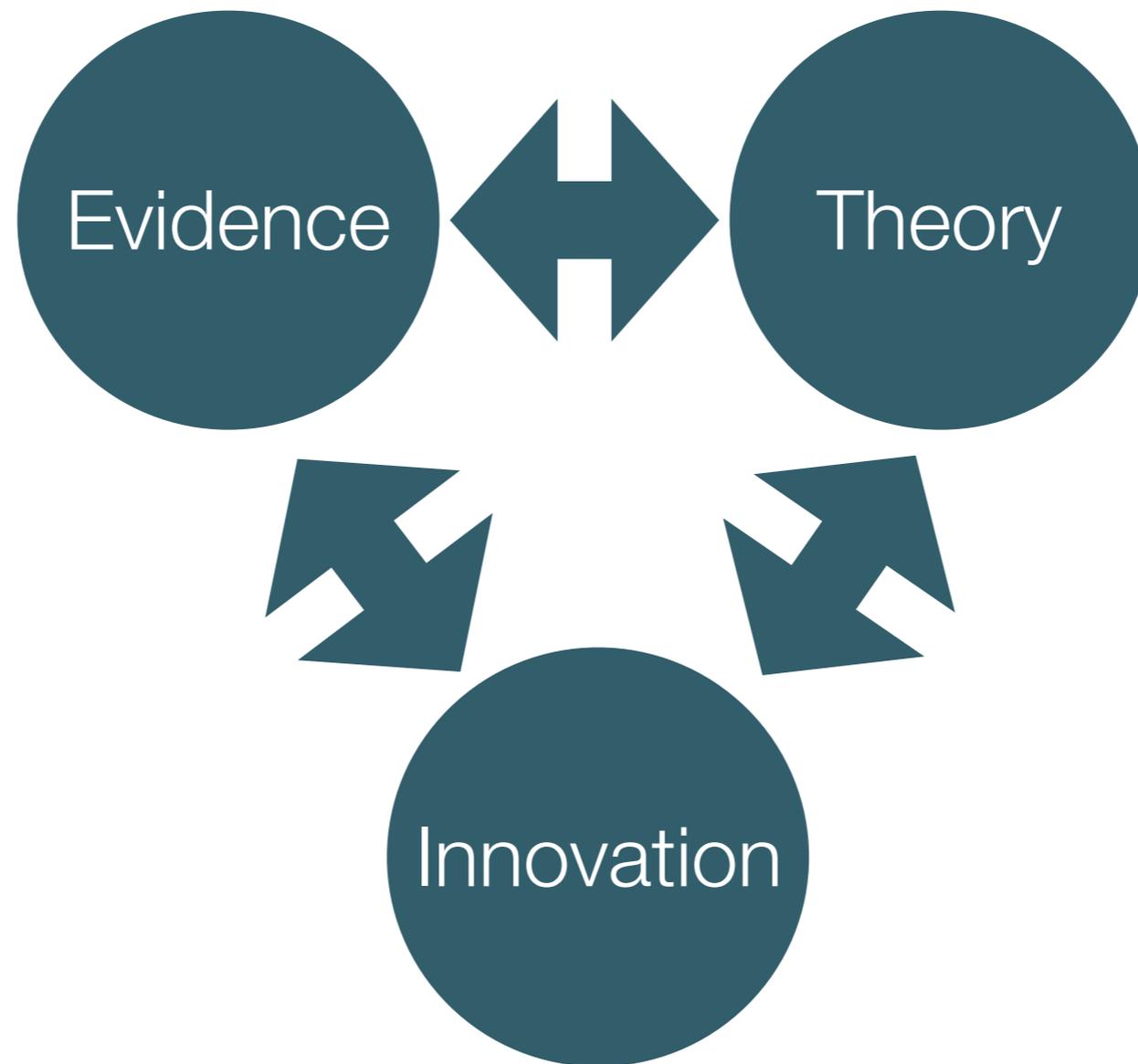


**Tom Snyder  
Productions®**



# Evidence-Driven Innovation

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# The Plan

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1. Finding the right problem(s)
2. Creating a theory of action
3. Iterating in context
4. Scaling, evaluating, and revising
5. Building cultures that value research to practice

1. Find the right problem(s).



From magic lanterns to VR

## The “Goldberg Rule”

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Tell me the story. I’ll figure out the problem. (vicarious user-centered design)

“A splendid guide for those who would govern...”  
— Thomas E. Cronin BOSTON GLOBE

**RICHARD E. NEUSTADT  
/AND ERNEST R. MAY/**

**THINKING  
IN TIME**

**THE · USES · OF  
· HISTORY FOR ·  
DECISION MAKERS**

# An Example

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- 1990s Orange County, Florida

- High dropout rate

- Vanderbilt University - Ted Hasselbring

- Reading problem - poor decoding; poor fluency; lack of background knowledge - humiliation avoidance

