



How to Train and Retain the Next Generation of Education Researchers

**Presentation to Committee on the Future
of Education Research at the IES**

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RESEARCH WITH CONSEQUENCE

The idea that rigorous evidence can improve education policy and practice and, ultimately, students' lives.



HOW CAN WE TRAIN RESEARCHERS TO DO RESEARCH WITH CONSEQUENCE?

The idea that rigorous evidence can improve education policy and practice and, ultimately, students' lives.



- Deep training in rigorous methods of all types
- Breadth of methodological training
- Focus on working across methods
- Understanding the methods you don't use

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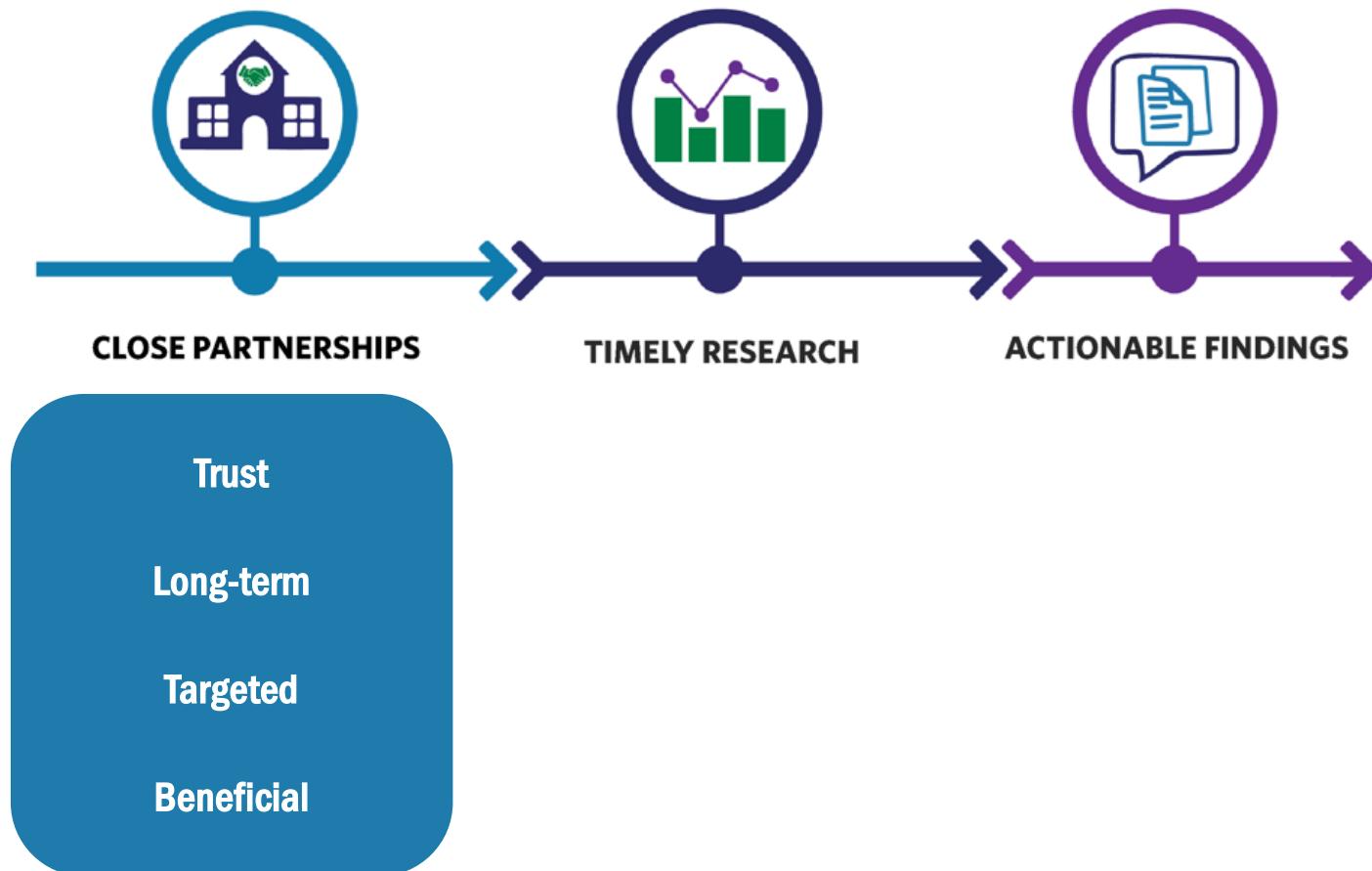
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- Critical thinking about the content, topics we are studying
- Understanding the theories that drive our studies
- Focusing on equity
- Knowing what we don't know

