

***SCHOOL OF EDUCATION***

***Location Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands, CA 92373*

***Phone***

*(909) 748-8064*

**SYLLABUS**

**Course: MALT 610**

**Course Title:** Research In Practice

**Term:**

**Days/Times:**

**Class Location:**

**Faculty:**

**Office:**

**Phone:**

**Office Fax: (909) 335-5270**

**E-mail:**

**Office Hours:**

**CATALOG COURSE DESCRIPTION**

This course focuses on the basic concepts and techniques of research in practice, formulating meaningful research questions, designing a study, collecting, analyzing, and evaluating data, and implicating issues for classroom and online based instruction. An understanding of the range of research in practice traditions undertaken in educational settings and the application of this understanding to one’s own subject specific classroom practices are the main objectives for the course.

**CONTEXTUAL COURSE DESCRIPTION**

*Research in Practice* will introduce you to a variety of terms used to describe research done on site by school practitioners, such as, “action research,” “teacher research,” “practitioner research,” “site-based research” “action science,” “collaborative action research,” “participatory action research,” “educative research,” and “emancipatory praxis.” Even though each tradition has grown out of its own social context, it is probably safe to say that at the core of each of these traditions is a commitment to placing practitioners and sometimes students at the center of the research enterprise.

This course emphasizes action research, writing and the teaching of writing, infusing technology within these multiple literate processes.  Students complete pre-assessment strategies as they move toward completion of a comprehensive written document.  Emphasis on intervention, data analysis and recommendations for classroom research-based work relevant to social justice pedagogy.

**COURSE OBJECTIVES**

**TPE:** Teacher Performance Expectations, California State

[TPE 1, 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13]

1. Students will design and conduct a research cycle of acting, observing, and reflecting. [TPE 1, 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13]
2. Students will identify, develop, and model new perspectives of the relationship between theory and practice in educational settings. [TPE 12, 13]
3. Students will engage in critical reflection to change and improve various aspects of practice, one’s understanding of practice, and the place where one practices. [TPE 1, 1B, 2, 3, 4, 5, 6B, 6C, 7]
4. Students will clarify ethical commitments to professional practice within a framework of democratic principles. [TPE 6B, 6C, 7, 8, 9, 10, 11]
5. Students will document and disseminate the research cycle by writing an account of the action research experience. [TPE 1, 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13]

**REQUIRED READINGS**

Shagoury, R. & Power, B.M. (2012) *Living the Questions: A Guide for Teacher-Researchers.* Stenhouse. (ISBN: 978-1571108463)

PROFESSOR WILL PROVIDE: Thomas, R. Murray (2005) *Teachers Doing Research: An Introductory Guidebook*. Pearson Education, Inc. (ISBN: 978-0205435364)

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course and all other Professional Teacher Preparation courses. **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time. The logon is [http://moodle.redlands.edu](http://moodle.redlands.edu/). The site will have links to the course syllabus, assignments, resources, and other communication tools. There is no charge for the use of Moodle. **TaskStream** is a web-based lesson, unit, and instructional resource. TaskStream can be purchased on-line at [http://www.TaskStream.com](http://www.taskstream.com/) for an individual full year subscription. Be sure to indicate you are a student and click on the University of Redlands. The student rate will be charged and you will be connected to our learning community. Other technology tools will be needed such as word-processing, spreadsheet and databases; PowerPoint, FrontPage, Hyperstudio, Blogger, and Inspiration may be required for classes. All software is available in the School of Education for use. Microsoft Office 2000 or later version will be helpful if you have it accessible. Internet access using the Internet Explorer web browser will be required for classes ([http://moodle.redlands.edu](http://moodle.redlands.edu/)). All courses build on prior coursework and technology skills. Technology skills also should be used as often as is appropriate to enhance learning and teaching competence. When all PTPP coursework is completed successfully, candidates will have met the Level I technology requirements. Additionally, **The Armacost Library** site at [http://www.redlands.edu](http://www.redlands.edu/) /library has links to many other on-line resources under Internet Education Resources.

Candidates will use Moodle tools (email, the discussion board, links, and course materials to download, and electronic gradebook). They will use TaskStream Lesson Builder, Standards Manager, and Rubric Wizard, and continue to build and maintain their portfolio of teacher *Work Samples* throughout several courses, using TaskStream’s *Mybrary* electronic portfolio. Candidates will use Internet searching skills and tools, word processing, spreadsheets and database, the SAT 9 Analyzer, Inspiration, create WebQuests, integrate United Streaming, and other available programs into lessons. Candidates will present to the class using both PowerPoint and Taskstream, as well as demonstrating additional integration for student access of academic knowledge.

**CANDIDATE ASSESSMENT**

**Signature Assignment I: Research Questions, Research Resources, and Research Plan. (40 points)** [TPE 1, 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13] Due on: Class session 3

Signature Assignment I serves as a research checkpoint and is designed to assure that your research question and planned intervention are well founded. That is, you have formulated a question and planned an intervention and data gathering so that your research will have the following qualities:

• Your research is centered on an instructional goal and your students’ learning;

• Your research has educational merit (you are examining a legitimate educational issue and have a valid purpose and rationale for doing the research);

• Your research plan for gathering data is strategically connected to your research question and will lead to answers to the question;

• And your research is do-able within the time frame and scope of the course.

**Signature Assignment II: Draft #1 of Teacher Research Study (40 points)** [TPE 1, 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13] Due on: Class session 4.

Signature Assignment II is a well-written draft of your teacher research study that incorporates the work you have done on your study up to date. Thus Signature Assignment II will include material from Writing Assignments A, B, and C, Signature Assignment I, and Writing Assignment D. This material may be amplified (e.g., you might add new contextual material that has evolved since you wrote Writing Assignment A); or it may be revised (e.g., you might strengthen your analysis of data); and it may be edited (e.g., you may eliminate sentence or grammar errors that you now see or rearrange material).

To be a well-written draft, Signature Assignment II must fully integrate all of your research material to date (simply “copying and pasting” previous Writing Assignments and Signature Assignment material onto one document does not constitute a well-written draft). You will also need to assemble your research material in a coherent form that is reader-friendly. In other words, you’ll need to add an introduction, transitions, and any other parts of your teacher research study to date that strikes you as essential (e.g., some memorable vignette or dialogue). You should also use section headings for the different parts of your draft. (See sample papers at the class website for examples of section headings.)

