The Action Research Project Directions
(Final Report Only)

The Final Report

The Proposal should serve as the basis for the Final Report. The Final Report reflects revisions to the Proposal based on reviewer feedback, summarizes what actually was implemented, effectively describes and displays the results of the project, provides conclusions about impact on student learning, includes implications for the future, is written in past tense, and submitted in TaskStream on or before the due date.

Since the Final Report is written in past tense, the "Plan" from the Proposal is renamed "Methods". Describe any changes made to the original Plan and provide reasons for those changes. The Final Report, in addition will also include two new sections, as described below.

The final report should include the following components:

- **Rationale:** Learning Need, Content, Pedagogy/Instructional Strategy, Guiding Question(s)
- **Context:** Classroom, Students
- **Review of Literature:** Description and relevancy of sources, Synthesis of articles, Sources
- **Plan,** renamed **Methods** (sections of the proposal revised to enhance understanding and readability of the cumulative final report, Revisions to the Plan section of the proposal, to provide an overview of actual project implementation): Content Standards and Objectives, Teaching, Data Collection, Data Based Instructional Decision Making, Plan for Reflection
- **Results** & **Discussion**: Data Analysis, Explanation of Findings, Discussion of Findings
- **Conclusions & Recommendations:** Impact on Student Learning, Implications for Personal Practice
- **References**
- **Appendices** (samples of all data collection instruments, tests, scoring rubrics, student work, etc.).

Methods

Transition the Proposal Plan to the Final Report Methods by changing the tense, providing a clear concise overview of the project implementation, and addressing any changes that may have occurred during the project implementation.

Address the following questions:

- Were the following transitions made from the Proposal Plan: Headings transitioned from Plan to Methods, future tense changed to past tense, any modifications noted by the reviewer?

- Was there clear evidence of two or more weeks of implementation?

- Was there a clear concise overview of the project implementation?

- Would another teacher be able to replicate the project from the description provided in the Methods section of this project?

Results & Discussion

Explain how the data was analyzed, summarize key findings, and display the data using descriptive statistics, figures, and graphs. Then, describe the implications for the meaning of the data. Provide plausible explanations for connections between the results and student learning.

The Results & Discussion section should help readers understand how the data was analyzed, the impact of the teaching strategy on student learning, and how the results informed the reflective instructional cycle (planning, instruction, assessment, and decision making). The data analysis process should be clearly described. Numeric data (descriptive statistics – frequency, mean, median, mode, and range) should be discussed and displayed graphically (tables, graphs) to help readers understand the data. The presentation of the results should be organized so that readers can easily identify the pre/post assessment results, the results of the analysis of the formative data collected throughout the implementation of the project and the analysis of data for different groups of students.

At a minimum displays should include pre/post-test comparison, formative data results, and at least one analysis of disaggregated results for a particular group of students (e.g., special needs, low/high achievement, or skill levels) in comparison to the aggregate results for all students. Discuss the meaning of the displayed data. Make connections between formative and summative data, and how the results informed the reflective instructional cycle and impacted student learning.

Address the following questions:

- Have the type of data collected and the method of analysis been clearly identified?

- Were descriptive statistics included in Results & Discussion?

- Were displays of the results (pre/post-test, formative assessments, and disaggregated data for a particular group of students) included to enhance reader understanding?

- Were tables and graphs properly labeled and titled (see APA style guidelines)?

- Were formative data (daily/weekly grades, test scores, observations, assessment of student performance, etc.) included?

- Were the key findings summarized and clearly explained with references to the tables or graphs?

- Were multiple connections made between the results and student learning?

- Was the reflective instructional cycle-planning, assessment, instruction, and on-going data-based decision making explained?

Conclusions & Recommendations

Finally, add a conclusion which summarizes the following: how the project answered the guiding question(s), its impact on student learning and the relationship between these results and those of other researchers. End with recommendations for other teachers/teacher researchers and implications for personal practice. A good way to begin this section is to simply answer the guiding question(s). Then, summarize the impact or effect of the project on student learning, as well as describe any other project outcomes that may or may not have been anticipated. This section should also include recommendations for other teachers about how to best implement the teaching strategy. In addition, include a comparison of how the results are similar or different from the results of the related research included in the literature review. End this section by identifying the impact of the project on your personal growth as a teacher, and determining recommendations for your future teaching, research, and professional development.

Address the following questions as you develop the Conclusions & Recommendations:

- Were the guiding question(s) answered?

- Was the impact or effect of the project/teaching strategy on student learning summarized?

- Were any additional outcomes or unanticipated changes explained? For example, the project may have been designed to increase reading fluency but observations

revealed that as their fluency increased, students began participating more frequently during book discussions.

- Were the results described in the related research summarized in the Review of Literature compared to the results obtained in this project?

- Was a brief set of recommendations for other teachers who may consider implementing the strategy or who may want to implement a similar action research project provided? For example, if the project required spending a great deal of time working with individual students, what time saving recommendations could be made for other teachers?

- Did you describe how you grew as a teacher? What was learned about teaching and learning as a result of conducting this research?

- What will you do as a result of what you learned by implementing this project? What are the implications for future action research? What would you do differently if you implemented your project again?

- What professional development goals do you have as a result of your experience (what do you need to learn more about or need to strengthen in your teaching practice?).

