

Contents

**Part I The Gap Between Research and School Practice
in Inclusive Education: Concerns and Complexities**

1 Research to Practice and Inclusion	3
1.1 Introduction to Inclusive Education in the Field of Research and Practice	5
1.1.1 Inclusion.....	6
1.1.2 Challenges.....	7
1.1.3 Global Directives	8
1.2 Aims and Significance of This Work.....	8
1.3 Research Questions	10
1.3.1 Central Overarching Research Question.....	10
1.3.2 Exploration Phase Questions	10
1.3.3 Explanation Phase Questions.....	11
1.3.4 Expansion Phase Questions	11
References.....	12
2 The RTP Literature: Mind the Gap!	15
2.1 Introducing the Need to Bridge the Research-to-Practice Gap	17
2.2 Stating the Research to Practice Case in Inclusive Education: A Perspective Grounded in Four Decades of Literature.....	22
2.3 Research-to-Practice.....	23
2.3.1 Research-to-Practice Literature Based Knowledge	26
2.3.2 Synthesising Key COMMENTARY Claims and Assertions in the Research-to-Practice Literature	26
2.3.3 Related RTP INTERVENTION Research That Substantiates Commentary.....	29
2.4 Professional Development and RTP	33
2.5 Teacher Education and RTP	38
2.6 Comprehensive School Reform and RTP	42

2.7	Concerns Based Adoption Model (CBAM) and RTP	50
2.7.1	Stages of Concern	50
2.7.2	Levels of Use	51
2.7.3	Innovation Components	51
2.8	Summary of the RTP Literature	55
	References	59
3	The Collective Case Study Design: Comparing Six Research to Practice Case Studies	67
3.1	Introduction	69
3.2	The Context and Purpose of This RTP Work	70
3.3	Central Research Question	71
3.3.1	Exploration Phase Questions	72
3.3.2	Explanation Phase Questions	72
3.3.3	Expansion Phase Questions	72
3.4	Case Study Research Design	72
3.4.1	Are There Different Types of Case Study Designs?	73
3.5	Understanding Causal Comparative Case Study Research Design and Its Components	75
3.6	Describing the Unique RTP Operational Pathway Approach	76
3.6.1	Questions	76
3.6.2	Propositions	76
3.6.3	Unit(s) of Analysis	77
3.6.4	Linking Data to Propositions and Criteria for Interpreting Findings	77
3.7	Replication Within the Multiple Case Study Design: Consistency Across Cases	79
3.8	Blending Differing Research Perspectives Is Complex	81
3.8.1	Breaking Down the Terminology	81
3.9	Analysis of the Data	91
3.9.1	Theoretical Propositions	91
3.9.2	Procedures Overview	92
	References	103

Part II Research and Practice Paradigms

4	Meet the Teachers: Introducing Six Experienced Teachers and Their Selected Research Based Projects	111
4.1	The Teachers, Their Schools, the Masters Course and the Research Based Projects	112
4.1.1	Background and Context: How and Why Did This Work Commence?	112
4.1.2	Introduction to the Teacher Participants and Their Schools	115
4.1.3	Lets Meet the Teachers Individually	116

4.2	Chris- Case 1 (Participant Researcher).....	117
4.2.1	Year 2 Curriculum-Based Measurement- DIBELS- Oral Reading Fluency	117
4.2.2	The Research Base Supporting the Intervention.....	118
4.2.3	Reported Program Implementation Integrity	119
4.2.4	Outcomes of My Project	120
4.2.5	Scaling Up of My Project	120
4.3	Mary- Case 2	120
4.3.1	Kindergarten: Curriculum Based Measurement- DIBELS- Initial Sound Fluency and Letter Naming Fluency	120
4.3.2	The Research Base Supporting the Intervention.....	121
4.3.3	Mary's Reported Project Implementation Integrity	122
4.3.4	Outcomes of Mary's Project	123
4.3.5	Scaling Up of Mary's Project.....	124
4.4	Case 3- Diane	124
4.4.1	Years 7–10: Curriculum- Based Measurement- Peer Assisted Learning.....	124
4.4.2	The Research Base Supporting the Intervention.....	124
4.4.3	Diane's Reported Project Implementation Integrity	125
4.4.4	Outcomes of Diane's Project	126
4.4.5	Scaling Up of Diane's Project.....	126
4.5	Case 4- Wilma	127
4.5.1	Year 6: Curriculum-Based Measurement- DIBELS- Oral Reading Fluency	127
4.5.2	The Research Base Supporting the Intervention.....	127
4.5.3	Wilma's Program Implementation Integrity	128
4.5.4	Outcomes of Wilma's Project	128
4.5.5	Scaling Up of Wilma's Project.....	128
4.6	Case 5- Sam	129
4.6.1	Year 1: Explicit Teaching as a Practice for Quality Teaching	129
4.6.2	The Research Base Supporting the Intervention.....	129
4.6.3	Sam's Reported Program Implementation Integrity	130
4.6.4	Outcomes of Sam's Project.....	131
4.6.5	Scaling of Sam's Project	132
4.7	Case 6- Meg.....	132
4.7.1	Year 3: Peer Assisted Learning- Spelling.....	132
4.7.2	The Research Base Supporting the Intervention.....	132
4.7.3	Meg's Reported Program Implementation Integrity	133
4.7.4	Outcomes of Meg's Project.....	133
4.7.5	Scaling of Meg's Project.....	134
4.8	Summary of the Reported Implementation Integrity.....	134
4.9	Summary of the Status of the Projects	135
	References.....	136

