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Shaking the system: Multi-leveled literacy learning

Large school districts often face the daunting task of providing in-service learning and pedagogical support for a great number of teachers. This is typically developed by leaders within the district or provided by external vendors at great cost. Some districts now look to research-practice partnerships (RPPs) as a third alternative: a collaborative platform for engaging external and internal expertise to address consistent problems of practice and support in-service teacher learning (Coburn & Penuel, 2016). This paper considers one RPP involving the literacy department of a large, urban, United States district and a university-based research center. This RPP addressed literacy discussions via teacher education (Alston, Danielson, Dutro, & Cartun, 2018). The RPP itself also was a space to interrogate all the partners' beliefs and practices relating to literacy and professional learning. Practice and research partners collaboratively collected, generated, and analysed data including recordings of classroom text discussions and in-service learning, interviews, and analytic and reflective memos. This work suggests there are untapped areas of mutually beneficial growth for all partners in RPPs.