693 PD Workbook

Denise Manning Journal Entries

**Week 1 Introduction to Action Research**

I’m not sure I’m prepared to complete action research. I have researched papers and projects in the past but what really makes a topic action research? I’m interested in learning more about what action research is as well as the thinking process it entails. The ability to list interesting topic ideas in a small group setting during class should be a good way for me to learn more about the thinking process that includes action research. The research project sample was a good example but I’m still feeling a little lost about what direction my project will go in. I want to try thinking out of my comfort zone.

**Week 2 Introduction to Action Research- Cycles and Epicycles**

I’m a little confused about how cycles and epicycles can be implemented regarding my project. I’m really sure how I want my project to begin, who’s point of view to focus on. In previous classes I’ve focused on my role as an educator but I don’t want to be in the classroom forever. I want to use this project to move me forward professionally.

Odd coincidence my professional career choices are similar to the cycles. The tried and tested strategy. I have an interest, I’ll try it, and see what happens. Note any pluses or deltas along the way. Then possibly try something else. Am I off based?

**Week 3 Strategic Personal Planning**

When I was brainstorming topic ideas in the small group with Bobby it was our ability to bounce ideas off each other and also move the thinking along. Great opportunity to ask questions during class and get immediate feedback.

Student Services at the Holmes- Outcomes?

What are the services the school provides? Push-in/Pull-out services?

Does BPS provide all the funding for student resources?

Funding concerns- who provides the resources for student opportunities?

Services only for students with IEP needs? Low income?

Is there anything unique about the relationship with student services?

I have lots of questions. I only see one point of view. I note whether there is any academic/ social progress that is taking place due to the the interventions. I wonder what happens everywhere else.

**Week 4 Examining the Background and Evaluation of Previous Actions**

K- Knowledge

A- Action ( to follow)

Q- Questions ( for inquiry)

F- Find ( how to)

I have to be honest it took me longer to complete the KAQF chart than I anticipated. I struggled to fill it in when it was on my laptop. It helped me when I printed it out and reflected on community partners that are represented at the Holmes. What are their missions? What are their outcomes? Then it became clearer that this project is a stakeholder study but that evaluation may be difficult.

**Buddy Pair**

Ted and I talked about our schedule. We agreed on meeting Sundays on Google Hangout.

**Week 5 Formulating Informative Comparisons**

I was unable to attend class this week due to illness. Every time a student is sick, I’m sick. I am thinking about the questions to ask for my interview of the City Connects Coordinator. Her name is Ann. She works very hard as a social worker at the Holmes. Through her role she brings community partners to the school. Community partners like Rosie’s Place and Cradles to Crayons that assist students with groceries and clothing reducing their out of school needs. How many students take advantage of the services? Is there evidence that proves its success at the Holmes? The Holmes are a tier 3 school. In the BPS system it is failing as a result of low test scores. How does this program affect the school/community/providers?

I really enjoyed working on the evaluation clock. I had questions that I was able to bounce off Dan. I am a little confused right now regarding this clock but I think once I try to plug in my project it might go better.

**Buddy Pair**

Ted emailed me to cancel this week’s meeting. I sent him my proposal for my action research project. I know that his topic is about scientific literacy in the classroom to aid student professional development.

**Week 6 Work in Progress Presentation**

I really enjoyed working on my presentation this week. I feel like my stakeholder study is coming together. I have interviews lined up with the City Connects coordinator at the Holmes Elementary School, one teacher. One student, and one service provider. My concern is that of evaluation and assessment. The interviews are more anecdotal. I can get the personal reflections of the stakeholders belief there has been significant progress made by students. As well as gain access to the individual partners deficit and success numbers.

I enjoyed the other presentations in the class. There was a great deal of diversity. There was not a lot of time for questions during class but it was very helpful to complete and view comments from others as to next steps.

**Annotated Clippings**

Helping Students with Needs that Extend Outside of the Classroom

<https://www.bostonglobe.com/lifestyle/health-wellness/2014/11/24/city-connects-helps-students-with-needs-that-extend-outside-classroom/MNcmIuZqiEklyx7jqyzIPN/story.html>

This article is a focused piece on the work that City Connects does in their school communities. It also has some background information directly from the founder of the program, Mary Walsh.

**Week 7 Formulating Comparisons for Evaluation and Constituency- Building**

The readings this week gave me greater insight into how to reflect and evaluate my role in the action research project. I am personally and professionally involved with the staff, the admin, the parents, and most importantly the students. I celebrate their progress as our progress. Their failures are our failures. I want this research project to be successful because I don’t want them to slip too deep into the crack. I think that the further I inquire about the partnership the more people I have to talk to. I honestly didn’t know that I would have to present myself so professionally but in a different way than I’m used to, I feel a little off balanced. Waiting for it to subside.

**Buddy Pair**

Ted and I were unable to meet on Google Hangout this week. He did send me commentary regarding my action research proposal. We are not connecting as a team. I’m honestly not sure if it is the language barrier or experience levels. I’m concerned that I’m not getting anything out of the partnership. I then received his proposal and commented that:

**Denise Manning- Buddy Pair Commentary (I put suggestions in red)**

At this time I see the framework of your project. As a part of your project you will create an online tutorial that introduces nursing students to new skills they can use to incorporate scientific literacy into their knowledge base.

