Community Engaged Research: Exploring the Impact of a School-University Partnership

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Agenda

School - University Partnerships

Overview of School District

Development and Tenants of the Partnership

Summer Study

Benefits for Both
Background and Introduction

School-University Partnerships:

Proven to be reliable in:
- Accomplishing specific tasks
- Implementing new programs
- Addressing PD needs
- Strengthening school-university relationships for future partnerships (Wepner, 2014).

Unfortunately can create:
- Unequal power dynamics where universities benefit more than partnering schools (Darling-Hammond, 1994; Walsch & Backe, 2013).

Contemporary research suggests:
- School-university partnerships be conceptualized with ‘third space’ ideology so success of one partner is vital to success of the other (Zeichner, 2010; Walsch and Backe, 2013).
Community Engaged Partnership

“the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people”

(Centers for Disease Control and Prevention [CDC], 1997, p 9)
District and Partnership Information
GCS: The Essentials

44th largest district in US
largest district in SC

10,000 employees

11,507 Students
Receive Special Education Services

6,000 teachers
696 National Board Certified Teachers = 13th highest of 14,000 districts nationwide
GCS turnover rate of 9%
compared to SC rate of 12.6%

12 member elected
school board

district spans
800 square miles
Community Engaged Scholars Program

SCTR Institute

Community Engaged Scholars

TR-CAB

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PARTNERSHIP
**Initial Aims**

**Aim 1.** Evaluate a PD series for all self-contained SETs interested in learning more about classroom management strategies.

**Aim 2.** Evaluate the effectiveness of information sessions to other stakeholders (i.e., administrators, family members) to foster a continuum of support across settings (i.e., school, home).
GCS Special Education
Social Emotional and Behavior Learning

ID Moderate Classroom
Blueprint Initiation 2018
Baseline (18/19): Elementary Monthly Meetings
Classroom Management Systems, Crisis Prevention Intervention (CPI), Teaching Positive Behavior, FBA and Behavior Intervention Plans, Responding to student in crisis, Do's and Don'ts of Effective Communication

Year 1 (19/20):
All New Elementary Teachers and Selected Secondary Schools

ED Social-Emotional Classroom
Blueprint Initiation 2018
Baseline (18/19): Mindfulness Elem/Planning
Year 1 (19/20):
Grant w/MUSC and Clemson Behavior Institute (Aug 5-8) CHAMPS - Foundations Trauma Informed Care Zones of Regulation Crisis Prevention Intervention Monthly Training for all
Year 2 (20/21):
Social Thinking Mental Health First Aid District Designated SEL Curr. Trauma Informed Responses Restorative Practices Explicit Instruction

Multi-Cat Classroom
Baseline (18/19): Planning
Year 1 (19/20):
Social Thinking Curriculum Elem. (July 24/25) Secondary- As needed Zones of Regulation Secondary Elementary- as needed CHAMPS - open to all
Year 2 (20/21):
Zones of Regulation - Elem. Explicit Instruction Mindfulness

Resource Classroom
Baseline (18/19): Planning
Year 1 (19/20):
Zones of Regulation Elem. - All Sec. - Individual CHAMPS - open to all Explicit Instruction - open to all
Year 2 (20/21):
Social Thinking - Individual Explicit Instruction Mindfulness

Pre-K
Baseline (18/19): Planning
Year 1 (19/20):
Social Thinking (July 24/25) Mindfulness: online
Year 2 (20/21):
Zones of Regulation Individual basis Modified CHAMPS
<table>
<thead>
<tr>
<th>Phase I</th>
<th>Summer PD</th>
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<tbody>
<tr>
<td></td>
<td>During the first phase, all teachers will attend an intensive PD prior to the school year beginning.</td>
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<td>We will complete a pretest-posttest design to evaluate group performance on knowledge and efficacy. The second phase will occur during the school year.</td>
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<thead>
<tr>
<th>Phase II</th>
<th>Follow-up Coaching with CT-SCAN</th>
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<tr>
<td></td>
<td>Across phase II we will determine the potential for Project CHAMPION to (a) change teachers’ classroom management knowledge and practices, (b) determine collateral effects on students with disabilities, and (c) measure teachers’ self-efficacy and burnout.</td>
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</table>
Aim 1. Evaluate a PD series for all self-contained SETs interested in learning more about classroom management strategies.