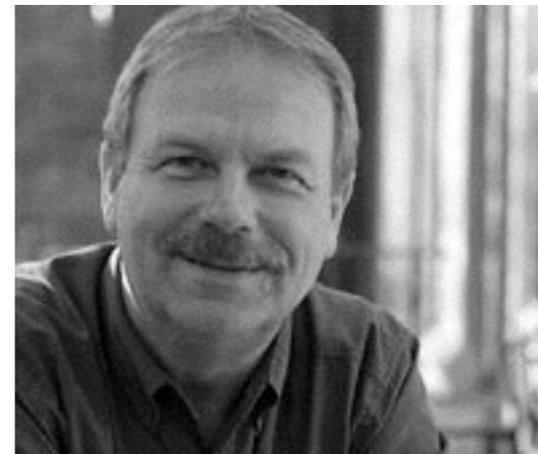
- *READ 180*

**MY WORD**

## **What You Can Do To Turn Around Florida's Dropouts**

January 06, 1994 | By Richard A. Keller

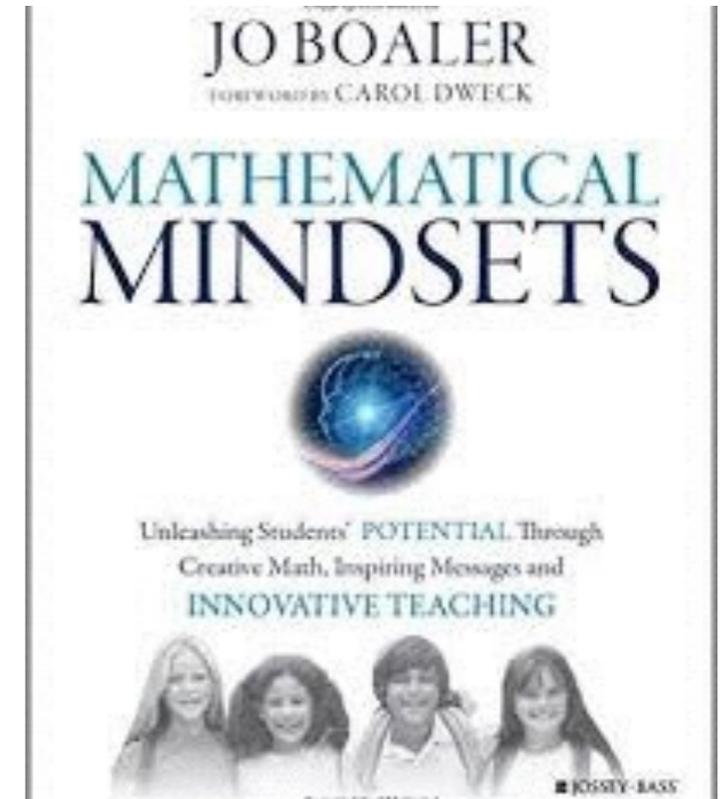
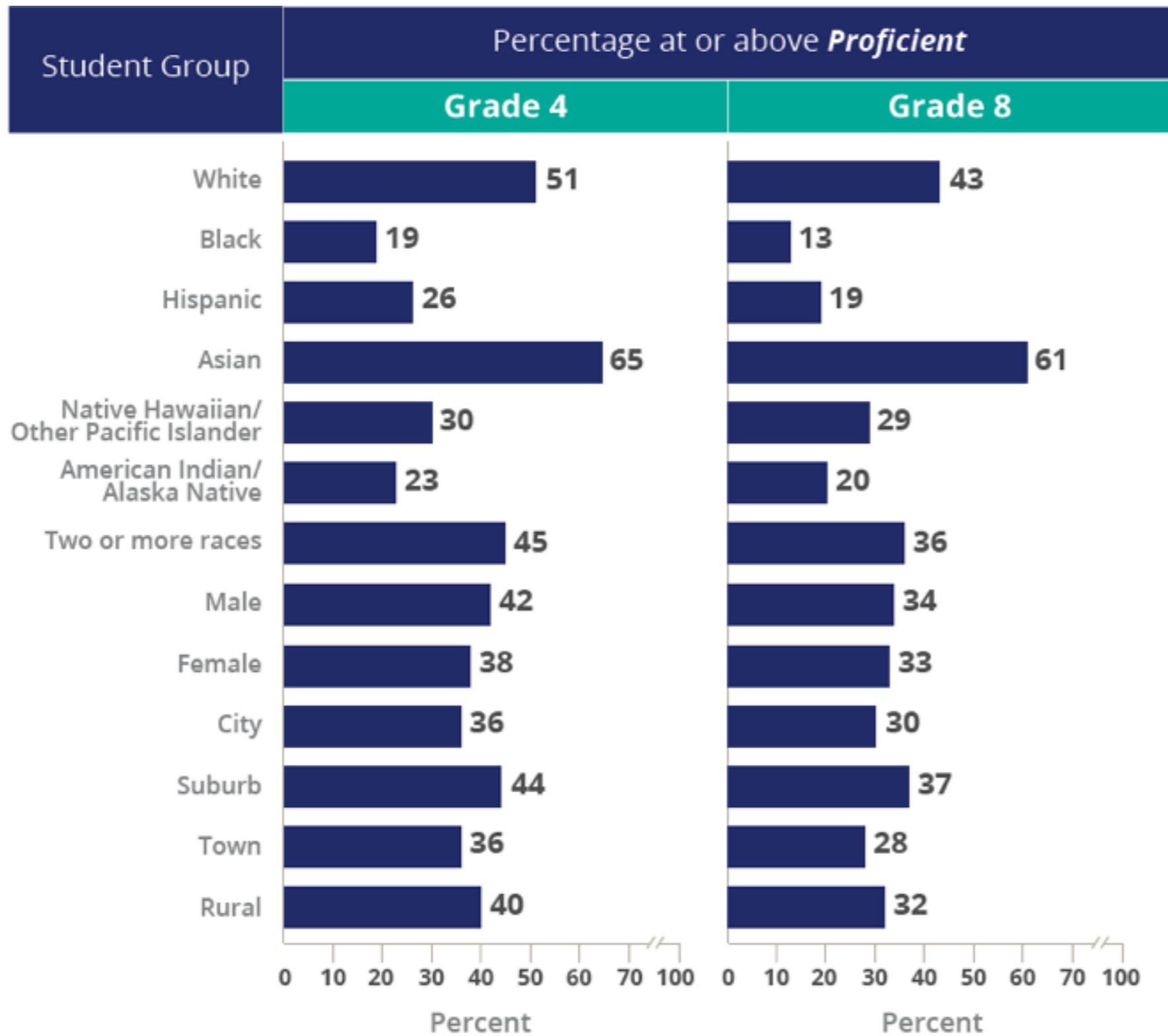
On Jan. 1, the Sentinel's editorial board set forth its priorities for 1994, which included "Strong Schools." Specifically, the editors stated: "Now Florida ranks 48th in high school graduation rates among the 50 states and the District of Columbia. This is unacceptable and should motivate every Floridian to action."