In summary, listed below is the material that the Second Benchmark is to contain (not necessarily in order listed):

• Title (current working title)

• Introduction

• Transitions & Section Headings

• Background/Context

• Preliminary diagnostic data with analyses

• Research Question/Topic, including purpose and rationale

• Overview of relevant research and expert practitioners sources (see Writing Assignment C for literature source requirements)

• Description of intervention

• Research plan with timeline for intervention and for gathering data

• Pre-intervention baseline data sets and analyses (at least 2 distinct baseline sets—one achievement data and one attitude data--with a detailed description of each set as well as a set of observation data)

• Discussion of specific plans for next steps

• Reference list

Purpose and Structure for Signature Assignment II

Writing a fully developed draft will give you time to substantively revise and strengthen your research study before you submit the final draft on the last night of the course. Signature Assignment II should fully integrate all of your research material (simply copying and pasting Signature Assignment I onto Signature Assignment II will not constitute a well-written draft). As with Signature Assignment I, you will want to assemble your research material into a coherent form that is reader-friendly, with a title page, introduction, transitions, section headings, and a table of contents. You will also want to integrate references from your literature sources into appropriate sections of your study.

Manuscript Form

For literature and other sources, use APA style for in-text documentation and your list of references. For other manuscript requirements consult with your section instructor.

## Signature Assignment III: Analysis of Post-Intervention Outcome Data & Pre-Intervention Baseline/Post-Intervention Outcome Comparisons (60 points) [TPE 1, 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13] Due on: Class session 6.

## Signature Assignment III focuses on organizing, analyzing, and representing outcome data for your study and initiates your comparison of pre-intervention baseline data with post-intervention outcome data. Be mindful that you will have data that you may not include in the Signature Assignment III but that you will represent and analyze in Signature Assignment IV. E.g., you may have process, “in-the-midst” observational data that you gathered during your intervention; you may have student work samples that you gathered during your intervention; you may have post-intervention interviews. In Signature Assignment IV you should include all such relevant and meaningful data sets even though they are not required in Signature Assignment III.

Purpose and Structure for Signature Assignment III

Writing a fully developed draft will give you time to substantively revise and strengthen your research study before you submit the final draft on the last night of the course. Signature Assignment III should fully integrate all of your research material (simply copying and pasting Signature Assignment I & II onto Signature Assignment III will not constitute a well-written draft). As with Signature Assignment II, you will want to assemble your research material into a coherent form that is reader-friendly, with a title page, introduction, transitions, section headings, and a table of contents. You will also want to integrate references from your literature sources into appropriate sections of your study.

Manuscript Form

For literature and other sources, use APA style for in-text documentation and your list of references. For other manuscript requirements consult with your section instructor.

**Signature Assignment IV: Full Draft of Study (60 points)** [TPE 1, 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13] Due on: Class session 8.Signature Assignment IV focuses on your writing a full draft of your completed research study. Draft 1, Signature Assignment II, detailed your research study up to and including your pre-intervention baseline data. For Signature Assignment IV, you will be adding the following:

• A richly detailed, replicable description of your intervention, including specific details about your instructional strategies and the intervention process, and representation and analyses of “in-the-midst” process data collected during the intervention;

• Presentation and analyses of your post-intervention outcome data (achievement and student attitude data);

• Presentation and analyses of comparisons of your pre-intervention baseline data and your post-intervention outcome data;

• Detailed conclusions that are based on your data and analyses and that refer back to your research question, including a discussion of how your conclusions relate to the literature you reviewed and how your intervention supported English Learners, Special Needs Students, the use of technology, the home-to-school connection, and teaching for social justice;

• Discussion of communication of focus students’ strengths and growth and continuing challenges to parents/families and possible implications for nurturing and communicating future growth;

• Discussion of how new insights or knowledge will inform future teaching;

• Detailed reflection on the instructional and research experience.

Purpose and Structure for Signature Assignment IV

Writing a fully developed draft will give you time to substantively revise and strengthen your research study before you submit the final draft on the last night of the course. Signature Assignment IV should fully integrate all of your research material (simply copying and pasting Signature Assignment III onto Signature Assignment IV will not constitute a well-written draft). As with Signature Assignment II, you will want to assemble your research material into a coherent form that is reader-friendly, with a title page, introduction, transitions, section headings, and a table of contents. You will also want to integrate references from your literature sources into appropriate sections of your study.

Manuscript Form

For literature and other sources, use APA style for in-text documentation and your list of references. For other manuscript requirements consult with your section instructor.

**Writing Assignment A: Context**

The purpose for Writing Assignment A is to give you the opportunity to gather information about the various contexts of your research. Your understanding of the context of your research setting should directly affect your formulation of a research question and your designing an intervention to answer your question. Your research question must center on your instruction and your students’ learning. Knowing more about your context—from whether your school is focusing on raising API scores to particular instructional emphases adopted by your school to the academic challenges of its own students—will enable you to develop a research question that is relevant to the particularities of both where and whom you are teaching.

Writing Assignment A also gives you the opportunity to experiment with effective ways to present information (for example, you might use graphs to present your school’s student demographic information; you might sketch your classroom’s arrangement of desks and materials and then scan the sketch in order to be able to insert it into your research paper or you might take photographs of your school and classroom and scan those so that they’re ready to be inserted into your final paper).

To assist you in gathering information about the contexts of your research, Writing Assignment A is sequenced around a series of tasks related to the various contexts. When you pick up an electronic copy of this assignment at MyRedlands, you’ll find that these tasks are formatted on a template at the end of this assignment. The template’s format will enable you to enter your responses in the frame below each task (either through word processing directly on the template or through copying and pasting from another document).

**Writing Assignment B: Preliminary Data**The focus of Writing Assignment B is on identifying, collecting, organizing, describing, and analyzing preliminary diagnostic data that will inform and perhaps help you focus your research topic/question. These data can help you think about the students’ greatest areas of need and may, ultimately, also serve as pre-intervention baseline data. Data gathered for this writing assignment must be of three types:

(1) **Student work and achievement data** (i.e., assessments, tests, student work samples, writing samples);

(2) **Data about what students think about themselves as learners and about their work** (i.e., surveys, interviews, self-assessments).

(3) **Observational data:** This type of data documents direct classroom activity and interaction. (e.g., journaling, field notes, capturing student talk [selective verbatim], video, photographs, frequency counts/classroom sweeps).

*You may be asking why collect data now, probably even before you have generated a research question*. Early analysis of preliminary diagnostic data can result in identifying a research issue/topic or can often focus or sharpen a research question. Many of you have already gathered some data as a function of doing Writing Assignment A; what you learned about your focus students from Writing Assignment A may inform your thinking about possibilities for data for Writing Assignment B.

**Plan for gathering at least three types of data, including one from each of the following categories**:

1. **Student work and achievement:** This type of data includes work students generate or assessments students take to illustrate levels of achievement of particular concepts or skills.
2. **Student attitudes, survey and/or interview data:** This type of data should capture students’ ideas and attitudes about their own learning and/or about their knowledge of a particular topic or a particular instructional strategy (e.g., individual or group student interviews about students’ thinking and perspectives related to a particular subject of concept; student surveys targeting attitudes about and/or experiences with particular subjects or concepts or instructional strategies).
3. **Observational data:** This type of data should enable you to systematically assess and record how students are learning and interacting in your classroom. Selective verbatim captures some of what students are saying; frequency counts and classroom sweeps yield a tally of certain behaviors; journaling records details of class events that might otherwise be lost.