Aim 2. Evaluate the effectiveness of information sessions to other stakeholders (i.e., administrators, family members) to foster a continuum of support across settings (i.e., school, home).
Project Champion

“One Team, One Goal”

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CHAMPS Knowledge, Confidence, and Truthiness Scale

Please rate your comfort level with each statement using the following scale:

1 = I am not confident in my ability to use or implement this concept or strategy.
2 = I have some confidence in my ability to use or implement this concept or strategy.
3 = I have a substantial amount of knowledge or confidence in this concept or strategy.

Confidence: How confident are you in your ability to use or implement each concept or strategy?

Knowledge: How knowledgeable are you about each concept or strategy?

Usefulness: How useful is this concept or strategy to you in your teaching?

Priority for Improvement: How important is it to you to improve your skills in this area?

<table>
<thead>
<tr>
<th>Classroom Systems</th>
<th>Knowledge</th>
<th>Confidence</th>
<th>Useful</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>Vision</td>
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<td>Management Plan</td>
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<td>Motivation</td>
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<tr>
<td>Changing Behavior</td>
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<tr>
<td>Analyzing Data</td>
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<tr>
<td>Assessing Physical</td>
<td></td>
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<thead>
<tr>
<th>Expectations</th>
<th>Pre-Training Survey</th>
<th>Post-Training Survey</th>
<th>Follow Up Survey</th>
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<tbody>
<tr>
<td>Clarifying CHAMPS expectations for instructional activities</td>
<td>1 2 3</td>
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<tr>
<td>Clarifying CHAMPS expectations for transitions</td>
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<tr>
<td>Launch</td>
<td>1 2 3</td>
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<tr>
<td>Summarizing classroom management plan for others</td>
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<td>Preparing for launching the plan</td>
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<td>Observe</td>
<td>1 2 3</td>
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<tr>
<td>Circulation when possible</td>
<td>1 2 3</td>
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<tr>
<td>Scanning all sections of the classroom</td>
<td>1 2 3</td>
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<tr>
<td>Using data to monitor and adjust classroom management plans</td>
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<tr>
<td>Motivation</td>
<td>1 2 3</td>
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<tr>
<td>Building positive relations with students</td>
<td>1 2 3</td>
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<tr>
<td>Providing positive feedback</td>
<td>1 2 3</td>
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<td>Providing intermittent celebrations</td>
<td>1 2 3</td>
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<tr>
<td>Serving to provide a high ratio of positive interactions</td>
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<td>Classwide Motivation</td>
<td>1 2 3</td>
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<tr>
<td>Employing a classwide system to increase motivated and responsible student behavior</td>
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<td>Correcting</td>
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<tr>
<td>Analyzing and adjusting the implementation of the classroom management plan</td>
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<tr>
<td>Analyzing and adjusting strategies</td>
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<tr>
<td>Analyzing the misbehavior to develop a function-based intervention</td>
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Preliminary Results
Reality of a School-University Partnership

- Co-PIs on the Grant = Multiple Stakeholders
  - Pros: Many hands makes light work
  - Cons: Many hands - Different priorities (research vs. decor)
- Priorities Changed - Content did not match the original dependent variable (measure)
- Constant communication is necessary
- District - Better read of the room
- Budget
**Benefits**

**District**
- Consistency across the district
- Leverage Resources - evaluation, evidence-based practices
- Building a pipeline from higher education to the classroom
- Multiple stakeholders echoing the same message

**University**
- Invested collaborators
- Access to schools (research, preservice teachers)
- Socially valid research questions
- District Co-PI Guest Lectures at Clemson
Next Steps

Run analysis on Phase II observations
Seeking additional foundation funding
Spring boarding into other projects
Expansion across the district
Reignite the partnership with Clemson
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