Grades 5 & Up



Rebalancing the Equation for  
Raising Math Achievement



**Alarming Trend: Kids Are Taught By Teachers Without Credentials**

History teachers are teaching biology, and science teachers are teaching algebra. Is this really the best way to educate our kids?

Evidence of the Problem(s)

# Guidance from Experts



**Deborah Ball**



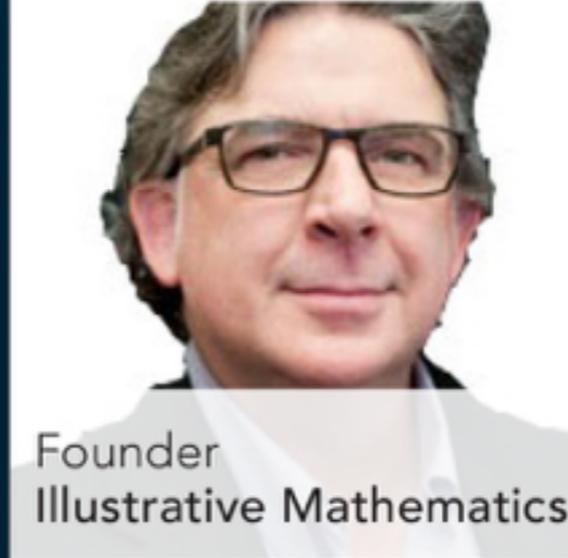
Dean  
University of Michigan

**Ted Hasselbring**



Professor  
Vanderbilt University

**Bill McCallum**



Founder  
Illustrative Mathematics

**Freeman Hrabowski**



President  
UMD, Baltimore County

**Lee Peng Yee**



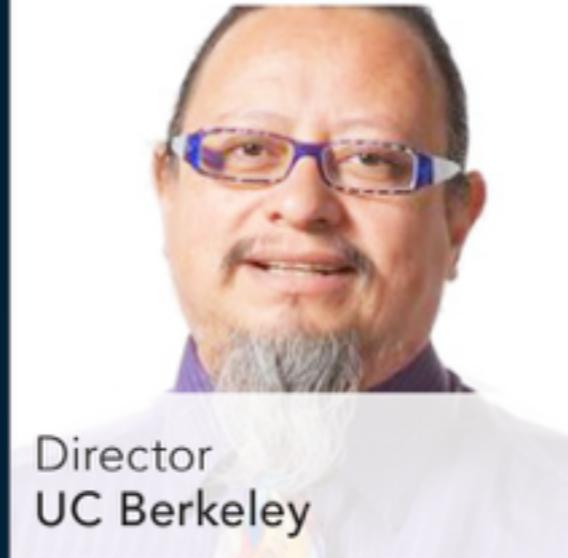
National Institute of Ed  
Singapore

**David Dockterman**



Professor  
Harvard University

**Harold Asturias**



Director  
UC Berkeley

**LuAnn Weynand**



Instructional Designer  
Math Solutions



# Problem Evidence at Multiple Levels

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- Data gives you scale
- Stories give you nuance
- Accumulate user profiles - from abstract (data) to real (stories)

$$\begin{array}{r} 128 \\ - \quad ? \\ \hline 100 \end{array}$$

## 2. From Theory of the Problem to Theory of Action

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Like a doctor, from diagnosis to treatment.

# Designed for Change

A vertical chain of three circular icons, each with a white border and a blue background. The top icon contains the text "FOCUS ON WHAT MATTERS MOST". The middle icon contains the text "FORCE MULTIPLIER FOR TEACHING". The bottom icon contains the text "GROWTH MINDSET".

**FOCUS**  
ON WHAT  
MATTERS  
**MOST**

A foundation for *acceleration*

**FORCE**  
MULTIPLIER FOR  
**TEACHING**

Ecosystem of support to multiply effectiveness

**GROWTH**  
**MINDSET**

Effort and perseverance pay off

# What makes you think it will work?

Problem/Theory	Action/Innovation	Evidence
Our Mindset Story	1st 2 weeks; behavior badges; mindset scans; strategy reflections	elements from Mindset Works; <i>READ 180</i> ; expert advice
Our Content Story	focus on foundations; progression and coherence	Singapore; expert advice
Our Teacher Story	up front training; coaching; on-demand PD & modeling	Ball & Hill; expert advice

3. Iterate, iterate, iterate.

But you have to listen to the feedback.

