



CCLD Action-Based Research Project

IMPROVE YOUR INSTRUCTION AND YOUR STUDENTS' LEARNING

CCLD Action Research Project

The Colorado Council for Learning Disabilities will award two \$500.00 Classroom Grants for outstanding action research. All participants who successfully complete a project will be recognized in *LD Forum*, a national publication for professionals in the field of special education. These teachers will also be featured in the CCLD newsletter and on the CCLD website.

The action research process allows teachers to collect data, analyze student learning, and identify changes that improve teaching and learning. It will help answer questions about the effectiveness of specific instructional strategies, the performance of specific students,

and effectiveness of classroom management techniques.

The term "action research" was started by Kurt Lewin in 1944 to describe a process of investigation and inquiry that occurs as action taken to solve a problem. Today it is a way to reflect with a goal of improving understanding and practice. The action component is the intended change to be implemented and the research portion enhances understanding.

Action research also allows teachers to *take charge of their personal professional development*. It facilitates self-reflection on teaching practices and helps generate new ideas for training needs in instruction and classroom management.

The Colorado Council for Learning Disabilities created a unique research project in the mid 1980's that continues today partly because of the legacy of three wonderful and dedicated educators: Gertrude Meyers, Ellie Smucker, and Beatrice Fern.

And so it is that CCLD, an organization that has always been run by strong, dedicated teachers has a tangible legacy to give to teachers to encourage them to explore and evaluate promising practices for students who are struggling learners. It is gratifying to know that this legacy continues.

Applications are currently being accepted. Teachers are encouraged to view the Research Project application and rubric (www.cocld.org) for details.

Colorado Council for Learning Disabilities



CCLD Action Research Project Application Form

Eligibility: The \$500.00 Classroom Grant is open to teachers who work in a classroom setting with students who are struggling learners. The requirements for a project are outlined in the attached grading rubric. Applicants may wish to participate in a professional-development opportunity to help generate possible learning objectives and instructional strategies for the project. However, this is not a requirement. See the CCLD website (cocld.org) for suggestions.

Full Name: _____ Date: _____

Home Address _____

E-mail address _____

Phone Number _____

Signature of Applicant: _____

Write a description of how you would use the \$500.00 grant in your classroom to support the needs of students who are struggling learners.

Attach a description of the first six components of the rubric including background information for the student, learning objective and instructional activities. Include start date and projected completion date.

Applications may be submitted between October 15, 2018 and March 1, 2019. When the project is completed, submit final paper. Deadline for submission of final papers is April 1, 2019.

Questions: Contact Sabrina Raugutt: coloradocld32@gmail.com

Send all documents to: coloradocld32@gmail.com

Grading Rubric for Research Project

(Total number possible points: 42)

3 Points	2 points	0 points
<p>General background information (gender, achievement levels, special education status (or level of support received via RTI process), second language learner, etc.) <i>regarding the student(s) selected for the study</i> is included and complete.</p>	<p>General background information (gender, achievement levels, special education status (or level of support received via RTI process), second language learner, etc.) <i>regarding the student(s) selected for the study</i> is included but incomplete.</p>	<p>General background information (gender, achievement levels, special education status (or level of support received via RTI process), second language learner, etc.) <i>regarding the student(s) selected for the study</i> is not included.</p>
<p>Assessment data pertaining to the student's particular struggles in the area of study is complete and affords a clear picture of the nature of the student's struggles.</p>	<p>Assessment data pertaining to the student's particular struggles in the area of study is either incomplete or doesn't afford a clear picture of the nature of the student's struggles.</p>	<p>Assessment data pertaining to the student's particular struggles is not included.</p>
<p><i>A total of one objective</i> that the student must accomplish is clearly articulated and is closely aligned with the student assessment data.</p>	<p><i>A total of one objective</i> that the student must accomplish is stated but is only somewhat aligned with the student assessment data.</p>	<p><i>A total of one objective</i> for the student is not stated or, if stated, is not aligned with the results of the student assessment data.</p>
<p>The objective, above, is obviously grounded either in the Colorado Academic Standards. <i>The objective is identified in such a way that it can be readily located within either the standards or the learning trajectories.</i></p>	<p>The objective, above, is somewhat grounded either in the Colorado Academic Standards. <i>However, the objective is not identified in such a way that it can be readily located within either the standards or the learning trajectories.</i></p>	<p>The objective, above, cannot be readily located within the Colorado Academic Standards.</p>
<p>Two instructional activities that hold promise for the student are identified, described, and defended <i>(the rationale for using each activity is clearly outlined and defended).</i></p>	<p>One instructional activity that holds promise for the student is identified, described, and defended <i>(the rationale for using each activity is clearly outlined and defended).</i></p>	<p>No instructional activities for the student have been identified.</p>
<p>The two instructional activities, above, are identified in such a way that the source of the activities is clear.</p>	<p>One instructional activity is identified in such a way that the source of the activity is clear.</p>	<p>The source of the activities is unclear.</p>
<p><i>A reference page includes all necessary information for the reader to locate and access your source material(s).</i></p>	<p><i>A reference page is included but is either incomplete or does not provide the information necessary for the reader to locate and access your source material(s).</i></p>	<p><i>A reference page is not included</i></p>

