

## Assignment

# ELE 584 Action Research Paper Directions

---

**Action Research Project:** This course leads to and through the action research process. Throughout the course, you are expected to submit an action research plan as well as drafts of your Introduction, Literature Review, Methodology, Results/Findings, and Discussion. A final, copyedited draft should be submitted at the end of this course. This will be a working document until final submission. Assignment details will be elaborated upon in D2L when appropriate throughout the semester term. Please review the accompanying rubric carefully to aide in the development of your project. (EC12 Texas PPR Standards: 1.11k, 1.16k, 1.31k, 1.8s, 1.25s, 1.28s, 1.29s, 3.15k, 3.16k, 3.17s, 3.18s, 3.19s, 4.12k; TS: TS2C(ii), TS2C(iii), TS3A(ii), TS4D(iv), TS5B(i), TS5B(iii); InTASC: 1i, 4e, 4f, 4k, 4o, 4q, 5c, 5p, 6c, 6e, 6l, 6m, 7k, 7l, 7m, 8b, 8g, 8n, 8o, 8r, 9e, 9g, 9l, 9m, 10g; ISTE/T: 3.2s, 3.3s, 3.5s, 3.6s, 3.7s, 4.2k, 4.3k, 4.3s, 4.9s, 4.10s, 4.11s, 4.12s, 6.9s, 6.26s, 7.12s, 7.15s)

**Coversheet**—must include the following with full APA compliance: (*Running head with page number, title, name, and institution*)

**Abstract**—should be between 50-100 words and should contain the purpose of your study, research questions, brief description of method and sample, and key findings.

**Introduction**—must include the following:

- *Hook that frames the big idea of your research;*
- Purpose of your research
- Research Questions/Hypothesis;
- Importance/Significance of your research;
  - How does your research address issues around equity and access (e.g., emergent bilingual/multi-lingual/plurilingual, socioeconomic status, marginalized/*minoritized* groups across race, gender, sexuality, religion, etc.)
  - How does your research address intrinsic and extrinsic student motivation by establishing productive learning environments for each student (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).
- Operational Definitions.

**Review of the Literature**—a clear description, citing relevant research, of the educational significance of the planned intervention.

- Contains a clear line of reasoning, citing relevant research, of the educational significance of the planned intervention
  - Include a Theoretical Framework to guide your study.

- You will want to organize this section of your paper around the major themes that you find in your research. I strongly encourage you to use headings throughout this chapter to organize your thoughts.
- Has research-based, credible sources that clearly relate to the research study (use primary and secondary sources)
- Be sure to synthesize the research and avoid summarizing each article separately.
- Adheres to the APA style manual
  - You will include a reference list at the end of your paper.
  - Be sure to use in-text citations when you use direct quotes **AND** when you paraphrase an idea.

**Methodology**—a description of how you plan to conduct the study. Methodology must describe the following:

- *Methods*
  - Contains a detailed description of how the study was conducted
  - Specify qualitative, quantitative, or mixed-methods
- *Participants*
  - Describes the PK-12 students—including demographic makeup and any other relevant characteristics
  - Be sure to maintain confidentiality of the participants **AND** school/location
  - Tables and figures should be used to describe key demographics
- *Data Collection*
  - Describes data collection—including a thorough description of how data were collected
- *Instrumentation*
  - Describe the Intervention/Instructional Lesson
    - You should select or design a high-quality pre-assessment or needs assessment instruments/procedures that provide useful information from several sources, directing the process
    - Based on pre/needs assessments, the teacher candidate—in collaboration with students, colleagues, and other stakeholders—creates challenging culturally sensitive, and developmentally appropriate/responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained)
    - Incorporates advanced technological resources throughout the process of planning and intervention/instructional lesson implementation
    - Instruments/procedures should be practical and incorporate technology
  - Describe the instruments—including name of instrument, how it will be used, and how scores are calculated and interpreted (Instruments should be included as Appendices)
- *Implementation*
  - Contains a clear and concise description of implementation of the action research process

- Plan was based on pre-assessment and needs assessment data
- Candidate planned appropriate, well-structured, and creative activities that aligned with the targeted objectives and offered opportunities that were adapted to diverse learners
  - Candidate collaborated with students colleagues, and other stakeholders to plan learning
- Candidate incorporates technological resources throughout the process of planning and implementation
- Candidate facilitated learning through a wide variety of developmentally appropriate/responsive materials and resources
  - Candidate facilitated learning that focused intrinsic and extrinsic student motivation by establishing productive learning environments for each student (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).
  - Candidate facilitated learning that was culturally sensitive, developmentally appropriate/responsive learning experiences that encourage exploration, creativity, and information literacy skills

**Finding/Results**—a detailed summary of the data collected and analyses performed on the data, using table, charts, and graphs, as appropriate.

- Contains a detailed summary of the data collected and analyses performed on the data
  - In paragraph form, describe the results of your project. I strongly suggest the use of **headings** to organize your thoughts and paper.
  - Implementation of the plan resulted in highly engaged participants and objectives were met
  - Assessment data were recorded using appropriate technology (includes a comprehensive set of lists, charts, graphs or other advanced visual representations of data to record and document data as appropriate

**Discussion**—a narrative of your conclusions and a discussion of the impact of your study on your students' learning, specific ways your study will impact your future instruction, and how you plan to share what you've learned with your colleagues. Requirements apply to this chapter:

- *Summary of key findings*
  - Contains a summary and discussion of convincing conclusions that are clearly supported by data and analyses. (You might want to make each conclusion a sub-heading!)
- *Sub-section on Impact on PK-12 Learning*
  - Contains a discussion of the impact on students' learning, which is clearly supported by pre- post data analyses
  - Project components are well-developed, complete, and accurate.

- Candidate engaged in an in-depth analysis of the project in order to identify methods to determine effectiveness and accountability for PK-12 learning.
- The teacher candidate collaborates with students and colleagues to select and create a wide variety of formative and summative assessments
- They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).
- The teacher candidate collaborates with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for each student (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).
- *Sub-section on Impact on PK-12 Teaching (include policy recommendations)*
  - Contains a discussion of specific ways the study will impact the teacher researchers' future instruction.
  - Candidate engaged in an in-depth analysis of the project in order to identify methods to determine effectiveness and accountability for PK-12 teaching.
  - The teacher candidate demonstrates their knowledge of content specific teaching and assessment, uses a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.
- *Sub-section on Reflection and Future Plans*
  - Contains a discussion of the plan for disseminating results through journals, presentations, and within your community.
  - Contains clear evidence of analyzing (including self-analysis), evaluating, and contemplating the effects of the planned project.
  - Contains reflective evidence regarding the integration of knowledge of the learners, candidate dispositions, content, and diverse student needs.
  - Candidate provides focused professional development goals, evidence of insight, deepened understandings, and professional growth throughout the reflective process.
  - Contains evidence of insight, deepened understandings and professional growth of the reflective process.
  - Provides impetus leading to reframing the situation and engaging in appropriate future planning using assessment and reflective data.
  - Contains and in-depth analyses of assessments/reflections and used this knowledge to modify or develop a comprehensive future plan that is focused on increasing student motivation for learning by establishing productive learning environments for all young children and adolescents (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).

**References**—A complete list of references is included (most likely between 20-60 references included)

**Appendices**—A complete list of appendices that include all relevant materials such as: Parental Consent, Student Assent (Depending on Age), Campus Permission for Research, All Relevant Data Collecting Instruments, IRB Letter, etc...

**Mechanics**—Adhere to APA style. Note: any papers not adhering to acceptable levels of APA style may receive a failing grade. Any violations of academic integrity may result in failing the course. APA formatting and grammatical errors will be deducted points, as appropriate.