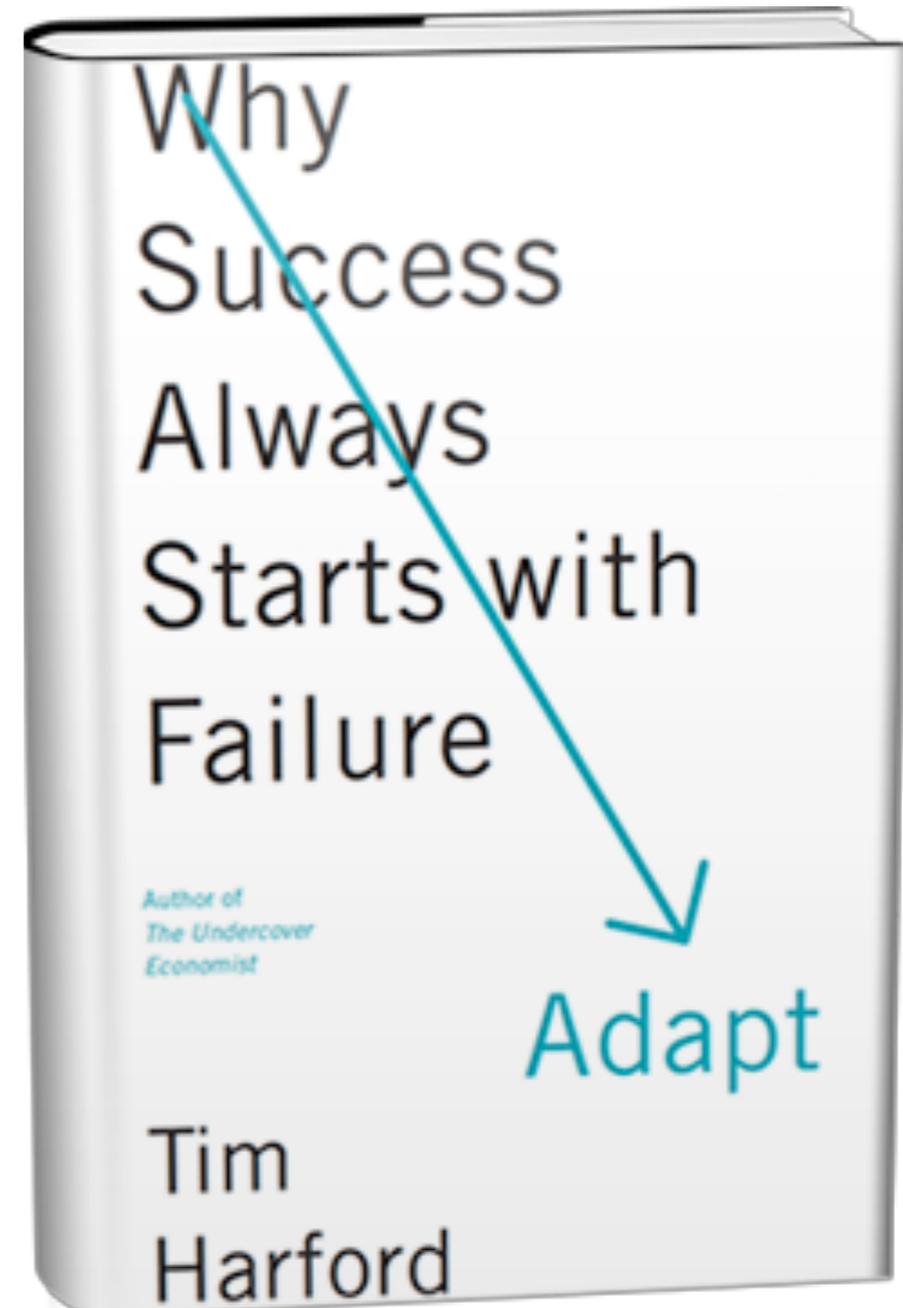
# Tim Harford - 3 Steps

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“first, try lots of different things;

second, make sure the experiments are at a small scale so that when things go wrong, it’s not a catastrophe;

and third, make sure there’s a reliable way to tell the difference between success and failure.”



# Test the Leaps

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- Theoretical with advisors
- Proxies with teachers
- Flash labs with students
- Partner with select schools

# Tips for Efficacy

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- Test early, when the investment is low.
- Monitor your defensiveness. It's not about validating your idea; it's about solving the problem.
- Recognize that failure can put you ahead of the competition.

4. Does the whole thing work? With and for whom? In what contexts?

STUDENTS  
IMPACTED DAILY



**1,000,000**



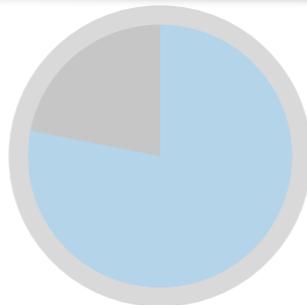
**7** STUDIES ARE  
PEER REVIEWED



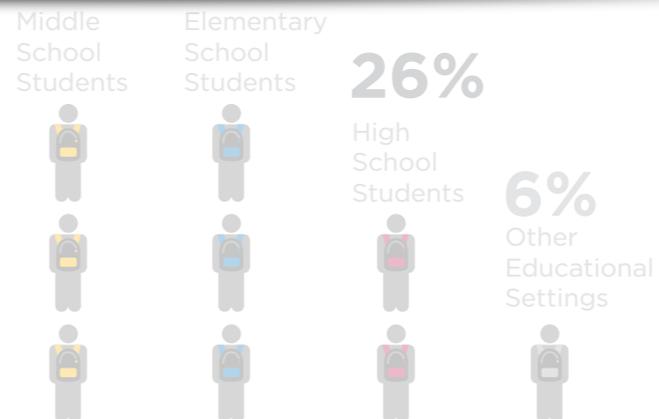
**8** YEARS OF  
ENDORSEMENT

## COMPENDIUM OF **READ 180<sup>®</sup> Research**

**80%**



80% of studies use one or more independent measures of reading, including more than ten state tests.



● Elementary School ● Middle School ● High School ● Other Educational Settings

### NUMBER OF STUDIES ADDRESSING SPECIAL STUDENT POPULATIONS

STUDENTS FROM ECONOMICALLY  
DISADVANTAGED BACKGROUNDS



STUDENTS WHO ARE ENGLISH  
LANGUAGE LEARNERS



STUDENTS WITH  
DISABILITIES



## San Antonio Independent School Districts (TX)

Students with disabilities demonstrate significant improvement on TAKS after one year in *READ 180*.

