
EDL 7109

Action Research II

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2016).
Cambridge, MA: Harvard Education Press.

*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.

Publication Manual of the American Psychological Association, 6th edition, Washington, D.C., 2010.

The Problem of Practice will have been developed into a well-designed research project. The focus of this course is to create specific implementation and evaluation plans. The instructor will work in consultation with the student and a field-based mentor to review, modify if necessary, and approve the plan for action. The final plan must be submitted to the Wilmington University Human Subjects Review Committee for approval prior to implementation.

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The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;

In the College

Design Thinking. What is design thinking and why is it so popular? <https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular>

Gallagher, A. & Thordarson, K., (July, 2018). This year, lead like a designer.

Vol. 60 (7).

5 Awesome TED talks for designers. <https://www.interaction-design.org/literature/article/5-awesome-ted-talks-for-designers>

- This chapter should begin with a short overview or introductory section that includes
 - A statement of the problem of practice
 - Its importance
 - Those affected by it and who will benefit from its resolution
 - Is the POP's source inside or outside the school?
 - What is the current practice that relates to the problem
 - Is there a theoretical base from which the POP can be examined?
 - What are the values influencing the problem?
 - How did it become a problem?
 - Is the POP SMART (Specific, Measureable, Attainable, Relevant, Timely)?
 - Identify the context as one in which you have influence
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- 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 What worked? What didn't?
 - o What impact did the innovation have?
 - o What are the limitations of the study?
- Discussion and Implications
 - o How does what you found relate to the literature?
 - 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 Activities/Performance Tasks:

1. Candidate frames and records project design in journals, Gantt charts, flow charts or project planning materials their step by step project outcomes, evaluation or assessment and activities. (UBD, Tyler curriculum planning)
2. Candidate chooses a planning design (Gantt charts, flow charts or project planning materials) in combination with recorded information.
3. Candidate applies improvement science processes.
4. Candidate identifies project outcomes.
5. Candidate identifies project evaluation and assessment that is linked to the project outcomes.
6. Candidate identifies the project focus questions that drive or frame the study. e.g., what does the literature say? What is the current practice? What needs to change? What innovations can be brought to the problem of practice?

Learning Activities/Performance Tasks:

1. Candidates investigate best practices that have been attempted on their topic selection.
2. Candidates report various points of view about their topic and apply their context for the action research.
3. Candidates design an assessment process that reflects the outcomes.
4. Candidates design a timeline that includes who, what, where and when process items will be conducted.

Learning Activities/Performance Tasks:

1. Candidates define the change they are proposing in their classroom/school or district.
2. Candidates make predictions about what will happen as a result of their actions.
3. Candidates design a way to test and measure the change on an appropriate scale.
4. Candidates investigate or search the literature for similar problems/solution to their proposed action research to review what has worked in other settings.

Learning Activities/Performance Tasks:

1. Candidates describe specifically what they are trying to accomplish.
2. Candidates describe the change they might introduce and why.
3. Candidates will describe how they know that the change is actually an improvement.

SEA is in response to simulations in Canvas.

This SEA serves as a continuation to your Dissertation in Practice with an emphasis on a deeper dive into the best practices, methodology, practices, creative solutions, challenges, roadblocks and implementation plans that are being

		information or gaps or on reexamination of existing, possibly conflicting, information. Develops focus question(s) that is generally relevant.	the assignment and the topic.	pertinent and relevant.	assignment and topic.
<p>Impact on the Classroom, School or District (CSD)</p> <p>Candidate provides information from the literature and data gathered and describes the improvement project.</p> <p>WU GC – Disciplined Inquiry</p>	<p>Candidate has a conceptual project that lacks description of the research and local CSD data.</p>	<p>Candidate has an improvement project that describes supportive research and local CSD data.</p>	<p>Candidate has an improvement project that describes the relevant research and local CSD data.</p>	<p>Candidate has an improvement project that describes the relevant research and local CSD data and reviews all sides of the issue.</p>	<p>Candidate has an improvement project that describes the relevant research and local CSD data and reviews all sides of the issue. The candidate uses research specific to the CSD context.</p>

				standard authorities.	Articulates distinctions when appropriate.

<p>Information legal and ethical work:</p> <p>Candidate demonstrates application of university policies regarding plagiarism, academic integrity and use of campus networks and information resources.</p> <p>WU GC - Ethics</p>	Candidate plagiarizes.	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.

<p>NELP 1.2 B. C. D. Educational Leadership Skills</p> <p>Candidate demonstrates skills required to develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation; articulate a</p>	Candidate adopts the existing district-wide improvement process that may include data collection, diagnosis, design, implementation and evaluation.	Candidate develops a district-wide improvement process that includes data collection, diagnosis, design, implementation and evaluation.	Candidate, in collaboration with the district office leadership team, develops a district-wide improvement process that includes data collection, diagnosis, design, implementation and evaluation.	Candidate, in collaboration with the district and school leadership teams, develops a district-wide
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<p>process for strategic planning; and develop an implementation plan to support the improvement process.</p>	<p>Candidate articulates the strategic planning process to the school board.</p> <p>Candidate develops an implementation plan with the school board.</p>	<p>Candidate articulates the strategic planning process to the district leadership team and the school board.</p> <p>Candidate develops an implementation plan with the district leadership team and the school board.</p>	<p>Candidate articulates the strategic planning process to the district and school leadership teams and the school board.</p> <p>Candidate develops an implementation plan with the district and school leadership teams and the school board.</p>	<p>Candidate articulates the strategic planning process to the district and school leadership teams, the school board, and the community stakeholders.</p> <p>Candidate develops an implementation plan with the district and school leadership teams, the school board and the community stakeholders.</p>
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1.2 B. C. Educational Leadership Skills

Candidate demonstrates skills required to.72 sTJETQq;

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Riel, M. (2007). Center for Collaborative Action Research. Available at <http://cadres.pepperdine.edu/ccar/define.html>

Stringer, E.T. (2007). (3rd ed.). Thousand Oaks, CA: Sage.

Trochim, W.M.K. (2002a). Deduction & Induction. Retrieved August 26, 2004, from the Research Methods Knowledge Base website: <http://www.socialresearchmethods.net/kb/dedind.htm>