**Welcome to EDUC 773**

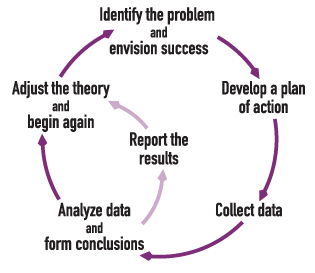
**Action Research**

[Dr. Elizabeth Soslau, Ph.D. (Links to an external site.)](http://www.education.udel.edu/elizabethsoslau/" \t "_blank)



***Why is this course important to us?***

School based teacher leadership, or leading from the classroom, is a growing trend in today’s schools. Teacher leadership enables educators to extend their sphere of influence beyond the walls of their own classrooms. Through the every day work of instruction, teachers develop critical insights about the teaching and learning process that often go unheard. One way teachers can make their voices heard is to conduct systematic inquiries (action research) related to their practice and share what they learn with their school community and beyond. Action research provides opportunities for teachers to share relevant and meaningful classroom wisdom garnered through a structure, cyclical, and reflective process by exploring and enacting positive classroom and school-wide changes. Developing skills as an action researcher, and becoming committed to action research as a pathway to improvement, will position you as a leader in your school community.



This course is closely aligned with the [University of Delaware Education](http://www.ucte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf" \o "" \t "_blank)*[Conceptual Framework](http://www.ucte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf" \o "" \t "_blank)*[(Links to an external site.)](http://www.ucte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf" \o "" \t "_blank). The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement best practices and recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts. Candidates will embody three qualities as they move on their trajectory to become professionals: knowledge and skills, leadership and commitment to equity.

***What will we learn?***

The **objectives of this course** are aimed at helping you develop an introductory level of understanding about action research. As a result of this course you will become an informed consumer of action research and you will be able to complete an authentic proposal to conduct your own future action research project in your school setting.

Our course objectives are tied to the [National Standards for Teacher Leadership (Links to an external site.)](http://www.education.udel.edu/wp-content/uploads/2013/07/Teacher-Leader-Standards.pdf" \t "_blank) developed by the [Teacher Leadership Exploratory Consortium (Links to an external site.)](http://www.education.udel.edu/wp-content/uploads/2013/07/Exploratory-Consortium.pdf" \o "" \t "_blank). Specifically, this course addresses the following standards:

* DII: Accessing and Using Research to Improve Practice and Student Learning
* DV: Promoting the Use of Assessments and Data for School and District Improvement
* DVII: Advocating for Student Learning and the Profession
* DIV: Facilitating Improvements in Instruction and Student Learning

|  |
| --- |
| **Course Objectives**  *Through our engagement with course readings, discussions, activities, videos, discussion boards, and the development of several action research proposal components we will:* |
| 1. demonstrate an understanding of the key components of rigorous action research by critiquing published action research articles and developing an action research proposal |
| 2. demonstrate reflective skills and openness to change (catalytic validity) during the reconnaissance phase of developing an action research proposal |
| 3. demonstrate a basic understanding of quantitative and qualitative data gathering tools and analyses by developing a data collection plan |
| 4. demonstrate an understanding of dialogic validity by engaging critical friends and colleagues in the development of an action research proposal and by generating a plan for dissemination of research findings to school community and other stakeholders |
| 5. demonstrate an understanding of how action research can be leveraged as teacher based and/or school wide professional development by generating a “leadership through action research” vision paper |

***What are we going to read?***

Since no person, teacher, author, researcher, professor, or administrator is an absolute authority on any topic, we will read/view a variety of video clips, papers, essays, testimonies, articles, blogs, and book excerpts. All readings and videos are freely available on CANVAS. Readings are listed on the Scope and Sequence below and a complete reference list is provided at the end of this syllabus. Please feel free to bring your own readings, websites, and videos to the attention of our learning community through our discussion boards. Conflicting perspectives about our course topics are welcomed!