### STUDY PROFILE

**Evaluation Period:** 2010–2011

**Grades:** 4–11

**Assessment:** Texas Assessment of Knowledge and Skills (TAKS)

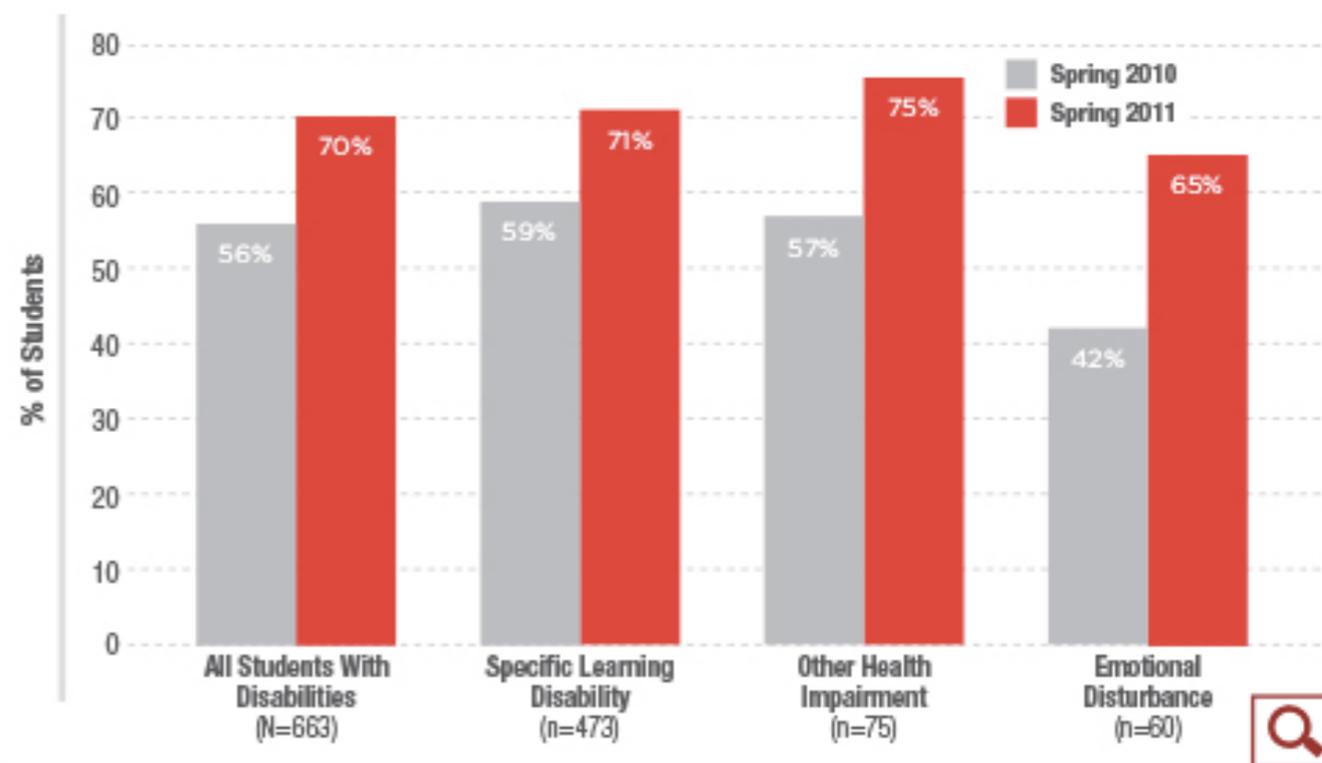
**Participants:** N=663

**Implementation:** 30- to 50- minute model



40–59 Minutes

Percentage of Students Achieving Proficiency on TAKS by Disability Type, 2010 and 2011



## Double Period Case Study: Napa Valley Unified School District (CA)

*READ 180* students demonstrated significant improvement on the CST ELA and CELDT; district reduced special education referral rate and expulsion costs.

### STUDY PROFILE

**Evaluation Period:** 2011–2012

**Grades:** 3–11

**Assessment:** California Standards Test of English Language Arts (CST ELA); California English Language Development Test (CELDT)

