

Sample Scope and Timeline: LPS & TLA Research-Practitioner Partnership

Objectives

LPS - To learn about Navigate Math's success in order to improve, sustain, and/or scale

TLA - To learn about and model a process for action-oriented measurement that also adds to the sector's understanding of Blended/Personalized Learning effectiveness

High Level Scope of Work

1. Understand and document the measurable and scalable teaching and learning practices (broadly, but explicitly) of Navigate Math at LPS
2. Determine good metrics/indicators of "success" based on LPS' implementation goals and documented practices described in (1) above
3. Understand "success" of Navigate Math using both the metrics/indicators described above (2), and the applicable, available, comparison students/teachers/schools for contextual understanding of findings
4. Pilot this partnership between TLA & LPS as a model for others, and document learnings (what went well, lessons learned, how to replicate with other partners/at different sites)

High Level Timeline

1. October 2016: TLA to draft initial framework for measurement, beginning with the practices that make up Navigate Math
 - a. Iterative process, with LPS input throughout the process (initial draft expected by 10/17/16)
 - b. Draft will include information from LPS' [playbook](#), and the [Navigate Math](#) website
 - c. Draft will use TLA's [Measurement Framework for Blended Learning](#) as a basic starting point
 - d. Plan to finalize framework by late October 2016
2. October/November 2016: Develop measurement "checklist" or "rubric" with "look fors" to guide program implementation (may be adapted from playbook, as appropriate)
3. October/November 2016: TLA & LPS to identify metrics/indicators of practices and outcomes, along with data sources, data collection times, mechanisms for making these available to TLA, as well as initial ideas about reporting/media based on the questions being answered)
 - a. TBD if "post-test" data will be winter (MOY) or spring (EOY) data, will depend on practices, metrics, and LPS' established data collection points.
 - b. "Metrics" include quantitative and qualitative data, as appropriate for goals and objectives
 - c. Finalize data security requirements and how they will be realized
 - d. LPS is encouraged to iterate on their questions of interest as metrics/indicators are identified, TLA will answer what we can, when we can (e.g., formative questions can be answered many times with just "pretest"/BOY data)
 - e. TLA will also provide guidance on the types of questions that can be asked and answered, and how best these answers can be documented and shared



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4. November/December 2016: Data sharing
 - a. All available data from LPS and/or Gooru to TLA
 - b. May simply require TLA access to data, or something more sophisticated
5. Jan - March 2017: Data sharing
 - a. More available MOY data can be shared at this time
6. March 2017: Data sharing/analysis
 - a. Assuming comparison data available, analyses will use [OET's RCE Coach](#)
7. April - June 2017: if EOY data are used, analyses will be completed & "reports" drafted as these data become available
 - a. Reporting will be an iterative and flexible process
 - b. Reporting will be in forms/media useful to LPS, and in forms useful to TLA (e.g., case study added to TLA's Practices Portal)
 - c. Final dissemination channels/media/findings will be negotiated
8. July 2017 (at the latest): Reports/findings will be disseminated



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