Salish Kootenai College
Action Research in Education
EDUC 471

1. **Course Information**

    a. *Number:* EDUC 471
    b. *Credits:* 3
    c. *Prerequisite:* EDUC 210 **or** EDUC 372 **and** acceptance into TEP program
    d. *Corequisite:* none
    e. *First Offered:* Winter 2015-16.
    f. *Meeting Room and Times:* Stevenson Building – Room 114

    Monday and Wednesday – 1:00-2:20

2. **Personal Information**

    a. *Instructor:* Dr. Terry Souhrada
    b. *Office Location:* Education Building – Room 104
    c. *Telephone:* (406) 275–4764
    d. *Office Hours:* Monday-Friday – 10:30 – 12:00 and by appointment

3. **Required Materials**

    Text:

    Sagor R. (2000). *Guiding School Improvement with Action Research.* Alexandria, VA: Association for Supervision and Curriculum Development

4. **Description**

    Action Research in Education is designed to assist students in completion of SKC Division of Education's graduation requirement to conduct an action research project as part of their student teaching experience. Additionally, this course gets student teachers into their cooperating teacher's classroom for at least five weeks prior to beginning the student teaching experience, thus allowing students to take full charge of the classroom at the beginning of their EDUC 490 or EDUC 491 student teaching experience.

    This course will introduce students to the methodologies used in carrying out action research for the purpose of informing pedagogical practice. Students will be instructed in correct research design, methodologies, and analysis processes.

    The action research carried out will serve as at least a beginning of the capstone research project required for graduation. In fact, students will have ample opportunity to complete this project prior to beginning their student teaching experience.

5. **Course Objectives**

Cultural Relevancy
Sensitivity to various forms of diversity, including ability, will be the key to developing the action research project. Students will examine the cultural relevancy and impact their action research will have upon students in their focus classrooms.

Candidate Objectives:
1. Candidates will reflect on the culturally-relevancy of their proposed action research as part of the research proposal process;
2. Candidates will observe, discuss, and reflect the level of incorporation of cultural relevant instruction plays a role in their focus classroom;
3. Candidates will reflect on the impact their study has on the cultural responsiveness of the instructional practices in their focus classroom.

Critical Thinking
This course will encourage critical thinking skills by having students apply and critique research information.

Candidate Objectives:
1. Candidates will critique current educational research articles in development of their action research proposals;
2. Candidates will analyze and utilize current educational research articles in development and writing of their action research projects.
3. Candidates will use their action research project to critically inform pedagogical strategies.

Communication
Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

Candidate Objectives:
1. Candidates will develop, carry out, analyze, and summarize a self-selected action research project.
2. Candidates will share the results of their action research project with students, colleagues and other professionals.

Citizenship
Salish Kootenai College defines citizenship as the informed and committed participation in the life of one's community at the local, national, and global levels. Citizens recognize and address community issues, respect the rights of others and work toward community improvement through service.

Candidate Objectives:
1. Candidates will develop, carry out, analyze, summarize, and implement a self-selected action research project to improve student-learning communities found in their classrooms.
2. Candidates will share the results of their action research project with other SKC Education students, colleagues and other professionals in hopes of improving instruction for all students throughout the reservation and beyond.

6. Course Requirements

In this course candidates will create several end-of-course products. Candidates will:
1. keep a weekly journal to record thoughts and observations on which to base action research plan;
2. interview and record discussion with cooperating teacher developing focus of action research;
3. create a draft of the action research plan
4. create a draft of the current theory as it relates to the action research plan
5. create a final version of the complete action research project including, but not limited to, the focus of the project, the current theory as a literature review, the research questions, the planned process for the what data will be collected and how the data will be collected for the project, and .

7. Credit Hours

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, this course, delivered over a 10-week term, will approximate:

    3 hours/week classroom or direct faculty instruction
    10 hours/quarter of practica or field work in the form action research formation and implementation
    6 hours/week research

Out-of-class student work will approximate a minimum of 6 hours each week or work as needed to meet the course learning objectives. This will include research, writing, and assigned readings.

8. Grading

Grades for this course are earned based on the criteria and rubric outlined below.

a. An Incomplete grade ("I") is NOT an option with the exemption of an extreme emergency. The instructor must be notified within 48 hours of the emergency and has sole discretion in granting (*rarely done*) or denying an incomplete.

b. Your final grade will be determined as outlined below.

		Grades by percentage	
Journal Reviews (two)	20		
Plan Draft	20	A →	$90 \leq \text{grade} \leq 100$
Theory Draft	20	B →	$80 \leq \text{grade} < 90$
Final Project	60	C →	$70 \leq \text{grade} < 80$
Total Points	**120**	D →	$60 \leq \text{grade} < 70$
		F →	$\text{grade} < 60$

If for any reason work is to be handed in after an identified deadline, previous arrangements must have been made with the instructor *prior* to the deadline. Late work *will not be accepted* if not prearranged.

9. **Attendance/Class Policies**

   Although no attendance points will be given, you will be expected to be in class on time. You are expected to stay in class until the designated time set for dismissal. If you must leave early inform the instructor *prior to the start of class*.

   Class time is not a time to be engaged in personal communications. Use of cell phones/personal communication devices is strictly to carry out class requirements. So all devices should be in *silenced mode* during class

   For you to get the most from this course full participation is a necessity. Being a fully participating member in this course requires that you come with the materials, tools, and any completed assignments necessary for each class period. **Students are responsible for coming prepared to class.**

   There will be many activities and assignments you will not be able to make up due to the nature of the assignment. This is a course designed to help you prepare to be a professionally engaged teacher. Teachers are required to be in school at all times and on time. Consistent attendance is evidence that you are willing accept the responsibilities expected of a professional educator. This is professional responsibility. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course as well as a reflection of your professional disposition.

   Additionally, you will be observing current classrooms. These teachers allow you to enter their classroom as a professional courtesy and to help you further your education. Be in their classroom on the agreed upon dates and on time. Be prompt, courteous, respectful, and professionally dressed when attending their classes. You are a guest in their classroom and a representative of the SKC Education Division. Represent yourself and the college professionally and courteously.

10. **Other:**

    Academic Honor Code
    All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

    Course Responsibilities
    Knowledge of the course content, class lectures, assignments, activities, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

    Instructional Methodologies
    The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, construction of knowledge, discussions, lecture, and independent practice as well as other instructional practices. One such practice is the effective and appropriate instructional use of technology to enhance learning experiences.

Available Help

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming (stanley_fleming@skc.edu, 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

Student Safety and Title IX

Title IX: The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered **"Responsible Employees"** which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in Big Knife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building (#51) 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

SKC Retention

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or they are concerned about your attendance and performance).

Syllabus Revision

The faculty reserves the right to revise the course syllabus or course content at any time. Students will be provided advanced notice of changes in writing.

11. **Course Outline**

   Below each week is listed with an intended focus for that week. This schedule is tentative and subject to change. You will be notified of such changes as much in advance as possible.

   Week 1 Introduction to Action Research structure

   Week 2 Development of Action Research questions and plan

   Week 3 Action Research methodologies and review of theory. Focus on methodologies this week.

   Week 4 Analyzing and summarizing results of Action Research using technology. *Draft of Action Research plan and questions due Friday Week 4.*

   Week 5 Using Action Research findings to guide instructional practice. – *Draft of review of theory (literature review) due.*

   Weeks 6-9 Students will be in the field carrying out action research plan. Class will be held *once* each week to report on progress and continue work on Action Research projects

   Week 10 *Minimum final version of the Action Research Plan due. This is to include all phases of the plan. It may or may not include the data collected, data analysis, and a final plan of action.*

   > ***Note: The completed Action Research Project is a graduation requirement that must be completed by the end of the student teaching experience. It is your best interest to have the entire Action Research Project complete (including data collection, analysis, actions taken, and results of those actions) prior to beginning student teaching.***

12. **Standards Assessments**

   The content and assessment within this course, as with all the courses included as part of all Bachelor of Science in Education degree programs, is guided by various sets of standards. These standards serve as the goals and learning outcomes established for this course.

   Below are the standards to be addressed within this course. You may receive a complete copy of these standards upon your request.

   InTASC Standards

   Standard #1: Learner Development
   The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

   Standard #2: Learning Differences
   The teacher uses understanding of individual differences and diverse cultures and com-munities to ensure inclusive learning environments that enable each learner to meet high standards.

   Standard #3: Learning Environments
   The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

   Standard #4: Content Knowledge
   The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

13. Scoring Rubric

The successful completion of this course will include at least the partial completion of the Action Research Project required as a graduation requirement of the degree program. The completion of the project and subsequent presentation required will take place as part of the expectations for EDUC 495.

Students have the option of completing the entire project, less the presentation, as part of EDUC 471, Action Research in Education. The minimum requirement for EDUC 471 is the completion of the final version of the introduction, research questions, literature review, data description, and data collection plan/analysis plan.

These elements of the completed project will be evaluated using the rubrics below as part of the TEP III evaluation process in EDUC 495.