My concern is that this project is very large. It’s creating your own curriculum to implement into a college setting. What are you planning to use to evaluate the success of the tutorial? What does the tutorial focus on? Is the project really about the process of creating the tutorial, including the needs assessment? Or is it about the evaluation of the outcomes which may lead you to brainstorming ways to improve the tutorial? What is it that you truly want to get out of the project? Google is a student’s best friend. What ways would you instruct students to be able to retrieve scientific literacy?

Pay greater attention to what you want from the project and it will help to flush out the project more. Decide if the project is more process or results orientated. Thank you. This project looks exciting. It is important to aid students in strategies to increase retention. This is a question all educators ask themselves in their classrooms.

**Week 8 Reflection on Your Experience as Novice Action Researchers, Part 1**

I really enjoyed class this week. Separating into groups to complete jigsaw readings has always been something I enjoy. It’s what we’ve done in the classroom to separate large readings and give the students a chance to do a close reading which will be asked of them in testing. During the group we realized very quickly that we were not sticking to our preassigned roles. I realized that I have a lot of leadership potential. I was aware of when I was time-keeper, helped pivot the conversation, and reporter (though not my first choice). The conversation was very helpful when we steered towards our individual action research projects. Bobby is very insightful about how to approach building a constituency and why we each do what we do. If we need inspiration Bobby is the man to engage in conversation.

My project has changed a bit the more I intended. The more I involve others the less control over the outcome I seem to have.

**Buddy Pair**

Only Ted and I have been rearranged into new buddy pairs. It seems obvious to me that I’m not getting much out of the pairing as everyone else in the class. Others have been writing excitedly about their partner’s effect on their work and I can’t agree. I am behind and I feel further behind. I haven’t talked to Ted in what feels like weeks. My new pairing is with Dan and Marisa. This is a feeling I know all too well. In 8th and 9th grade when the friendships have all be formed and then a new person is forced in, it’s unsettling for all. I hope this experience goes better than those.

**Week 9 Reflection on Your Expertise as Novice Action Researchers, Part 2**

Cha Cha Changes. I don’t think that I have to measure the effectiveness of the program by focusing on those that receive services and those that don’t. I can measure the effectiveness of City Connect’s mission based on the academic and social emotional success of those that receive services. Not just receive but those who do not appear to see a reduction in their out of school obstacles compared to those where the experience has proved more beneficial. That is where I will focus my inquiry and data analysis. I found there was no reason to compare the students that don’t receive services because it doesn’t show the success of the program.

**Buddy Pair**

Marisa and Dan reached out to me about when they usually meet. Every Thursday 6:30PM, a half hour, before class. I gave them my phone number since they said they meet by phone. Unfortunately we missed each other this week by phone but we were able to connect by email. This is the first time I’ve briefly felt supported this entire semester. I had people I could bounce ideas off my who would give me feel feedback about next steps since I’ve been so far behind.

After the proposal I have not heard from Ted. I submitted my evaluation clock late but I have been unable to share it with my buddy partners.

I was able to give my buddy partners my W7 narrative, late, but we were able to discuss what the narration needed to include and how to address them concerning my action research project. Marisa also noted that I might find it helpful to take a look at the wiki examples. I found this very helpful as I have been behind.

I shared with my partners that everything is revise, revise, revise. I’m trying to keep up. I can do it. There are things I’m not going to share but I have confidence in myself.

**Week 10 Updated Work-in-progress Presentations**

SInce my action has undergone some changes so did my presentation. I had to be clearer on what my action is. My action is to determine the effectiveness of the City Connects partnership for students who need the most support, those on tier 3, the students that need the most support. The partnership can be more effective if we evaluate the effectiveness and determine through collaboration and constituency what community partnerships can be expanded upon to better support students and truly fulfill the mission of the Holmes and City Connects. As soon as I changed my action and focus it’s almost like all the pieces came together. I can complete revised tasks with greater certainty and related outcomes.

**Buddy Pair**

I thought my presentation went well but we’re all overwhelmed. For the paper I need to expand on the partnership connections that make up the whole paper. I found that a lot of the feedback I received from the presentation was related to being more precise, clearer, in my intentions. The draft is due and I’m not ready but I’m happy to know I’m not the only one behind in submitting the reading summaries.

My buddies are very helpful even when I have to talk with them on a train ride back from the doctor’s office. I ran late for class of course. During the ride we discussed sending our drafts to each other over the weekend. We also discussed my confusion between annotated clippings and a bibliography.

**Week 11 Influences of the Political Context on Evaluation and Educational Research**

I wasn’t feeling well this week so I had to miss class and my buddy partner meeting. This made me feel awful because I wanted to hear Dan and Maris’s presentations.

**Buddy Pair**

Unable due to illness.

**Week 12 Generating Politics from Below in Relation from Below in Relation to Educational and Action Research**

I did not enjoy the video during class today. I understand the importance of ethics when it comes to action research. I thought there were more relevant videos that could have been highlighted. What I really enjoyed was the mapping activity. I got excited about how my action research project could help my students. This realization made me aware of the long term impact my project could have. After I read what my intended outcome is to Jeremy a smile shone brightly in my chest. My tier 2b and 3 students need this action, this process, to be successful. The cracks are large for minority students with labels that follow them from elementary school. With the community partnerships the students and parents can have the tools to be better prepared for school and life.

**Annotated Clippings**

Submitted separately