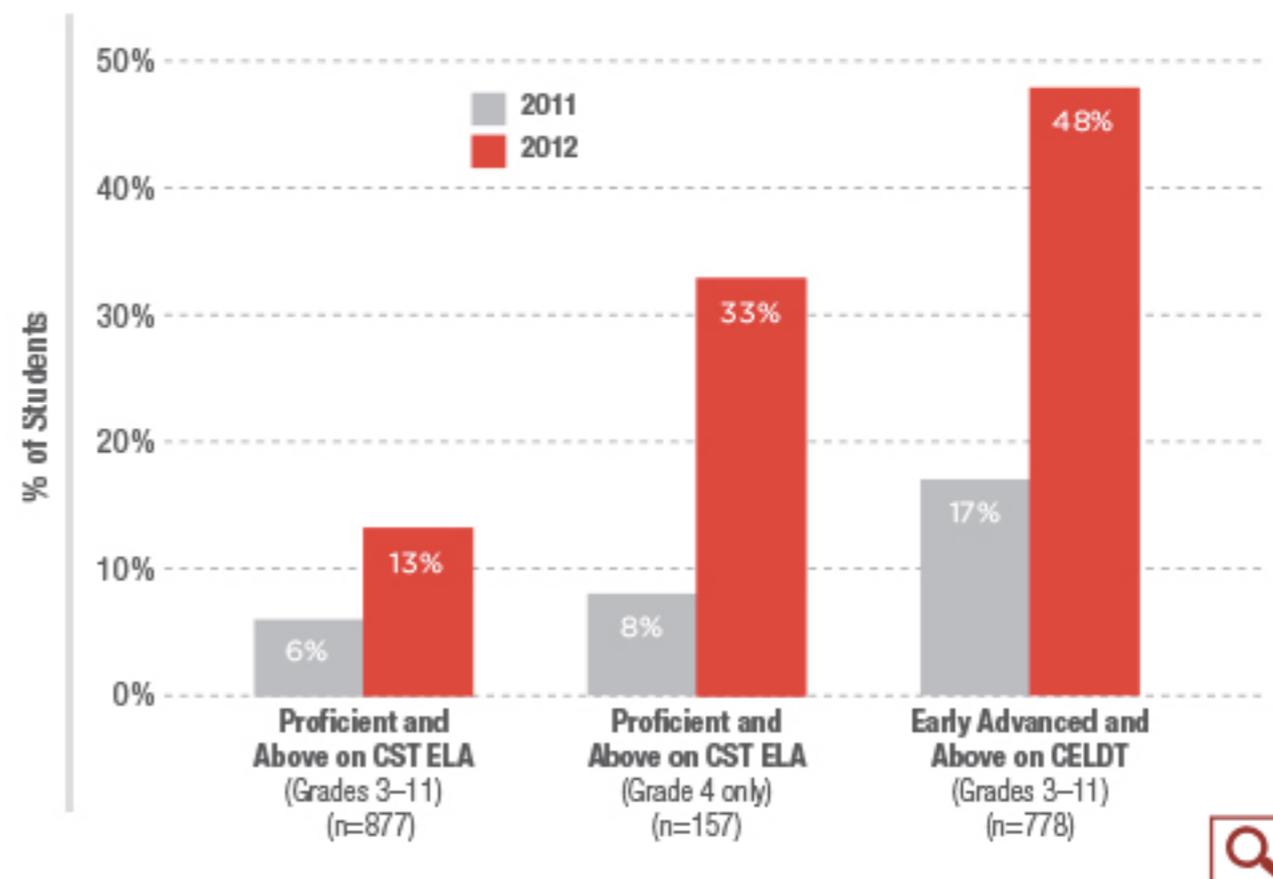
**Participants:** N=877

**Implementation:** 90 minute model



80+ Minutes

*READ 180* Students, Grades 3–11 (N=877)  
Performance on CST ELA and CELDT, 2011 and 2012



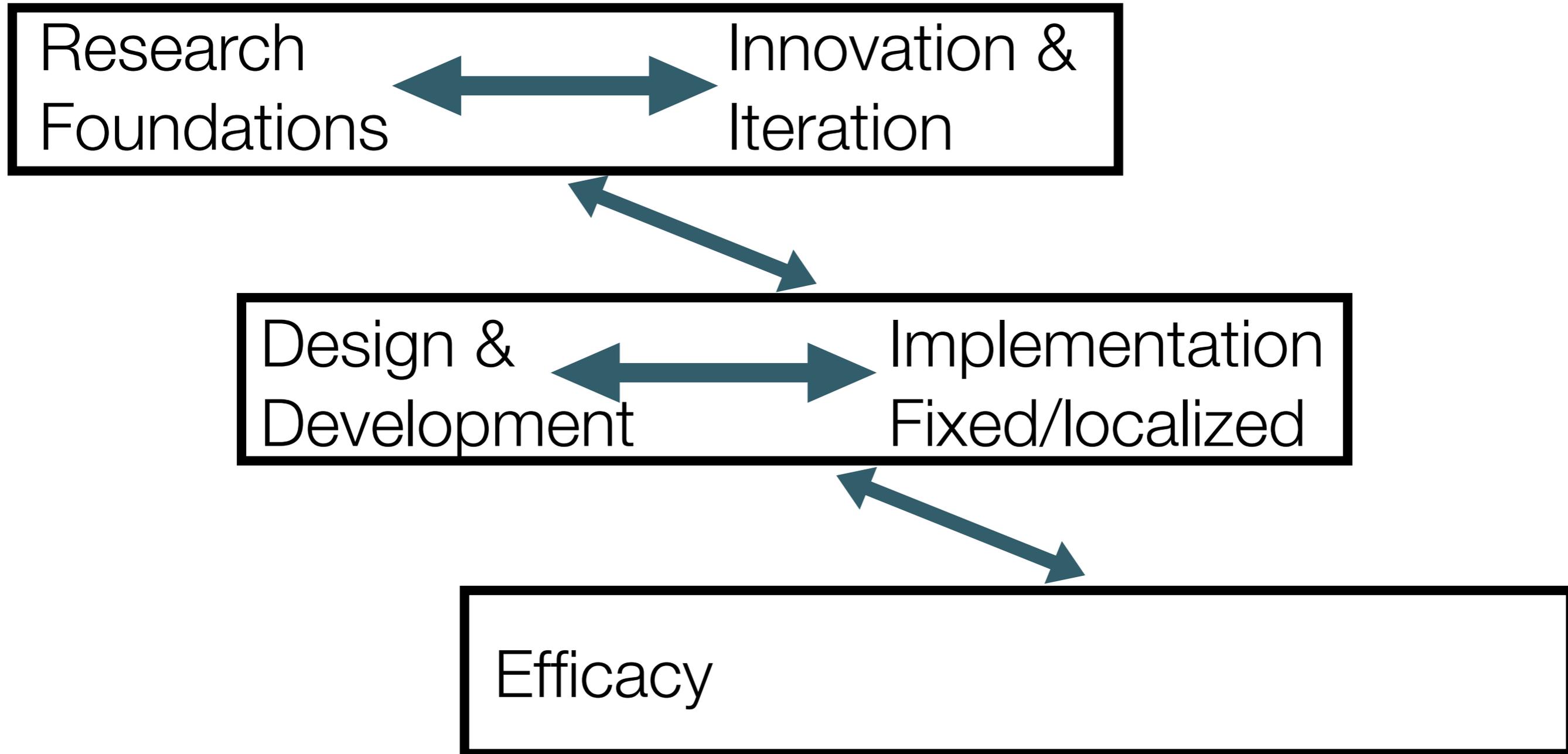
# DBIR? Improvement Science?

