

## **“Action Research” Defined**

**Investigations conducted by and for the people taking the action, on their own action, to inform their future actions.**

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## **Four Functions of Action Research**

- **Leadership development**
- **Teacher development**
- **School development**
- **Culture development**

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**Five Habits of Inquiry**

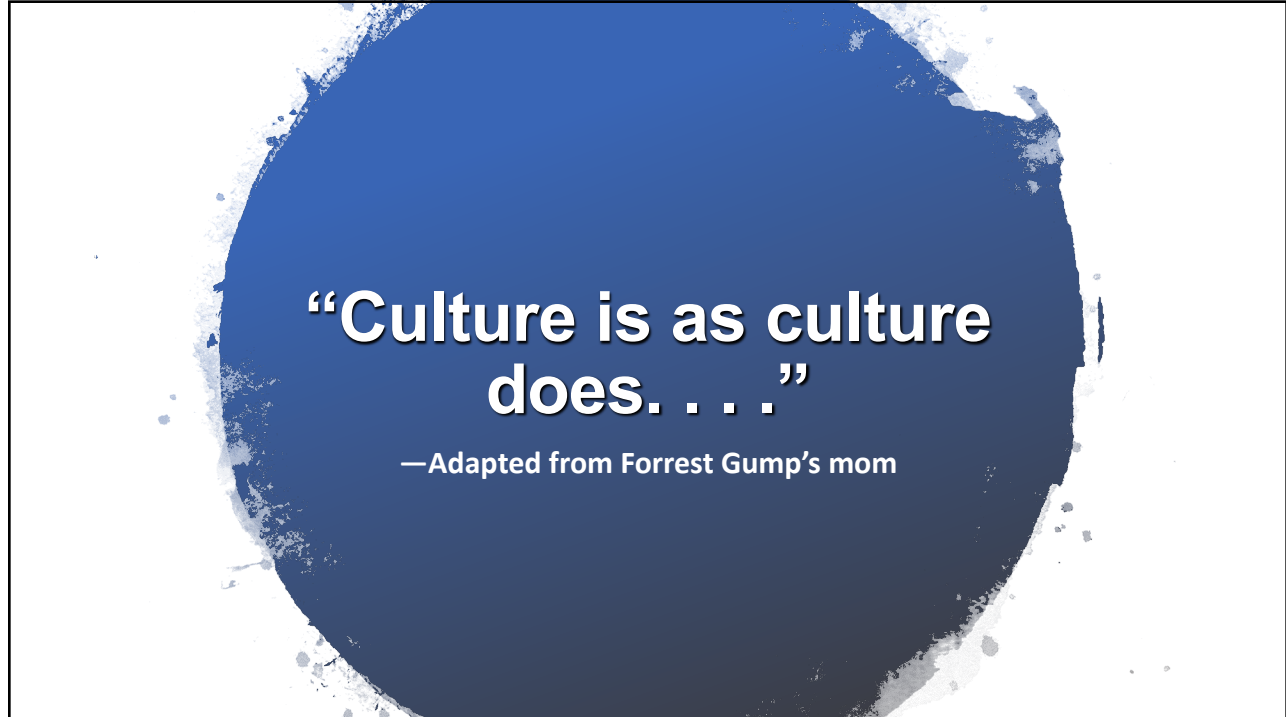
- Clarifying a Shared Vision for Success**
- Articulating Theories of Action**
- Acting Purposefully While Collecting Data**
- Analyzing Data Collaboratively**
- Using Informed Team Action Planning**

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**Three Reasons for fostering CAR in Independent Schools:**

- Accountability**
- Communication with stakeholders**
- Culture development—the “ethic of continuous improvement”**

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## Three Types of Cultures

<b>Conventional</b>	<b>Congenial</b>	<b>Collegial</b>
Teachers are largely left alone.	Emphasis is on sustaining a positive staff climate.	Focus is on continuous improvement.
Classrooms are autonomous.	Classrooms are autonomous.	There is shared responsibility for teaching and learning.
People are unaware of each other’s work.	People are valued for the role they play in the social fabric of the school.	People are valued for the contributions they make to student learning.
Conflicts don’t exist.	Conscious efforts are made to eliminate or quickly resolve conflict.	There is a recognition that conflict is inevitable, so deliberate efforts are made to <u>manage</u> conflicts in the interests of student learning.