TEP III – Action Research Project Rubric

Criteria	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
Action research project on assessment of student learning. Includes assessment data (summary of student work) demonstrating what students learned when candidate was teaching three consecutive lessons or a unit. What modifications were made based on student learning? Display as a grid comparing early, middle, and later student learning experiences. **(EDUC 495)** **Score:_____**	No conclusions are drawn or are not based on the data. Several grammar, punctuation, and spelling errors. Writing is not well organized and clear.	Conclusions are drawn from the data and background information, but conclusions are weakly supported by the data. Only a few grammar, punctuation, and spelling errors.	Conclusions are drawn from & supported by the data and background information. Implications for teaching & learning are stated but may not be completely connected to the data. No grammar, punctuation, or spelling errors.	Conclusions are drawn from & clearly supported by the data and background information. Implications for teaching & learning are clearly stated and supported with the data. Appropriate implications for instruction are discussed. No grammar, punctuation, or spelling errors.

The rubric below will be used to evaluate the completed action research components required for EDUC 471, the Action Research in Education course. The completed data analysis, summary of findings, implications for instruction, and conclusion will be evaluated in EDUC 495 also using this rubric.

Action Research Project Rubric – EDUC495 and Student Teaching
Carefully read through the instructions for the Action Research Project.

Criteria	Needs Improvement < 8	Developing 8-12	Proficient 13-17	Exemplary 18-20
Research questions Total: _____	No research questions are identified; or questions are not relevant to the field experience setting	Educational research question(s) are identified but they are not clearly related to each other; questions are relevant to the field experience setting	*At least two and no more than three, educational research questions are identified; the questions are clearly related to each other; and questions are relevant to the student teaching setting.*	At least two and no more than three, educational research questions are identified; the questions are clearly related to each other; and questions are relevant to the student teaching setting; and demonstrate a deep understanding of the issues faced by today's schools.
Educational research sources Total: _____	Does not use any sources to connect the action research project to what educational research tells us about the questions.	Includes information from at least one knowledgeable education professional. Includes information from web pages or other sources, but sources are not reports of educational research, or sources are not clearly related to the research questions.	Includes information from at least two educational research report relevant to the questions; includes information from at least one knowledgeable education professional. All references are cited in the bibliography. Background is used to assist the individual in reflecting on the findings.	Includes information from at least three educational research reports relevant to the questions; includes information from at least one knowledgeable education professionals. All references are cited in the bibliography. Background is used to assist the individual in reflecting on the findings.
Data results Total: _____	Data results are not appropriately summarized in data tables. Data is minimally discussed in the narrative. Several grammar, punctuation, or spelling errors. Writing is not well organized and clear.	At least one source of data is cited in the data tables. Data results are summarized in the data tables. Data are discussed in the narrative. Only a few grammar, punctuation, or spelling errors. Writing is somewhat organized and clear with improvement needed.	At least two sources of data are cited in the data tables. Data results are summarized in the data tables. Data are discussed in the narrative and used to support findings. Educational theory or research is reflected upon in relationship to the data. No grammar, punctuation, or spelling errors. Writing is organized and clear.	At least three sources of data are cited in the data tables. Data results are summarized in the data tables. Data is discussed in the narrative and are used to triangulate findings. Educational theory or research is reflected upon in relationship to the data. No grammar, punctuation, or spelling errors. Writing is organized and clear.
Conclusions Total: _____	No conclusions are drawn or are not based on the data. Several grammar, punctuation, or spelling errors. Writing is not well organized and clear.	Conclusions are drawn from the data and background information, but conclusions are weakly supported by the data. Few grammar, punctuation, or spelling errors.	Conclusions are drawn from the data and background information. Conclusions are clearly supported by the data. Implications for teaching & learning are stated but may not be completely connected with the data. No grammar, punctuation, or spelling errors.	Conclusions are drawn from the data and background information. Conclusions are clearly supported by the data. Implications for teaching & learning are clearly stated and supported with the data. No grammar, punctuation, or spelling errors.
Presentation Total: _____	Presentation was not completed, or was awkward, unrehearsed, and/or poorly organized. Content of ARP was unclear. Presentation seemed unprepared.	Presentation was properly focused on the ARP, but was insufficient for conveying core ideas and issue that were represented in the project. Presentation's length was not appropriate for the time allocated.	Presentation was focused on the content of the ARP and conveyed the content and implications of the project well.	Presentation was unusually comprehensive and clear. Candidate drew connections to research and course content, and the presentation reflected a high level of understanding and clarity as to the purpose and implications of the research.

Total Points [   ]