

Teacher Layer 1 AALF PLC Action-Research Model

...the real issue isn't that teachers aren't provided professional development, but that the typical offerings are ineffective at changing teachers' practice or student learning...we often ask questions about how students learn, but not often about how teachers learn.

Allison Gulamhussein

Action Research – AALF Professional Learning Community Model

We are all learners and what we know about learning changes as we become more knowledgeable. For these and other reasons, we highly recommend that teachers participate in action research. There are a number of interpretations regarding action research. In schools, **action research** refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose next steps or problems. It can also be applied to educational techniques and practices that educators want to learn more about and improve.

(Source: [*The Glossary of Educational Reform*](#))

Participation in the AALF Action-Research Model can provide you with opportunities to develop effective 1-to-1 pedagogical understandings and practices. For example, educators learn about technology resources, but often times they do not learn about the pedagogical foundations of those resources and applications.

Participating in action research with other educators provides each individual with the opportunity to develop their understanding and practices. Another purpose for this action research is to provide you with the opportunity to work collaboratively with a team of educators as you:

1. Ask and identify an essential question/s that will focus your work.
2. Create a plan for how your PLC will address this question.
3. Research information that will help you better understand the elements of the question/s as you work to form an answer.
4. Create an artifact or product that you will use in your classroom or work.
5. Share and report out the effectiveness of the product, or how you revised it in order to better meet your student needs.
6. As a team, briefly document your work—so that other 1-to-1 educators can learn from your collaboration and practices.

Individual Elements of Action Research Work

As an individual...

1. Identify 1-2 focus areas you want to investigate, including the reasons you chose these focus areas and how you anticipate these focus areas will increase 1-to-1 effectiveness for you and your students.
2. Bring these topics to your next PLC meeting and discuss with other team members.
3. As a group come to consensus on the topic you will research. Create the essential question/s that will act as a catalyst for your action research.
4. Collaborate with other team members to make a plan (Who will research what? How will you report what you research? What time element do you want to commit to this work? What will your final product look like? How will you capture your work so you can communicate what you learn and how it impacted your 1-to-1 work? Can you incorporate this communication as a reporting tool as well so you do not need to write a separate entry or report?

5. Go to work researching and documenting what you learn about your topic and essential question/s.
6. Collaborate with others in creating the final artifact or product and, as a team, be prepared to share your work and how you have employed it in your classroom with other educators at your school or in your district (sharing your question, your research tasks and what you learned, and your group product with other educators through online networking is a fantastic next step as well!)

The following graphic presents this process:

