University *of* San Diego®
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
SPECIAL EDUCATION PROGRAM DEPARTMENT OF LEARNING AND TEACHING

EDUC 557: Action Research for Teachers (3 cr)

Fall 2018   **Class hours:** Wednesday, 4:40 – 7:30 pm   **Room:** MRH 139
Instructor: Maya Kalyanpur, PhD   **E-mail:** mkalyanpur@sandiego.edu   **Phone**: 7655   **Room**: 241 MRH
Student hours: 1:30 – 3:30 pm W & Th and by appt. I look forward to seeing you during student hours. Do stop in! Individual assistance is always available by appointment.

Course Description

EDUC 557 and 558 are a sequence of two courses focused on action research in the classroom setting. EDUC 557 focuses on the nature of action research and action research methodology. Candidates will identify classroom-focused research questions, design appropriate research projects, and initiate those projects in their student teaching classrooms. EDUC 558 will treat data analysis and reporting. It will support candidates as they work to analyze data collected in their classrooms, to complete the action research thesis paper and prepare to present their research as a capstone project.

Course Objectives

Course objectives include those pertaining to research and the Teacher Performance Expectations (TPEs) from the California Commission on Teacher Credentialing (CTC). Teacher candidates will be able to understand and demonstrate the following:

Research Objectives
1. Understand and contrast assumptions, aims and methods used in action research versus traditional quantitative and qualitative research.
2. Practice methods of action research and critically analyze action research projects carried out by other teacher-researchers.
3. Adopt action research as a career-long commitment to excellence in teaching
4. Participate in building democratic, research-focused, communities of practice.
5. Connect with on-line communities of teacher-researchers
6. Know and follow ethical mandates in conducting and reporting research.

TPE 1 Engaging and Supporting All Students in Learning
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning.
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design and Multi-tiered System of Supports (MTSS), to support access to the curriculum for a wide range of learners within the general education classroom and environment
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and

structured English immersion, and demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2 Creating and Maintaining Effective Environments for Student Learning

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2 Create physical/online learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student to student and student to teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3 Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks.

3.2 Use knowledge about students (e.g., IEP, IFSP, ITP, and 504 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 During in person or online subject matter instruction , use and adapt resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students' equitable access to the curriculum.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally-recognized educational technology standards of the International Society for Technology in Education (ISTE) and the International Association for K-12 Online Learning (iNACOL).

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

4.1. Locate and apply information about students' current academic status, content-and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short term and long term instructional planning purposes.

4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
- Appropriate use of instructional technology, including Assistive Technology
- applying principles of Universal Design and Multi-tiered System of Supports;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and,
- use of community resources and services as applicable.

TPE 5 Assessing Student Learning

5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6 Developing as a Professional Educator

6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
6.3. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

Required Textbook

Specific readings will be assigned by topic and made available via Blackboard.

Course Policies

Guidelines for all Written Assignments

You are aspiring or current teachers and I believe it is very important you know and model proper spelling, grammar, and writing mechanics and style to teach your own students. So run that spellcheck, get a classmate or friend to look over your paper, or run it by the SOLES Writing Center, as I will take these into account when grading your assignments. Please type your assignments in 12-font size. As researchers, you will need to become familiar with using APA style in your writing, particularly with regard to references, headings and sub-headings. As we progress through the semester, this expectation will become increasingly stringent and you will lose points off your grade if you do not use APA style. Samples of APA style headings, formats for paper are also available as course resources on Blackboard. Here is a link to more details on APA style:
http://owl.english.purdue.edu/owl/resource/560/01/
This course also expects you to use People First Language, which asserts that people with disabilities are people first and that the disability is only one aspect of who we are, in your assignments. Here is a link to a brief reference sheet on People First language:
http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf
Additionally, to be gender-sensitive, please use the salutation of Ms. when referring to all women and Mr. when referring to all men.