The achievement data, if well chosen, can help you analyze your focus students’ academic strengths and challenges, thereby giving you critical information for your research topic/question and intervention. Similarly, the student attitude data should give you vital insights into your students as learners. If your initial survey yields some further questions, don’t hesitate to do a follow-up survey or some selected interviews to elicit more information. The observational data can give you insights about students’ engagement and methods of learning.

You may want to use this assignment as an opportunity to learn more about what you’ve already started wondering about in classrooms where you have observed. Or you may use the assignment to determine which class you want to target or which subject. Carefully consider what data you’ll gather for this assignment: choose wisely so that the data will serve you well.

**Writing Assignment C: Issues, Questions, and Literature Review**

The purposes for Writing Assignment C are the following:

**Part 1** facilitates your formulating a focused researchable question or topic that centers on your instruction and your focus students’ learning for your inquiry project.

**Part 2** facilitates your finding and reviewing relevant literature for your inquiry.

Your literature sources can be useful in a number of ways: they should inform your rationale for your inquiry; they can help shape the design of your intervention; they can give you ideas for gathering data. Also importantly, literature sources can enrich your discussion of your eventual research findings and conclusions, discussion of how the intervention supported English Learners, Special Needs Students, the home-to-school connection, use of technology, emphasis on teaching of social justice, and discussion of your future teaching. Look for relevant and informative literature sources. True to the recursive nature of research, you may find that you have to seek out new sources as questions arise or subtopics are revealed during the research process.

Writing Assignment C lays the groundwork for your completing Signature Assignment I. You can think of Writing Assignment C as planning and drafting work for your Signature Assignment I, your first graded assignment. Submitting a well-done Writing Assignment C on time enables you to receive feedback before you submit Signature Assignment I to your instructor and your M.A. Faculty Committee.

**Writing Assignment D: Baseline Data**Writing Assignment D focuses on organizing, analyzing, and representing your pre-intervention baseline data for your study as well as observation data. At least two sources of pre-intervention baseline data are required**, including one set from each of the following categories**:

1. **Achievement and student work data** (assessments, tests, writing samples, student work samples)**:** This type of data includes work students generate or assessments student take to illustrate levels of achievement of a particular concepts or skills. This data will need to be comparable to your planned post-intervention outcome achievement data and relevant to your research question.
2. **Attitude data** (interview, survey, or self assessment data)**:** This type of data should capture students’ ideas and attitudes about their learning or about a particular subject or topic or instructional strategy. This data will need to be comparable to your planned post-intervention outcome attitude data and relevant to your research question.

In addition, by this juncture of your research, you should also have gathered observational data. Your observational data may or may not be both a pre-intervention and a post-intervention sample. Researchers sometimes use observation data to evaluate the need for a particular research question, but more often they use observation data to document the progress of an intervention:

1. **Observational:** This type of data is documentation of direct classroom activity and interaction. (i.e., journaling, field notes, capturing student talk, video, photographs, frequency counts/classroom sweeps, etc.).

On the outside chance that one or both of your data sets from Writing Assignment B fit well into your research plan as baseline data, you may use data sets from Writing Assignment B for this assignment (more advisable however would be gathering additional baseline achievement data or more detailed attitude data). The expectations for Writing Assignment D are that you will describe each data set fully (who, what, when, where, how, why); describe the methods you used to analyze the data; include a table, figure, or list of emerging themes that summarize what you found in the data; show samples from the data that demonstrate key aspects of your findings in your data analysis; and explicitly link your data findings to your intervention plan. In addition, you will look at the findings of the 3 data sets together to see if you can “triangulate” your findings. (Triangulation is the use of at least 3 different data sources to validate findings.)

**Writing Assignment E: Reflection**Think about your experience with your teacher research since the beginning of the project. You are uniquely situated to offer advice and encouragement to the next cohort who takes this course.

Write a well-organized reflective letter addressed to a hypothetical credential candidate (or to a current credential candidate if you know one), articulating your specific insights into conducting teacher research and offering well-considered advice and encouragement. In this letter, cover the following points:

ADVICE

• Offer specific advice on steps and processes and any other words of wisdom that will help one succeed in the teacher research study.

• Offer specific advice about gaping pitfalls to avoid that could impair one’s progress on the teacher research study.

ENCOURAGEMENT

• Describe the impact that this Teacher Research Study has had on your understanding of teaching and student learning. Include in this description a consideration of the impact that your inquiry project has had on your ability to design instructional strategies that focus on strengthening student learning.

• Describe the impact that this Teacher Research Study has had on your thinking about yourself as a professional educator.

**PROGRAM/COURSE POLICY: PROFESSIONAL RESPONSIBILITIES**

Creating an inclusive learning community involves a social contract to which everyone agrees so as to maximize the learning of others and self. Certain behaviors hinder this pursuit. The following is the social contract that will be upheld by both students and teacher in class. Should the contract be violated, regardless of how well one is doing academically, the individual will be asked to leave the class. This consequence is based in ethics: teaching cannot be separated from who one is as a person. He or she will need to meet with the Chair, Preliminary Teacher Credential Program.

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| --- | --- |
| **Professional Ethical Responsibilities for Remaining in Class** | |
| **Demonstrated** | **Violated** |
| Being inclusive. Listening fully and attentively to all speakers or presentations. Being fully attentive to all. Such listening reflects intellectual empathy, humility, and perseverance.  Maintaining eye contact, listening for understanding, and keeping the focus on the speaker addressing the group. | Being exclusive. Having side-bars, making comments not addressed to the group, passing notes or participating in any other form of verbal or written communication, doing any outside work (e.g. grading papers / responding to emails) rather than consistently being an attentive member of the learning community. |
| Writing or developing as writers demonstrating mastery in constructing original knowledge. Acknowledging the role of research in one’s teaching and learning. | Using the work of others and presenting it as if you did the work. Plagiarism is such a serious issue that should this occur, you risk being dropped from the program. |
| Acting with integrity regarding technological tools.  Notifying the professor if an emergency arises where you need the cell phone turned on during class. | Engaging in text messaging, surfing the Internet, keeping cell phones in the silent or vibrate mode and stepping outside of class for the purpose of using technology. |
| Monitoring one’s participation in course so that everyone is able to participate.  Initiating meetings with the instructor if one is shy or reluctant to speak within a whole class setting so as to share one’s thinking with the professor. | Dominating class discussions or never contributing or speaking up in class. |
| Choosing a proactive attitude to further the overall accomplishment of the course objectives collegially (i.e. using intentionality to create a positive and productive reality). Meeting with the instructor to ensure a relevant and excellent course is created. | Choosing an attitude of being bored or failing to create relevance. This results in creating a course that is less than excellent for self, others, and the instructor. |
| Challenging one’s own egocentric, sociocentric, and ethnocentric assumptions so that one is an advocate for all students. | Perpetuating racism, sexism, heterosexism, classism, ableism, sizeism, ageism, and using religion to promote intolerance. |
| Meeting with the teacher to discuss ways to better meet one’s needs (including requests to discuss the possibility of alternative assignments). | Failing to meet with the instructor to share how the course can become an excellence learning opportunity and choosing to complain to class members. |
| Contacting the instructor if a situation prevents being in class. | Missing class and/or leaving early without talking with the instructor. |

**GRADUATE GRADING SYSTEM/SCALE** (See University Catalog)

4.0 – 3.7 **A Outstanding**

The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.

