Course Goals and Objectives:

Action research is a way of developing not only local knowledge but also public knowledge about teaching, coaching, learning, and schools. Through observation, reflection, inquiry, and action, teachers and coaches study and gain greater theoretical understanding about practice. When teachers study practice, action research has the potential to transform teaching and the way students learn.

Participants in this course will engage in explorations of action research in theory and practice in relation to coaching. Participants will make connections between their theoretical understandings of research and their own emergence as practitioner researchers in educational settings who view themselves as producers of knowledge. They will learn about their coaching and their teachers’ learning by studying their own experiences. They will have opportunities to identify problems in their coaching practice, make a plan, gather and analyze data as they carry it out, report results, and develop implications for their future coaching practice and action research.

Objectives

- Explore action research in theory and practice by reading widely so as to understand and use core concepts and findings from action research literature in the field of coaching
- Conduct action research that encompasses selected coaching competencies from one of the following:
  - Standard 1: Foundational Knowledge
  - Standard 2: Curriculum and Instruction
  - Standard 3: Assessment and Evaluation
  - Standard 4: Diversity
  - Standard 5: Literate Environment
  - Standard 6: Professional Learning and Leadership
- Keep an action-research notebook. This notebook will include a section for data collection, journal entries, etc.
- Use data collection and analysis methods appropriate to action research. As an Action Researcher, you will be expected to collect both quantitative and qualitative data. Data collected will come from multiple sources within your area of inquiry.
Participate in a community of practice as they grow in their understanding of action research, reflect on their research projects, and the research projects of others.

**Textbooks and Articles**

To explore educational theory and practice about action research, students will read from:


To further extend educational theory and the political nature of action research, coaches will read from articles posted on Edmodo that address the theoretical underpinnings of action research.

**Articles about Action Research**


To extend their understandings of action research in practice, coaches will read from articles posted on Edmodo.

Examples of Action Research


Course topics and focus question

- What is action research and why do educators do it?
- Models of Action Research
  - Focus Question: What are some models of action research? How can it look (process)?
- Observing a problem
  - Focus Question: How is the problem identified?
- Researcher participant relationships
  - Focus Question: What is your role as the researcher?
- Identifying your theoretical lens
  - Focus Question: To what theoretical lens does the problem connect?
- Reviewing the literature on your topic
  - Focus Questions: What data support the identical problem? What does the literature on the topic reveal?
- Framing a question
  - Focus Question: What is the problem identified? What is the research question?
- Preparing a plan
  - Focus Questions: What are some models of actions research? What is your role as the researcher? What is the research plan?
- Data collection
  - Focus Questions: What data will be collected? How will it be collected?
- Data analysis and drawing conclusions
  - Focus Questions: How will data be analyzed? What conclusion do you draw for the data? How does this research inform coaching?
Course Requirements
The coach will conduct coaching cycles with classroom teachers in order to conduct action research.

Evidence of the Research Process
A. Reading and Response
Research Data Collection
Research Notebook (hard copy or electronic)
Examples of entries:
• Reading Response to the assigned readings
• Bulleted list of your learning from the readings
• Qualitative data – may include but not limited to:
  o Anecdotal notes
  o Pictures of student learning
  o Student work samples collected over the course of the research.
• Quantitative data – may include but not limited to:
  o MAP
  o Benchmarks
  o Running Records
  o Rubrics
  o SEI
  o COF

• Questions
• Reflections

B. Being a part of the Community of Practice:
Being a part of the Community of Practice
Documentation of research coach collaboration
• PLC small group attendance
• Establish a research partnership with another coach to reflect and discuss your research (coaching cycles)

C. Action Research
• Research stories (coaching cycles) including implications for coaching
  o What will you do as a result of the action research (coaching cycle)
  o How will this impact your work?

Attendance and Other Policies
Coaches will be expected to attend all sessions. In case of an unforeseen event, coaches will be allowed two absences but will be required to make-up all work. More than two absences will result in loss of credit for the professional development.
Qualifications of Instructors
Literacy Specialists working with the South Carolina Department of Education will facilitate the course. Team members have 20+ years of experience working in schools in numerous roles including classroom teacher, special education teacher, interventionist, coach, and administrator. The focus of their work with the SC Department of Education involves providing professional development, coaching and support for teachers, administrators, and school around the state.

Delivery Method and Schedule
The course will be delivered using a blended model. Coaches will study independently, meet with research partners and attend a five-hour PLC meeting each month during the year. In addition, coaches will be expected to submit assignments that will be completed in their schools. Assignments will target the roles and responsibilities of the coach. At the end of the course, coaches will submit final documents to support their work as researchers.

Cost
This professional development course is free and supplied by the SC Department of Education in support of Proviso1.74.

Course Bibliography


Waugh, J. (2001). Becoming reading researchers. Chapter 7 in *From the ground up*:


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<tr>
<th>Topics and Focus Questions</th>
<th>Suggested Evidence</th>
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| What is action research and why do educators do it? | • Responses to the reading.  
• Sign in sheets / Agendas |
| What are some models of action research? How can it look (process)? | | |
| How is the problem identified? | • Research notebook entries;  
• Journals responses, data collection, clearness committee responses, etc.  
• Dates scheduled for partners to meet, via phone or video.  
• Coach’s data collection tools that were used during the PLC. |
| To what theoretical lens does the problem connect? | • Tentative problem considered. |
| What does the literature on the topic reveal? | | |
| What data supports the identified problem? | • Problem narrowed, refined, revised, or set aside.  
• Data collection tools (i.e. COF, SEI, Inventories)  
• Research journal entries  
• Qualitative and Quantitative data samples.  
• Coaches plan for the types of data to be collected.  
• Tentative research questions considered. |
| What is the research question? (This might vary for each coaching cycle.) | | |
| What is your role as the researchers? | • Where will you conduct your research? (coaching cycles)  
• How will your role as a researcher look within the setting that has been selected? |
<p>| What is the research plan? | • Draft a tentative time line for the research. |</p>
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<th><strong>What data will be collected?</strong></th>
<th><strong>What conclusion do you draw for the data?</strong></th>
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<tr>
<td>How will it be collected?</td>
<td>How does this research inform your coaching?</td>
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<tr>
<td>How will data be analyzed?</td>
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- Make plans for the types of data that you will collect.
- Begin planning how data will be analyzed.
- Consider how you will present the results of your data analysis.

- Continue collecting data.
- Refine and reconsider pieces of data.
- Make a plan to have some protected time for detailed data analysis.
- Craft a detailed collection of the results of your research.

- Researcher's notebook
- Documentation of research coach collaboration
- Chronicle each research journey (coaching cycle) from beginning to end.