OTL568: Action Research

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information

Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes

Course Description:
OTL568 is an advanced examination of a teacher-led research approach with an emphasis on instructional improvement and student learning.

Course Overview:
Students in OTL568 will study and apply the standard principles of action research in order to develop a tangible action plan that will help them employ action research practices in their daily activities. The goal of OTL568 is to train students how to use research to help them make decisions and take actions that will ensure universal student success in their classrooms and schools. Students will emerge from this course with the knowledge of how to find data, analyze the results, identify data gaps, and communicate how to use data in a time-efficient way to inform practices.

Course Learning Outcomes:

1. Explain the scientific process associated with research.
2. Describe the different kinds of research approaches and designs.
3. Discuss the intent of research and the issues and procedures around using a variety of data collection and analysis techniques.
4. Evaluate, interpret, and integrate research data.
5. Produce a research or professional data-driven action plan.

Principal Standard Alignment

SB 191 Principal Quality Standards (1 CCR 301-87 Section 2.02)	Assignment Implementation Evidence Examples
Standard III: Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.	
Element a: Student Academic Achievement and Growth Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students. **Element b:** Student Academic Growth and Development Principals foster a collaborative culture of job-embedded professional learning**.** **Element c:** Use of Data Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.	**Examples of artifacts that may be used as evidence of assignment implementation** 1. Stakeholders perceptions 2. Student achievement data 3. Student perceptions 4. Parent/guardian perceptions 5. Communications plans 6. Unified Improvement Plan 7. Quarterly Reports to SAC 8. Teacher Lesson Plans 9. Supervisor feedback 10. School vision, mission, and goals 11. Data analysis

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical

problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Required:

Sagor, R. D., & Williams, C. D. V. (2017). *The action research guidebook: A process for pursuing equity and excellence in education* (3rd ed.). Thousand Oaks, CA: Sage-Corwin. ISBN: 978-1506350158

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises will be provided within the course itself. Please read through each course module carefully.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.

- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	• Chapter 1 in *The Action Research Guidebook*	• Discussion (25 points) • Critical Thinking (100 points)
2	• Chapters 2 & 3 in *The Action Research Guidebook* • ECS & McRel. (2004, February). How do I know what the research says? (pp. 6-11) Retrieved from http://files.eric.ed.gov/fulltext/ED518626.pdf • ECS & McRel. (2004, February). How do I know if the research is trustworthy? (pp. 16-25) Retrieved from http://files.eric.ed.gov/fulltext/ED518626.pdf	• Discussion (25 points) • Critical Thinking (50 points)
3	• Chapter 7 in *The Action Research Guidebook* • Rabinowitz, P., & Fawcett, S. (2013). Collecting and analyzing data. Retrieved from http://ctb.ku.edu/en/tablecontents/chapter37/section5.aspx	• Discussion (25 points) • Critical Thinking (50 points)
4	• (Review) Chapter 3 in *The Action Research Guidebook* • (Review) Chapter 7 in *The Action Research Guidebook*	• Discussion (25 points) • Critical Thinking (75 points)
5	• Chapter 8 in *The Action Research Guidebook*	• Discussion (25 points)

	• National Association of Elementary School Principals. (2011). *Student assessment: Using student achievement data to support instructional decision making* [White paper]. Alexandria, VA: Author. Retrieved from http://www.naesp.org/sites/default/files/Student_Data_0.pdf	• Critical Thinking (75 points)
6	• (Review) Chapters 2 & 3 in *The Action Research Guidebook* • Chapters 9 & 10 in *The Action Research Guidebook* • Nagy, J. & Fawcett, S. (2013). An overview of strategic planning or "VMOSA" (vision, mission, objectives, strategies, and action plans). Retrieved from http://ctb.ku.edu/en/tablecontents/sub_section_main_1085.aspx	• Discussion (25 points) • Critical Thinking (100 points)
7	• (Review) Chapter 2 in *The Action Research Guidebook* • Chapters 4 & 5 in *The Action Research Guidebook* • ECS & McRel. (2004, February). Additional information: Reading reports on research studies (pp. 12-13) in *A policy maker's primer on education research: How to understand, evaluate, and use it*. Retrieved from http://files.eric.ed.gov/fulltext/ED518626.pdf • ECS & McRel. (2004, February). Reading literature reviews (or research synthesis) (pp. 14-15) in *A policy maker's primer on education research: How to understand, evaluate, and use it.* Retrieved from http://files.eric.ed.gov/fulltext/ED518626.pdf **Review as much as needed and bookmark for future use: ECS & McRel. (2004, February). *A policymaker's primer on education research: How to understand, evaluate and use it.* Retrieved from http://files.eric.ed.gov/fulltext/ED518626.pdf	• Discussion (25 points)
8	• (Review) Chapters 4, 5, 9, & 10 in *The Action Research Guidebook* • Chapter 11 in *The Action Research Guidebook*	• Discussion (25 points) • Portfolio (350 points)

Assignment Details

This course includes the following assignments/projects:

Module 1

    Teaching and Learning Conditions Survey (100 points)
    Complete **one** of the educator working conditions surveys linked below [**or** a working conditions survey from your state] and analyze the results as described below. You will need to print out the survey to answer the questions.

- 2017 Tennessee Educator Survey
  (https://tn.gov/assets/entities/education/attachments/data_survey_2017_core_teachers.pdf)
- 2016 North Carolina Teacher Working Conditions Survey
  (https://ncteachingconditions.org/uploads/File/NC16_survey_main.pdf)

After answering the questions, you need to analyze the results to discover any patterns or trends in your answers. You do not need to display the results for every question, just categories and general statements (based on how you answered the questions) that help you to identify the working conditions that support and inhibit your work of helping all students achieve proficiency. It's likely you will identify strengths *and* weaknesses in each category.

Summarize your answers from the survey using a method that graphically portrays trends or patterns in the information (e.g., table, chart, graphic organizer, etc.). The following needs to be included in this summary:

- Teaching and learning conditions that **support** your goal of universal student success
- Teaching and learning conditions that you feel make it **unreasonable or difficult** to expect universal student success (and for which you may have to determine innovative solutions in order to *achieve* that universal student success)

  Include the categories listed in the example below: Time; Facilities and Resources; Community Support and Involvement; Managing Student Conduct; Teacher Leadership; School Leadership; Professional Development; Instructional Practices and Support; Overall Assessment

- Research supported actions that you could implement based on the trends or patterns discovered in your current working conditions and that would support your goal of achieving universal student success. Meaning, *what are you going to do* to change the conditions you identified as those that inhibit your ability to achieve universal student success?

EXAMPLE:

Teaching and Learning Conditions that Help Me Achieve Universal Student Success	Teaching and Learning Conditions that Inhibit Me from Achieving Universal Student Success
Time: •	Time: •
Facilities and Resources: •	Facilities and Resources: •
Community Support and Involvement: •	Community Support and Involvement: •
Managing Student Conduct: •	Managing Student Conduct: •
Teacher Leadership: •	Teacher Leadership: •
School Leadership: •	School Leadership: •
Professional Development: •	Professional Development: •
Instructional Practices and Support: •	Instructional Practices and Support: •

Overall Assessment: •	Overall Assessment: •
Research Supported Actions	
EXAMPLE: Teacher Leadership: • Collaborate with 9th grade science teachers to establish a Professional Learning Community that will also serve the role of a leadership team. This will allow our team to share effective instructional ideas with each other, share responsibilities with each other like designating a point person, discuss student data and progress, etc. (Hall & Hord, 2011).	
References	
EXAMPLE: Hall, G., & Hord, S. (2011). *Implementing change: Patterns, principles, and potholes* (3rd ed.) Boston, MA: Pearson.	

Support your actions by referencing and citing at least two current and credible sources. The CSU-Global Library is a good place to find credible sources. Sources must be cited according to the *CSU-Global Guide to Writing and APA*. A CSU-Global formatted title page and References page are also required.