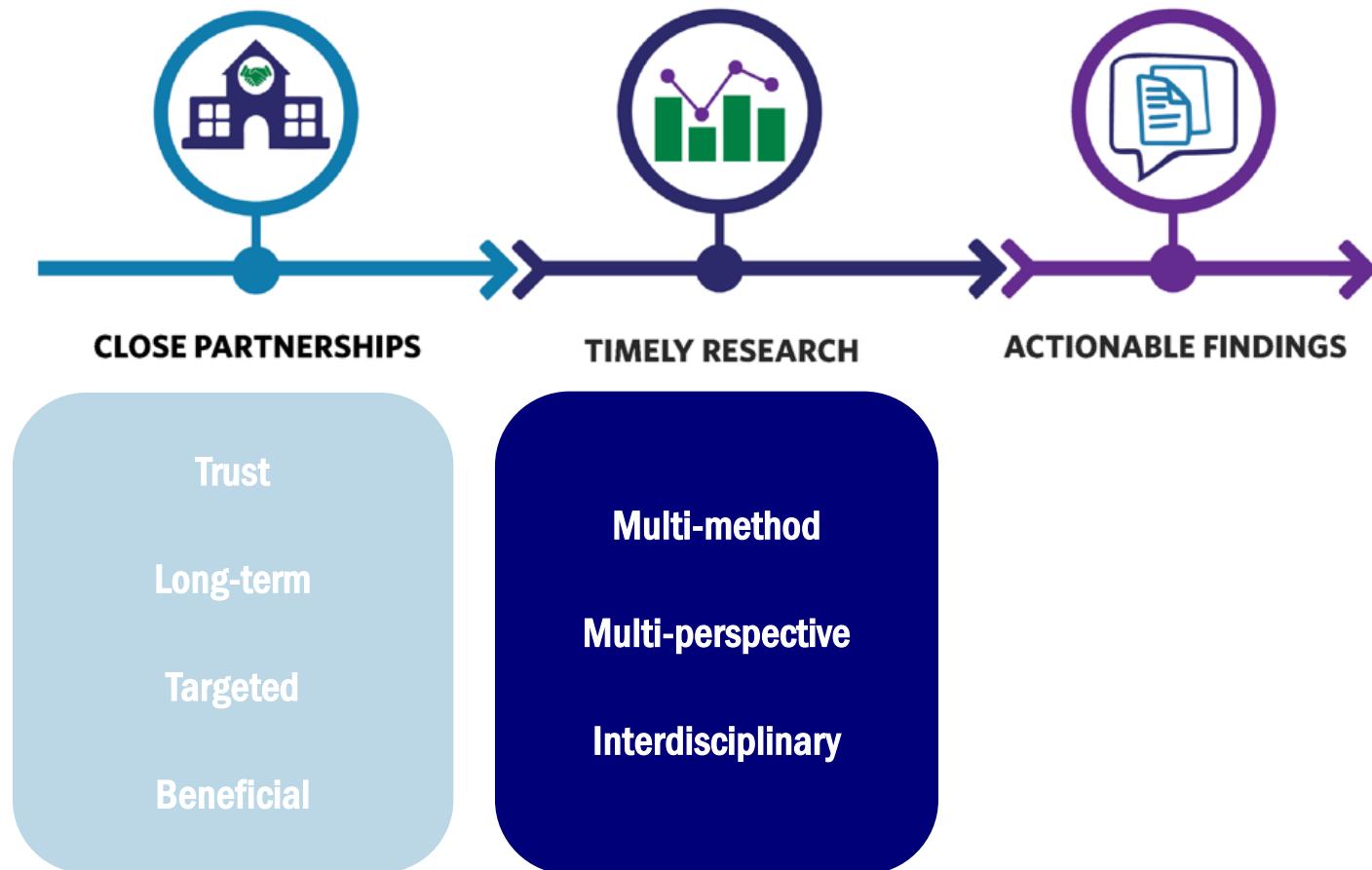
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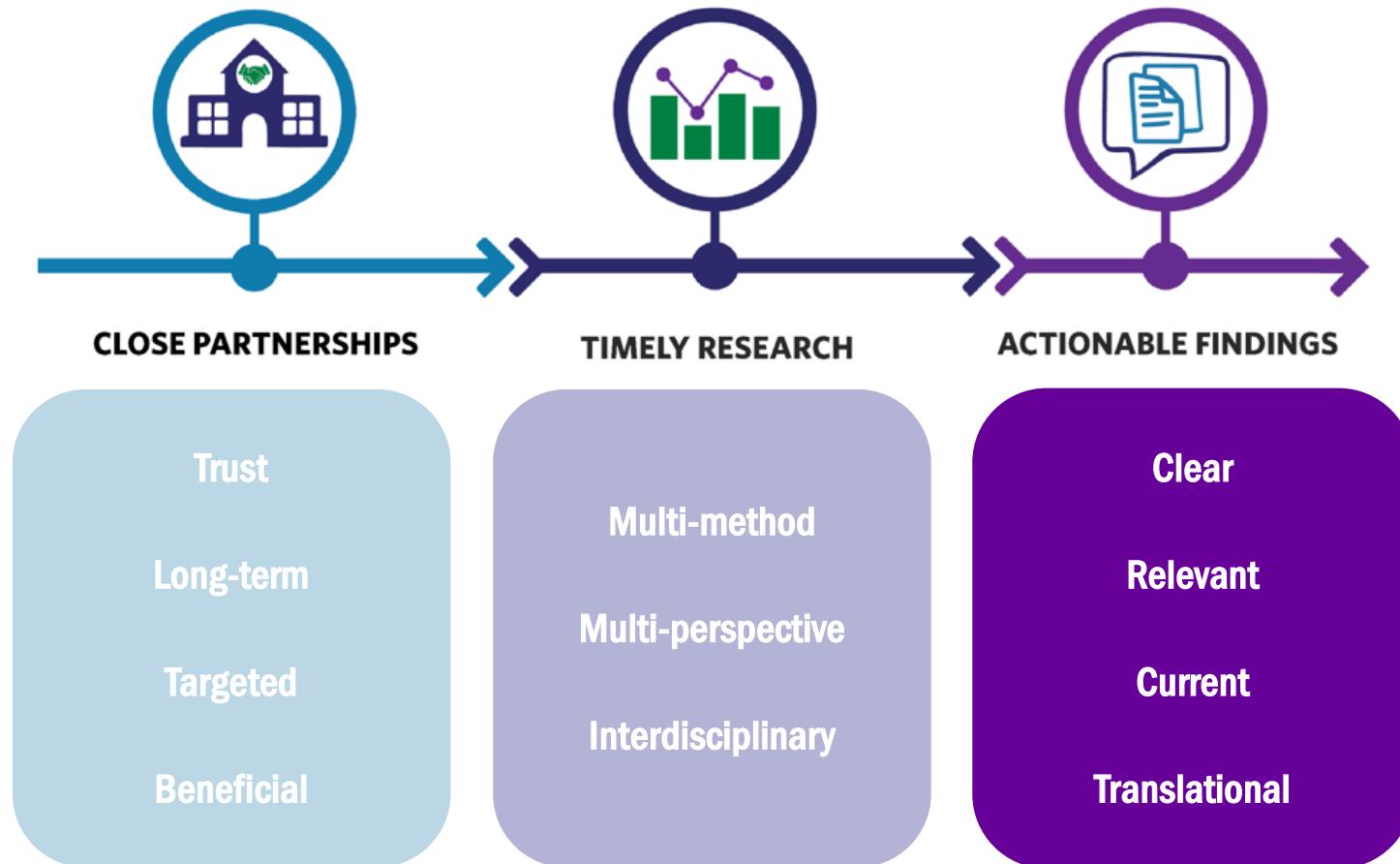
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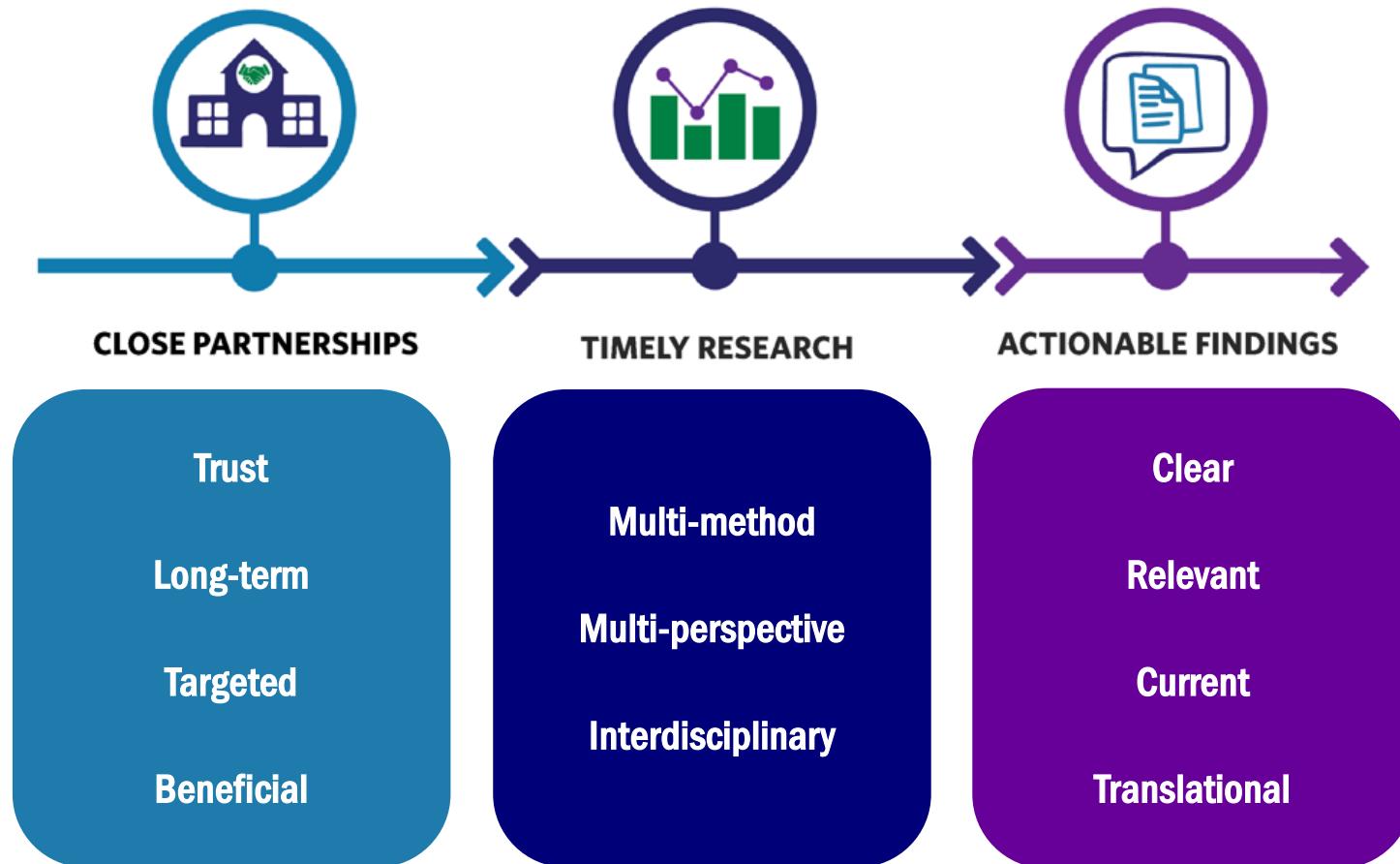
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HOW CAN IES HELP RETAIN RESEARCHERS TRAINED IN THIS WAY?

Research with consequence is not (always? often?) rewarded in traditional academic departments.

- Explicit funding
 - Training programs – predoc & postdoc; create cohorts
 - Professional development programs – early career-mid career scholars
 - Operational support for the development of partnerships (not just projects)
 - Operational support for partnerships that already exist
- Collect data that can be useful to district, state decision-makers &/or incentivize local data collection
- Publication venues
 - Journals
 - Book series
- Help acknowledge partnerships as service to the profession

WHAT RESEARCH IS NEEDED TO SUPPORT THIS KIND OF TRAINING?

Focus on decision-makers at all levels of education governance and implementation.

- What kinds of questions do decision-makers want answered and why?
- What kinds of data do decision-makers want collected and by whom?
- What kinds of products help decision-makers make better choices? What is useful?
- How do decision-makers want to work with external researchers, and what will make that feasible?

Focus on broader representation amongst researchers.

- How can we attract more people – and in particular people who are from the communities we study and are invested in their success – to the profession?
- What do universities, funders, partners need to do to support researchers embarking in this kind of work?
- What are the barriers keeping out a broader representation of perspectives amongst researchers embarking on applied education policy and evaluation work?



Education Policy Innovation Collaborative