PED 9: FIELD STUDY AND TEACHING INTERNSHIP WITH ACTION RESEARCH

LET Competencies:

1. Documentation of Experiential Learning

> 1.1. Describe authentic experiential learning from field study and actual classroom immersion as a prospective teacher.

> 1.2. Demonstrate skills in teaching assistantship and guided mentored classroom teaching.

> 1.3. Prepare portfolio on process of learning behavior, motivation, classroom management and assessment from direct observation of teaching learning episodes in an actual school environment.

> 1.4. Demonstrate reflective thinking and teaching.

2. Action Research

> 2.1. Demonstrate ability to identify teaching-learning problems and offer recommendations based on research.

Field Study and Teaching Internship
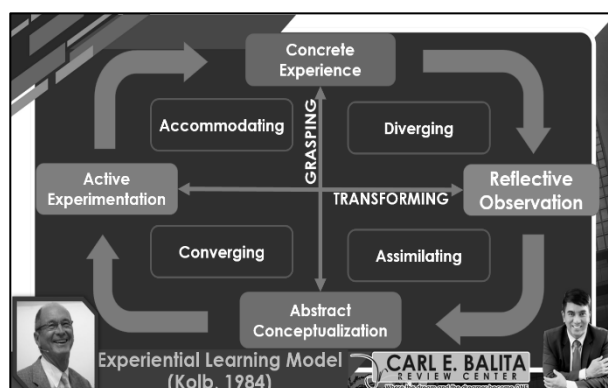
I. **Experiential Learning**
- Experiential Learning Theory (ELT) defines learning as 'the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience' (Kolb, 1984: 41)
- It emphasizes the importance of experience and its role in the learning process (learning-by-doing and reflective thinking)

Philosophical Roots of Experiential Learning

- **Pragmatism**
  - It is a classical philosophy which believes that the essence of an idea comes from the consequence of its test or practice; if it **works**, the idea is true or good, if it doesn't, the idea is false or bad. It is called experimentalism (Pierce), practicalism (James) and instrumentalism (Dewey)
- **Progressivism**
  - It is a contemporary educational theory which views that **change**, not permanence, is the essence of reality.
  - It declares that education is always in the process of development.
  - The essence of education is continual reconstruction of experience.

II. **Kolb's Model of Experiential Learning (1984)**
- **Concrete experience (CE):** This is the action phase. Students are encouraged to try-out the action and have a new experience.
- **Reflective observation (RO):** This is the observation phase. Students are encouraged to intentionally reflect on their experience from multiple perspectives and the factors involved (e.g. environment, stakeholder, context, outcomes)
- **Abstract conceptualization (AC):** This is the integration phase. Students are encouraged

Experiential Learning Model (Kolb, 1984) — CARL E. BALITA REVIEW CENTER

to integrate the experience (action and result) into existing knowledge schemas and with existing theory. As a result, a new concept is formed and can be applied to future experience(s).
- **Active experimentation (AE):** This is the hypothesizing and trial phase. Students are encouraged to hypothesize what will happen and try the action out by making decisions and solving problems.

III. **Experiential Learning Courses (ELC)**
- This refers to the collective program of Field Study and Teaching Internship courses.
- It is a year-long engagement that supports that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers.
- The following are the ELCs:
  a. Field Study 1: Observations of Teaching-Learning in Actual School Environment
  b. Field Study 2: Participation and Teaching Assistantship
  c. Practice Teaching/Teaching Internship

IV. **Alignment and Bases of the Experiential Learning Courses**

A. **Philippine Professional Standards for Teachers (DepEd Order No. 42, S. 2017)**
- It is a framework for teacher quality and teacher development.
- It shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program.
- It comprises 7 Domains and 37 Strands.

PPST Domains

1. *Content Knowledge and Pedagogy*
2. *Learning Environment*
3. *Diversity of Learners*
4. *Curriculum and Planning*
5. *Assessment and Reporting*
6. *Community Linkages and Professional Engagement*
7. *Personal Growth and Professional Development*

B. **Competency Framework for Southeast Asian Teachers of the 21st Century (CFSAT 21)**
- It contains a list of 11 competencies which serves as a guide in identifying instructional design of capacity-building programs of SEAMEO INNOTECH in general and flexible e-learning programs for teachers in particular.

C. **Licensure Examination for Teachers (LET) Competencies**

D. **Program Outcomes from CHED Memorandum Order Nos. 74-80, 82 s. 2017**
- These are the policies, standards, and guidelines for the following programs:
  o No. 74 - Bachelor of Elementary Education (BEEd)
  o No. 75 - Bachelor of Secondary Education (BSEd)
  o No. 76 - Bachelor of Early Childhood Education (BECEd)
  o No. 77 - Bachelor of Special Needs Education (BSNEd)
  o No. 78 - Bachelor of Technology and Livelihood Education (BTLEd)
  o No. 79 - Bachelor of Technical-Vocational Teacher Education (BTVTEd)
  o No. 80 - Bachelor of Physical Education (BPEd)
  o No. 82 - Bachelor of Culture and Arts Education (BCAEd)

V. **Teaching-Related Laws, Policies, and Legal Documents**
- RA 7836 - Philippine Teachers Professionalization Act of 1994
- RA 9293 - An Act Amending certain sections of RA 7836
- RA 4670 - Magna Carta for Public School Teachers
- RA 10627 - Anti Bullying Act of 2013
- RA 7877 - Anti Sexual Harassment Act of 1995
- DO 40, s. 2012 - DepEd Child Protection Policy
- CMO 104, s. 2017 - Revised Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs
- DO 14, s. 2020 - Guidelines on the Required Health Standards in Basic Education Offices and Schools
- DOH AO 2020-0015 - Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation

VI. Acronyms & Key Terminologies

- **Classroom-Based Action Research (CBARs)** – are research studies conducted by PTs in their teaching internship. The CBARs may only focus on a specific teaching-learning process identified by the PTs.
- **Coaching and Mentoring** - are the support processes to prepare Field Study students and practice teachers in the experiential learning program
- **Field Study Students (FSS)** – are pre-service teachers taking their Field Study courses in a partner or laboratory school of a TEI
- **Flexible Learning** - is the program by CHED that encompasses the different delivery modalities for teaching and learning in the new normal
- **Learning Delivery Modality (LDM)** - refers to the program that describes the different teaching-learning modalities by the basic education schools such as online instruction (synchronous/asynchronous), radio-based and television-based instruction, and other modalities
- **Most Essential Learning Competencies (MELCs)** – modified basic education curriculum released by the Department of Education to address the present educational dilemma
- **Resource Teachers (RTs)** – are the educators being observed by the FSS in a partner or laboratory school of a TEI

Field Study Courses

I. Field Study 1: Observations of Teaching-Learning in Actual School Environment

- The core of FS1 is *observation*.
- FSS shall observe the learners, the environment, and the teachers.
- A portfolio shall be required.

II. Field Study 2: Participation and Teaching Assistantship

- The core of FS2 is *participation* and *assistantship*.
- FSS participates and assists in a limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of bulletin boards, and other routines in the classroom.
- A portfolio shall be required.
- A CBAR shall be required to start in this course and conclude during the internship.

Teaching Internship

I. Teaching Internship Course

- This is a one semester full-time teaching internship in basic education schools either in-campus or off-campus using a clinical approach under the mentorship of a cooperating teacher.

II. Key People in Teaching Internship

1. **Teacher Education Institution** - refers to higher education institutions offering teacher education programs
2. **College Supervisors** – are the faculty members assigned by the TEI to monitor, supervise, and evaluate the FSS and PTs in their experiential learning courses
3. **Cooperating School** - refers to the TEI partner school where Field Study and Teaching Internship are undertaken
4. **Cooperating Teachers (CTs)** - are the selected educators who act as coaches and mentors of PTs in their teaching internship program at the partner or laboratory school of a TEI
5. **Practice Teachers (PTs)** - are pre-service teachers having their teaching internship programs in a laboratory school of a TEI or in a partner cooperating school

III.   **Phases of Teaching Internship**
1. Orientation Sessions
2. Observation and Building Relationship
3. Onsite Tasks
4. Final Demonstration and Accomplishing Exit Forms
5. Evaluation of Teaching Internship

1. **Orientation Sessions**

- **First Orientation** – It is conducted by College Supervisor and the following are discussed:
    - Subject requirements
    - TEI's Teaching Internship Policies
    - CHED Policies and Terms
    - Conduct of Discipline of Interns
    - Schedules of dialogue and conferences

- **Second Orientation** – It is conducted by the Cooperating School and Cooperating Principal and the following are discussed:
    - CS Vision, Mission, Goals, and Core Values
    - School Rules and Policies (student's attendance, school activities)
    - Expectations of Interns
    - A school tour of the facilities is conducted to familiarize the school environment

- **Third Orientation** – It is conducted by the Subject Area Coordinator / Cooperating Teacher and the following are discussed:
    - CS Vision, Mission, Goals, and Core Values
    - Content of the subject area, lesson exemplars, grading system, subject requirements
    - Forms to accomplish

2. **Observation and Building Relationship**
- Cooperating Teacher(s) shall request you to observe his/her classes in order that you will become familiar with the classroom routines, subjects, teaching strategies, etc.