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## A Hallmark of a Productive School Culture

**“Collective Autonomy”**

(Carl Glickman)

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## Two Levels of Action Research in Schools

- **Macro level**

- Focus is on program or schoolwide issues.

- **Micro level**

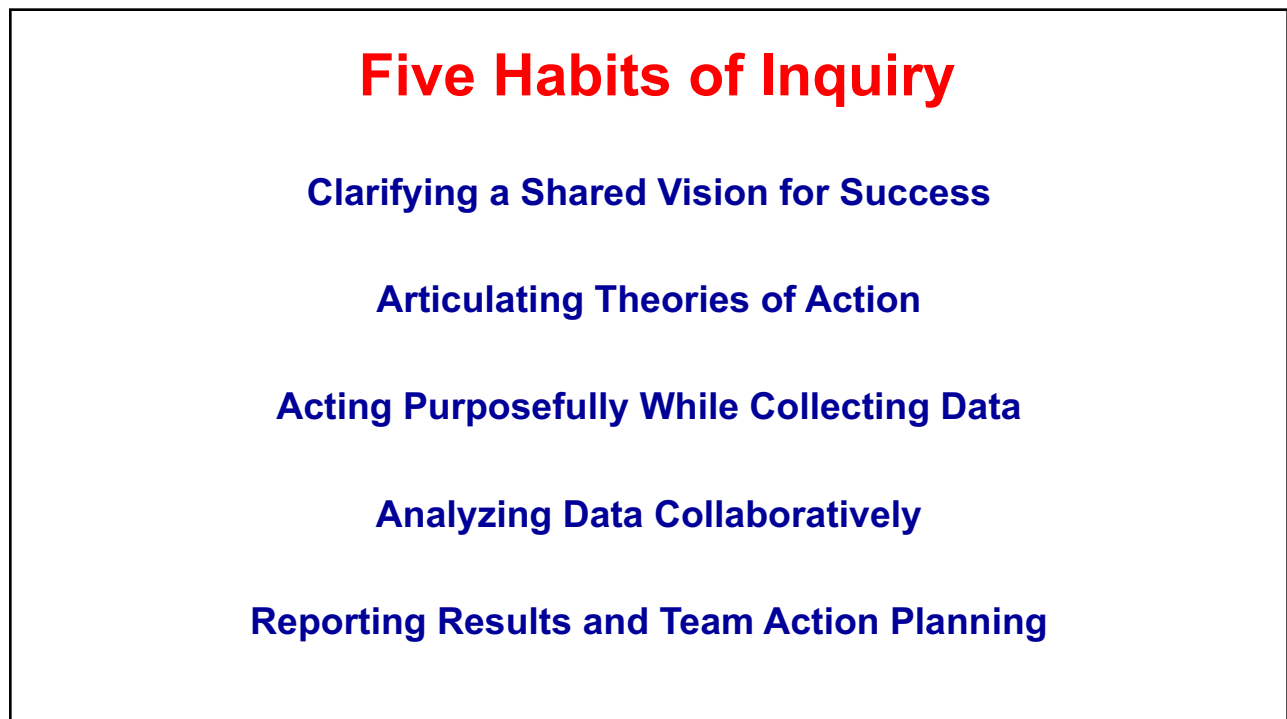
- Focus is on classroom-level issues.

