Wilmington University
College of Education

Action Research

Course Number: EDL 7108

Course Title: Action Research I

Required Texts: Publication Manual of the American Psychological Association, 7th edition, Washington, D.C., 2020.

> *Perry, J.A. et al (2020). The Improvement Science Dissertation in Practice: A Guide for Faculty, Committee Members, and their Students, Myers Education Press, Gorham, ME.

> *Langley, G.J. et al (2009). The Improvement Guide: A Practical Approach to Enhancing Organizational Performance, 2nd edition. San Francisco, CA.

> *Note: This is the text for both EDL 7108 and EDL 7109.

Faculty Contact:

Course Description: This course emphasizes the role of the practitioner as researcher and uses action research methodology as the vehicle for identifying, clarifying, and structuring the problem of practice for each Candidate. It is the course that will identify the problem of practice in conjunction with EDL7590 School Leadership: Theory and Practice and is where the process of study, planning, implementation, and evaluation begins that will lead to the capstone Dissertation in Practice.=This course is taught in conjunction with EDL7590 School Leadership: Theory and Practice.

- *ƒ* Give evidence that supports the Change Idea
  - o Identify the context as one in which you have influence
  - o Agreement on the part of the leadership and WU faculty that this is a POP worthy of study and resolution
  - o Show your willingness to be a participant observer
  - o
  - o Describe the organizational context of the POP, whether the organization is a classroom, a school, district, or other educational agency
  - o Next Steps, information, activities (Plan portion of PDSA), and analyses that will guide the DIP

Chapter 2: Methodology. This chapter provides information from the literature (**regarding methodology**) and data you have gathered and ends with a description of your action plan.
- x Gather and analyze information
  - o This section should be framed by the AIM statement that drives your study
  - o The questions guide the gathering of information   e.g., what does the literature say regarding methodology? what internal data are available that will help generate a plan?
  - o Does the literature suggest practices that will help?
  - o What instruments are available?
  - o What innovative notions (change ideas) can you bring to bear on the POP?
  - o What is your plan?
    - *ƒ* Assessment
    - *ƒ* Outcome
    - *ƒ* Activities
    - *ƒ* Timeline

Chapter 3: Outcomes. What did you learn from the study of your POP and what will change in your practice as a result?
- x Publicly present findings and consider
  - o What happened as a result of your plan?
  - o What were your findings?
  - o Did they align with what you found in the literature?
  - o How did you analyze them?
  - o

- o What are the implications for your practice?
- o What does it suggest for teaching? For leadership?
- o What recommendations would you have for the organization?
- o What personal lessons did you learn?
- o Was what you found what you expected?
- o Reflections?

Are there other forums in which you might present your DIP?

Learning Outcome 1 t (NELP 1.2   TL D2)
   Learning Activities/Performance Tasks:
   1. Candidate drafts a first iteration of the Problem of Practice (POP)
   2. Candidate applies SMART (Specific, Measureable, Attainable, Relevant, Timely) to the proposed POP.
   3. Candidate applies improvement science processes.
   4. Candidate identifies the theoretical base for the POP.

Learning Outcome 2 t (NELP 1.2   TL D2)

   Learning Activities/Performance Tasks:
   1. Candidate distinguishes between scholarly research and professional opinion.
   2. Candidate selects a variety of scholarly sources representing qualitative and quantitative research.
   3. Candidate uses a variety of search engines and platforms.
   4. Candidate creates an annotated bibliography by utilizing digital and non-digital resources that coincides with the POP.

Learning Outcome 3 t (NELP 1.2   TL D2)
   Learning Activities/Performance Tasks:
   1. Candidate participates in tuning protocol of the POP
        a. Candidate makes oral presentation of the POP
        b. Candidate responds to peer clarifying questions
        c. Candidate listens to peer feedback
        d. Candidate asks clarifying questions of peers
   2. Candidate revises POP based on tuning protocol process

Learning Outcome 4 t (NELP 1.2   TL D2)
   Learning Activities/Performance Tasks:

This SEA serves as the beginning of your Dissertation in Practice. The identification of the contextual meaning of the Problem of Practice is the first step towards the Dissertation in Practice. The Problem of Practice is grounded in strong evidence, improvement science methodology, action research methodology and practice. It is shareable and it clearly describes what is happening in the instructional core while being connected to a systemic issue of the school/district theory of action with intended benefits identified, meaningful, insightful and innovative. The Problem of Practice is high leverage and specific of the significant impact to learning. To enhance this practical work, the candidate includes information, activities, tools and techniques, stakeholders involved and analyses to guide the Dissertation in Practice. There is a format or genre that is more applicable to your Problem of Practice as innovative approaches, ideas, designs and solutions are encouraged. Candidates will frame the problem, challenge, or phenomenon in the relevant literature and will design a specific change idea to be tested. Students will bring evidence from both literature and the specific setting that frames the problem, challenge, or phenomenon in the particular organizational context.