***How will we know that we are making useful meanings of what we learned?***

You will receive feedback from our learning community on several performance measures including:

* Action Research Proposal **40 points**
* Article Critique **25 points**
* Discussion Boards **40 points** (5 points each)
* Reflection Journal **30 points**(5 points each)
* Mini-Literature Review **15 points** (scored by peers)
* Leadership Through Action Research Vision Paper **15 points**

All assignments are to be submitted via CANVAS and you can monitor your progress with the [grade-book feature](https://udel.instructure.com/courses/1243078/grades)

|  |  |  |  |
| --- | --- | --- | --- |
| 100 - 95 = A | 94 - 90 = A- | 89 - 87 = B+ | 86 - 83 = B |
| 82 - 80 = B- | 79 - 77 = C+ | 76 - 73 = C | 72 - 70 = C - |
| 69 - 67 = D+ | 66 - 63 = D | 62 - 60 = D- | 59 - 0 = F |

***Professionalism, Participation, Collaboration, and Academic Supports***

**Professionalism** is integral to the course because a major goal of EDUC 773 is to prepare you to enter the role of a school based teacher leader. **Participation** and **collaboration** is important for learning and emulates your life as a collaborative practitioner. You will have numerous opportunities to demonstrate proficient participation and collaboration during group discussion boards and activities. Additionally, you are reminded that you impact our entire learning community if you choose not to participate. Collaborative discussions will suffer when learning community members are not active.

The **attendance policy** for class is purposely structured to mirror the practices of the professional world. You are expected to complete each module and related activities in a timely manner.

You are responsible for knowing the University of Delaware’s policy regarding **academic honesty**(see Graduate catalog: http://www.udel.edu/stuguide). In brief, you are expected to be honest and forthright in all of your academic work. Attempts to falsify, plagiarize, or cheat will be reported in accordance with University policy.

The Academic Services Center coordinates **academic accommodations** and related services for students who meet eligibility requirements set forth by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. This generally includes students with learning and physical disabilities, but extends to those who have a debilitating condition that substantially limits a major life activity, such as learning. If you meet eligibility requirements, you are expected to contact the Academic Services Center (302-831-2805).



***My Perspective***

My instructional philosophy is guided by my desire to develop a community of learners and my view on teaching and learning is strongly influenced by socio-cultural perspectives. All members of our learning community are responsible for contributing to everyone’s development. Completing readings, developing and sharing high-quality products, participating online, and contributing to discussions will help all of us learn from each other. In my dual role as a learning community member and the instructional designer of our learning environment, I share the responsibility with you.

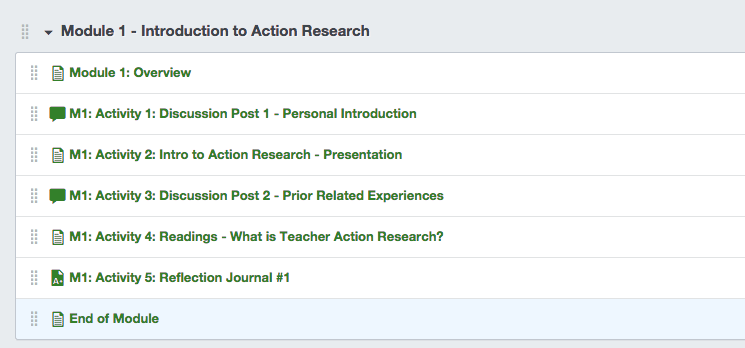
Please approach me if your needs are not being addressed. I will collaborate with you to help you reach your personal level of success. I will work hard to make our learning environment safe and enjoyable for everyone. I hope you will share your discomfort or other concerns with me so that I can address your learning needs. I will continually assess and adjust my instructional plan to better meet the needs of our learning community.

