

SECTION III: Detailed Description of the Evidences

Evidence #1 (State Prescribed)

Action Research Project

Evidence: Students will design and conduct action research in a school setting. The primary focus of the project will be to explore ways to enhance student learning.

Graduate Standards: 2, 3, 4

Action Research Project

Graduate Evidence 1

DIRECTIONS: STEP 1—Select some aspect of your teaching and/or classroom that you want to learn more about. This could be the implementation of a new teaching strategy over a period of time; an intervention strategy to assist students with special needs; the effects of “hands-on” vs. lecture type teaching; the introduction of a project and its effects on student learning, etc. Your project should result in a **positive impact** on student learning. Pick something you are interested in investigating.

STEP 2—You will need to get approval of your topic and methodology before beginning your action research. Complete Sections A and B below with enough detail your instructor can visualize your project to identify any potential obstacles. The “project proposal” is due on _____. Once you obtain approval, you may begin your research.

STEP 3—To complete your action research project, you will need to compile your results/findings into a final report. You will follow the outline below to write your final report and findings. Your report will include Sections A, B, & C. Your final report is due on _____.

Section A—Overview

A.1 The critical question(s) of my action research project I hope to understand more about is/are:

A.2 The setting for this action research project:

- Brief description of community, school (class, race, mission, values, urban/rural)
- Brief description of participants
- Brief description of the classroom where the action research project will take place
- How this context matters to the study
- My comfort level with this context

A.3 The story behind this action research project:

- Why I am interested in this area?
- What my own experiences are with this area?
- How my own values, beliefs, and sense of “good teaching” are represented in this action research project?
- What are my biases?
- How my position as a student teacher influences the project?
- How this information matters to this study?

A.4 A synopsis of the problem, dilemma, and/or issue, centering this action research project:

A.5 A synopsis of the strategy to be used, the intervention to be tried, the innovation to be implemented, the evaluation to be conducted, or other *action* to be applied in the study. Explain why you chose this strategy and document in the literature support for this strategy. You will need to research your topic and/or related areas being investigated.

A.6 Time line for the action research project:

A.7 Reference list for the action research project. Include articles, books, research studies, etc., relevant to your action research project.

Section B—Methodology: How the problem, dilemma, and/or issue will be addressed.

B.1 Data & Documents to be collected—the data/documents you collect may include, but is not limited to the following. The data you collect should illustrate a positive impact on student learning.

- Observations described
- Interviews described
- Test scores
- Documents and artifacts to be collected

B.2 Description of how data will be collected.

- How it will be organized
- Research observation journal/log--When entries will be made
- Time line of planned critical analysis points
- Appendices (what additional data I will collect to give context to my research project?)

B.3 How I will include others in the interpretation of my action research project:

- Professional Colleagues
- Critical Colleague
- Students

B.4 Brief statements of how the data and documents will be analyzed:

- Analyze (parts): How the categories of data and documents will be analyzed?
- Synthesize (whole): How all of the data and documents will be scrutinized?
- Deconstruct (assumptions): What assumptions have been made and what are “other” possible interpretations?

B.5 How this design deliberately plans for trustworthiness?

B.6 How I am gaining appropriate permissions?

B.7 Possible interruptions, distractions, and difficulties and the plan for dealing with these?

Section C—Conclusions & Possibilities

C.1 What were the findings/results of your action research project? What positive impacts on student learning did you find? Support your findings/results with data to back your claims.

C.2 Statement of how I will share what I have learned?

- Written document
- Public Forum

C.3 What *actions* I expect/hope to be the result of my action research project? So what, now that you are finished with this project, how will your findings change the way you teach or students learn in your classroom? Support your actions or next steps plan.

Part C. How/why the evidence specifically addresses the standards

In this project, teachers will actively investigate a teaching/learning problem, dilemma, intervention, and/or issue effecting “life” in the classroom. The project addresses **Standard 2—*Respectful Educational Environments***—by researching ways to establish a positive and productive environment for a diverse population of students, their families, and the community.

The action research project allows teachers to demonstrate in-depth knowledge of curriculum, instruction, and assessment, as well as, model the integration of 21st century content and skills into educational practices. This aspect of Evidence 1 addresses **Standard 3—*Content and Curriculum Expertise***.

Finally, completing the action research project helps candidates to learn how better to facilitate student learning through evidence-based practice informed by research. Graduate candidates will design action research to investigate and improve student learning and school policies and practices. This aspect of Evidence 1 addresses **Standard 4—*Student Learning***—by helping the graduate candidate to critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Part D. How the evidence will be evaluated by the institution

A scoring rubric will be created to score each of the two evidences. For each project, candidates will be required to receive a “Meets” or “Above” rating in all areas of the projects. If any items receive a “Below” or “Not Yet Met” rating, the candidate will be required to correct the deficient area(s) and resubmit the product until they meet the standard in all categories.

Evidence #2

Teachers as Leaders Project

Evidence: The candidate will disseminate the findings of their action research project. As a minimum students will present their findings at the College of Education Graduate Research Symposium. Students will be highly encouraged to present their research, either as a paper or poster at state-wide or national conferences.

Graduate Standards: 1, 5

Teachers as Leaders Graduate Evidence 2

DIRECTIONS: In this evidence, you will develop and implement a plan to share your **Action Research Project** with others. The local, state, or national audience can be other teachers, educators in general, administrators, etc.

Potential audiences can include: school faculty meetings; local content area teacher meetings; local or state curriculum meetings, local PLC meetings; professional organization conferences (local, state, or national). The choice of audience is open, but your choice should be approved by your instructor.

As documentation of this evidence, you will submit a brief report consisting of the following items:

1. **Audience**—what is the nature of the group in which you presented your action research project? Describe the meeting and its purposes.
2. **Presentation format**—How did you present your action research project? Presentation formats can include: a power point presentation, web page/site, handouts, other audio or visual representations, etc.
3. **What was the reaction?**—You will need to collect feedback from your presentation. Summarize the feedback and reaction(s) of your audience. What the reaction what you expected? What about the audience’s reaction surprised you? What are some examples of comments you heard? Be specific.
4. **Appendix Items**—Include a table of evaluation form results and comments, scanned copy of items you used in your presentation or other artifacts related to your presentation. Examples include—copy of the event program, handouts, copy of power point slides, etc.

This evidence is to be submitted on _____.

Part C. How/why the evidence specifically addresses the standards

For this evidence, the graduate candidate will demonstrate effective ongoing communication, collaboration, and team-building among colleagues by conducting a staff development workshop for colleagues at the local, state, or national levels. The candidate will facilitate mentoring and coaching of fellow teachers and participate in professional learning communities. By completing this evidence, graduate candidates demonstrate their competence of **Standard 1: Teacher Leadership**.

Finally, completing the *Teachers as Leaders* project, graduate candidates contribute to the systematic, critical analysis of learning in their classrooms and beyond. By sharing their research with their colleagues, they promote an educational culture that values reflective practice. This aspect of Evidence 2 addresses **Standard 5—Reflection**.

Part D. How the evidence will be evaluated by the institution

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