3. **Onsite Tasks** - These include the following:
    - assisting in teaching-related tasks
    - checking of seat works and performance tasks
    - assisting in accomplishing of school forms

4. **Final Demonstration and Accomplishing Exit Forms**
5. **Evaluation of Teaching Internship**

IV.   **Focus of Classroom Observation**
- Teaching Approaches, Methods, and Strategies
    a. **Teaching Approach** – a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom (Ex. teacher-directed, student-centered, constructivist, collaborative, whole-child, etc.)
    b. **Teaching Strategy** – a long-term plan of action designed to achieve a particular goal (Ex. discovery teaching, PBL, etc.)
    c. **Teaching Method** – a systematic or procedural way of achieving short-term learning objectives (Ex. simulation, demonstration, direct instruction etc.)
    d. **Teaching Technique** – a well-defined procedure in applying the method
    e. Approach – Strategy – Method – Technique (Ex. Deductive – Expository and Discovery Teaching – Lecture – Delivering Effective Lecture

- Intended Learning Outcomes
- Organization/Structure of the Lesson
- Classroom Management
- Teaching-Learning Activities
- Instructional Materials (IMs) and Resources
- Student Engagement
- Student Interaction
- Questioning Techniques

- Integration of Values
- Modes of Assessment
- Assignment
- Use of Language
- Personal Qualities of the Teacher
- Teaching learners with special needs and those teaching in challenged areas

V. Tips for Providing Classroom Structure

1. Rules and expectations must be given on the first day.
2. Set high expectations and explain its importance.
3. Hold students accountable for their actions.
4. Keep your rules clear and simple.
5. Be prepared to adjust.
6. Be the primary model for your students when it comes to structure.
7. Be prepared and organized for the class each day.
8. Build a good reputation/image.

VI. Creating Instructional Materials

- *Instructional Materials* are tools used in instructional activities. They assist teachers in facilitating the teaching-learning process.

Kinds of Instructional Materials

- o **Print** - books, dictionaries, encyclopedias, newspapers
- o **Non-print** - microscope slides, models, rocks, field visits
- o **Electronic** - slide presentations, videos, AR, VR, live content

- **Teachers' Criteria for Determining the Quality of Instructional Materials (Buglar, et.al.)**
  1. Accuracy
  2. Depth of Knowledge
  3. Engagement
  4. Support

VII. Designing Differentiated Class Activities

- *Classroom Diversity* - It is a classroom with learners of all abilities and backgrounds.
- *Differentiated Instruction* – It is the provision of multiple learning options in the classroom so that learners of varying interests, needs, abilities, and needs are able to take in the same content appropriate to their needs.

VIII. Classroom Strategies for Varied Types of Learners

1. *Verbal-Linguistic (Word Smart)* - conducting interviews, writing poetry, writing essays, radio newscast, conducting debates, making acrostics, conducting speech choir, writing stories
2. *Logical-Mathematical (Number Smart)* - solving puzzles, making analogies, creating visual diagrams, playing with blocks and shapes, writing solutions, solving mysteries, creating timelines, manipulating computer programming activities
3. *Interpersonal (People Smart)* - Think-Pair-Share, using board games, conducting simulations, conducting role playing, cooperative games, literature circles
4. *Intrapersonal (Self Smart)* - reciting a declamation, giving personal opinions, rewriting a story from their POV, using learning journals, reciting a monologue, answering What if? questions
5. *Musical (Music Smart)* - creating a parody, composing simple songs, community singing, creating raps of Math concepts, make up song memory devices
6. *Visual-Spatial (Art Smart)* - making comic strips, conducting a virtual gallery, using graphic organizers, putting up an exhibit, map reading
7. *Bodily-Kinesthetic (Body Smart)* - making comic playing human scrabble, having a walking gallery, dramatic re-enactments of historical or literary events, learning folk dances that represent different cultures, using charades to act out parts of speech
8. *Naturalist (Nature Smart)* - having nature trips/walks, categorizing species in the natural world, collecting items from nature, maintaining a community garden, hosting a nature clean-up event

IX. Conducting Demonstration Lessons
- *Demonstration Teaching* is a planned mock lesson taught to a group of students or to a group of adults posing as students to assess your teaching abilities and skills.