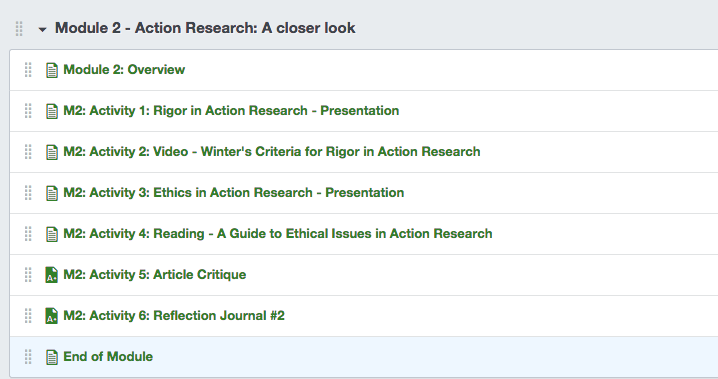
Finally, our ultimate goal is to embark on a journey towards understanding the incredible benefits of action research and advocate for the use of action research in our school communities. Each of our trajectories for this journey will be different because of who we are, where we come from, and our personal life experiences. However, since we are all aiming to become the best teacher leaders possible, our end goals are the same. If we are ever to be successful in our shared pursuit of promoting teaching excellence, engaging in the inquiry process toward the goal of improving our own practices and pupil learning is a critical competency to develop throughout this semester and beyond.

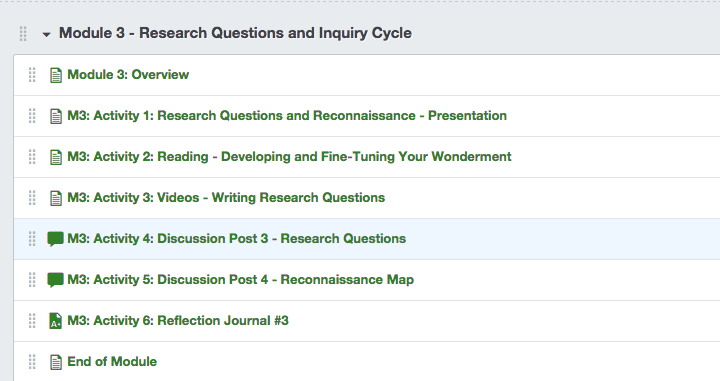


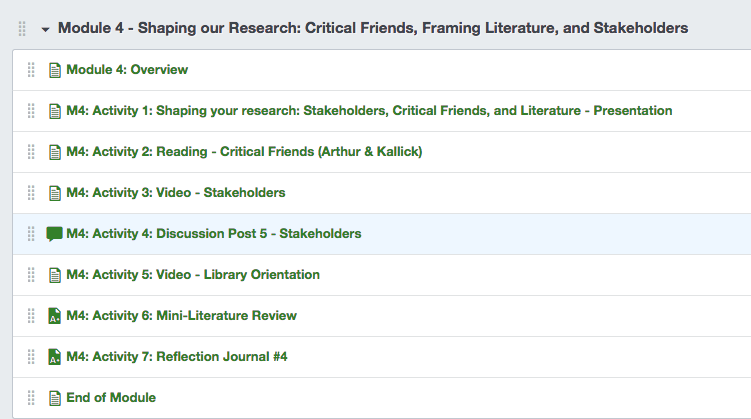
Click [herereview the documentiew in a new window](https://udel.instructure.com/courses/1243078/files/47941806/download?verifier=0pOlI6O2nZnuJoMMt09Vs9XJkoIkHOYJcN6DqycI) for a complete reading/reference list for the course and click [here review the documentiew in a new window](https://udel.instructure.com/courses/1243078/files/47941803/download?verifier=T1CPKVlqBSSmxvnMrZnoobRHwdAGfZJGd0Zv2Kmg)for a list of incredibly helpful web-based resources. [iew in a new window](https://udel.instructure.com/courses/1243078/files/47941803/download?verifier=T1CPKVlqBSSmxvnMrZnoobRHwdAGfZJGd0Zv2Kmg)

Now that you've read the syllabus, you're ready to get started. Click [**START NOW**](https://udel.instructure.com/courses/1243078/modules/1375338) to get to the first module. Or, you can use the left hand navigation bar to access the first module.

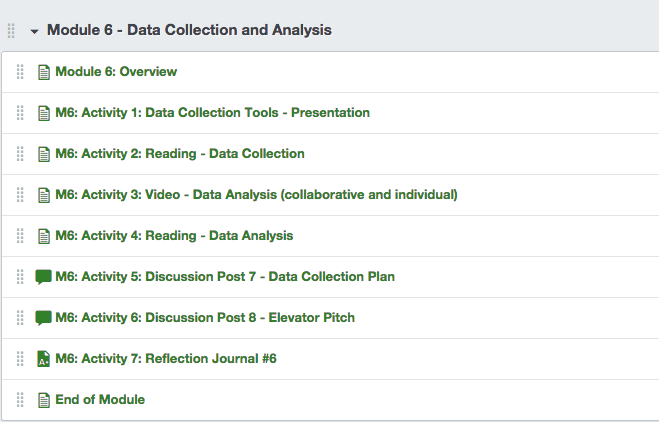














| **Date** | **Details** |
| --- | --- |
| **Thu Oct 23, 2014** | |  |  | | --- | --- | | [**M1: Activity 1: Discussion Post 1 - Personal Introduction**](https://udel.instructure.com/courses/1243078/assignments/4515397) | due by11pm | | [**M1: Activity 3: Discussion Post 2 - Prior Related Experiences**](https://udel.instructure.com/courses/1243078/assignments/4515396) | due by11pm | |
| **Sun Oct 26, 2014** | |  |  | | --- | --- | | [**M1: Activity 5: Reflection Journal #1**](https://udel.instructure.com/courses/1243078/assignments/4515537) | due by 11:59pm | |
| **Sun Nov 2, 2014** | |  |  | | --- | --- | | [**M2: Activity 5: Article Critique**](https://udel.instructure.com/courses/1243078/assignments/4533147) | due by 11:59pm | | [**M2: Activity 6: Reflection Journal #2**](https://udel.instructure.com/courses/1243078/assignments/4533221) | due by 11:59pm | |
| **Thu Nov 6, 2014** | |  |  | | --- | --- | | [**M3: Activity 4: Discussion Post 3 - Research Questions**](https://udel.instructure.com/courses/1243078/assignments/4533346) | due by11pm | | [**M3: Activity 5: Discussion Post 4 - Reconnaissance Map**](https://udel.instructure.com/courses/1243078/assignments/4533433) | due by11pm | |
| **Sun Nov 9, 2014** | |  |  | | --- | --- | | [**M3: Activity 6: Reflection Journal #3**](https://udel.instructure.com/courses/1243078/assignments/4533220) | due by 11:59pm | |
| **Thu Nov 13, 2014** | |  |  | | --- | --- | | [**M4: Activity 4: Discussion Post 5 - Stakeholders**](https://udel.instructure.com/courses/1243078/assignments/4533475) | due by 11pm | |
| **Sun Nov 16, 2014** | |  |  | | --- | --- | | [**M4: Activity 7: Reflection Journal #4**](https://udel.instructure.com/courses/1243078/assignments/4533223) | due by 11pm | | [**M4: Activity 6: Mini-Literature Review**](https://udel.instructure.com/courses/1243078/assignments/4533222) | due by 11:59pm | |
| **Thu Nov 20, 2014** | |  |  | | --- | --- | | [**M5: Activity 5: Discussion Post 6 - Research Questions and Purpose Statement**](https://udel.instructure.com/courses/1243078/assignments/4534311) | due by11:59pm | |
| **Sun Nov 23, 2014** | |  |  | | --- | --- | | [**M5: Activity 6: Reflection Journal #5**](https://udel.instructure.com/courses/1243078/assignments/4533224) | due by 11:59pm | |
| **Thu Nov 27, 2014** | |  |  | | --- | --- | | [**M6: Activity 5: Discussion Post 7 - Data Collection Plan**](https://udel.instructure.com/courses/1243078/assignments/4534509) | due by11pm | | [**M6: Activity 6: Discussion Post 8 - Elevator Pitch**](https://udel.instructure.com/courses/1243078/assignments/4534872) | due by11pm | |
| **Sun Nov 30, 2014** | |  |  | | --- | --- | | [**M6: Activity 7: Reflection Journal #6**](https://udel.instructure.com/courses/1243078/assignments/4533225) | due by 11:59pm | |
| **Thu Dec 4, 2014** | |  |  | | --- | --- | | [**M7: Activity 3: Leadership Through Action Research Vision Paper**](https://udel.instructure.com/courses/1243078/assignments/4533226) | due by11pm | |
| **Wed Dec 10, 2014** | |  |  | | --- | --- | | [**M7: Activity 5: Action Research Proposal**](https://udel.instructure.com/courses/1243078/assignments/4533227) | due by 11:59pm | |

**Reference List**

***Readings and Contributing Sources***

Arthur, C., & Kallick, B. (1993). Through the lens of a critical friend. *Educational Leadership, 51*(2), 49.