<p>For each instructional activity (see above), one (1) specific lesson sequence (outline form or ‘bulleted’) is included and contains the depth and detail necessary to understand the role of the lesson in helping the student reach the objective.</p>	<p>For each instructional activity (see above), one (1) specific lesson sequence (outline form or ‘bulleted’) is included but does not contain the depth or detail necessary to understand the role of the lesson in helping the student reach the objective.</p>	<p>A specific lesson sequence (outline form or ‘bulleted’) is not included for each instructional activity (see above).</p>
<p>A summary paragraph (descriptive and anecdotal) <u>at the conclusion of the implementation of each of the two instructional strategies</u> is included and contains the depth necessary to understand both the benefits of the strategies for the student and any additional unanticipated learning challenges (if applicable) that may have surfaced for the student.</p>	<p>A summary paragraph (descriptive and anecdotal) <u>at the conclusion of the implementation of each of the two instructional strategies</u> is included but does not contain the depth necessary to understand both the benefits for the strategies for the student and any additional unanticipated learning challenges (if applicable) that may have surfaced for the student.</p>	<p>A summary paragraph (descriptive and anecdotal) <u>at the conclusion of the implementation of each of the two instructional strategies</u> is not included.</p>
<p>Upon completion of the implementation of the instructional strategies (see above), data is collected regarding student growth; data is complete, thoroughly described, and results are included in this project.</p>	<p>Upon completion of the implementation of the instructional strategies (see above), data regarding student growth is incomplete or not clearly described. However, results are included in this project.</p>	<p>Upon completion of the implementation of the instructional strategies (see above), data regarding student growth is not collected.</p>
<p>Following the data collection above, the progress made by the student is sufficiently described to present a clear picture of the nature of improvement for the student. If improvement was not noted, possible reasons for the lack of improvement are addressed, i.e. unforeseen the area of study challenges for the student.</p>	<p>Following the data collection above, student growth is not sufficiently described to present a clear picture of the nature of improvement for the student.</p>	<p>Progress made by the student was not included.</p>
<p>A next step for the student, clearly grounded in either the Colorado Academic Standards (<i>and identified in such a way as to be easily located within the source</i>), is identified.</p>	<p>A next step for the student is identified, but is not clearly grounded in either the Colorado Academic Standards (<i>or is not identified in such a way as to be easily located within the source</i>).</p>	<p>A next step for the student is not identified.</p>

<p>Upon completion of the project, your reflections regarding your personal experience fully address the following questions:</p> <p>What did I learn from this experience? What was hard for me? What would I have changed? What is one goal for me, personally and/or professionally, that, if accomplished, might help me further 'along the road' regarding my role as a 'the area of study interventionist?'</p>	<p>Upon completion of the project, your reflections regarding your personal experience somewhat address the following questions:</p> <p>What did I learn from this experience? What was hard for me? What would I have changed? What is one goal for me, personally and/or professionally, that, if accomplished, might help me further 'along the road' regarding my role as a 'the area of study interventionist?'</p>	<p>A reflection component, upon completion of this project, is not included.</p>
<p>Paper is well written in terms of organization, detail, language mechanics, and scholarliness.</p>	<p>Some errors or omissions in terms of organization, detail, and language mechanics somewhat impede the efficacy of the writing.</p>	<p>Numerous errors or omissions in terms of organization, detail, and language mechanics significantly impede the efficacy of the writing.</p>