EDL 7108   Action Research

Building, District, Teacher rubrics t Wilmington University Graduation Competencies t Information Literacy

Action Research	Novice	Emerging	Proficient	Distinguished
Problem of Practice (POP)

Candidate identifies and develops a Problem of Practice into a manageable focus | Candidate selects a topic that is too broad or narrow. Defines the scope of the research question or hypothesis too broadly or narrowly. Candidate demonstrates how to formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information. Develops a research question that is | Candidate marginally demonstrates how to formulate questions for research based on information gaps. Develops a research question that is somewhat focused and appropriate for the assignment. | Candidate demonstrates how to formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information. Develops a research question that is generally focused and relevant. | Candidate develops and clearly articulates a quality research question/hypothesis that is appropriately focused and relevant to the assignment. Begins to develop additional questions and lines of inquiry. |

Action Research	Novice	Emerging	Proficient	Distinguished
Candidate evaluates information and its sources critically for its value, relevance and accuracy.	questionable as to credibility and reliability. Has trouble recognizing authority in various media types	generally credible, reliable, and lacking bias. Shows awareness of how to identify authoritative content.	selecting sources, and recognizes bias. Sources are relevant and significant to support the research need. Begins to standard authorities.	(timeliness, authority, relevance, accuracy, purpose) when selecting sources. Recognizes context and bias when present. Recognizes that authoritative content may be published or unpublished. Articulates distinctions when appropriate.
Scholarship as Conversation: Candidate will be able to take part in scholarly communication and conversation.	Candidate acknowledges that there are different points of view on a topic but does not articulate that there is a sustained discourse within a community of scholars.	Candidate incorporates different points of view and recognizes that a scholarly work may not represent the only perspective on the issue.	Candidate incorporates different points of view and articulates that there is a sustained discourse within a community of scholars. Candidate articulates that a given scholarly work may not represent the only perspective on the issue.	Candidate demonstrates the value of incorporating different points of view and articulates that there is a sustained discourse within a community of scholars. Candidate recognizes that a given scholarly work may not represent the only - or even the majority perspdiayteprospif ferent /F3

Action Research	Novice	Emerging	Proficient	Distinguished
			other scholars whether quoted or paraphrased.	in quotes from another author unless paraphrased and cited.
Information legal and ethical work: Candidate demonstrates application of university policies regarding plagiarism, academic integrity and use of campus networks and information resources.	Candidate demonstrates need for training of university networks and information systems.	Candidate demonstrates ability to use university networks and information with assistance.	Candidate demonstrates ability to use university networks and information. Demonstrates disciplinary conventions regarding ethical use of information.	Consistently complies with restrictions on the legal and ethical use of information and university information resources. Applies ethical use of information and presents academic integrity.
Digital literacy Candidate effectively demonstrates the ability to use relevant technologies to manage and communicate information.	Candidate has difficulty attempting to use digital tools to organize information, construct new knowledge, create media expressions, and communicate with others.	Candidate is able to use digital tools to organize information, construct new knowledge, create media expressions, and communicate with others.	Candidate effectively uses digital tools to organize information, construct new knowledge, create media expressions, and communicate with others.	Candidate is highly accomplished in the use of digital tools to organize information, construct new knowledge, create media expressions and communications, Candidate assists others with digital tools for communication.

District rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
				engaging diverse stakeholders in the strategic planning, implementation and evaluation for continuous improvement.
NELP 1.2 A. Educational Leadership Skills Candidate demonstrates skills required to evaluate existing improvement processes.	Candidate applies various tools and techniques (e.g. fish-bone diagram and other graphic organizers and analysis tools) for evaluating existing improvement process.			

Novice	Emerging	Proficient (TARGET)

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
improvement processes.	analysis tools) for evaluating existing improvement process.	evaluating existing improvement process with the school leadership team.	evaluating existing improvement process with the faculty and staff.	improvement process with the faculty, staff, parent and community stakeholders.

Teacher Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Domain 2: a. b. c. d. Accessing and Using Research to Improve Practice				

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
	improve teaching and learning.	improve teaching and learning.	improve teaching and learning.	

REFERENCES

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Clauset, K.H., Lick, D.W., & Murphy, C.U. (2008). **Schoolwide action research for professional learning communities: Improving Candidate learning through the whole faculty study groups approach**. Thousand Oaks, CA: Corwin Press.

Creswell, J.W. (2005). **Educational research: Planning, conducting, and evaluating quantitative and qualitative research** (2nd ed.). Upper Saddle River. NJ: Merrill/Prentice Hall.

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Fraenkel, J.R., & Wallen, N.E., & Hyun, H. (2012). **How to design and evaluate research in education** (8th ed.). Boston: McGraw-Hill.

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