Module 2

Critical Thinking: Data File (50 points)

In this assignment you are going to begin researching what types of data are available for your use to reach performance, process, and program targets. In future modules you will be adding to this data template in the following ways:

- In Module 3 you will identify the format of that data (e.g., raw numbers, graphs, reports, etc.).
- In Module 4 you will identify data needed to improve performance but not currently collected.
- In Module 5 you will determine what data needs to be analyzed and ways you can efficiently conduct the analysis in order to use the data to improve performance.

For your Module 2 Assignment, however, use the Data Template (linked in the Week 2 folder) to complete Steps 1-3 described below.

> **Step 1:** Identify the classroom/school/district/state data that is available and related to your content area and grade level. For example, you may teach physical education, but all teachers are responsible for integrating math and reading into their content areas. So you would also want to identify the math and reading data that is available in addition to any data regarding physical education.

> **Step 2:** Identify the data targets (e.g., one year's growth, proficiency, 50th percentile, etc.)

> **Step 3:** Identify the location of the data (e.g., district data warehouse, AIMS web, PowerSchool, classroom grade book, etc.)

Submit the data template with the Module 2 identified items addressed, as explained above. Your assignment should be thoughtful and thorough, well-written, and formatted per the *CSU-Global Guide to Writing and APA*.

Module 3

Critical Thinking: Data Template Continued (50 points)

Here in Module 3 you will add to the data template that you began in Module 2. This week you will identify the format of that data (e.g., raw numbers, graphs, reports, etc.). In future modules you will be adding to this data template in the following ways:

- In Module 4 you will identify data needed to improve performance but not currently collected.
- In Module 5 you will determine what data needs to be analyzed and ways you can efficiently conduct the analysis in order to use the data to improve performance.

For your Module 3 Assignment, however, use the data template you began in Module 2 to complete Steps 1-2 described below.

> **Step 1:** For the available data identified in Module 2, list the "data formats" of the available data (e.g., raw data, reports, graphed data, etc.).

> **Step 2:** Identify possible time efficiency ideas for data use (e.g., have students analyze own data; run reports from school data warehouse weekly so you remember how to use the software and have current data available for planning; use an electronic grade book so you can manipulate student grades in various ways without having to re-enter data; etc.)

Submit the data template with the Module 3 identified items added, as explained above. Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

Module 4

Critical Thinking: Data File Continued and Data Collection Method (75 points)

In this module assignment you will identify data that is not currently collected but that is needed in order to improve performance. In a future module you will be adding to this data template in the following ways:

- In Module 5 you will determine what data needs to be analyzed and ways you can efficiently conduct the analysis in order to use the data to improve performance.

For your Module 4 Assignment, however, use the data template you began in Module 2, and added to in Module 3, to complete Steps 1-3 described below.

> **Step 1:** Identify where there is a data gap or, in other words, missing data that is needed to improve performance (e.g., student interest data, student learning style data, family information, etc.)

> **Step 2:** Identify possible collection methods to collect the needed data (e.g., online student interest survey, create a Google form learning style survey so that all data is in a spreadsheet that can then be manipulated as needed, etc.)

> **Step 3:** Create a data collection method to collect the missing data identified in Step 1 above (e.g., online student interest survey, create a Google form learning style survey so that all data is in spreadsheet that can then be manipulated as needed, etc.) and submit it in addition to the data template.

Submit the data template and data collection method that you created with Module 4 identified items added, as identified on the template. Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

Module 5

Critical Thinking: Data File Continued and Data Analysis Results with Visual Representation (75 points)

For your Module 5 Assignment, you will *complete* the data template that you began in Module 2 and added to in Modules 3 and 4. In this module you will determine what data needs to be analyzed and the ways you can efficiently conduct the analysis in order to use the data to improve performance. To do this, complete Steps 1-4 on your data template as described below.

> **Step 1:** Some of the data available to you may already be analyzed for you (e.g., state achievement data). In this assignment you will identify what data *you* can analyze in order to use the data to improve performance (e.g., student interest data, classroom grades from tests and homework, pre-assessment data, etc.).

> **Step 2:** Identify "time-efficient data analysis ideas" for the identified data in Step 2 (e.g., students analyze their own data; using electronic grade book so can analyze and graph grades, etc.)

> **Step 3:** Identify the "data analysis tool" that will be used to analyze the identified data from Step 1 (e.g., electronic grade book, Google form used to survey students on previous content knowledge, online student learning style inventory, etc.).

> **Step 4:** Analyze at least one type of data (e.g., grades from current unit, student learning styles, etc.); also, provide a visual representation of the data results (e.g., chart, graph, table, etc.) and submit it in addition to the data template.

Submit the data template with Module 5 identified items added and the data analysis with visual representation of the data results, as explained above. Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

Module 6

Critical Thinking: Taking Action: A Data-Driven Action Plan (100 points)

In this module assignment you will begin Taking Action: A Data-Driven Action Plan.
- In Module 6, you will complete the following sections:
    - Organization's Vision and Mission
    - What Decisions Need to be Made? Stage 1: Clarifying Vision and Targets

- In Module 7, you will begin working on the following sections but will not submit them until Module 8:
    - Consider the Audience
    - Review of What Others Have Found to Be Effective
    - What approach do I believe has the greatest potential for helping me to realize my target goal? Stage 2: Articulating Theory

Use the Take Action Template (linked in the Week 6 folder) to complete Steps 1-2 described below.

> **Step 1:** Complete the "Organization's Vision and Mission" section of the Take Action Template. It is important to align all actions taken by a teacher with the organization's vision and mission. Add the organization's vision and mission here and identify it as the district's and/or school's.

> **Step 2:** Complete the "What Decisions Need to be Made? Step 1: Clarifying Vision and Targets" section of the Take Action Template.

Submit the data template with Module 6 identified items added, as explained above. Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

Module 7

Portfolio Project: Final Preparation (No submission this week)

In preparation for your final Portfolio Project submission in Week 8, you should continue working on **Taking Action: A Data-Driven Action Plan**. Nothing will be submitted this week, however.

On the Taking Action Template, begin work on the following sections.
- o Consider the Audience
- o Review of What Others Have Found to Be Effective

Use the Take Action Template you began in Week 6 to work on the sections identified above. If you have any questions, be sure to reach out to your instructor, or post any questions/requests for assistance you might have for your colleagues in the General Questions forum. It's always a good idea to network with your fellow educators. Help each other out as you come into the final week of the course.

Module 8

Portfolio Project: Taking Professional Action to Research Practices (350 points)

For your total Portfolio Project, complete the Taking Action: A Data-Driven Action Plan sections that you started in Module 7 as well as **Stage 2: Articulating Theory**.
- o Consider the Audience
- o Review of What Others Have Found to Be Effective
- o What approach do I believe has the greatest potential for helping me to realize my target goal?

Also, update the data template, data collection method, and data analysis with visual representation *based on the instructor's feedback* that you received on your work from Modules 2-5, **and** update the Taking Action: A Data-Driven Action Plan template *based on the instructor's feedback* that you received on your work from Module 6.

For the total Portfolio Project submission you will submit the following:

- *Updated* data file
- Data collection method
- Data analysis with visual representation
- *Updated* and completed taking action: a data driven action plan template
- Two- to three-page reflection on how educators (including yourself) can use data to make informed decisions and take specific action to ensure universal student success. Also consider how educators can find ways to use data as part of their daily practices.

Ensure your reflection is supported by three to four research-based sources. These sources should support what you learned in this course regarding how teachers use data to make informed decisions and take specific action in order to achieve universal student success. The CSU-Global Library is a great place to find these sources.

Combine each required assignment component into a *single file* for submission. Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

Course Policies

Course Grading

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

In-Classroom Policies
For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.