Burghardt, D. & Krowles, C. (2005). Math by Design. *Networks, 8*(1).

Costa L. Arthur, and Bena Kallick. (1993)"Through the lens of a critical friend." *Educational Leadership* *51*(2), 49.

Dana, N. (2013). Digging Deeper: A teacher inquirer’s field guide into action research. Corwin, Thousand Oaks, CA.

Feldman, A. (2007). Validity and Quality in Action Research. *Educational action research, 15*(1).

Feldman, A. (2007). Teachers, responsibility and action research. *Educational action research, 15*(2).

Ferrance, E. (2000). Action Research. Northeast and Islands Regional Education Laboratory at Brown Univeristy

Hewitt, R., & Little, M. (2005). Leading action research in schools. Project Central, Daytona Beach FL <http://reach.ucf.edu/~CENTRAL>.

Lanaux, C., Vice, K., & Fasching-Varner, K. (2014). Chaos in the Classroom: Center learning in a 1st grade setting. *Networks 16*(1, 10.

Melrose, M. (2001). Maximizing the Rigor of Action Research: Why would you want to? How could you? *Field Methods, 13*(2), 160-180.

Mertler, C. (2011). Action Research: Improving Schools and Empowering Educators. Sage, Thousand Oaks, CA.

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Patel, N., Smith, R., Fitzsimmons, K., Kara, M., & Detmer, E. (2012). Utilizing goal setting strategies at the middle level: Helping students self-regulate behavior. *Networks, 14*(2).

Peleaux, J., & Endacott, J. (2013). ReQuest in the secondary history classroom: How does the introduction of a purposeful reading technique effect comprehension of text? *Networks, 15*(1).

Roche, M. (2011). Creating a dialogic and critical classroom: reflection and action to improve practice. *Eduational Action Research 19*(3), 317-343.

Roof, L., & Kreutter, C. (2010). An interactive storytelling puzzle: Building a positive environment in a second language classroom. *Networks, 12*(1).

Velluto, R., & Barbousas, J. (2013). Silencing reading, silencing the boys: Using action research to investigate silent reading programs and its effects on boys’ literacy skills. *Networks 15*(1).

Viadero, D. (2002). Research: Holding up a Mirror. *Education Week*. <http://www.edweek.org/ew/articles/2002/06/12/40research.h21.html>

Waters-Adams, S. (2006). Action Research in Education. University of Plymouth. <http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.htm>

Whitehead, J. (1989). Creating a living educational theory from questions of the kind, how do I improve my practice. *The Cambridge Journal of Education, 19*(1), 41-52.

Zeni, J. (2006). A guide to ethical issues and action research. *Educational Action Research 6*(1), 9-19.

Zeichner, K. (2003). Teacher research as professional development for P-12 educators in the USA. *Educational Action Research, 11*(2). 301-326.

**Helpful Websites – Online Resources**

1. Research network of the Americas – a professional organization for Action Researchers (Think about joining!!!) <http://www.arnaconnect.org/>
2. A wikispace with tons of resource and video tutorials for action research! <http://ccar.wikispaces.com/>
3. Action research examples and abstracts - <https://www.det.nsw.edu.au/proflearn/research/topics/arindex.htm>
4. Southern Cross University - <http://www.scu.edu.au/schools/gcm/ar/arhome.html>

* A beginner’s guide - <http://www.aral.com.au/resources/guide.html>
* Planning your inquiry: <http://www.aral.com.au/resources/reflques.html>
* Papers on action research and inquiry organized by topic: <http://www.aral.com.au/resources/arphome.html>

1. Methodological approaches for action research and research paradigms: <http://www.web.ca/robrien/papers/arfinal.html>
2. Collaborative Action Research Network (CARN). -<http://www.did.stu.mmu.ac.uk/carn/>
3. Science teaching action research -  <http://www.drawntoscience.org/educators/action-research/>
4. History of Action Research - <http://infed.org/mobi/action-research/>
5. Videos, resources, guidebook - <http://www.nefstem.org/teacher_guide/intro/index.htm>
6. Examples of Action Research: <http://www.nefstem.org/action_research_journals.htm>
7. A ridiculous amount of links to resources: <http://www.emtech.net/actionresearch.htm>
8. Action Research as Human Experience: <http://www.actionresearch.net/>
9. College students’ examples of action research reports: <http://people.umass.edu/~afeldman/ARpapersfall2000/>

**ARTICLE CRITIQUE**

**Your Name: Title of Article:**

**Directions:** Type your answers directly underneath the prompts below. Review rubric before completing this activity.

**Section 1: Framing the Research**

1a. What is the problem that the researcher is exploring?

1b. What are the main questions?

1c. How does the author use evidence and literature to frame the problem?

1d. What ethical considerations did the author address, or not address?

**Strengths and Weaknesses for Section 1 – What did the author(s) do well and what could be improved?**

**Section 2: Action, Results, and Dissemination**

2a. What is the action/innovation/change?

2b. Who are the beneficiaries of the action/innovation/change?

2c. What were the results of the action(s)?

2d. How were the results/findings disseminated?

**Strengths and Weaknesses for Section 2 – What did the author(s) do well and what could be improved?**

**Section 3: Winter’s Criteria for Rigor, Guba and Lincoln’s Validity Criteria, and Anderson, Herr, Nihlen’s Criteria**

3a. How convincing are the researchers’ findings/claims/conclusions?

* ***Reflexive Critique*** – In what ways did the researcher(s) recognize their own biases and personal assumptions?
* ***Dialectic Critique*** – In what ways did the researcher(s) explore and attempt to resolve the conflict between what they believe/value with what they actually practice or enact in their classrooms?
* ***Collaborative Resources*** – Who else did the researcher(s) involve? In what way where these folks contributors to the researcher(s)’ thinking or processes?
* ***Risk*** – In what ways did the researcher(s) open themselves up to failure? How do they describe the risks they took and what was the relationship between these risks and their attempt to improve pupil learning/experiences? Were the risks ethical (\* make connection to Zeni reading\*).
* ***Plural Structure*** – In what ways do/does the researcher(s) attempt to share the voices of participants? How do the participants shape the researcher(s)’ process?
* ***Theory, Practice, and Transformation*** – How do/does the researcher(s) connect theory, practice, and transformation (or change in their practices)?
* Were the findings ***credible***, ***transferable***, ***dependable***, and ***confirmable***? Why or why not?
* How did the researcher address ***democratic, outcome, process, catalytic,*** and/or ***dialogic validity***?

**Strengths and Weaknesses for Section 3 – What did the author(s) do well and what could be improved?**

**Section 4: Reflection and Continuous Action**

4a. What role did reflection play in the action researcher’s process?

4b. What are the next steps for the researcher/practitioner?

**Strengths and Weaknesses for Section 4– What did the author(s) do well and what could be improved?**

**Section 5: Self-Reflection**

5a. How has reading and critiquing this article shaped your understanding of action research?

5b. Did this activity make you more or less confident about conducting your own action research?

**ACTION RESEARCH: RECONNAISSANCE MAPPING**

(adapted from Mills, 2003)

|  |  |
| --- | --- |
| **What are your preliminary wonderments?** | **What research questions have you drafted thus far?** |
| **Respond yes or no and explain when prompted.**  1. **Is your area of focus an issue that** involves teaching and learning? Who will be the recipient(s) of your actions?  **2. Is your area of focus an issue that** iswithin your locus of control? Where will the research take place? Describe your positioning/authority to carry out the action.  **3. Is your area of focus an issue that** you feel passionate about? Why are you passionate about your focus?  4. **Is your area of focus an issue that** you would like to change or improve? What specifically are you trying to change? | |
| **What are your values and beliefs related to this focus area? Explain how things got to be the way they are and why you think they should be different. Connect your ideas to what you believe about teaching and learning.** | |
| **Exploring the problem further…**  Describe the situation you wish to change or improve.  Describe the evidence you have that the area of focus is a problem.  Describe the critical factors that affect your area of focus (environment, materials, resources, curriculum, people, and so on). | |
| **Hypothesize:** Explain the situation you intend to investigate by sharing how and why the factors you’ve identified above affect the situation you wish to change. | |
| **Refining Wonderments/Research Questions:** Share how the process of filling out this reconnaissance map has added to, reshaped, or solidified your original wonderments and research questions. | |