- Focus on personal growth

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## *Professional Defined:*

**A person capable of combining a mastery of their field's knowledge base along with the wisdom one gains from practice to creatively solve non-routine problems.**

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## **THE ROLE FOR LEADERSHIP: *The People Strategy***

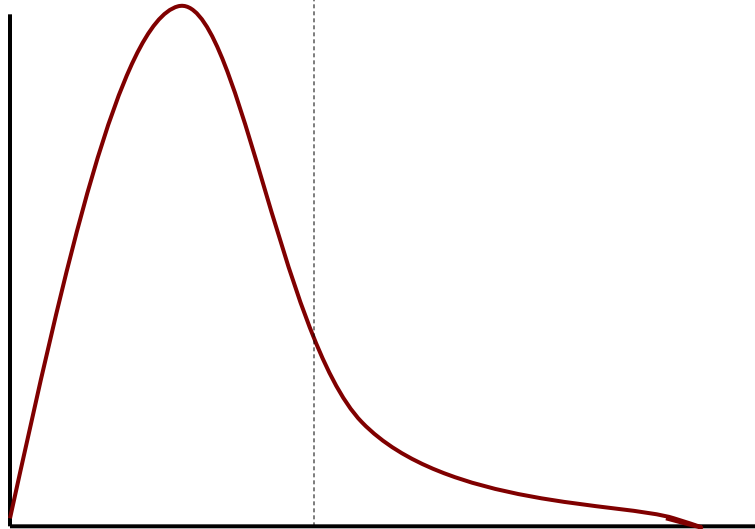
**A primary goal for those of us engaged in educational leadership is the development and maintenance of the professional culture experienced regularly by those we lead.**

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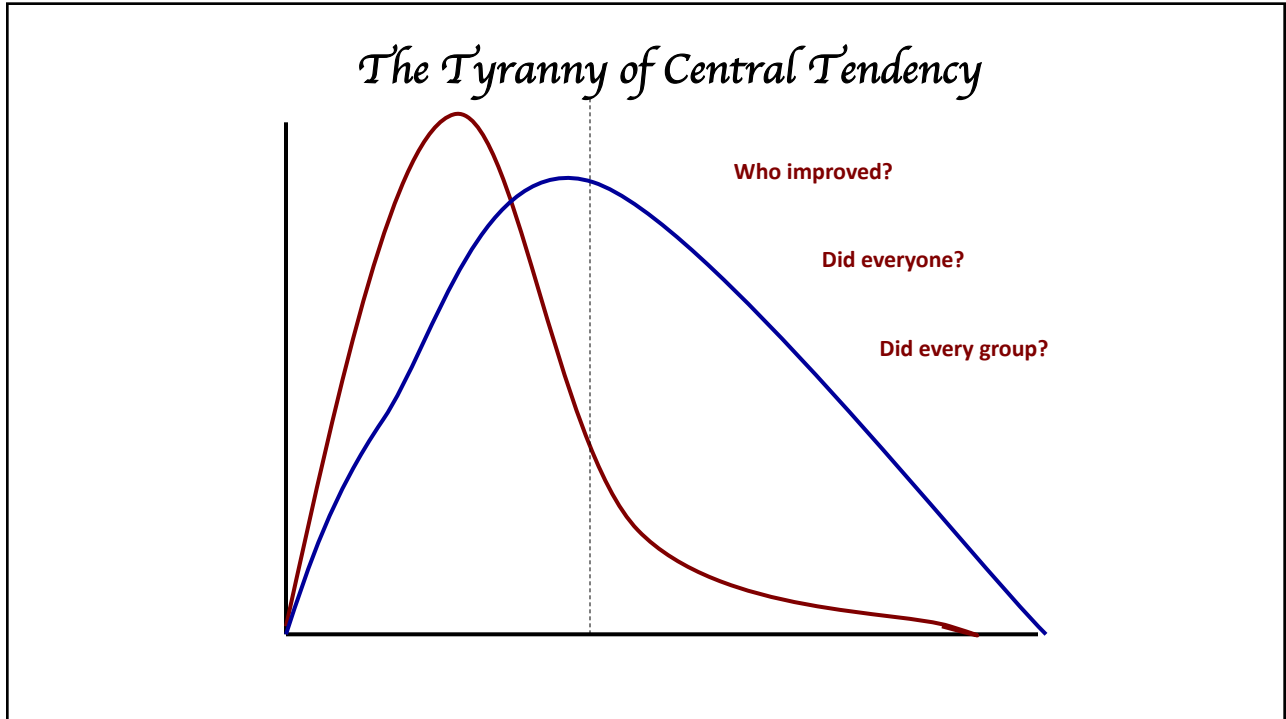
**Overcoming the tyranny of  
central tendency:  
An “assessment”  
paradigm shift:**