3.3 - 3.0 **B Excellent**

Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.7 - 2.3 **B/C Acceptable**

or 2.0 The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

1.7 and **D Poor**

Below Graduate students will not receive credit for a course awarded a grade of 1.7 or below.

**GRADING SCALE RUBRIC**

# Part I: Introduction to the Study

Essential Element: Research Question & Purpose for the Study (TPE 3,8)

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| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| **The** **research question is provided and is researchable in a general sense**. *The purpose for the study may not be clearly described or justified.* | **The research question is clear and researchable**, and *the purpose for conducting the study is clearly described. The researcher justifies why this study is important.* | **The** **research question is clear and researchable in the context and time frame**, and *the purpose for conducting the study is clearly described*. *The researcher justifies why this study is important* and *discusses assumptions, observations, or experiences that led to the topic.* | **The** **research question is clear and researchable in the context and time frame**, and *the purpose for conducting the study is clearly described. The researcher justifies why this study is important with a valid argument* and *discusses multiple assumptions, observations, and experiences that led to the topic. The researcher also discusses anticipated findings.* |

**Essential Element: Description of the Context (TPE 8)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher provides **cursory information** on the *community, school, classroom, program model, and the characteristics of target student(s).* | The researcher provides **adequate information** about the *community, school, classroom, program model, and the target student, including language background and academic strengths and challenges*. | The researcher provides **extensive information** about the *community, school, classroom and program model*. The researcher also provides **detailed information, supported by some examples**, about the *target student(s), thereby discussing the language background, academic strengths and challenges, interests, and general home experiences of the student(s)*. | The researcher provides **extensive information** about the *community, school, classroom, program model, and the resident teacher’s instructional approaches in relation to the research question*. The researcher provides **detailed information, well supported by multiple and specific examples**, about *target student(s), including language background and academic strengths and challenges, family and home experiences, and academic and social interests.* |

**Essential Element: Teaching English Learners and Addressing a Diversity of Students (TPE 7)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher **provides evidence that s/he understands concepts about English learners**, *but this evidence may be very limited or cursory*. *This understanding can be related to either the L1 or L2 (or both) of the student.* | The researcher **clearly demonstrates an emerging understanding of concepts, theories, and appropriate instructional practices for English learners**. *This understanding can be related to either the L1 or L2 (or both) of the student*. | The researcher **clearly demonstrates, through a detailed discussion, a solid understanding of concepts, theories, and appropriate instructional practices for English learners**. This knowledge base is applied at times to the intervention. *This understanding can be related to either the L1 or L2 (or both) of the student.* | **The researcher demonstrates, through a thorough and detailed discussion, a solid understanding of concepts, theories, and appropriate instructional practices for English learners** and consistently applies this knowledge to the intervention. Specific and accurate references are made to theory and/or research related to English learners. *This understanding can be related to either the L1 or L2 (or both) of the student.* |
| Diversity Note: In addition to English Learners, address the diversity of students in your class broadly. Consider also students with disabilities, students with diverse learning styles, gifted students, and any other aspect of diversity that is relevant to your classroom. | | | |

**Essential Element: Implications for Family-School Connections (TPE 11, 12, 13)**

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| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher **discusses general ways to provide information** to parents/families on the target student’s(s’) strengths and areas for growth. | The researcher **discusses specific and viable ways to provide information** to *and work collaboratively* with parents/families on the target student’s(s’) strengths and areas for growth. | The researcher **discusses how s/he has provided understandable, accurate, and detailed information** to parents/families about the target student’s(s’) strengths and areas for growth *as well as ways to work collaboratively with parents.* | The researcher **discusses how s/he has provided understandable, accurate and detailed information** to parents/families about the target student’s strengths and areas for growth. S/he also *discusses the collaborative interaction s/he has had with parents in relation to learning goals.* |

**Essential Element: Rationale for the Intervention—Literature Sources, Expert Practitioners (TPE 1,6,8)**

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| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| **The** **intervention is** **supported by an argument**; **however, this justification may not be valid***. While the argument is supported by literature sources*, the relevance of the source(s) to the research question may not be clearly presented*. The sources also may not be referenced or cited appropriately and may be in list form rather than integrated into the study’s writing.* | **The** **intervention is credible and is justified by a valid argument** *using an appropriate range of relevant literature sources.* Although the discussion of sources may benefit from additional consideration, the sources appear to support the research question, but inference may be needed to connect the sources to the research question. *The sources are also integrated into the study’s writing and are referenced and cited appropriately.* | **The** **intervention is credible and is justified by a valid argument** *using an appropriate range of relevant literature sources* that *are integrated into the study’s writing.* The sources, which are *referenced and cited appropriately*, are thoroughly discussed and clearly support the research question and proposed intervention. | **The** **intervention is credible and is justified by a valid argument** *using an appropriate range of relevant literature sources* that *are integrated into the study’s writing.* The sources, which are *referenced and cited appropriately*, explicitly and appropriately support the research question and are accurately interpreted.  Sources are also linked to the design of the intervention to support the rationale. |

**Essential Element: Rationale for the Intervention—Context Data, Preliminary Diagnostic Data, Observational/Field Notes (TPE 1,6,8)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| **The** **intervention is** **supported by an argument**; however, *this justification* *may not be valid or supported by data sources.* The discussion of these data sources may not be clearly connected to the research question. | **The** **intervention is credible and is justified by a valid argument** *using an appropriate range of data sources.* Although the discussion of these data sources may benefit from more consideration, the data appear to support the research question, but inference may be needed to fully connect the data to the research question. | **The** **intervention is credible and is justified by a valid argument** *using an appropriate range of data sources.* The thorough discussions of these data sources support the research question and the connections between the data and the research question and proposed intervention are clear. | **The** **intervention is credible and is justified by a valid argument** *using an appropriate range of data sources.* The thorough discussion of these data sources explicitly and appropriately supports the research question and proposed intervention. Contextual factors are linked to the design of the intervention to support the rationale. |

# Part II: The Intervention

**Essential Element**: **Research Design and Plan: Replicability (TPE 1,6,9,10)**

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| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| **The research design is** **outlined in broad strokes** *without sufficient detail to replicate*. | **The research design is outlined in broad strokes,** and *some of the activities could be replicated in a general way.* | **The research design is thorough and detailed sufficiently enough** so that *all activities could be replicated in a general way*. | **The research design is thorough and detailed. The researcher clearly describes elements of the research design (including specific steps of the intervention, methods for gathering data, detailed timeline) with sufficiently explicit detail** so that *the intervention could be replicated precisely*. |

**Essential Element: Research Design and Plan: Validity (TPE 1, 6B, 6C, 9, 10)**

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| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| **The research design is related to and broadly addresses the research question,** but *there may be a mismatch between the research question and some of the strategies proposed.* | **The research design is related to and explicitly addresses the research question,** but *there may be a mismatch between the research question and some of the strategies proposed.* | **The research design is related to and explicitly addresses the research question,** and *there is a match between the research question and the strategies proposed.* | **The research design is related to and explicitly addresses the research question,** and *there is a solid match between the research question, the sources cited, and all of the strategies proposed.* |

**Essential Element: Data Collection (TPE 2, 3, 5)**

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| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher **discusses** *three or more relevant data sources*, **linking them to the intervention plan**. | The researcher **discusses** *three or more data sources*, **linking them clearly to the intervention plan.** *Data sources are developmentally appropriate—*  *linguistically, cognitively, and socially.* *Dated samples include pre-intervention baseline and post-intervention outcome data.* | The researcher **discusses** *three or more relevant and developmentally appropriate data sources, both formal and informal and gathered from an appropriate range of diverse students,* **in detail (what, from whom, when, where, and how collected) and clearly and explicitly links them to the intervention plan**. *Dated samples include pre-intervention baseline data, process data monitoring the intervention, and post-intervention outcome data*. | The researcher **discusses** *three or more relevant and developmentally appropriate data sources, both formal and informal and gathered from an appropriate range of diverse students,* **in detail (what, from whom, when, where, and how collected) and clearly and explicitly links them to the intervention plan**. *Dated samples include pre-intervention baseline data, process data monitoring the intervention, and post-intervention outcome data.* Attention has been paid to the validity and reliability of the measurement tools used. |

**Essential Element: Instructional Strategies (TPE 1,2,4,5, 6,11)**

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| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| **Some of the instructional strategies are connected to research question or stated goals and assessment data**, but *there is a mismatch between the instructional delivery and the instructional goals.* | **Most of the instructional strategies are operationally defined,** and *match the stated instructional goals and assessment data.* *Some of the strategies may be aligned to the appropriate content standards.* | **Each instructional strategy is operationally defined** and *matches the stated instructional goals and assessment data,* and *most are aligned to the appropriate content standards.* The researcher demonstrates a developing understanding of the subject-specific pedagogical skills for the instructional approach. | **All instructional strategies are operationally defined in rich detail**, *match the stated goals and assessment data,* and *are overtly aligned to the appropriate content standards.* The researcher demonstrates an accurate understanding of the subject-specific pedagogical skills for the instructional approach and describes ideas for fostering and maintaining a positive climate for learning. |

**Essential Element: Data Analysis and Findings (TPE 3, 8, 9)**

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| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher **discusses** *data and assessment results* **but does not use them to accurately evaluate student progress or to plan or modify further instruction.** | The researcher **generally uses** *data and assessment results* **accurately to evaluate student progress and may use results to plan or modify further instruction**. Data is organized and visually represented (e.g., in a table, chart, or graph). | The researcher **uses** *data and assessment results* **accurately to evaluate student progress and to plan or modify further instruction.** Data is well organized and visually represented. Data analysis is drawn from approaches appropriate for qualitative and/or quantitative data, such as identifying themes, coding and sorting, concept mapping, and statistical weighing. **The analysis is *convincing*, drawn from the data, clearly links to the research question, and discusses performance across a range of diverse students.** | The researcher **uses** *data and assessment results* **accurately and appropriately to evaluate student progress and to plan or modify further instruction**. Each data source is clearly organized and concisely presented as well as fully analyzed. Data analysis is drawn from approaches appropriate for qualitative and/or quantitative data, such as identifying themes, coding and sorting, concept mapping, and statistical weighing. **The analysis is *compelling*, drawn from the data, clearly links to the research question, and discusses performance across a range of diverse students.** |

**PART III: Discussion**

**Essential Element: Conclusions (TPE 2,3)**

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| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher provides a **cursory conclusion** *that may be linked to data vaguely or inaccurately.* | The researcher provides **an accurate and detailed conclusion** *based on the data collection and analyses.* | The researcher provides **an accurate and detailed conclusion** *based on the data and linked to the analyses.* *The research question is revisited, and the synthesis of results and findings is clear and convincing.* Connections are made to specific similar studies and/or theories related to the topic. | The researcher provides **an accurate and detailed conclusion** *based on data and analyses***.** *The research question is revisited, and the results and findings are effectively synthesized*. Connections are made to specific similar studies and/or theories related to the topic, reflecting on how contextual knowledge informs the interpretation of results. *The conclusion is clear and convincing.* |

**Essential Element: Teaching English Learners and Addressing Special Needs Students (TPE 7)**

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| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher **provides evidence that s/he understands concepts about English learners**, *but this evidence may be very limited or cursory*. *This understanding can be related to either the L1 or L2 (or both) of the student.* | The researcher **clearly demonstrates an emerging understanding of concepts, theories, and appropriate instructional practices for English learners**. *This understanding can be related to either the L1 or L2 (or both) of the student*. | The researcher **clearly demonstrates, through a detailed discussion, a solid understanding of concepts, theories, and appropriate instructional practices for English learners**. This knowledge base is applied at times to the intervention. *This understanding can be related to either the L1 or L2 (or both) of the student.* | **The researcher demonstrates, through a thorough and detailed discussion, a solid understanding of concepts, theories, and appropriate instructional practices for English learners** and consistently applies this knowledge to the intervention. Specific and accurate references are made to theory and/or research related to English learners. *This understanding can be related to either the L1 or L2 (or both) of the student.* |
| Diversity Note: In addition to English Learners, address the diversity of students in your class broadly. Consider also students with disabilities, students with diverse learning styles, gifted students, and any other aspect of diversity that is relevant to your classroom. | | | |

**Essential Element: Implications for Family-School Connections (TPE 11, 12, 13)**

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| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher **discusses general ways to provide information** to parents/families on the target student’s(s’) strengths and areas for growth. | The researcher **discusses specific and viable ways to provide information** to *and work collaboratively* with parents/families on the target student’s(s’) strengths and areas for growth. | The researcher **discusses how s/he has provided understandable, accurate, and detailed information** to parents/families about the target student’s(s’) strengths and areas for growth *as well as ways to work collaboratively with parents.* | The researcher **discusses how s/he has provided understandable, accurate and detailed information** to parents/families about the target student’s strengths and areas for growth. S/he also *discusses the collaborative interaction s/he has had with parents in relation to learning goals.* |

**Essential Element: Implications for Teaching (TPE 8,9,10,13)**

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| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher **vaguely discusses how to use the results for future teaching or provides implications** that *are not linked to the data analyses*. | The researcher **discusses how the new insights or knowledge could be useful in future teaching situations. Recommendations may be limited or cursory** *or not fully linked to data analysis.* | The researcher **discusses how the new insights or knowledge** *gained from data analysis* **could be useful in future teaching situations.** *Specific recommended actions are clear, valid, and doable.* | The researcher **discusses how the new insights or knowledge** *gained from data analysis* **could be useful in future teaching** and provides a clear plan for immediate next steps in the teaching context in which the intervention was implemented. *Specific recommended actions are clear, valid, and doable.* |

**Essential Element: Reflections on the Instructional and Research Experience (TPE 13)**

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| --- | --- | --- | --- |
| 1.7 and Below | **2.3 – 2.7** | **3.0 – 3.3** | **3.7 – 4.0** |
| The researcher **provides a cursory reflection** *on either the instructional or research experience in relation to improving teaching practice*. | The researcher **provides a detailed reflection** *on either the instructional or the research experience in relation to improving teaching practice* and *cites general changes s/he would make based on the findings*. | The researcher **provides an extensive, detailed reflection** *on both the instructional and research experience in relation to improving teaching practice*. The researcher also *cites changes s/he would make based on the findings* as well as limitations of the study | The researcher **provides an extensive, detailed reflection** *on both the instructional and research experience in relation to improving teaching practice*. The researcher also *cites changes s/he would make based on the findings* as well as limitations of the study. Explicit connections are made between theory and/or research and the intervention. The researcher presents new and continuing questions for further study. |

**Total Points Available:**

**A** = 195 – 200 Points

**A-**  = 190 – 194 Points

**B+** = 186 – 189 Points

**B** = 181 – 185 Points

**B-** = 176 – 180 Points

**C+** = 170 – 175 Points

**C**  = 165 – 169 Points

**C-**  = 161 – 164 Points

**D+** = 156 – 160 Points

**D** = 151 – 155 Points

**D-** = 149 – 150 Points

**F** = 000 – 148 Points

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty. See the university catalog for full text of the academic honesty policy.

