

## **ASSESSMENT 1:** **Action Research Project/Paper/Presentation**

**This Assignment Addresses These Specific Program Standards Affecting the Development of Both the Early Childhood Teacher Leader and The Early Childhood Program Leader; NAEYC Standard 3; Essential Tools 4 & 6**

**Rationale:** Every profession has a knowledge-base specific to the discipline. Early Childhood Education is no exception. When a question is asked in our field, it is set in the context of research findings and/or previously established best practices.

**Your Assignment:** Is there a question about the profession you are entering that you are eager to explore? Both **basic research** and **action research** are encouraged. Basic research typically establishes new knowledge about developmental phenomena or learning. A basic research question: “What effect does age of puberty onset have on peer relationships?” Action Research endeavors to discover which ways of doing things yield the best results. An action research question: “What is the relationship between classroom management model and student self-regulation?”

1. Find a partner/team (research is seldom done alone these days).
2. Develop a question. Check its suitability with your professor.
3. Consult four research journal articles on your topic.
4. Write a summary of previously-generated research findings (gleaned from your journal article reading).
5. Think up a method for investigating your question (consult professor).
6. Collect a small sample of data with your partner/team (consult professor).
7. Analyze your data --make sense of what you gathered (consult).
8. Relate your findings to the formal research reviewed earlier (#4).
9. What implications does your research have for your profession?

If you are presenting, your research work is due on the day selected for your presentation. If you are writing a paper, the paper is due on the last day of instruction. You will earn up to 3 pts for each of the sections of the mini research report completed professionally: Intro/Literature Review, Method, Results, Discussion, and Conclusion and Implications (18 pts possible...an additional 3 for writing quality).

### **Evaluation Criteria for Action Research Related Materials**

Regardless of the mode in which you choose to “tell the story” of your research experience in this class (poster, paper, power point presentation, video, etc...), you will need to adhere to scholarly standards for graduate work.

**ACTION RESEARCH PROJECT: Rubric for Judging Evidence of Meeting Standard**

NAEYC Standard or Tool Addressed	1. Characteristics of Action Research Needing Improvement	2. Characteristics of Action Research Meeting Expectations	3. Characteristics of Action Research Exceeding Expectations	SCORE
<p>Related to <b>Standard Three: Observing, Documenting and Assessing to Support Young Children and Families</b></p> <p><b>Does the candidate's work demonstrate appropriate observation, documentation and assessment methods on behalf of children and families? Does the candidate's work demonstrate mastery of inquiry/research methods appropriate to the discipline? Does the candidate's inquiry and assessment process demonstrate the creation of respectful, reciprocal relationships that support and empower families— involving them in their children's development?</b></p>	<p>The action research method is not appropriate, and/or insensitive to child and family privacy and/or cultural communication.</p> <p>In general, attention to research ethics is absent.</p> <p>The Candidate has not yet mastered skills essential for competence in research methods that are supportive of family relationships in which members are engaged and involved in their child's development.</p>	<p>The action research method is generally appropriate and addresses most issues of ethical sensitivity.</p> <p>The candidate evidences many professional communication skills essential to the research process and to family and child advocacy.</p>	<p>The action research methodology is appropriate in all ways...including ethical sensitivity to participants.</p> <p>The candidate's communication with all constituents in the research process is effective and professional.</p> <p>The result of the assessment/inquiry process is supportive of family members' engagement in the children's development.</p>	
<p>Related to <b>Tool Four: Mastery of Relevant Theory and Research</b></p> <p><b>Does the candidate's work demonstrate appropriate knowledge of theory-to-practice research skills—including the use of inquiry measurement instruments and protocol, aligned with professional roles and focus areas?</b></p>	<p>In the action research project, the candidate's "voice" is personal only and not professional.</p> <p>And/or there appears a disconnect between gathered data and application of learning to the ECE setting.</p> <p>Action research approaches are somewhat systematic.</p> <p>Inquiry protocol is loosely aligned with standard practice in this focus area?</p>	<p>In the action research project, the candidate has satisfactorily established "professional voice" and speaks as a member of her profession.</p> <p>And/or alignment across data, analysis and application to practice is clear.</p> <p>The research and assessment process the candidate is engaged in demonstrates many of the processes common to their practice discipline.</p>	<p>Throughout the project, the candidate's professional identity is clear and the action research process is complete in that lessons learned from analyzed data have high potential for informing practice. The candidate's inquiry process demonstrates standard practice in the profession.</p>	
<p>Related to <b>Tool Six: Inquiry Skills and Knowledge of Research Methods</b></p> <p><b>Does the candidate demonstrate inquiry skills, showing ability to investigate questions relevant to practice and professional goals?</b></p>	<p>The candidate appears unaware of systematic, professionally accepted inquiry and assessment approaches appropriate to the field of practice.</p>	<p>For the most part, the candidate investigates questions important to the discipline and uses methods common to professional practice in their field.</p>	<p>The candidate demonstrates knowledge of current and classic discipline-specific areas of inquiry and uses methods relevant to practice and well aligned with professional goals.</p> <p>Candidate inquiry methods and findings have the potential to inform the knowledge base.</p>	
				<b>TOTAL</b>

**Analytic Scoring:** Does Not Yet Meets Expectations = 1; Meets Expectations = 2;

Exceeds Expectations = 3

**Holistic Scoring:** Does Not Yet Meet Expectations = 1-2; Meets Expectations = 3-4

Exceeds Expectations = 5-6