# Five Phases of Action Research

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>3</td>
</tr>
<tr>
<td>Mission</td>
<td>3</td>
</tr>
<tr>
<td>Values</td>
<td>3</td>
</tr>
<tr>
<td><strong>1. Selection</strong></td>
<td></td>
</tr>
<tr>
<td>1.1. Identification</td>
<td>4</td>
</tr>
<tr>
<td>1.2. Focus</td>
<td>4</td>
</tr>
<tr>
<td>1.3. Effects</td>
<td>4</td>
</tr>
<tr>
<td><strong>2. Collection</strong></td>
<td></td>
</tr>
<tr>
<td>2.1. Archives</td>
<td>5</td>
</tr>
<tr>
<td>2.2. Other Sources</td>
<td>5</td>
</tr>
<tr>
<td>2.3. Frequency</td>
<td>5</td>
</tr>
<tr>
<td>2.4. Ownership</td>
<td>5</td>
</tr>
<tr>
<td>2.5. Monitoring</td>
<td>5</td>
</tr>
<tr>
<td><strong>3. Organization</strong></td>
<td></td>
</tr>
<tr>
<td>3.1. Counting</td>
<td>6</td>
</tr>
<tr>
<td>3.2. Presentation</td>
<td>6</td>
</tr>
<tr>
<td>3.3. Arrangement</td>
<td>6</td>
</tr>
<tr>
<td>3.4. Organization</td>
<td>6</td>
</tr>
<tr>
<td><strong>4. Analysis &amp; Interpretation</strong></td>
<td></td>
</tr>
<tr>
<td>4.1. Professional Collectives</td>
<td>7</td>
</tr>
<tr>
<td>4.2. Attention &amp; Celebration</td>
<td>7</td>
</tr>
<tr>
<td>4.3. Prioritization</td>
<td>7</td>
</tr>
<tr>
<td>4.4. Literature</td>
<td>7</td>
</tr>
<tr>
<td>4.4.1. Identification</td>
<td>7</td>
</tr>
<tr>
<td>4.4.2. Accumulation</td>
<td>7</td>
</tr>
<tr>
<td>4.4.3. Analyses &amp; Interpretation</td>
<td>7</td>
</tr>
<tr>
<td>4.4.4. Determination</td>
<td>7</td>
</tr>
<tr>
<td><strong>5. Action</strong></td>
<td></td>
</tr>
<tr>
<td>5.1. Syntheses</td>
<td>8</td>
</tr>
<tr>
<td>5.2. Options</td>
<td>8</td>
</tr>
<tr>
<td>5.3. Plans</td>
<td>8</td>
</tr>
<tr>
<td>5.4. Implementation</td>
<td>8</td>
</tr>
<tr>
<td>5.5. Assessment</td>
<td>8</td>
</tr>
<tr>
<td>Administrative Information</td>
<td>8</td>
</tr>
</tbody>
</table>
National Council of Teachers of Mathematics (NCTM)

**Stakeholder(s):**

- **Teachers:**
  
  Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies. - Parsons and Brown (2002)

- **Emily Calhoun:**
  
  Action Research is a fancy way of saying let's study what's happening at our school and decide how to make it a better place. - Emily Calhoun (1994)

- **A. Christine Miller:**
  
  Action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners. - A. Christine Miller (2007)

**Students**

**Vision**

More effective classroom strategies

**Mission**

To guide teachers toward a better understanding of why, when, and how students become better learners

**Values**

- Research
- Data
- Decision-Making
- Action
- Effectiveness
1. Selection

Select an area or focus

1. Selecting an area or focus

1.1. Identification

Identifying an area of interest

1.2. Focus

Focus on students

Stakeholder(s):
Students

1.3. Effects

Look at both immediate and cumulative effects
2. Collection

Collect data

2. Collecting data

2.1. Archives

Collect existing archival data

2.2. Other Sources

Use additional multiple data sources

2.3. Frequency

Collect data regularly

2.4. Ownership

Promote collective ownership of data

2.5. Monitoring

Monitor data collection
3. Organization

Organize the data

3. Organizing data

3.1. Counting

Count instances, events, and artifacts

3.2. Presentation

Display data in tables and charts

3.3. Arrangement

Arrange data by classroom, grade level, and school

3.4. Organization

Organize for analysis
4. Analysis & Interpretation

Analyze and interpret the data

4. Analyzing and interpreting data

4.1. Professional Collectives
   Analyze and question the data as a professional collective

4.2. Attention & Celebration
   Decide what can be celebrated and what needs attention

4.3. Prioritization
   Determine priority area(s) for action

4.4. Literature
   Study the professional literature
   4.5 Studying the professional literature

4.4.1. Identification
   Identify professional literature that relates to or matches the interest

4.4.2. Accumulation
   Gather research reports, research syntheses, articles, videotapes, etc.

4.4.3. Analyses & Interpretation
   Analyze and interpret these materials for understanding and action

4.4.4. Determination
   Determine the most promising actions
5. Action

Act

5. Taking action

5.1. Syntheses
   Combine data analysis with that from professional literature

5.2. Options
   Select best options for action

5.3. Plans
   Craft short- and long-term action plans

5.4. Implementation
   Implement some actions immediately

5.5. Assessment
   Assess implementation of selected actions

Administrative Information
Start Date:
End Date:
Publication Date: 2020-12-25
Source: https://www.nctm.org/uploadedFiles/Grants_and_Awards/grants/How%20is%20Action%20Research%20Defined.pdf
Submitter:
Given Name: Owen
Surname: Ambur
Email: Owen.Ambur@verizon.net
Phone: