Action Research

COMPONENT #: 7-507-316   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to develop an understanding of how to conduct action research and their role as action researchers in their role.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   ☐ Learning Designs
☐ Leadership   X Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
☐ The Learning Environment   X Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   X Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation   ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   ☐ PS 6 – Communication
☐ PS 3 – Instructional Planning   X PS 7 – Professionalism
☐ PS 4 – Instructional Delivery and Engagement   ☐ PS 8 – Learning Environment
X PS 5 – Assessment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

☐ Educator knowledge/skill (content)   X Student learning
X Educator (professional growth)   ☐ Organizational support and change

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Understand the philosophical principles that guide action research and how these principles differ from traditional research.
2. Explore how the process of action research is implemented in classrooms and schools through questioning, data collection, data analysis, and writing about instructional practice.
3. Apply processes that ensure high quality action research work.
4. Develop good action research questions that are significant, manageable, contextual, clearly stated, open-ended, and self-reflective to address areas of concern related to student achievement.
5. Understand the difference between problem posing and problem solving.
6. Distinguish among individual, collaborative and school wide action research and select the most appropriate type of action research in a given situation.
7. Identify resources as necessary for conducting action research.
8. Apply the principle of triangulation in data collection.
9. Identify appropriate data sources for a specific action research investigation.
10. Collect and analyze data related to a specific action research investigation.
11. Develop appropriate data displays.
12. Interpret the results of action research.
13. Apply new learning from action research to their professional practice.
14. Share the results of a specific action research investigation.
15. Determine appropriate next steps based on the results of the action research.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Identify an area of concern related to student achievement (SLO 1-6).
2. Conduct a literature review addressing the area of concern (SLO 1-7).
3. Develop an action research question (SLO 1-6).
4. Develop a plan for an intervention related to the area of concern (SLO 1-7).
5. Identify a minimum of three appropriate data sources (SLO 1-8).
6. Implement the planned action research intervention strategies.
7. Collect data from multiple data sources (SLO 1-10).
8. Analyze collected data (SLO 9-11).
9. Develop appropriate data displays for the action research data (SLO 9-11).
10. Interpret the results of the action research investigation (SLO 1-12).
11. Determine and make changes to professional practice based on the results of the action research (SLO 1- 15).
12. Share the action research results publicly (SLO 1-14).
13. Develop questions for further action research investigation (SLO 1-15).
14. Provide product related to the research verifying impact on professional behavior.

PART III – IMPLEMENTATION

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IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
2. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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