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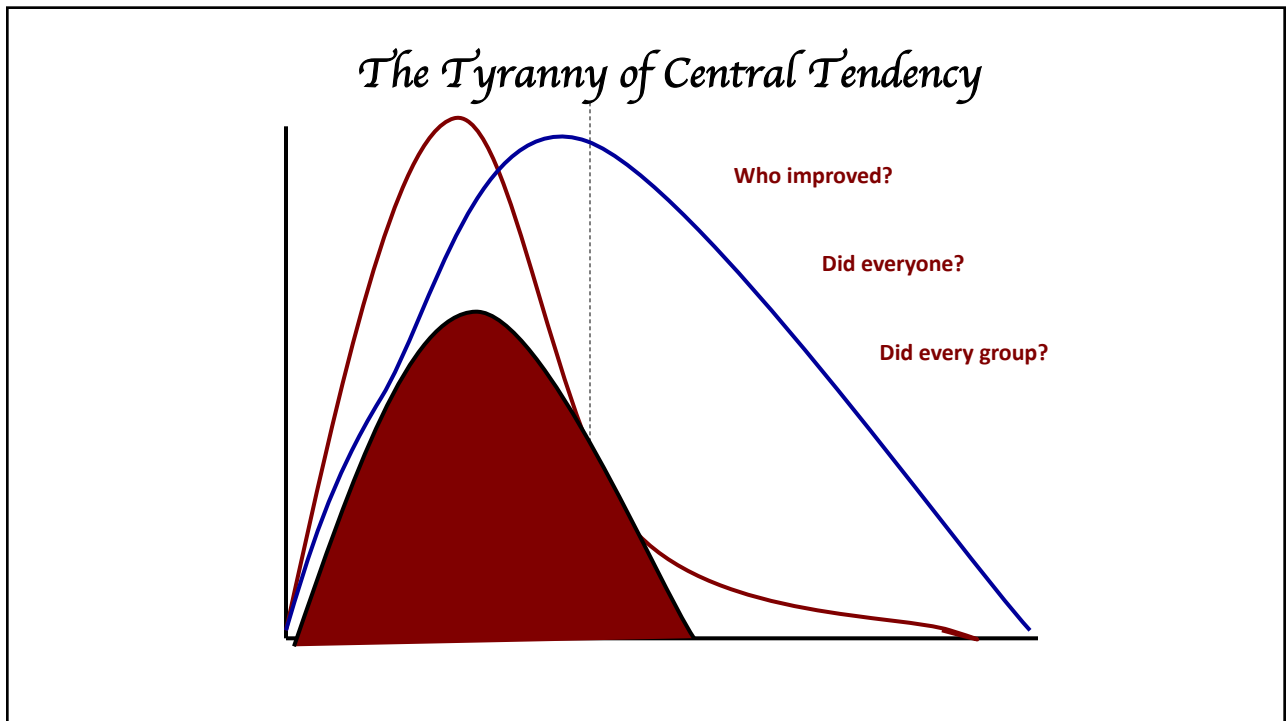
*The Tyranny of Central Tendency*



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Apparently, even financial managers  
understand:

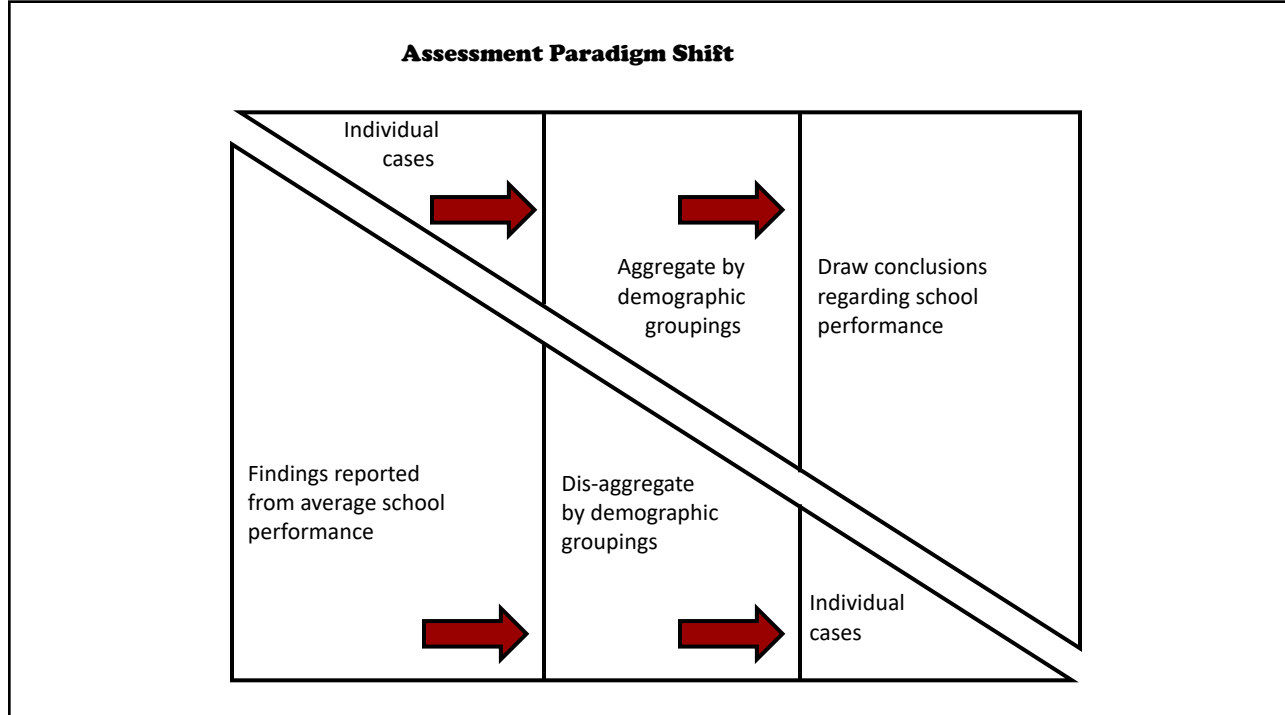
**"At Dean Witter, we measure  
success one investor at a time.."**

*Advertising slogan*

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**"At \_\_\_\_\_ School,  
we measure success one student  
and one faculty member at a time..."**

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## *Key Norms for Professionalizing Teaching*

- Student as “knowledge worker”
- Teacher as “academic coach”

**(focus becomes teaching students, not classes)**

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## **A Leadership Mantra**

- What specifically do you hope to accomplish?
- Specifically, how do you plan to accomplish this?  
Why?
- How will you monitor your progress?
- How will you report what you've learned?

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## **A different dialogue:**

The teacher/administrator dialogue changes from:

***Just tell us how you want it done.***

to:

***Based upon the evidence, this is what we think we should try, and this is the data we will be collecting to monitor and improve the results.***

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## Richard Sagor's books on conducting Collaborative Action Research

- The Relentless Pursuit of Excellence: Lessons on Transformational Leadership Richard Sagor & Deborah Rickey. Corwin Press (2012)
- 
- The Action Research Guidebook, A Four-Stage Process for Educators and School Teams, 2<sup>nd</sup> Edition Richard Sagor, Corwin Press, 2011
- 
- Collaborative Action Research for Professional Learning Communities Richard Sagor, Solution Tree, 2010
- 
- The Action Research Guidebook, A Four-Step Process for Educators and School Teams, Richard Sagor, Corwin Press, 2005

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## Richard Sagor's books on conducting Collaborative Action Research, con't:

- Guiding School Improvement Through Action Research. Richard Sagor, ASCD, Alexandria, VA. (2000)
- 
- Local Control and Accountability: Getting it, Keeping It, and Improving School Performance. Richard Sagor, Corwin Press (1996)
- 
- How to Conduct Collaborative Action Research, ASCD, Alexandria, VA. 1993.

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