**LATE WORK POLICY**: There is reduction of one point per day for each late assignment.

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| **MALT 610: WEEKLY PACING GUIDE** |
| **WEEKS 1 – 5: CONTEXT**  Resources available on-line:  <http://data1.cde.ca.gov/dataquest/>  [www.hometownlocator.com](http://www.hometownlocator.com/)  Readings:  *Teachers Doing Research,* Sources of Research Topics, pp. 9 – 12  *Living the Questions,* Journals & notes, pp. 91 – 99  Interviews, pp. 100 – 102  Surveys & inventories, pp. 103 – 106  Audio & video recording, pp. 107 – 113  Documenting the classroom w/photography, pp. 113 – 115  Student artifacts, pp. 115 - 118  **Drafts of all writing tasks are due at the beginning of class. Please bring 3 copies of your writing to share with your writing group.**  Be sure to include in your responses to the tasks below aspects of any issues related to working with English language learners and SNSs and the Family/School connection!   1. Describe your school’s community and neighborhood. 2. Describe your school’s district. 3. Describe your school. 4. Describe your school’s student demographics. 5. Describe your school’s instructional culture. 6. Describe your classroom. 7. Describe yourself as an educator and learner. 8. Describe your students. 9. Culminating reflection. |
| **WEEKS 1 – 5: PRELIMINARY DIAGNOSTIC DATA**  Readings:  *Teachers Doing Research,* Sources of Research topics, pp. 9 – 11  Research Methods – Qualitative, pp. 45 – 66  Research Methods – Quantitative, pp. 67 – 90  Techniques for Gathering Data, pp. 91 – 127  Organizing Information, pp. 129 – 159  Interpreting Outcomes, pp. 161 – 175  *Living the Questions*, Harvesting Data, pp. 91 – 134  What Likes What? Data Analysis, pp. 135 – 170  **Drafts of all writing tasks are due at the beginning of class. Please bring 3 copies of your writing to share with your writing group:**   1. Gather three distinct types of data, one each from (1) student work/achievement, (2) student attitudes, survey and/or interviews, and (3) observational data. Describe each data source in specific terms. 2. Consider (1) how each data sources offers information that suggests a particular need for an intervention or inquiry study, and (2) how each data source is pertinent to your developing research questions. 3. Organize and analyze each data set you have gathered. Write a fully detailed response to the following question: What are the data sets telling or showing you? 4. For each set of data include at least one original sample from each data set (scan student work samples) and discuss in detail the significance of the sample(s). 5. Generate preliminary ideas for your research question and/or intervention plan. 6. Reflect on the next steps involving research questions, intervention, and data sources. |
| **WEEKS 1 – 5: EXPLORING ISSUES AND QUESTIONS/LITERATURE SURVEY**  Readings:  *Doing Teacher Research,* Finding and Defining Research Topics, pp. 9 – 22  *Living the Questions,* Questions Evolving, pp. 19 – 52  **Drafts of all writing tasks are due at the beginning of class. Please bring 3 copies of your writing to share with your writing group:**   1. What puzzles you about your students’ learning? 2. What would you like to try differently to strengthen your students’ learning? 3. Write out your current thinking about your research topic using a minimum of three question frames from “Framing Research Questions” (hand-out). 4. Choose the form of the question from (3) that you think is most promising and check it for jargon or value-laden phrases. Rewrite the question to remove jargon or value-laden phrases, if needed. 5. Consider the research questions you’ve written. With this “main question” in mind, think about the kind of sub-questions that you may need to answer as you pursue your research. Write the sub-questions that you anticipate may evolve during your research. 6. Think about the kind of data you can collect as a way of researching both your main question and your sub-questions. Describe this data below and indicate if it is a data source you have already gathered or a new source. 7. What topics have you surveyed in professional literature for ideas about your research question? List the topics below? 8. What topics are you planning on surveying in professional literature for ideas about your research question? List the topics below with notes about your plans for exploring them. Consider electronic research tools available through Redland’s Armacost library. 9. What topics are you planning on researching in professional literature for ideas about your research question in relation to English Language Learners? List the topics below with notes about your plans for exploring them. 10. Choose a minimum of four key selections from your current list of literature sources. List each one, giving title and author, followed by a description of how the source informs your thinking about your research. Consider specifically how the source informs your rationale for your research question or topic as well as your emerging plans for an intervention. |
| **CLASS SESSION 3: SUBMISSION OF SIGNATURE ASSIGNMENT 1**  Submission of question, research plan for gathering data, description of relevant research literature and expert practitioner resources to MA Faculty Committee for approval.  **Signature Assignment I must be submitted electronically on or before \_\_\_\_\_\_\_.** |
| **WEEKS 6 – 11: PRELIMINARY ANALYSIS OF PRE-INTEREVENTION DATA AND BASELINE DATA**  Resources:  *Teachers Doing Research,* “Research Methods—Qualitative,” pp. 45-66; “Research Methods—Quantitative,” pp. 67-90; “Techniques for Gathering Data,” pp. 91-127; “Organizing Information,” pp. 129-159; “Interpreting Outcomes,” pp. 161-175  For more ideas related to qualitative data analysis, the following excerpts offer additional ideas and are from a chapter in *Action Research: A Guide for the Teacher Researcher* (Mills, 2014).  Techniques outlined in the following sections will serve as guideposts and prompts to move you through your analysis as efficiently as possible. There is no substitute for taking time to fully immerse yourself in your data. Literally bury yourself in what you have. Read and reread, listen and re-listen, watch and re-watch. Get to know intimately what you have collected. Avoid premature judgment (arriving at answers to problems without systematic inquiry) and action and try to remain aware of what will ultimately improve the lives of children in your care.  Identifying Themes  One place to start your analysis is to work inductively as you begin to analyze the data: Consider the big picture and start to list “themes” that you have seen emerge in your literature review and in the data collection. Are there patterns that emerge, such as events that keep repeating themselves, key phrases, or survey responses that seem to “match” one another?  Coding Surveys, Interviews, and Questionnaires  One of the most frequent data analysis activities undertaken by action researchers is coding, the process of trying to find patterns and meaning in data collected through the use of surveys, interviews, and questionnaires. Working with these types of data is common because surveys, interviews, and questionnaires are generally accepted as part of the school culture, and they provide a great deal of information in a relatively short amount of time.  As you analyze your data, you may need to reduce the data to a manageable form. One way to proceed when working with fieldnotes, transcripts of taped interviews, pictures, maps, charts, and so on is to try to record data on 3" X 5" index cards that are manageable and allow for sorting. As you read and reread through your data (possibly now reduced to fit on your cards), compile your data in categories or themes. Although there is nothing magical about this process, it does take time and willingness to check that the mountains of descriptive data have been analyzed in a “correct,” “accurate,” “reliable,” and “right” way.  A few common-sense guidelines may make this more manageable:   1. Read through all of the data and attach working labels to blocks of texts or sections of student work. These labels ought to have meaning for you—a kind of shorthand that will serve as a reference point when you return to that piece of data later in the process. 2. Literally cut and paste the blocks of text (or sections of student work) onto 3" X 5" cards so that your data are in a manageable form. Use some kind of numbering system so that you can track the block of text back to the original context in which it appeared. 3. Start to group together cards that contain the same or similar labels. 4. Revisit each pile of cards and see if, in fact, the label still fits or whether similar labels actually warrant their own category.   As you code your data and reduce them to a manageable form, a label will emerge that describes a pattern of behavior. You will be well on your way to making sense of your data.  Concept Mapping and Displaying Findings  Concept maps are another useful strategy that helps action research participants to visualize the major influences that have affected the study. Experiment with ways to represent the central themes and data sources in a concept map.  It is also important to try to summarize the information you have collected in an appropriate and meaningful format that you can share with interested colleagues. To do this, it is helpful for teacher researchers to “think display” as they consider how to convey their findings to interested colleagues. You might use matrices, charts, concept maps, graphs, and figures—whatever works as a practical way to encapsulate the findings of your study.  Stating What's Missing Flag for the readers of your research what pieces of the puzzle are still missing and identify what questions remain for which you have not been able to provide answers. Often we find ourselves wanting and needing to provide answers to move beyond our data with unwarranted assertions that may, in some cases, ultimately lead to embarrassing question about what we actually did. In keeping with the theme of avoiding premature judgment, the data analysis technique of stating what's missing allows you to hint at what might/should be done next in your quest to better understand the finding of your study.  **Drafts of all writing tasks are due at the beginning of class. Please bring 3 copies of your writing to share with your writing group:** |
| **WEEKS 12 - 14: ANALYSIS OF POST-INTERVNETION OUTCOME DATA/ PRE-INTERVENTION BASELINE/POST-INTERVENTION OUTCOME COMPARISONS** Checklist of Tasks for Signature Assignment IV □ Integrate your literature sources into appropriate sections of your study, using APA Style for documentation. If necessary, find more relevant literature sources.  Notes: You can integrate your literature sources into any section of your research study. Likely sections are the following: the discussion of the rationale for your research question, the description of your planned intervention and research design, discussion of your research findings and conclusions, discussion of how the intervention supported English Learners, SNSs, the use of technology, the home to school connection, teaching for social justice, or discussion of implications for your future teaching. Remember from Writing Assignment C, a minimum of 4 published sources is required. One source must be a “scholarly academic education resource.” Two other sources must come from two other categories, either from the category of “methods text books,” “teacher research studies,” or “inquiry-based, classroom-based publications by practitioners.” The fourth source can come from any of these categories.  □ Write a richly detailed, replicable description of your intervention, including specific details about your instructional strategies and the intervention process, and representation and analyses of “in-the-midst” process data collected during the intervention.  Note: In Signature Assignment II you included a section describing your intervention plans. You may keep this section, titling it “The Planned Intervention,” and add a section describing how the intervention actually occurred in the classroom or you may replace Signature Assignment II section on the intervention with an updated, fuller section detailing the intervention.  □ Present and analyze your post-intervention outcome data (achievement and student attitude data).  Note: Remember the following steps for presenting each of your data sets:   1. Explain the context of the data set. That is, describe the data set and detail the procedures by which you gathered the data—the “who,” “what,” “where,” when,” and “how,” and “why” information for your data gathering process. 2. Describe the process you used for organizing and analyzing the data set (your methods). 3. Represent the data to the reader. This representation could take the form of a summarizing synthesis (e.g., portraits of students) or a graph (e.g., assessment scores or survey results) or a table (e.g., assessment scores or survey results). Make certain that the representation is clear. Use a legend or key that clearly explains the graph. Add numerical figures and identifying terms to graphs so that they can be easily interpreted. Label rows and columns of tables clearly. 4. Explain what is represented in graphs, tables, and samples textually. That is, interpret the representation in words. 5. Include at least one scanned sample (e.g., student’s writing, student’s graphic organizer, student’s survey response, student’s quiz or test, observation notes) that illustrates key aspects of your findings in your analysis. 6. Analyze what the data tells you as a researcher, connecting that analysis to your intervention (especially for pre-intervention baseline data) and to your research question (especially for post-intervention outcome data).   □ Present and analyze comparisons of your pre-intervention baseline and your post-intervention outcome data.  □ Write your conclusions based on your data and analyses, including a discussion of how the intervention supported ELLs, SNSs, the home-to-school connection, the use of technology, teaching for social justice, and how your conclusions relate to the literature you surveyed. In addition, discuss any limitations that you’ve realized about your intervention and line of inquiry. Be certain also to return to your research question and discuss new or continuing questions.  □ Discuss communication of focus students’ strengths and growth and continuing challenges to parents/families with suggestions for nurturing and communicating future growth.  □ Discuss how the insights and knowledge you gained from your research will inform your teaching.  □ Write a detailed reflection on your instructional and research experience, including a discussion of both the benefits and challenges of your experiences.  □ Go back through Signature Assignments I and II and make all changes or amplifications recommended by your section instructor.  □ Adjust the details of your research plan (activities and timeline) to represent what actually happened during your intervention and data gathering.  □ Make appropriate changes at the end of Signature Assignment II, incorporating details from the section on “next steps” into the description of your intervention and your method for gathering data.  □ Bring tenses in Signature Assignment II into alignment with the time frame of your final research study. That is, in Signature Assignment II, for actions that have now occurred change tenses in passages where you used the future tense.  □ Do a final check that you have used appropriate pseudonyms for your district, school, and students.  □ Write a reference list in APA Style that includes all sources (literature sources, presentations, interviews with colleagues) to which you refer in your study. |
| **CLASS SESSION 12: SIGNATURE ASSIGNMENT IV AND WRITING ASSIGNMENT E: REFLECTION DUE**  **SMALL GROUP PRESENTATIONS** |