Conducting an Excellent Demo Lesson
- Plan and organize your lesson based on the learning delivery modality (LDM) of your CS.
- Be the BEST! – observe proper grooming and be in your practicum uniform
- Manage your class well – carry out classroom management routines

- A *Detailed Lesson Plan (DLP)* is a teacher's "roadmap" for the lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic.

Parts of a Detailed Lesson Plan (DLP)
(DO 42, S. 2016)

I.	Objectives	IV.	Procedures
II.	Content	V.	Remarks
III.	Learning Resources	VI.	Reflection

X. Accomplishing School Forms
- **SF 1: School Register** - Master list of class enrollment
- **SF 2: Daily Attendance Report of Learner** - - Recording of attendance, absence, or tardiness
- **SF 3: Books Issued and Returned** - List of books (by title) issue to/returned by learners
- **SF 4: Monthly Learner's Movement and Attendance** - Enrollment count, transferred in/out and dropout by grade level (Summary of SF 2)
- **SF 5: Report on Promotion and Level of Proficiency** - List of promoted/retained by class
- **SF 6: Summarized Report on Promotion and Level of Proficiency** - Number of promoted/retained by grade level (Summary of SF 5)
- **SF 7: Inventory of School Personnel** - List of school personnel with basic profile and teaching load/assignment
- **SF 8: Learner Basic Health Profile** - Per learner assessment of Body Mass Index
- **SF 9: Learner Progress Report Card** - Individual academic, behavioral and attendance report by quarter (formerly Form 138)
- **SF 10: Learner's Permanent Academic Record** - Individual academic record by quarter and SY (former Form 137)

XI. Building Networking and Linkages
- *Stakeholders* are persons who have interest or concern in the organization at hand.
- In terms of education, a stakeholder is someone who has a vested interest in the success and welfare of a school or education system.
- This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected.

Educational Stakeholders
  - School administrators, Teachers, Government Officials, Community, Learners, Parents

- *Parent-Teacher Conference* is a meeting between a learner's parent/s and teacher/s to discuss the child's academic performance and other ideas for improvement.

XII. Professional Advancement
- RA 10912 - Continuing Professional Development Act of 2016
- *Continuing Professional Development (CPD)* is a mandatory requirement for the renewal of Professional Identification Card.
- The required number of CPD units is 45 units. While during transition period, the PRC cut the requirement to 15 units.
- In-house trainings and capacity-building activities of government agencies and corporations, including local government units and private employers shall be credited and considered as CPD compliance.

XIII. **Designing My Teaching Internship Portfolio**
- A *portfolio* is a purposeful documentation prepared by FSS and PTs that showcases their learning experiences in the experiential learning courses.
- The online or softcopy version of the said documents is referred to *as electronic or e-portfolio*.

Types of Portfolios

- **Growth Portfolio** - shows learning progress
- **Document Portfolio** - lists learning artifacts
- **Process Portfolio** - demonstrates steps on how learning outcomes were achieved
- **Showcase Portfolio** - displays best student's output
- **Assessment Portfolio** - measures student's accountability
- **Competence Portfolio** - includes proofs of qualifications, certificates, badges, honors received
- **Project Portfolio** - exhibits works from individual or group learning
- **Achievement Portfolio** - showcases what students have achieved over time
- **Celebration Portfolio** - highlights occasions, activities, events, happenings of great importance

Parts of an Internship Portfolio

I. Introduction	V. Professional Readings
II. Acknowledgements	VI. Weekly Journals
III. Curriculum Vitae of Practice Teacher	VII. Experiences, Evidences, and Reflections on the PPST Domains
IV. Certificate of Completion	VIII. Teaching Philosophy

Action Research

I. **Concepts, Perspectives, and Frameworks**
- Action Research is characterized as research that is done *by* teachers *for* themselves. (Mertler, 2009)
- Action Research allows teachers to examine their own classrooms, instructional strategies, assessment procedures, and interactions with student-learners in order to improve their quality and effectiveness. (Mertler, 2009)
- Action Research is the process of systematically testing new ideas in the classroom or school, analyzing the results, and deciding to implement the new idea or begin the process again with another idea.