5	The Exploration Phase	139
5.1	The Development of the Literature Based Framework at the Core of the RTP Investigation.....	142
5.1.1	Factors Identified in Literature That Contributed to Sustaining Research Based Projects	143
5.2	Researchers Perspectives	144
5.2.1	List of 16 Succinct RTP Factors	145
5.3	Teacher Perspectives.....	147
5.3.1	Factors Identified by Participants Prior to the Introduction of RTP Literature.....	147
5.3.2	Comparison of the Factors Identified by Teacher Participants with the Factors Asserted in the RTP Literature.....	151
5.3.3	Teacher Education.....	154
5.3.4	RTP Factors Identified by Participants, NOT Identified in the Literature	156
5.3.5	RTP Factor Presented in the Literature NOT Identified by Participants.....	157
5.3.6	Teacher Insights on the Integrity of Project Implementation	158
5.3.7	Comparison of the RTP Factors Identified by Teachers and Their Reported Integrity of Project Implementation	158
5.3.8	Summary of the Exploration Phase.....	159
6	The Explanation Phase	161
6.1	Delving Deeper to Enhance Our Knowledge on Ways to Sustain the Use of Educational Practices that Are Embedded in Research	162
6.1.1	Data Collection Tools Utilised in This Explanation Phase	163
6.1.2	Factors that Are Vital to Sustaining Research-Based Projects in Practice as Explained by Experienced Teachers.....	165
6.1.3	Collective Insights Explaining the Factors that Are Critical to the Sustained Use of Evidence Based Projects in Classrooms: What Matters Most to Teachers?	169
6.1.4	Review of the Significant RTP Knowledge Collected Through the Explanation and Exploration Phases	190
6.1.5	RTP Factors and Connections.....	191
6.1.6	Six Key RTP Themes Consistently Prioritised and Linked by Experienced Teachers: Digging Deeper into Comprehending What Makes Research Stick in Practice	192
	References.....	196

7	The Expansion Phase	197
7.1	Overview of the Structure of the Focus Group.....	199
7.2	Consistency in Connections of Key RTP Factors Identified Through the Group Discussion	199
7.3	Shared Responsibility, Collaboration and Feedback	200
7.3.1	Focus Group Questions.....	200
7.3.2	Responses.....	200
7.4	Leadership	205
7.4.1	Focus Group Questions.....	205
7.4.2	Responses.....	205
7.5	Project Scalability with a Complete Approach and Time.....	207
7.5.1	Focus Group Question	207
7.5.2	Responses.....	207
7.6	Master's Course/Teacher Education	210
7.6.1	Focus Group Question	210
7.6.2	Responses.....	211
7.7	Consistencies Identified by Teacher Participants	213
7.8	Inconsistencies Identified by Teacher Participants	214
7.9	Summary of the Significant RTP Knowledge Collected During the Expansion Phase.....	214
7.10	Summary of Part Two	215
7.10.1	Review of the RTP Knowledge Collected Through the Three Phases of this Study	215
7.10.2	Relationship of Factors that Contributed to the Extinction of Two Individual RTP Cases.....	223

Part III Moving Forward in Reducing the Research to Practice Gap

8	Teacher Education: Engaging Connections Between People, Projects and Preparation	229
8.1	Critical Connections Among RTP Factors.....	229
8.2	Core Areas to Enhancing the Sustained Implementation of Research Based Practices in Classrooms and Schools.....	230
8.2.1	Engaging Schools and Universities in Effectively Preparing Teachers	230
8.2.2	Engaging People and Enabling Them to Work to Their Capacity.....	232
8.2.3	Engaging Effective Projects Can Address the Diverse Needs of Multiple Stakeholders.....	234
8.3	Connections and Progression	235

9	The RTP Model: An Interactive Research to Practice Framework	237
9.1	Brief Overview of the Three Phases of this Study	238
9.2	Overview of the Key Conclusions and Insights Gained Through Each Phase of this Research	239
9.2.1	Exploration Phase Key Conclusions	239
9.2.2	Explanation Phase Key Conclusions	240
9.2.3	Expansion Phase Key Conclusions	243
9.3	Introducing an Interactive Research to Practice Model	245
9.4	Framework for Implementing and Sustaining Research Based Practices	246
9.4.1	Contextualisation – Examples of the Application of the RTP Model	248
	References	250
10	Aligning Our Focus with Strengths and Solutions	251
10.1	Recommendations for Future Research	255
10.2	Conclusion	256
10.3	Moving Forward	257
	References	258
	Appendices	259
	Appendix 1: Research-to-Practice Survey (Part 1)	259
	Personal Details	259
	Implementation Setting Details	260
	Project Details	260
	Project Details Continued	262
	Research-to-Practice Survey (Part 2)	263
	Investigation Categories	263
	Key Collaboration Components	265
	Key Support Components	266
	Key Responsiveness of Research Components	268
	Key Teacher Education Components	270
	Appendix 2: Open Ended Interview Questions	279
	Open Ended Interview Questions	279
	Appendix 3: Semi Structured Interview	279
	Semi Structured Interview	279
	Collaboration	279
	Support	280
	Leadership	280
	Teacher Education	281
	Practical Implementation and Responsiveness of Research	281
	Other	282

What Matters in a Research to Practice Cycle?

Teachers as Researchers

Grima-Farrell, C.

2017, XXIX, 282 p. 20 illus. With online files/update.,

Hardcover

ISBN: 978-981-10-2085-8