**Recommended Resources for Research in Practice**

Brice, S.M. & Pine, G.J. (2010) Action Research in Special Education: An Inquiry Approach for Effective Teaching and Learning (Practitioner Inquiry). New York, NY: Teachers College Press. ISBN: 978-080775-091-9

Cooper, E.C., He, Y., & Levin, B.B. (2011) Developing Critical Culture Competence. Corwin Press, 2011. ISBN: 978-141299-625-9

Pappas, C.C. & Tucker-Raymond, E. (2011) Becoming A Teacher Researcher in Literacy Teaching and Learning: Strategies and Tools for the Inquiry Process. Routledge 1st Edition. ISBN: 978-041599-621-1

**Recommended Resources for Single Subject Candidates**

American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press. <http://www.project2061.org/tools/benchol/bolframe.html>

California Alliance for Arts Education. <http://artsed411.org/>

California Arts Council. <http://www.cac.ca.gov/programs/>

Classroom Assessment and the National Science Education Standards. <http://www.nap.edu/books/030906998X/html/>

Donovan, M. S. & Bransford, J. D. (Eds.), (2005). *How students learn: Science in the classroom.* Washington, DC: National Academy Press. <http://newton.nap.edu/catalog/11102.html#toc>

Flynn Scientific Catalog on Safety: <http://www.flinnsci.com/Sections/Safety/safety.asp>

Giouroukakis, V.M. and Connolly, M. (2012) *Getting to the Core of English Language Arts, Grades 6 – 12: How to Meet the Common Core State Standards with Lessons from the Classroom*. Corwin Press (ISBN-10: 1452218811)

*How Students Learn: History, Mathematics and Science in the Classroom:* <http://www.nap.edu/books/0309074339/html/>

Johnsen, S. and Sheffield, L. (2012) *Using the Common Core State Standards in Mathematics with Gifted and Advanced Learners.* Prufrock Press, Inc. (ISBN: 1593639945)

National Council for the Social Studies. <http://www.socialstudies.org/>

National Research Council (1996). *National science education standards.* Washington, DC: National Academy Press. <http://www.nap.edu/readingroom/books/nses/html/>

National Research Council. (2000). *Inquiry and the national science education*

*standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press. <http://newton.nap.edu/catalog/9596.html>

National Research Council (2001). *Classroom assessment and the national science education standards.* Washington, DC: National Academy Press. <http://newton.nap.edu/catalog/9847.html>

Other Social Studies Resources. <http://www.csun.edu/~hcedu013/res.html#HistorySocial>

Schools of California Online Resources for History/Social Science. <http://score.rims.k12.ca.us/>

Special Education Resources. <http://www.cde.ca.gov/sp/se/sr/selinks.asp>

Walqui, A. and van Lier, L. (2010) *Scaffolding: The Academic Success of Adolescent English Language Learners.* San Francisco, CA: WestEd. (ISBN: 978-0-914409-75-5)

World Language Educational Resources. <http://etc.usf.edu/flang/>

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| **Framing Research Questions** |

The Following list of question frames came from teacher research abstracts. Each frame is followed by a question asked by a teacher researcher. They were originally collected to experiment with formation, usefulness, and bias of research questions. *Select several to use for trying to frame your own research question from different angles.*

• Are there advantages to… as opposed to…?  
*Are there advantages to teaching a whole class with a wide range of math abilities through the use of manipulatives as opposed to teaching by ability grouping?*

• Can using… lead to…?  
*Can using a tape recorder in the initial stages of the writing process help a hostile non-writer to overcome his complete disinterest in the subject?*

• Does… improve…?  
*Does high teacher expectations improve student performance?*

• Does… increase…?  
*Does writing in math increase mathematical understanding?*

• Does… matter in…?  
*Does tracking matter in verbal growth?*

• Do… understand…?  
*Do third and fourth graders understand place value?*

• How can…?  
*How can reading and writing be successfully merged in a seventh grade language arts class?*

• How can I…?  
*How can I encourage my student to read?*

• How can we use… to… ?  
*How can we use the writing/reading portfolio to prepare students for the ultimately inevitable “authentic assessment” and why should we bother?*

• How can students…?  
*How can students learn to make the transition from invented to conventional spelling?*

• How do I…?  
*How do I develop a writing program which meets ESL spelling deficiencies?*

• How does… affect…?  
*How does keeping portfolios affect both teacher and student behavior?*

• How effective is/are…?  
*How effective are student partners in the revision process?*

• How might… help…?  
*How might one-to-one teaching help a teacher understand a learner?*

• How much… is necessary…?  
*How much sheltering is necessary in mathematics for the English as a second language (ESL) population in high school?*

• …which worked, which didn’t, and why?  
*Integrating mathematics into another subject: Which problems worked, which didn’t and why?*

• In what ways did/does… affect…?  
*In what ways did the Persian Gulf War in 1981 affect students and their ability to learn?*

• What are the advantages and disadvantages of…?  
*What are the advantages and disadvantages of using the lay reader program in high school English classes?*

• What effect does… have on…?  
*What effect does active involvement in creating rubrics that define quality have on a child’s writing?*

• What happens when students…?  
*What happens when seven and eight year olds are expected to complete involved integrated tasks which allow them to show what they can do as readers, writers and thinkers?*

• What is the correlation between… and…?  
*What, if anything, is the correlation between prewriting and good final drafts?*

• What is the impact of…?  
*What is the impact of environment on students’ behavior and self-esteem?*

• What is the importance of…?  
*What is the importance of student ownership in student writing and writing memories?*

• What ways do students…?  
*What ways do students communicate?*

• Why are students…?  
*Why are students reluctant to write?*

• Would… lead to…?  
*Would reflecting about the task of writing lead to greater active student participation in the curriculum of their English class and a desire to strive for truly “personal best”?*