MINI-LITERATURE REVIEW

For this activity you will conduct a miniature literature review. The purpose is to help you practice the skills necessary to use literature to frame your action research project.

Using the process from the previous tutorials, search for peer reviewed research pertaining to your focus area. As you read, it will be helpful if you jot notes about ideas that improve or relate to your research. You will read many more articles than you will actually use for your mini-literature review.

1. This is[a list of journals (Links to an external site.)](http://ccar.wikispaces.com/Action+Research+Journals" \t "_blank) that publish action research. You can begin by searching the[UD e-journal listings (Links to an external site.)](http://library.udel.edu/" \t "_blank) for [these publications (Links to an external site.)](http://ccar.wikispaces.com/Action+Research+Journals" \t "_blank), but be sure to use other reputable journals that relate to your focus area.  [(Links to an external site.)](http://ccar.wikispaces.com/Action+Research+Journals" \t "_blank)
2. Using a word document, create a table with the following sections:
   1. Purpose/Research Questions
   2. Methods (how did the researcher collect and analyze data?)
   3. Participants (who did the researchers study?)
   4. Context (where did the research take place?)
   5. Claims/Conclusions (what do the reseachers claim and or suggest based on their research?)

 \*\*\*You need to include a minimum of three articles\*\*\*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Citation** | **Purpose/Questions** | **Methods** | **Participants** | **Context** | **Claims/Conclusions** |
| 1 | [insert article title] |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |

3. Using your table (in the same word document), write a brief summary by addressing the following prompts:

* Restate your own purpose and research questions.
* Compare and contrast the studies that you read.
* Which research methods (from the researchers’ articles) might you try to replicate or adapt for your study? Why?
* Which researchers’ claims did you read about that you hope to refute or strengthen with your project? Why?
* How does your proposed project differ from the existing research?
* Share how else your literature search influenced your thinking about your own project.
* Use APA format to reference the literature using in-text citations throughout your summary and include a complete reference list at the bottom of your summary. If you need help with APA style, please visit this[tutorial (Links to an external site.)](http://flash1r.apa.org/apastyle/basics/index.htm?__utma=185732729.31787149.1407021055.1407021055.1407021055.1&__utmb=185732729.4.10.1407021055&__utmc=185732729&__utmx=-&__utmz=185732729.1407021055.1.1.utmcsr=(direct)%7Cutmccn=(direct)%7Cutmcmd=(none)&__utmv=-&__utmk=250183174" \t "_blank).

4. Save your word document with your last name and title [ex. soslau-minilitreview.doc] and upload to CANVAS. Your literature review will be scored by your peers. I will score your literature review when you hand in your final action research proposal in Module 7.

 \*\*\***EXTRA SUPPORT**\*\*\* If you need help or advice on how to read a research article, please visit this [site.  (Links to an external site.)  
 (Links to an external site.)](http://www.sagepub.com/drewstudy/howto.htm" \t "_blank)

If you need help with your literature review, please post questions to the discussion board titled, [I need help with my literature review](https://udel.instructure.com/courses/1243078/discussion_topics/3527297).

**Stakeholder Activity**

**Overview:** Remember, a stakeholder is a broad term used to describe anyone involved with or interested in your research. This activity is designed to help you develop an action plan to get your “stakeholders” on board with your research project.