## ELE 584 Work Sample Scoring Guide

	Exemplary	Acceptable	Unacceptable
<b>Pre-Assessment and/or Needs Assessment ACEI 4.0 Know assessment strategies to plan instruction.</b>	The candidate selected or designed high quality pre/needs assessment instruments/procedures that provide useful information related to the targeted objectives and appreciates diverse student needs. The pre-assessment instruments/procedures provided useful information from several sources, which directed the process. The pre/needs assessment data is recorded using technology in such a manner that it was easily used. The pre/needs assessment strategy was useful and practical for collecting the needed information. .	The candidate selected or designed a pre/needs assessment instrument or procedure that provided useful information and was related to the targeted objectives and appreciates diverse student needs. The pre/needs assessment data provided useful information to guide planning. The pre/needs assessment data was recorded using technology in such a manner that it was easily used. The pre/needs assessment strategy was useful and practical for collecting the needed information.	The candidate's pre/needs assessment instrument/procedure did not provide useful information to guide the work project. There was no clear relationship between information gathered and the objectives of the plan. The documentation of the information gathered was not recorded in a useful manner.
<b>Implementation of Plan ACEI 4.0 Use assessment to plan and strengthen instruction.</b>	Based on pre/needs assessment, the candidate planned appropriate, well-structured, and creative activities that aligned with the targeted objectives and offered opportunities that were adapted to diverse learners. The candidate incorporated technological resources throughout the process of planning and implementation. The implementation of the plan resulted in highly engaged participants and objectives were met.	Based on pre/needs assessments, the candidate planned appropriate activities that aligned with targeted objectives and offered opportunities that are adapted to diverse learners. The candidate incorporated technological resources throughout the process of planning and implementation. The implementation of the plan resulted in engaged participants and objectives were met.	The candidate did not base the plan on the pre/needs assessment. There was no clear relationship between targeted objectives and activities. Technology was not used adequately.

	Exemplary	Acceptable	Unacceptable
<b>Recording and/or Documentation of Assessment ACEI 4.0</b> <b>Use assessment strategies.</b>	Assessment data was recorded using appropriate technology so that data can be manipulated as needed. Lists, charts, graphs or other views of the data are provided...	Assessment data was recorded using technological resources. The recording process was complete, useful and meaningful.	The assessment was either not recorded or was not useful. Use of technology was not evident.
<b>Reflection ACEI 4.0</b> <b>Understand and use assessment to evaluate instruction</b>	The candidate showed evidence of analyzing, evaluating, and contemplating the effects of the planned project. There was reflective evidence regarding the integration of knowledge of the learner, candidate dispositions, content, and diverse student needs. The reflection provided the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth are a result of the reflective process. This reflection provides impetus leading to reframing the situation and engaging in appropriate future planning.	The candidate provided evidence of appropriate conclusions based on the analysis of the project. The candidate identified successful and unsuccessful activities/assessments and provided plausible reasons for their success or lack of success. The needs of diverse students were considered. Professional development goals are appropriate and based upon insights gained from the reflection.	The candidate provided little evidence of achievement of objectives. Statements and conclusions were not based on critical analysis. The candidate provided limited evidence of best practices and assessment. There was little or no rationale for why some assessments and activities were more successful than others. The candidate did not include goals for professional growth that were based on the experiences of the project.
<b>Future Plans ACEI 4.0</b> <b>Use assessment to plan and strengthen instruction.</b>	The candidate demonstrated in-depth analyses of assessments/reflections and used this knowledge to modify data. or develop a comprehensive future plan. The candidate identified future plans that encompass all targeted goals.	The candidate designed appropriate next steps using assessment and reflective data.	The candidate made a future plan with little or no evidence of assessment or reflective data. The plan does not match the targeted objectives, use information gained for modification nor suggest appropriate ideas for redesign.
<b>Impact on PK-12 Learning ACEI 4.0</b> <b>Use assessment to strengthen instruction that will promote student development.</b>	Project components are well developed, complete, and accurate. The candidate engaged in an in-depth analysis of the project in order to identify methods to determine effectiveness and accountability for PK-12 learning.	All project components are present and accurate. The candidate utilized data to determine the effectiveness of the project and the impact on PK-12 learning.	The candidate provided limited data on the achievement of the objectives. Determination of effectiveness was not evident, inaccurate, incomplete or based on impression rather than data.