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- Impact of different contextual constraints
- Pushing the boundaries of fidelity (fidelity vs localization)
- Attitudes and beliefs
- More data and stories

# From Research to Efficacy

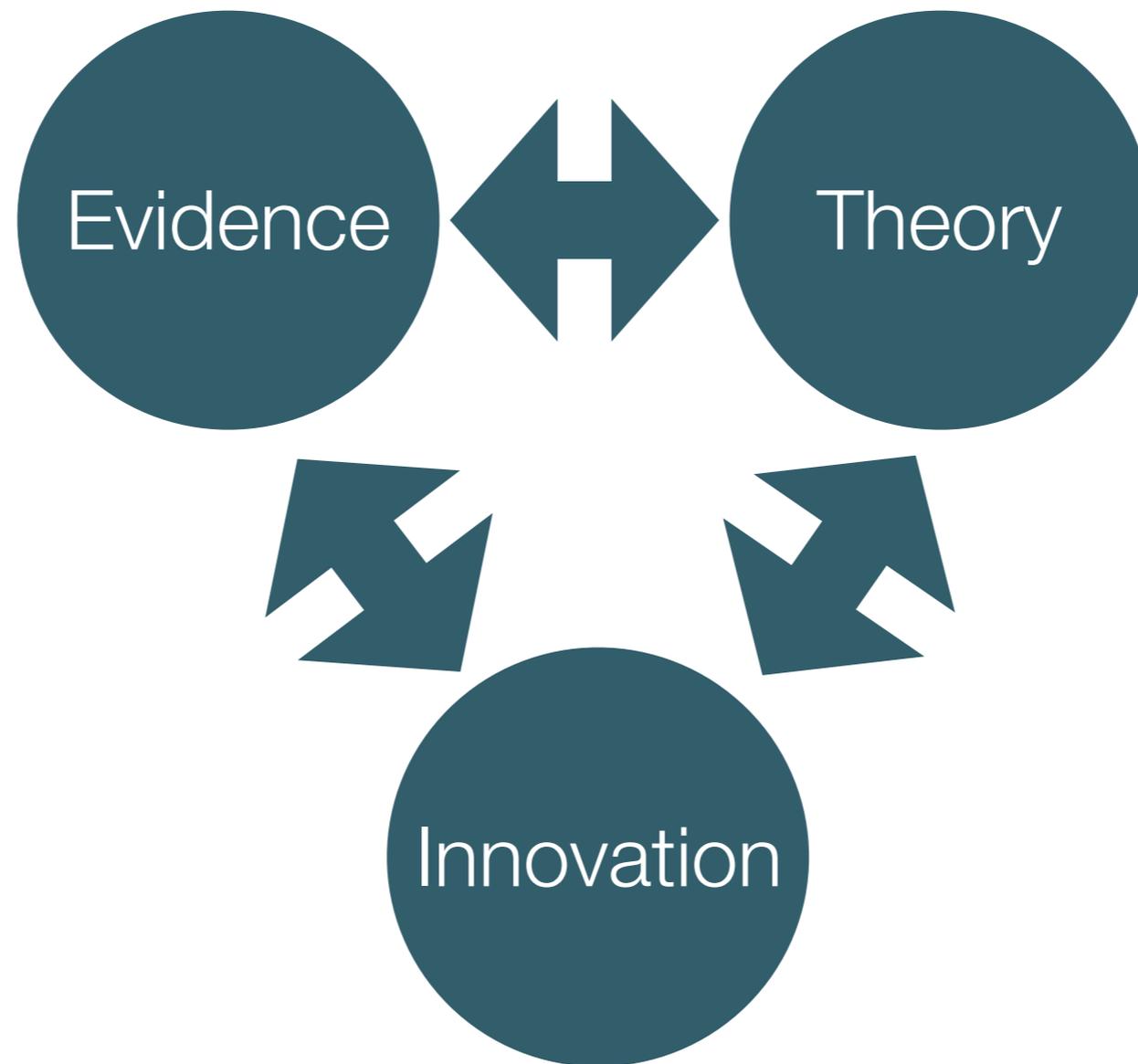
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5. Building research to practice cultures (among all players)

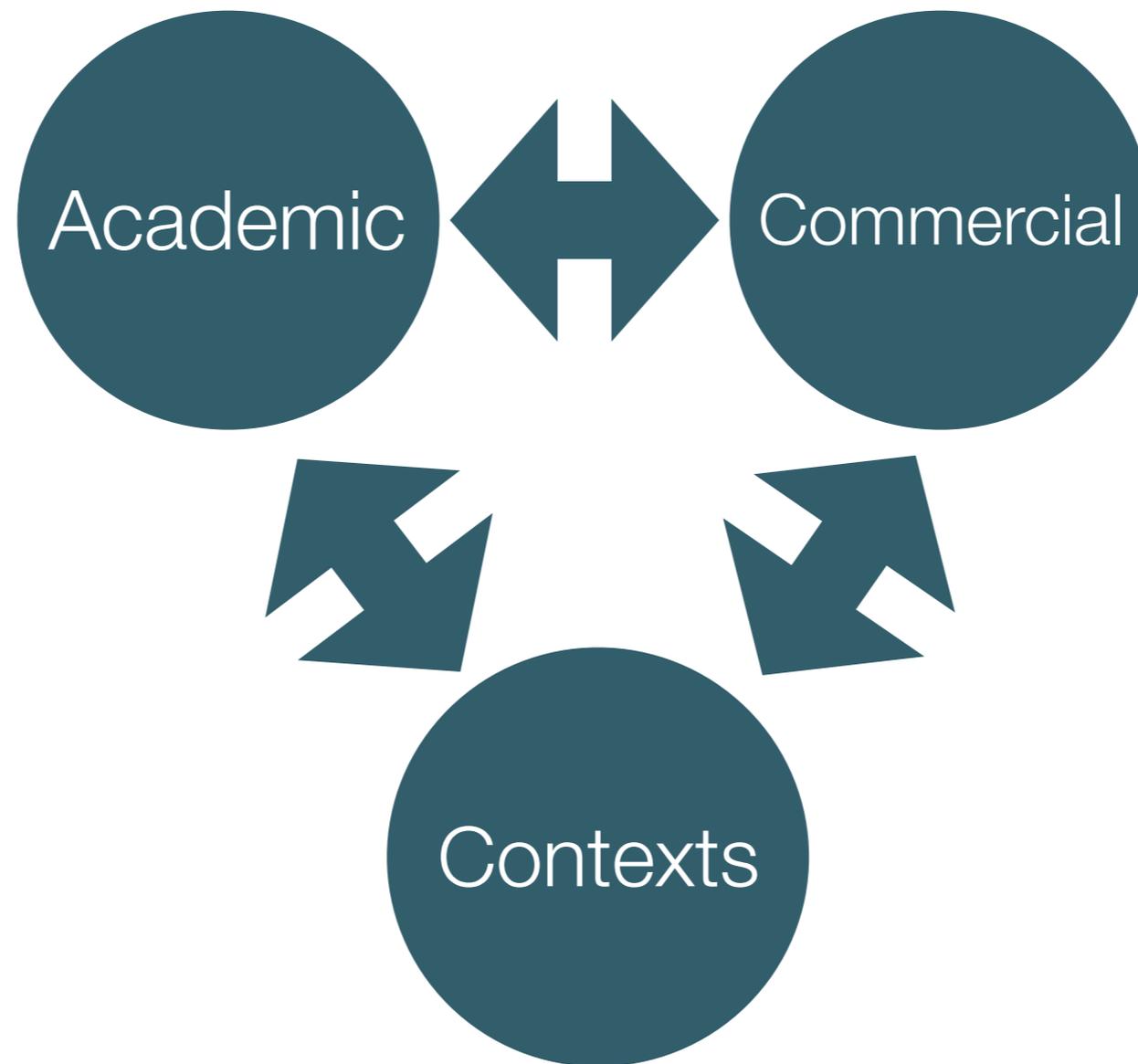
# Evidence-Driven Innovation

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# The Players

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# The Academics

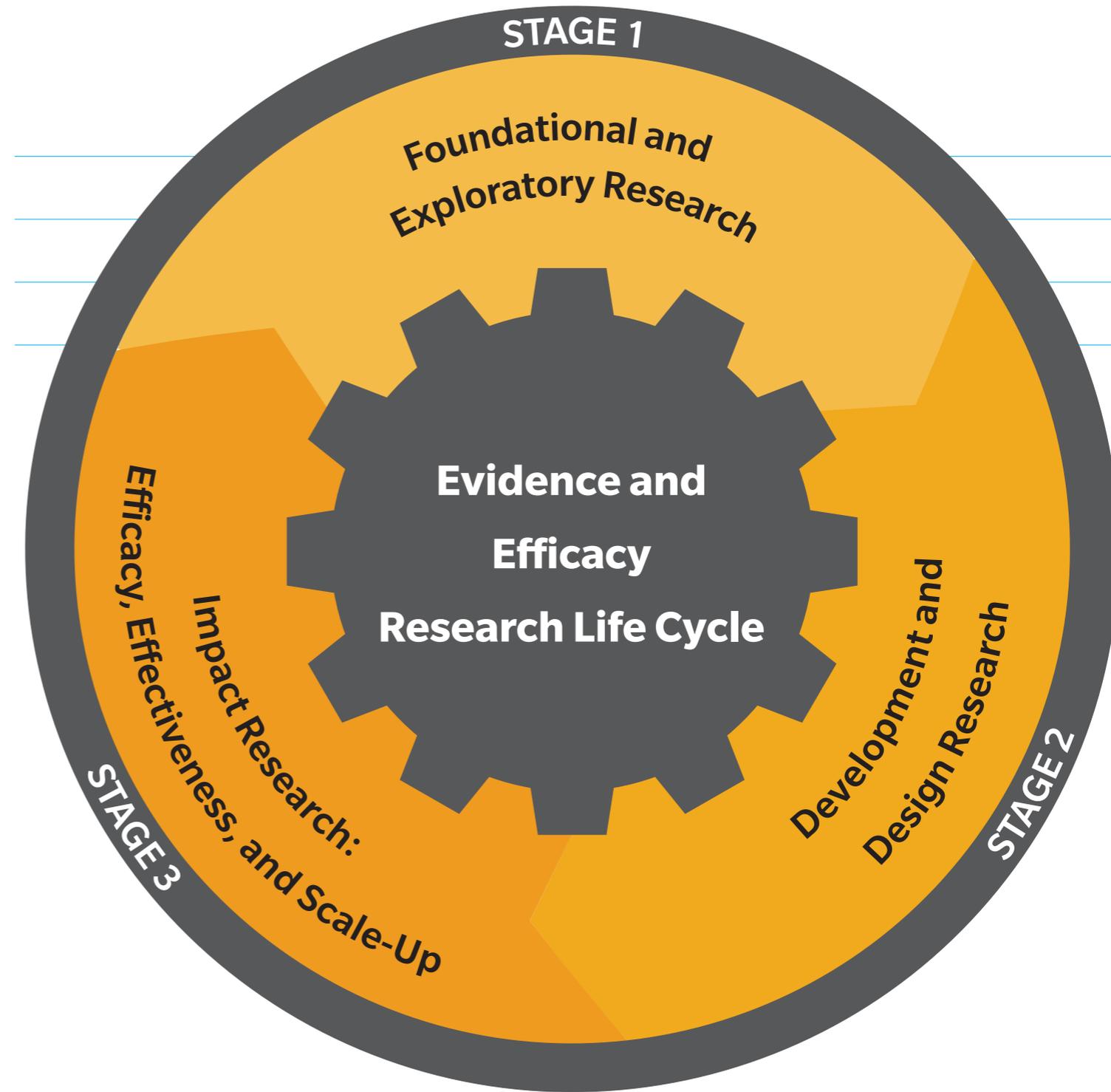
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- Stay rigorous...
- but lighten up a bit. It's a partnership.
- Share what didn't work.
- Get in the contexts.

# The Publishers/ Developers

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- Make following the research a norm
- Share researchers with everyone on the team
- Be a part of the research process



# Educators

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- Get beyond covering the standards.
- Recognize that new  $\neq$  effective.
- Implementation quality matters.

# What's your research to practice plan?

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