I like to believe you are putting in your best effort for your assignment. Anything less is disrespectful to both of us. Read the rubrics, where relevant, carefully before writing your papers and submit well-written papers with quality responses (e.g., well-made arguments, examples to support observations) to the prompts on the

rubrics for each assignment, using headings in APA style for each prompt or section. You are welcome to ask me questions for clarification on an assignment prior to submitting it. I will provide feedback, both general and/or specific positive comments and suggestions for improvement, in the margins of all graded papers. Some assignments will have the option of revising and resubmitting it on Blackboard as a second attempt incorporating all the feedback and comments you received. KEEP my comments and highlight the changes. Revisions are due within a week of your receiving your grade on the assignment. Resubmission does not guarantee an increase in grade and you will not receive full points (that is, an A) in this second round.

You are also highly encouraged to avail of the services provided by the **SOLES writing center**, which offers free professional writing coaching to all currently enrolled SOLES graduate students at all levels of English proficiency. Their writing coaches cover a wide range of topics from prewriting activities, such as brainstorming, understanding a text, refining and expanding ideas, and organizing information to making choices about audience, genre, tone, syntax, grammar, and punctuation. For more information, contact the SOLES Writing Center at soleswc@sandiego.edu

Requests for Disability Accommodations

Please let me know if you need reasonable accommodations, such as specific instructional and testing modifications. The USD Disability and Learning Difference Resource Center (phone: 619.260.4655; 300, Serra Hall; disabilityservices@sandiego.edu) is also committed to helping students obtain meaningful academic accommodations and support and to help improve access. The Center expects that you will have identified yourself to them before the beginning of the course and will give you the documentation you need to receive these accommodations. Do contact me if – and as soon as you realize -- you need help with this and together we can work through it.

Grade of Incomplete

I can allow a grade of incomplete ("I") when (1) you have completed the substantial requirements of a course but, for a legitimate reason, you still need to complete a small fraction of the work, and (2) your performance so far in the course justifies the expectation that you will complete the work and obtain the passing grade by the deadline. You will need to petition for a grade of incomplete at the end of the course term. I expect you to explain to me, with valid documentation, why you haven't been able to complete your work and to request an incomplete grade prior to the posting of final grades. Together we will negotiate the criteria for changing a grade of incomplete to a letter grade **before the final class**, as these criteria will need to be outlined on the signed (by you and me) Incomplete Request Form and turned in by the last session of the class. Without a student signed form, I am required to give you an "F" grade. If you receive a grade of incomplete, please submit all missing work by the end of the 10th week of the next regular semester. Otherwise again, regulations demand that the "I" grade be converted to a permanent "F" which will be calculated into your overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Email and Internet Use

I will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, please set it up so that you receive these emails. I hope you will respect your classmates' space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your text and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access the course content materials we will refer to in class.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration

on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If I determine that an infraction or serious violation has occurred, I can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Course Assignments

This course provides a variety of assignments, all intended to help you progress towards the final paper for your action research project. You will also have an opportunity to practice some of your learning before submitting assignments on which you will be graded. Your task is to produce high quality assignments that demonstrate your application of the readings, class discussions, and exercises. All assignments must be uploaded to Blackboard. If you need help using Blackboard, let me know and I can direct you to on-campus workshops on Blackboard for students offered by USD's iTeam.

Students are expected to:
- Attend all class meetings. Students may be excused from one class meeting if the professor is notified in advance and a satisfactory reason is given. Additional absences will be considered unexcused.
- Come prepared with assigned work completed and ready to actively participate in reading discussions and class activities.
- Complete and submit all assignments on time. The assignments will center on the planning, implementation, and reflection involved in your classroom inquiry. **All assignments are due by midnight the day of class.** It also helps me to return your graded assignment if I receive it by the deadline.
- Design and implement a relevant and responsive research action plan which involves:
  - Conducting an assessment of the context
  - Conducting a classroom needs assessment that systematically identifies strengths and needs of the students and the learning experience
  - Reviewing and synthesizing relevant research literature.
  - Drawing upon assessed needs and literature review to create a relevant and responsive action and assessment plan.
  - Constructing formative, summative and student self-assessments to evaluate the effectiveness of instruction.
  - Implementing Cycles I and 2 of your action plan in the classroom.
- Maintain ethical standards of conduct for educational research by abiding by the ethical standards of conduct outlined in the online training course to be completed during this semester. More information on these standards can be found at:
    http://www.hhs.gov/ohrp/archive/irb/irb_chapter4.htm
    http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html
    http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

The course complies with USD's IRB policies. All students must receive a certificate of completion of the IRB training. See http://www.sandiego.edu/irb/training.php and click the link to the NIH site in order to complete the training. Students will submit certificates with their IRB application. Students must have completed the application and received IRB approval for the research project prior to implementing action research steps in the student teaching placement.

Practice Assignments (20% of grade)
Complete 10 of the 13 choices below. **(You must complete the starred items.)** You will receive ungraded feedback on these practice assignments. For the starred items, you will get 10 points each for submitting within the deadline. You will get no points for late submission; further, the feedback may not be in time to help you for the graded assignment. For the remaining practice assignments, you will get 10 points each for completion. For more details on each assignment, check course content (file name "Syllabus") under Blackboard. Because of the nature of the course and in order to accommodate varying skill levels, due dates for assignments will be determined as we complete the content related to each.

1.* Educational journey
2.* APA style
3.* Annotation
4.* IRB application (first draft)
5.* Literature review (first draft)
6. APA style (2nd attempt)
7. Participant observation/ teacher journal
8. Interview
9. Survey
10. Rubric
11. Tables and figures to visually represent data
12. Videotape of lesson for self-reflection
13. Literature review (2nd attempt)

Graded assignments (80% of grade)
These assignments will be graded on certain criteria specified in accompanying rubrics. One criterion includes submission on time, but you will only lose a portion of points for late submission. However, here too, by submitting late, you may not receive timely feedback. The assignments are:

1. **Context assignment** (mini-ethnography) to support planning and assessment. The purpose of this assignment is to provide you with a broad overview of the context of your student teaching setting, which will help you to identify a focus for your needs assessment. A list of prompts and a scoring rubric are provided on Blackboard. The assignment should be in narrative style and APA formatted as per the template provided on Blackboard. (20% of grade)

2. **Needs assessment with research question**. The purpose of this assignment is to help you narrow your focus using what you learnt about your school setting from the context assignment to undertake a needs assessment of your students and identify a research question which will, in turn, inform your literature review. In order to triangulate your analysis, you should have a minimum of three data sources. These could include:
    *   A structured participant observation of your classroom that you may have conducted for your context assignment
    *   A semi-structured interview with your cooperating teacher or any other stakeholder whom you deem would provide insights into the focus of your study.
    *   A survey of your students
    *   Informal, targeted observations of your students documented in your teacher journal
    *   Informal conversations with your cooperating teacher documented in your teacher journal

- Baseline assessments of the students

It is highly recommended that you use the practice assignments to hone your skills on applying these research methods. You will use the format of the participant observation to maintain a teacher journal towards collecting data as you progress on your study. (20% of grade)

3. **Annotated bibliography.** After you have submitted an annotation for your practice assignment for which you will receive ungraded feedback, you will submit 10 references for peer-reviewed articles with annotations, using APA style. **Remember to submit the original article with your annotation**. You may choose to include a final/corrected version of the annotation you submitted for the practice assignment, if you want. Plan to submit one annotation a week; this will help you to build your readings in incremental steps. If you submit three or more annotations together on the due date, you will lose the equivalent of one grade point towards this assignment (20% of grade)

4. **Data sources.** In this 5-page assignment, you will create and apply three types of assessments to evaluate your students' understanding of the content you have taught them. These assessments are:
   - Formative assessments. This includes both formal and informal means of checking for understanding during the course of a lesson or at the end of a lesson when teaching an entire unit of lessons.
   - Summative assessments. This includes formal means of checking for students' understanding of the entire lesson or unit. One of these must include a scoring rubric.
   - Student self-assessments. This includes an informal means of having students evaluate their own performance and understanding of the lesson taught.

You will analyze the results of each assessment measure to evaluate what percentage of your students met, exceeded or did not meet expectations towards informing your decision to re-teach your original lesson with appropriate modifications or teach an extension lesson. You will also use this information to explore and reflect on the implications of the results: e.g., what did you learn about your students, were there particular groups of students who performed better or worse than other groups, how would you respond to this, what did you learn about yourself. (20% of grade)

Assessment Plan/Grading Criteria

Note: A grade of B- or above must be achieved for coursework to count towards a professional development degree.

Grade distribution		
Assignment	Points	%age
Practice assignments	100	20
Mini-ethnography context assignment	100	20
Needs assessment with research question	100	20
Annotated bibliography (10 references with original articles included)	100	20
Data sources and analysis	100	20
Total	500	100

Grade			
Grade	Percentage equivalence	Grade	Percentage equivalence
A	96-100	C+	78-82.9
A-	93-95.9	C	75-77.9
B+	88-92.9	C-	73-74.9
B	85-87.9	F	Below 73
B-	83-84.9		

Course Outline*

Syllabus is subject to change. Because this is a research and writing seminar, assignments may be adjusted to meet student needs. You will be notified of revisions or changes during class and/or via e-mail. Readings and assignments are due the week of entry, unless otherwise specified

Week/ Date	Topic	Assignment due this Week
Week 1 9/5	**Introduction to Action Research**: Context assignment; Focus students; Who Am I activity (What are the identities that I hold and how do they intersect in the classroom), funds of knowledge **Link to IRB training**: http://www.sandiego.edu/irb/training.php **NIH website** **http://phrp.nihtraining.com/users/login.php**	**For next week:** Start process of collecting filming forms and school consent letter; Start research on context assignment (the community) **Email Bridget C Meschen (bcmeschen@sandiego.edu) to request IRB account** **Complete IRB training no later than 9/26** To check out an iPad for the video, email William Hoagland (whoagland@sandiego.edu) to schedule a 10-minute appointment between 9am-4pm M-F
Week 2 9/12	**Critical friends groups** **Assessing classroom needs** **Research Methods**: observer's role/lens, interview techniques (note taking vs. note making; listening for understanding); teacher journal; student work	**Practice assignment: Educational Journey due**
Week 3 9/19	**Literature review work**: look to literature for strategies, procedures in relation to context; Identify a theory/lens that drives teaching practice	Check out the resource, *Journal of Teacher Action Research*, http://www.practicalteacherresearch.com/ **Practice assignment: APA style due**
Week 4 9/26	**IRB Workshop**: Ethical considerations in action research; develop basic question	IRB Filming Forms, school consent letter due **Practice assignment: IRB application draft** **Context assignment due**
Week 5 10/3	**Praxis/Theory Discussion:** Using the research to inform your action plan	**Practice assignment: Annotation due**
Week 6 10/10	Buffer week	**Needs assessment with research question due** **IRB application must be submitted today**
Week 7 10/17	**Developing assessment tools:** triangulating data sources - what are you seeing in the literature, how does this connect to context, how does this connect to self that teaches, how does this connect to student work/ observations/ student voice	
Week 8 10/24	**Developing assessment tools:** formative, summative and student self-assessments Constructing a survey	
Week 9 10/31	**Analyzing and making sense of data**	**Final annotation for annotated bibliography due**
Week 10 11/7	**Analyzing and making sense of data:** Looking at student work protocol (bring samples from met, exceeded, not met)	
Week 11 11/14	**Analyzing and making sense of data:**	**Practice assignment: Literature review (first draft)**
11/21	**No class:** *Thanksgiving*	
Week 12 11/28	**Identifying limitations, implications, next steps**	**Data sources assignment due**
Week 13 12/5	**Becoming a reflective practitioner**	
Week 14 12/12	**Roundtable session: Presenting your action research study to your peers**	