II. **Needs and Demands for Action Research**
- **Who can be an action researcher? -** Any teacher who intends to:
  - understand more about teaching and learning;
  - develop teaching skills and knowledge; and
  - take action to improve student learning.

III. **Addressing and Conquering Research Constraints**

1. Time constraint	6. Difficulty in identifying topic or problem
2. Lack of research competence	7. Financial constraint
3. Lack of research interest	8. Lack of reading initiative
4. Lack of confidence	9. Complexity in gathering data
5. Lack of statistical skill	10. Lack of administrative support

IV. **Action Research Processes and Procedures**

Steps in Action Research

I. Identify the **problem**	IV. **Analyze** data and findings
II. Define an **intervention**	V. **Take action** based on results
III. **Apply** intervention and **collect** data	VI. **Share** finding

V. Types and Varieties of Action Research

Types of Action Research (Ferrance, 2000)

- **Individual Action Research** – done by one teacher-researcher
    - Identified problem: single classroom issue
    - Support system: supervisor, co-teacher/s, parents
    - Expected effects: instruction, assessment change

- **Collaborative Action Research** – done by two or more teacher-researchers
    - Identified problem: single issue or a common problem
    - Support system: supervisor, community, parents, organizations
    - Expected effects: curriculum, instruction, assessment, policy

- **School-Wide Action Research** – involves the whole school administration, faculty, and/or personnel
    - Identified problem: school problem or area of collective interest
    - Support system: school commitment, leadership, partners
    - Expected effects: school restructuring, policy change, program evaluation

- **District-Wide Action Research** – involves the whole district administration, school heads, and/or personnel
    - Identified problem: district issue or organizational structure concerns
    - Support system: district commitment, leadership, partners
    - Expected effects: allocation of resources, policy change, structure evaluation

Varieties of Action Research

- **Diagnostic** - researcher steps into an existing problem and diagnoses the situation
- **Participatory** - data is used to make recommendations for the resolution of the problem
- **Empirical** - conclusions are exclusively derived from concrete, verifiable evidence
- **Experimental** - conducted with a scientific approach using two sets of variables and a hypothesis

VI. Action Research vs. Formal Research

	Action Research	**Formal Research**
Goal	solve problems of local concern	develop and test theories for wide population
Sources of Data	opinions of researcher are considered as data	opinions of researcher are NOT considered as data
Sampling Technique	purposive samples	random samples with large population
Research Design	flexible, quick time frame	rigorous, done over long periods
Application of Results	practical significance	theoretical significance
Output	driven by intervention	driven by results, hypothesis-testing, and findings
Conclusion	covers only specific context and locale	entails general truth and universal knowledge and theories
Recommendation	stated in one statement or brief paragraph	horizontal mapping with findings, conclusions, and SOP

VII. Research Proposal vs. Research Report

Research Proposal	Research Report
communicates a researcher's plan for a study	communicates results and what was done
states what will be done	states the analysis of data, findings, implications, and conclusions
denotes future actions	denotes past actions
both use third person pronouns to maintain formality of the paper	

VIII. Research Fundamentals

A. Introduction
- **It must be written in at least 1 or 2 pages and must contain the following:** problem, supporting data, previous related studies, significance of the study, statement of purpose and impact, connection of the problem to the researcher

B. Research Questions
- A good *problem* is characterized as one which:
    - is of great interest to the researcher;
    - is useful to the concerned people in the field;
    - is novel and timebound; and
    - has no ethical or moral impediments

C. Hypothesis
- A *hypothesis* is a statement of expectation or prediction that will be tested by research.

Types of Hypotheses
- **Null** - predicts no effect or relationship between variables
- **Alternative** - states research prediction of an effect or relationship

D. Scope and Limitations of the Study
- The *scope* identifies the boundary or coverage of the study in terms of subjects, objectives, facilities, areas, time frame, issues
- The *limitations* define the constraints or weaknesses that are not within the control of the researcher; those that are not expected to be covered by the study. (Zulueta & Costales, 2005)

E. Significance of the Study
- This expresses the **value** or **importance** of the study or the contributions of the results.
- **Beneficiaries** are arranged according to the degree of significance to them.

