Angela R. Deschner
EDLD 5315
Action Research Outline Assignment

I. **What is the topic of your action research?**

Emergent Bilingual (EB) learners need to show growth in their English proficiency every year along with growth in their learning. My Innovation Plan focuses on utilizing Blended Learning with Sheltered Instructional strategies to achieve this growth (Horn et al., 2014; Tucker et al., 2016; Vogt, 2016). I am developing my Action Research design around growing EB learners in their English language proficiency.

In developing my Action Research design to support my Innovation Plan, I think Implementing and Collecting the data may be the most difficult to carry out since I will be utilizing other teachers' classrooms and their learners (Mertler, 2022). Thus, the teachers have to be willing to be vulnerable in allowing for the Implementation step in their learning environment. Since the majority of teachers desire to be better educators and look for ways to grow their learners' learning, I should be able to overcome this obstacle for my research by providing "in the work" data and the opportunity of having Personal Reflection over the results (Mertler, 2022).

II. **What is the purpose of your study?**

Thinking about the Lag and Lead measures in my 4DX Strategy for my Innovation Plan has helped me think more about gathering data to support and improve my Action Research design (McChesney, et al., 2021). Recent data from schools across the State of Texas as well as in my district has shown that the Language Proficiency Domain of Speaking is an area of low growth for EB learners with the new computerized assessment system. I want to focus on this domain with my research.

III. **What is your research question? How does the consistent practice of a growth mindset impact the leadership of adult learners and district administrators?**

My research question is: how much do Blended Learning lessons (in any content area) that require learners to submit a spoken response following a specific academic protocol increase growth in the Language Proficiency Domain of Speaking for EB learners to prepare them for the state's TELPAS assessment?

As an Instructional Coach of adult learners along with my interaction with district administrators, I see those that embrace a growth mindset willing to support and/or participate in my Action Research design. These professionals are constantly looking at ways to improve the learning for ALL learners, not just EB learners. I believe that

the results from this research will improve the English proficiency of Speaking with the target population of EB learners along with the Language Arts proficiency for all learners in a participating learning environment. Since speaking influences writing, I also believe that the work designed in this study will eventually improve writing for all learners, too.

IV.   What is your research design (Qualitative, Quantitative, or Mixed Methods)?

My research design is a Mixed Methods design requiring Qualitative and Quantitative data.

a. Why did you choose this design?

I chose this design because I need the Qualitative data from teachers in the work to gauge the quality and rigor of the lessons. I also need the Quantitative data based on student results to determine if the desired outcome of increased English-speaking proficiency is viable.

V.   What data will you collect?

I will collect qualitative data through surveys of teachers with EB learners to see if the lesson activities created are of the quality and rigor needed to produce the desired growth in the proficiency domain of Speaking for their learners. I will also collect quantitative data based on student responses from each speaking activity. A rubric will be utilized based on TELPAS scoring of this domain to assess each student's response (Texas Education Agency, 2023).

VI.   What types of measurement will you use?

To measure the teacher's response, a survey will have questions with ratings for each response in order to gauge the teacher's thoughts on the quality and rigor of the lessons produced to increase language proficiency in the domain area of Speaking.

To measure the student's response, a rubric will be utilized based on TELPAS scoring of this domain to assess each student's response. Those results will be entered into a form by the teachers to populate an Excel document to compare the data over time such as the 2nd nine weeks to the 3rd nine weeks of school before the actual statewide TELPAS testing that begins at the end of February (Texas Education Agency, 2023).

VII.   What is the focus of your lit review?

My desire is for educators of EB learners to increase their learners' English language proficiency by creating a shift in the learning environment through Blended Learning that leverages technology resources to give these learners choice, ownership, and

voice in their learning (Horn et al., 2014; Tucker et al., 2016). My Literature Review presently focuses on the benefits of Blended Learning for EB learners. I plan to add to this focus additional research supporting specific ways that Blended Learning can be utilized to provide differentiated instruction for these learners to promote growth in their speaking abilities in addition to listening, reading and writing abilities to justify my Action Research design.

References:

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