Writing

Writing is an important aspect of this project. Use basic writing conventions (grammar, spelling, punctuation, sentence construction) and Standard English in the Proposal and Final Report. Use the American Psychological Style Guidelines (APA) for format, citations, references, figures and tables. Consider these questions:

- Have the Proposal and Final Report been carefully proofread for errors? (for "Distinguished" there must be one or no repetitive errors or fewer than five errors)

- Was the content clearly explained using academic vocabulary and Standard English?

- Have basic APA Style Guidelines (visit this website for a sample paper and for information related to all basic APA guidelines: http://owl.english.purdue.edu/owl/resource/560/01/) been followed?

- Is the paper double-spaced in 12-point font, with 1-inch margins?

- Is there a cover page? A references page? An appendices section?

- Are all pages numbered?

- Are figures and tables labeled using APA style guidelines? Have all figures and tables been referenced in the text of the Final Report?

- Have both in-text citations and references for all sources been given?

- Has the confidentiality of students and teachers been maintained by omitting their names or using pseudonyms?

- Does the Final Report use the headings and sections described in the directions and scoring rubric?

- Was confidentiality of all parties protected? Is the information about the classroom, students, and related research accurate, respectful, and unbiased?

- Has the rubric been used to self-assess the Final Report?

- Submit a complete and professional Proposal in TaskStream on or before the due date.

Professional Development Presentation

Create a professional presentation summarizing key aspects of the action research project. Research needs to be disseminated in order for it to be a benefit to the profession. As such, the student teacher is required to prepare and deliver a 10 to 15-minute multi-media presentation for an audience of FSU and PDS faculty and colleagues. The presenter will respond to audience questions in a way that demonstrates understanding of the impact of the project on student learning, content knowledge, pedagogical knowledge, and the ability to engage in reflection on teaching and learning.

Developing a Multi-Media Presentation

Using a PowerPoint (PPT) or other multi-media platform (such as Prezi), create 10 to 12 slides (use each of the bullet points in the outline below as the basis for developing a slide). You should also carefully consider the design of the presentation – it should be professional, visually engaging, and easy for the audience to read. As a rule of thumb, plan to spend about a minute discussing the information on each slide (10 - 15 minutes total presentation time). Two peers will be scheduled to present during the same session with you, so rehearsing to make sure the presentation is between 10 - 15 minutes is advised. Remember, the multi-media presentation should provide the audience with a brief summary of information and a set of 'talking points' to refer to during the presentation – don't just copy and paste whole narrative sections from the paper. Photos, digital examples of student work, or other graphics should be used to illustrate aspects of the project. It is often helpful to storyboard your presentation, outlining the content for each slide, before adding the text.

Use the following outline to guide your planning:

Overview
- Give a brief rationale for the study
- Include the guiding research question(s)
- Give a concise description of the context for the project (classroom, students)
- Include a brief summary of the most relevant information from the review of literature

Summary of the Plan, Results & Discussion
- Briefly explain the plan for teaching and research
- Explain how the study was implemented
- Summarize the results (include graphs and samples of student work or photographs, this should be multiple slides)

Conclusion & Recommendations
- Answer the research question(s) for the study
- Summarize the major conclusions and key findings of the project
- Make any recommendations for teaching
- Make any recommendations for future research

Make sure to rehearse what you will say and how you will use the multimedia during your presentation. This is a professional event, so you should use professional language and dress (think interview attire for a teaching position). As you develop the presentation, refer to the Action Research Presentation Scoring Rubric.

Your presentation must be submitted in TaskStream for full credit.

Alignment to InTASC and WVPTS Standards

By successfully completing the action research Final Project, teacher candidates demonstrate and document their ability to facilitate student learning by meeting the following standards:

Introduction/Rationale – InTASC standards 1, 2 and WVPTS Standards 2 & 4
- Provides evidence of knowledge of students' cultural diversity, developmental levels and special needs
- Provides evidence of reflection on personal teaching practice (e.g., strengths and weaknesses – how will the project help the candidate strengthen teaching practice?

Context – InTASC standards 1, 2, 3, 9, 10 and WVPTS Standards 4 & 5

- Provides evidence of collaboration with liaison, PDS principal and host teacher in the development of the plan.
- Provides evidence of consideration of the PDS context and strategic plan in the selection of the focus outcomes and the teaching strategy.

Literature Review – InTASC standards 4, 9 and WVPTS Standard 3
- Literature review connects research-based strategy to teaching/learning problem
- Literature review provides relevant foundation for the selection of a research-based strategy to address a teaching/learning problem.

Methods – InTASC standards 4, 5, 6, 7, 8 and WVPTS Standards 1 & 3
- Provide evidence of ability to plan
- Provide evidence of ability to identify a set of learner outcomes.
- Provide evidence of content knowledge – plan addresses content-specific teaching practices.
- Provide evidence of pedagogical knowledge
- Methods include a variety of assessments, matched to outcomes.
- Methods provide evidence of knowledge of how best to implement teaching strategies (duration, resources, etc.)

Results and Discussion – InTASC standards 6, 9 and WVPTS 3, 4
- Provide evidence of ability to analyze and report data
- Provide evidence of ability to assess learning differences
- Provide evidence of ability to use data to inform results of a study

Conclusions and Recommendations – InTASC standards 9, 10 and WVPTS 4, 5
- Provide evidence of ability to synthesize findings and determine implications of data
- Provide evidence of ability to make connections between results and student learning
- Provide evidence of impact on student learning
- Provide evidence of ongoing data-based decision making
- Provide evidence of candidate insights, reflections, and implications for personal practice
- Assist candidates in generating future professional learning goals