F. Research Designs
- *Research Designs* are plans and procedures that include detailed methods of data collection and analysis.

Kinds of Research Designs

1. **Qualitative** - requires the collection of narrative data and utilizes an inductive reasoning approach
2. **Quantitative** - requires the collection of numerical data and utilizes a deductive reasoning approach
3. **Mixed Method** - combines both quantitative and qualitative types of data

Methods/Strategies of Qualitative Design

- **Ethnography** - describes interactions between people in cultural and social settings
- **Case Study** - in-depth study of individual activities, people, or groups
- **Phenomenological Studies** - explores and focuses on people's experience of a phenomena
- **Narrative Research** - studies individual lives and asks subjects to provide stories about their lives, which is then retold into a narrative chronology

Methods/Strategies of Quantitative Design

- **Experimental Research** - uses a scientific approach towards manipulating one or more control variables and measuring their defect on the dependent variables
- **Non-Experimental Research** - describes a phenomenon simply as it stands, or a relationship between two or more variables, all without any interference

Methods in Mixed Method

- **Sequential** - may begin with qualitative interview for exploratory purposes and followed by quantitative survey method for generalization
- **Concurrent** - converging or merging qualitative and quantitative methods
- **Transformative** - using theoretical lens as an overarching perspective

G. **Presentation, Analysis, and Interpretation of Data**
   - It is the manner of organizing and reporting collected data, while analyzing and interpreting them. Presentation can be done using tables, graphs, charts, etc.

H. **Conclusions and Recommendations**
   - *Conclusions* are the valid outgrowth of the findings you would like to share together with your research statement.
   - *Recommendations* include suggestions to future researchers who would like to pursue investigation related to the same problem.

I. **References and Appendices**
   - *References* are listings of sources of materials that are alphabetically arranged.
   - *Appendices* are questionnaires, letter/s of transmittal, legal documents and supplementary materials, referred to or have been cited in the study.

IX. **Data Collection Tools**

1. **Observations** - watching people, events, or noting physical characteristics in their natural setting
2. **Anecdotal Records** – detailed descriptive narrative recorded after a specific behavior or interaction occurs
3. **Field Notes** – similar to anecdotal records, except that they include impressions and interpretations
4. **Ecological Behavior Descriptions** – Behavioral ecology is the study of behavioral interactions between individuals within populations and communities, usually in an evolutionary context
5. **Diaries** – personal accounts on a regular basis
6. **Interviews** – a qualitative research method that relies on asking questions in order to collect data and in-depth information
7. **Focus Group Discussions** – a discussion of a selected group of people on a given topic or issue, facilitated by a professional, external moderator.
8. **Checklists** – structured observations or evaluation of a performance or artifact
9. **Tests** – highly quantitative tools that bring more reliable results

10. **Survey Questionnaires** – used for collecting data in survey research; includes a set of questions that explore a specific content
11. **Authentic Assessment** – measurement of demonstrated skills and competencies through rubrics
12. **Portfolio**
13. **Documentary Analysis** – interpretations of recorded materials (student grades, faculty evaluation, enrollment records)
14. **Narratives** – transcribed testaments about individuals' lives
15. **Projective Techniques** – doodles, graphical sketches to be interpreted by psychometricians or other concerned professionals

Principle of Triangulation

o It is the usage and employment of **multiple sources of data** in order to establish trustworthiness or consistency of the facts.
o Example: Teacher-researcher utilized checklists, field notes, and survey questionnaires as data collection tools in his study.

X.   Ethics in Action Research

Four Types of Ethical Practices (Carson, et. al, 1989)

o **Ethics of Hope** - AR must ensure concern for the broad range of needs of students and school community.
o **Ethics of Caring** - AR must put into prime consideration the general welfare of both students and teachers.
o **Ethics of Openness** - AR participation, purpose, and intent must be made known to all involved.
o **Ethics of Responsibility** - Teacher-researchers must be committed to principled action.

- Teacher-researchers must always ask for *consent* and *permission* when retrieving and recording data.

XI.   Action Research Reporting and Sharing

Improving Research Culture

- Teacher-researchers, upon conclusion of their action research may share their findings by:
  - collective sharing with other schools and districts
  - collaborating with school admin to explore changes
  - conducting seminars with parents and teachers
  - conducting in-house trainings in schools
  - publishing and presenting papers

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