

ACTION RESEARCH TEAMS 22/23



Purpose of Action Research Teams: Ensuring One Trimester's Growth in One Trimester's Time

As educators, it is of utmost importance that our students are ready for the real world once they graduate from Pathways High. In order to do this, students must engage in meaningful and rigorous project based learning. Project based learning can be a challenge in and of itself - from planning to assessing to giving and receiving feedback on seminars and ensuring growth throughout the trimester. The purpose of Action Research Teams is for the professionals at Pathways High to participate in examination of planning, student learning, and best educational practices to ensure that each student in our care is making one year's growth in one year's time through seminar work during the school year. The educators at Pathways High will do this by examining the following four questions in teacher-led professional learning teams:

- How are you ensuring at least one trimester's growth in one trimester's time?
- How have you ensured equal intensity of surface-, deep-, and transfer-level learning for this seminar?
- How are you defining and providing intentional feedback to students on their growth in both content knowledge and Future Readiness skills?
- How are we planning on getting to know our students?

(adapted from Sever, 2022)

Why Action Research Teams (ART) at Pathways High?

Action research teams with a focus on examining student work and connecting it to classroom practice will be key to increasing student engagement, rigorous instructional practices, and the level of project development by students. With support from each other and the focus on qualitative as well as quantitative discussions, we can grow together in our rigorous and intentional practice of project based learning. Additionally, research supports building teacher collective efficacy, clarity, and assessment practices alongside accountability for student work and classroom culture.

- *Collective Teacher Efficacy* - "With an effect size of 1.57, CTE is ranked as the *number one* factor influencing student achievement (Hattie, 2016). **Collective teacher efficacy, as an influence on student achievement, is a contribution that comes from the school – not the home nor the students themselves**" ([Donohoo, 2017](#)).
 - This effect size has dropped to number two as of 2022 with estimates of student learning jumping to number one - both of which are key to the development and planning of Action Research Teams.
- *Mindframes and Visible Learning* - "Accomplishing the maximum impact on student learning depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students' starting and desired success in learning, **seeking evidence continually about their impact on all students, modifying their teaching in light of this evaluation, and joining in the success of truly making a difference to student outcomes.**" ([Hattie, 2017](#))

- *Self Lever* - “Ultimately, neither the standards themselves nor the new accountability tests designed to measure student progress toward those standards will do anything to improve student learning. **The leverage advantage of standards will only be realized if students—not only teachers—are empowered to use standards to guide their efforts.**” ([Frontier, 2015](#))