ACTION RESEARCH ANNOUNCEMENT
2021-2022

The Teacher Center is offering an exciting **staff development service**. Beginning the first semester of this school year, a Request for Proposals (RFP) to engage in Action Research projects will be available. **Potential participants should review all information included prior to applying for an Action Research Project.** Of particular importance are the requirements for the participation of a research team and the financial incentives. <u>Teachers may submit only one Action Research application.</u>

Proposals must be completed and sent to the Teacher Center at Cayuga-Onondaga BOCES, 1879 West Genesee Street Road, Auburn, NY 13021 by 3:00 pm on Wednesday, October 27, 2021. The Teacher Center Policy Board will review all proposals. A limited number of projects will be funded based on the competitive review process.

Please review all materials in the Action Research proposal packet. It is expected that each Action Research project will cover a minimal time period of one full semester. Successful projects will receive an individual or team honorarium of $1,500. No project shall exceed more than one school year. The following schedule has been adopted for Action Research projects for the 2021-2022 school year:

Oct. 27, 2021 (Wed) 3pm	Submission of Action Research proposal (All proposals should be sent to Brenda Aull-Klaben by 3 pm on Wednesday, Oct. 27, 2021.)
Oct. 16, 2021 (Wed)	Policy Board review of applications
April 1, 2022 (Wed)	Final Project Reports to Teacher Center Office
April 20, 2022 (Wed)	Report Results at Teacher Center Policy Board meeting

All questions regarding this announcement should be directed to Brenda Aull-Klaben, Cayuga-Onondaga Teacher Center, baull-klaben@cayboces.org, or 315-255-7608.

An Invitation to All Teachers

In a recent report on contemporary staff development, researchers commented that to be effective, professional development must be on-going, deeply embedded in teachers' classroom work with children, specific to grade levels or academic content, and focused on research-based approaches. Teachers must answer their own questions about content, pedagogy, and student assessment, and not be dependent upon resources external to their classroom.

This type of staff development is often referred to as teacher embedded professional development. It is the kind of staff development opportunity promoted by the Teacher Center with available Action Research Grants. Teachers will have an option to submit proposals to formally study specific educational issues related to their classroom work.

As the school year begins, I implore you to review the Action Research grant materials at your building-level. Talk to colleagues in your building who may have previously participated in a formal investigation of a classroom issue. Conducting an Action Research project will provide you with a high sense of satisfaction and professional accomplishment. Try it, I think you will like it.

Brenda Aull-Klaben

ACTION RESEARCH REQUEST FOR PROPOSAL (RFP)
GUIDELINES 2019-2020

APPLICATION

Type or print neatly all information. Remember to complete the entire application by responding to all requests for proposal information. Make certain that all signatures are completed and that a response is made to <u>all of the narrative (8) criteria</u>. The proposal narrative should be limited to <u>no more than five, double-spaced pages</u>. A copy of the final research report is required for payment. ***Any project that involves investigative activity conducted at the higher education level must have received university approval to conduct research.**

<u>Applicant's Name</u>	<u>Applicant's Signature</u>	<u>School Dist.</u>	<u>Date</u>
_____ Teacher	_____	_____	_____
_____ Teacher	_____	_____	_____
			_____
_____ Building Administrator			
			_____
_____			

Project Title: _____

NARRATIVE   (Five double-spaced pages) Review the attached proposal Rating Rubric

1. Describe the student population involved in the project.

2. What are the educational issue(s) or question(s) to be addressed? Ex: Will student achievement increase as a result of implementing a new program or a new instructional practice?

    Will student behavior change as a result of the implementation of a new program?

3. Identify one or two local District or New York State content standards that you will address through the proposed work.

4. Describe the Data Sources

    Ex: What type of data will be collected and analyzed to answer the educational issue(s) or question(s) such as state tests, local tests, student portfolios, student diaries, student surveys, student projects.

5. Describe that data collection method. Explain <u>what</u> data will be collected, <u>how</u> it will be collected, and who will collect it. Ex: student responses will be collected on a survey to be administered in class by the classroom teacher.

6. Data analysis

    Ex: How do you intend to describe display (charts, tables), and summarize the data to provide an answer to the educational issue or question being studied? What will you accept as proof of the level of impact on the educational issue or question?