**Steps:**

1. First, you will list all the possible stakeholders by name, group, or professional title (5th graders, parents, grade team, principal, and so on).
2. Then, you will assign a ranking based on how positive you think that stakeholder(s) will be of your project. 1 being not positive at all and 5 being very positive.
3. Then, you will assign a confidence rating based on how positive you are that they will support you and your research project. 1 being not confident at all and 5 being very confident.
4. Then, you will assign a role to the stakeholder.
   1. ***Informant*** (someone who helps you shape your project and/or gives you access to data)
   2. ***Consultant*** (someone with expertise in your focus area)
   3. ***Decision maker***(someone who impacts your locus of control)
   4. ***Co-Researcher***(someone who collaborates with you on developing and carrying out the research)
   5. ***Beneficiary*** (someone who will be impacted by your innovation/improvement)
   6. ***Critical Friend*** (someone who will be act as a sounding board and give your feedback about all aspects of your project)
5. Finally, you note the action that you need to conduct to get the stakeholder “on-board” with your research.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stakeholder**  (Who is involved in my project? Who will be impacted by project? Who do I want to share my results with?) | **Attitude 1-5, 5 = very positive**  (How supportive will they be of my project?) | **Confidence in**  **Rating 1-5, 5 = very confident**  (How sure am I about their support? | **Role**  (Informant, consultant, decision maker, co-researcher, beneficiary, critical friend) | **Action Needed**  (What do I need to do to get the stakeholder “on-board” with my research?) |
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| **Researcher:**  **My Research Question(s):**  **My Purpose Statement:** | | | | | |
| **What do I need to know?**  In this column you will note the sub-questions or the smaller questions that you need to explore so that you can address your overall wonderment. | **Why do I need to know it?**  In this column you will note how this information will help you address your wonderment. | **What kind of data will answer my questions?**  Three columns are provided here because you want to note multiple sources of data that you will collect/access to address your sub question. | | | **Who do I contact for access to this data?**  In this column you will identify the contact person to get access to the data. |
| **Sub-question #1:** | **This data will help me to understand…** | **Data Source #1** | **Data Source #2** | **Data Source #3** |  |
| **Sub-question #2:** | **This data will help me to understand…** | **Data Source #1** | **Data Source #2** | **Data Source #3** |  |
| **Sub-question #3:** | **This data will help me to understand…** | **Data Source #1** | **Data Source #2** | **Data Source #3** |  |

**Data Collection Template**

Leadership Vision Paper

Using the following three prompts, write a one-page paper explaining your vision of how action research can be used as an approach to professional development in your local school context. As you respond to the prompts, carefully think back to the readings, discussion posts, and other activities you completed throughout this semester and connect these experiences to your ideas in your vision paper.

1. Explain why action research would be important to the people in your local school community. How could action research be used as professional development?
2. Based on the models you read about in this module, briefly describe your vision of how action research would function in your school (individuals, grade teams, school wide, with students/parents, and so on). What would it look like?
3. Describe the first few steps you can take to implement a culture of inquiry in your local school community. What do you need to do to get principals, teachers, school community on board and engaged?

If you have questions or concerns about completing your action research vision paper, please post to the discussion board titled, [I need help with my vision paper](https://udel.instructure.com/courses/1243078/discussion_topics/3527300).

**Researcher Name:**

**Purpose Statement:**

**Research Question(s):**

**Contributing Literature** (insert summary from mini-lit review project)**:**

**Stakeholder Plan:**

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| --- | --- | --- |
| **Stakeholder** | **Role** | **Action Needed** |
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**Data Collection Plan:**

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| --- | --- | --- | --- |
| **What do I need to know?** | **What kind of data will answer my questions?** | | |
| **Sub-question #1:** | **Data Source #1** | **Data Source #2** | **Data Source #3** |
| **Sub-question #2:** | **Data Source #1** | **Data Source #2** | **Data Source #3** |
| **Sub-question #3:** | **Data Source #1** | **Data Source #2** | **Data Source #3** |

**Final Reflection** (respond to prompts below):

* Describe the ways your interactions with critical friends (via discussion boards postings and conversations with colleagues) shaped your research proposal. Give specific examples.
* Share any concerns you have about moving forward and actually implementing your action research proposal.
* Explain what makes you most excited about becoming an action researcher and supporting others as they engage in action research.
* Make a suggestion for how Elizabeth could improve your journey to becoming an action researcher.