7. Action Research – Reporting and Sharing
    Teachers who engage in Action Research typically do not have the opportunity to share their Work with the teachers and administrators throughout the district. It is suggested that results from Action Research Projects should be shared with colleagues at the building or district level.

8. Provide an estimated timeline for the beginning, on-going activity, and completing of the Action Research project.

    Ex: Develop a set of specific dates using a week-by-week, monthly calendar to identify events; such as meeting dates, collecting data, analyzing data, drafting the report, project completion, sharing the results.

*Projects should be focused on research issues aligned to the State's Initiatives including: Using Multiple Sources of Data to Inform Instruction, New Teacher Evaluation, Implementing New York State Learning Standards and Use of Technology to support instruction.

Questions should be addressed to your building Teacher Center Policy Board representative or Brenda Aull-Klaben at the Teacher Center.

Final project reports should include the use of technology i.e.: power point, google slides, pivot tables etc. Your presentation in April should be no more than 5 minutes in length.

ACTION RESEARCH Q AND A

What Is It?

Action Research projects originate in the classroom and are based upon real and relevant classroom concerns. It is a systematic inquiry usually undertaken by two or more teachers. The process includes gathering information related to an identified classroom problem to gain insight, developing practices to deal with the problem and effecting a change to produce positive results.

Action Research engages teachers in a four-step process, namely to:
1. Identify an area or focus
2. Collect data
3. Analyze and interpret data
4. Develop a plan of action

Why Do It?

A review of recent literature on the subject of action research provides the following rational for action research:
1. Everyone needs professional growth opportunities
2. Action research encourages teaches to be continuous learners
3. Provides teachers with an opportunity to assume responsibility for their own professional growth
4. People need and want information related to successful teaching and their own performance
5. Collaboration enriches professional development

There is a gap that continues to exist between research and practice in the field of education. Action research informs teaching and is persuasive because teachers are invested in the legitimacy of the process and the possible impact of interventions derived from action research on student outcomes. In doing action research, teachers have developed solutions to their problems emphasizing their expertise in the classroom. They become more reflective about their instruction and assume responsibility for developing their own knowledge and understanding rather than relying on an expert of authority figure.

Who Does Action Research?

The Action Research Mini-Grant brings together a person knowledgeable about research and classroom teachers in the application of research to issues, problems, and questions in a classroom. Characteristically, action research is used to improve school practices, with local application, with results that offer immediate answers to real life classroom problems. (Note: "problem" in this sense refers to a query, question, or dilemma, not to a psychological or personal problem).

The professionals who will use or benefit are involved together in the planning of the study, data collection, and interpretation of the results.

Characteristically, Action Research is used to improve school practices, with local (building) application, with results that offer immediate answers to real life classroom problems. Professionals who will use the results are involved together in the planning and designing of the project. Action Research projects bring together not only classroom practitioners, but often may involve a person (university) knowledgeable about research and who has an interest in the specific research issue. The results of action research should be shared with others. Additional insight and satisfaction is gained by teacher researchers when they share their work with other members of the teaching profession. Sharing the results could have the effect of fueling similar behavior among other teachers, stimulating professional development and improving the relationship between research and practice. Applicants will be required to describe how they intent to share the results of their research with colleagues.

Steps to Action Research

Step 1*: **Identify an area of focus – should involve teaching and learning**

Focus on something within your locus of control.
Something you feel passionate about.
Something you would like to change or improve.

Helps you to keep on track during the early stages.

Step 2: **Gather information**

Explore educational theories that impact your practice and clarify theories.
Explore historical contexts of how you came to believe what you do about teaching and learning.

Step 3: **Develop research questions to guide the inquiry**

Step 4: **Acquire University and School District approval to conduct research**

Step 5: **Collect data**

Use grade books, tests, classroom discussion, questionnaires.

Step 6: **Analyzing data**

What is the story told by these data?
Why did the story play itself out this way?

Step 7: **Reporting results**

Should be an informal setting.
Sharing information with colleagues is more helpful than isolation.

Step 8: **Action planning**

Gaining more confidence writing lesson plans.
Achieving success in a standard-based system!

*My action research

How can I improve my student writing ability in chemistry, particularly concerning lab reports?
How can I help my students make the connections between lab work and class content?

Examples of Action Research
Problem Identification

Title: A Comparison of Two Methods of Teaching General Science to Middle-School Students

Introduction: Among science teachers, one traditional instructional method combines lecturing with textbook-reading assignments and group discussions. In recent years, as an alternative to traditional methods, computerized self-instructional programs have been developed that enable a student, through use of a personal computer, to study school subjects at his or her own learning pace. In my role as a teacher of general science in a middle school, I have wondered which approach – the traditional or the computerized – is more effective for teaching about such aspects of science as genetics, atomic theory, cell structure, and symbiosis. The purpose of this thesis is to investigate the comparative effectiveness of my traditional method and a computer approach.

Title: A Functional English – Usage Curriculum

This proposal plans to analyze high school students' written work in order to identify the kinds of errors student committed and the frequency of each type of error. A course-of-study for teaching writing will then be created, focusing attention on correcting the most common mistakes students make in their writing. The author will depend on qualitative content analysis for identifying technical and stylistic shortcomings in students' writing. Qualitative judgments will also be involved in devising a curriculum aimed at correcting student's writing deficiencies. Quantitative data are obtained by the author's calculating the frequency of different kinds of errors and then using those data as guides to which kinds of writing defects warrant the greatest emphasis in the curriculum.

Title: Using Songs and Chants Teaching French

Does the use of songs and chants influence student retention and achievement in the French language classroom? Are test and quiz scores affected by the use of songs and chants? What are student's attitudes towards the use of songs and chant? The purpose of this study is to ascertain the impact of non-traditional French instruction and its effectiveness on foreign language pedagogy.

Title: Student Wellness Programs and Student Performance

Are we able to motivate students to become actively involved in improving their fitness and well-being? Can we positively impact students' amount of exercise and nutritional choices? Will the program have a positive impact on academic achievement and student behaviors?

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ACTION RESEARCH RATING RUBRIC

#	CRITERIA	1	2	3	4	SCORE
1	**Student Population**	A general reference is made to the student population.	The students are defined but a description of need is unclear.	The specific student population is defined with a general reference to need.	The specific student population and their specific needs are well defined.	
2	**Educational Issue(s) / Question(s)**	The research issue(s) and question(s) have not been stated.	The research issue(s) and question(s) are expressed in vague terms.	The research issue(s) and question(s) are stated in general terms, not specifically.	Major research issue(s) and question(s) are specifically identified and clearly articulated.	
3	**Local/State Standards (District Strategic Plan)**	Local and State Standards are generally referenced.	Local and State Standards are stated but not connected to the proposal's intent.	Local and State Standards are stated and generally connected to the proposal's intent.	Both Local and State Standards and the District's Strategic Plan are clearly connected to the proposal's intent.	
4	**Sources of Data**	The sources of data are not clearly defined.	The data are defined but not related to the educational issue(s) or questions(s).	The sources of data are defined and generally related to the educational issue(s) or question(s).	The sources of data are clearly defined and directly related to the educational issue(s) or question(s).	
5	**Collection of Data**	There is no organized data collection plan.	Data collection generally refers to the kind of data to be collected.	Data collection specifically defines only the data to be collected.	Data collection clearly defines what data will be collected, how it will be collected, and who will collect it.	
6	**Analysis of Data**	There is no organized data analysis plan.	There is a general reference to the need to analyze the data.	Data analysis describes how some of the data collected will be analyzed.	Data analysis clearly describes how all the data will be organized, displayed, and summarized related to the educational issue(s) or question(s).	
7	**Reporting and Sharing Results**	There is no plan to share results beyond the research team.	There is a general statement to share and make known the proposal results.	Publication and sharing of results are described without an intended population.	Publication, distribution and sharing of results are clearly described with identified populations.	
8	**Project Timeline**	A general beginning and ending date is identified.	The project timeline highlights some sequential activity. (50%)	The project timeline highlights most of the sequential activity. (75%)	The project timeline clearly describes all sequential activity from beginning to project completion. (100%)	
					TOTAL SCORE	

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