Brief Contents

Part One INTRODUCTION	ditte
CHAPTER 1 USING RESEARCH EVIDENCE TO IMPROVE EDUCATIONAL PRACTICE	1
CHAPTER 2 DOING YOUR OWN RESEARCH FROM PROPOSAL TO FINAL REPORT	26
Part Two APPLYING THE RESEARCH LITERATU TO PROBLEMS OF PRACTICE	RE
CHAPTER 3 CONDUCTING AND WRITING YOUR OWN LITERATURE REVIEW	53
CHAPTER 4 USING SEARCH ENGINES AND AVAILABLE LITERATURE REVIEWS	91
Part Three USING QUANTITATIVE METHODOLOGY TO STUDY PROBLEMS OF PRACTICE	
CHAPTER 5 ANALYZING AND EVALUATING REPORTS OF QUANTITATIVE RESEARCH	
CHAPTER 6 USING DESCRIPTIVE STATISTICS TO STUDY PROBLEMS OF PRACTICE	
PRACTICE CHAPTER 7 TESTS OF STATISTICAL SIGNIFICANCE	
CHAPTER 8 THE PRACTICAL SIGNIFICANCE OF STATISTICAL RESULTS	
CHAPTER 9 DESCRIPTIVE RESEARCH CHAPTER 10 GROUP COMPARISON	203
RESEARCH	233
CHAPTER 11 CORRELATIONAL RESEARCH	
CHAPTER 12 EXPERIMENTAL RESEARCH	293
Part Four USING QUALITATIVE METHODOLOGO TO STUDY PROBLEMS OF PRACTICE	GY
CHAPTER 13 CASE STUDIES IN QUALITATIVE RESEARCH	341
CHAPTER 14 ETHNOGRAPHY AND CRITICAL RESEARCH	385

CHAPTER 15 NARRATIVE RESEARCH	421
CHAPTER 16 HISTORICAL RESEARCH	445
Part Five COMBINING QUANTITATIVE AND QUALITATIVE METHODOLOGIES TO STUDY PROBLEMS OF PRACTICE	q lo lnul
CHAPTER 17 MIXED-METHODS RESEARCH	474
Part Six USING OTHER RESEARCH METHODOLOGIES TO STUDY PROBLEMS OF PRACTICE	ing ing chap
CHAPTER 18 ACTION RESEARCH	503
CHAPTER 19 EVALUATION RESEARCH	530
SELF-CHECK TEST ANSWERS	551
APPENDIX 1 GUIDE FOR OUTLINING A QUANTITATIVE OR QUALITATIVE RESEARCH PROPOSAL	552
APPENDIX 2 SEARCH OPTIONS IN THE ERIC SEARCH ENGINE	554
APPENDIX 3 QUESTIONS TO ASK YOURSELF WHEN EVALUATING A REPORT OF A QUANTITATIVE STUDY	560
APPENDIX 4 QUESTIONS TO ASK YOURSELF WHEN EVALUATING A REPORT OF A QUALITATIVE STUDY APPENDIX 5 DESIGN-SPECIFIC	564
QUESTIONS TO ASK YOURSELF WHEN EVALUATING A RESEARCH REPORT	568
GLOSSARY	570
NAME INDEX	585
SUBJECT INDEX	593

Contents

PREFACE REPRINTED ARTICLES **Date 1 and 1	iv xvii	Sample Educational Research Study: How Students' Sleepy Brains Fail Them	21
		Reprint of Journal Article	21
RT THREE USING QUANTITATIVE	IA9		
PART ONE INTRODUCTION YOU GOOD	3M	CHAPTER 2 DOING YOUR OWN RESEARCH:	
		FROM PROPOSAL TO FINAL REPORT	26
CHAPTER 1 USING RESEARCH EVIDENCE		Identifying a Research Problem	28
TO IMPROVE EDUCATIONAL PRACTICE	H1	Outlining a Research Proposal	31
Evidence-Based Professional Practice	3	Purpose of Study	33
Evidence-Based Practice in Medicine	3	Research Questions and Hypotheses	34
Evidence-Based Practice in Psychology	4	Quantitative Variables and Case Delineation	35
Evidence-Based Practice in Education	4	Literature Search	36
Traditional Educational Practice	5	Research Design	36
The Movement Toward Evidence-Based		Sampling	37
Education	6	Methods of Data Collection	37
Problems of Practice in Education	6	Data-Analysis Procedures	37
The Ethics of Educational Research		Ethics and Human Relations	37
and Practice	7	Timeline Howemon remaga one to	41
The Purpose of Educational Research	9	Other Steps in the Research Process	41
Descriptive Research	10	Pilot Study and Ad Market And Alamed	41
Prediction Research	10	Data Collection Assistant Assistance Applied	41
Experimental Research	10	Writing a Research Report	
Explanatory Research	11	A Final Note about Using a Proposal Guide	42
Basic and Applied Research	11	Self-Check Test	42
Characteristics of Research as an Approach	40	Chapter References	43
to Inquiry	12	Resources for Further Study	44
Use of Concepts and Procedures That Are Shared, Precise, and Accessible	12	Sample Outline of a Quantitative	
Replicability of Findings	12	Research Proposal	45
Refutability of Knowledge Claims	13	was a second of an analysis and any any and any any and any and any and any any and any any and any and any any and any any and any any and any	10
Control for Researcher Errors and Biases	13	Sample Outline of a Qualitative	40
Quantitative and Qualitative Research	13	Research Proposal	49
Collaborating with Researchers	14	est canging for engine said	
Being a Research Participant	15	PART TWO APPLYING THE RESEARCH	
Participating in Program Evaluations	16	LITERATURE TO PROBLEMS OF PRACTICE	
Influencing Policy Agendas for Education	16	County Engine for January Articles, Pagent	
A Personal Note: The Research "Spark"	16	CHAPTER 3 CONDUCTING AND WRITING	
Mark Gall	16	YOUR OWN LITERATURE REVIEW	53
lov Gall	17	Informal Literature Reviews	
You	17	Formal Literature Reviews	55
■ An Example of How Research Can Help in Solving		Professional Literature Reviews	
Problems of Practice	1,	A Systematic Procedure for Doing Formal	
Self-Check Test		Literature Reviews	56
Chapter References	19	Step 1: Framing Questions to Guide the	
Resources for Further Study	20	001 Literature Search	

Step 2: Consulting with Experts	57	Handbooks	101
Step 3: Using Bibliographic Indexes and		Yearbooks, Journals, and Periodic Reports	101
Search Engines	58	Criteria for Evaluating Published Literature Reviews	102
Step 4: Reading Secondary Sources	58	An Example of How Literature Reviews	
Step 5: Reading Primary Sources	58	Can Help in Solving Problems of Practice	104
Step 6: Classifying and Taking Notes on		Self-Check Test	104
Publications Publications	59	Chapter Reference	105
Step 7A: Analyzing Trends in Research Results across Quantitative Studies	60	Resources for Further Study	105
Step 7B: Analyzing Trends in Research Results		DARK TIRES LIGHT OLIVINITY TO THE	
across Qualitative Studies	62	PART THREE USING QUANTITATIVE	
Step 8: Preparing a Report of a Literature Review	64	METHODOLOGY TO STUDY PROBLEMS OF	
Parts and Presentation of a Stand-Alone	64	PRACTICE	
Introductory Section	65		
Section on Findings	65	CHAPTER 5 ANALYZING AND EVALUATING	
Discussion Section	65	REPORTS OF QUANTITATIVE RESEARCH	
References	66	STUDIES enclose in Medicine beast-conson	107
Preparing a Visual Presentation of	00	Organization of a Quantitative Research Report	109
a Literature Review	67	Abstract and Introduction	110
Self-Check Test	68	Constructs and Variables	110
Chapter References	69	Variables and Constants	111
Resources for Further Study	69	Research Hypotheses, Questions, and Objectives	112
Para-Anahou Procedures 37		Literature Review	112
Sample Professional Review: The Case For and Against Homework	71	The Researchers' Qualifications	113
		Method Section: Sampling Procedures	113
Reprint of Journal Article	71	Types of Sampling	114
Sample Meta-Analysis: The Process		Volunteer Samples	115
Writing Approach: A Meta-Analysis	76	Population Validity	115
Reprint of Journal Article	77	Method Section: Measures	116
A Final Note about Using a Proposal Guide 42		Types of Measures	116
		Validity of Measures	120
CHAPTER 4 USING SEARCH ENGINES		Reliability of Measures	122
AND AVAILABLE LITERATURE REVIEWS	91	Item Response Theory	124
The Purpose of Search Engines	92	Limitations to Tests of Validity and Reliability	125
Bibliographic Indexes and Search Engines	92	Sources of Information about Established Measures	125
Selecting a Useful Search Engine		Developing a Measure	125
Comprehensive Search Engines for Websites	93 94	Method Section: Research Design	120
		and Procedures	127
Search Engines for Bibliographies	94	Results Section	127
Search Engines for Book Reviews	94	Discussion Section	128
Search Engines for Books Search Engine for Dissertations and Theses	94 95	An Example of How Quantitative	
	93	Research Can Help in Solving Problems	
Search Engines for Journal Articles, Papers, and Reports	95	of Practice	128
Search Engines for Magazine and) /	Self-Check Test	129
Newspaper Articles	96	Chapter References	130
Using Search Engines	97	Resources for Further Study	130
Citation Managers	97	Sample Quantitative Research Study:	
Obtaining a Publication After a Literature Search	97	Developing a Measure of Behavior Change	in a
Locating Published Literature Reviews	98	Program to Help Low-Income Parents Preve	
Search Engines	98	Unhealthful Weight Gain in Children	132
	100	Reprint of Journal Article	132

CHAPTER 6 USING DESCRIPTIVE STATISTIC TO STUDY PROBLEMS OF PRACTICE	CS 143	 An Example of How Tests of Statistical Significance Can Help in Solving Problems 	eatur intr
Constructs, Variables, and Measurement Scales	146	of Practice	182
Constructs	146	Self-Check Test	183
Variables	146	Chapter References	184
Types of Measurement Scales	147	Resources for Further Study	184
Statistical Analysis of Data Statistics and Parameters	148	ripo a Descriptive Recessed Study. 218	salev
	148	CHAPTER 8 THE PRACTICAL SIGNIFICANCE	
Descriptive Statistics	149	OF STATISTICAL RESULTS	185
Measures of Central Tendency	149	The Practical Significance of Statistical Results	186
Measures of Variability	153	Comparisons with Personal and Organizational	
Multivariate Descriptive Statistics	158	Standards White and and and and	186
Correlational Analysis	158	Comparisons with Ideal Standards	187
Group Comparisons	159	Comparisons with Curriculum Standards	187
Calculating Descriptive Statistics	161	Comparisons Based on Rankings	189
An Example of How Descriptive Statistics	144	Comparisons Involving Tables of Norms	189
Can Help in Solving Problems of Practice	161	Grade Equivalents	190
Self-Check Test	162	Age Equivalents	190
Chapter References	163	Percentile Ranks	190
Resources for Further Study	163	Comparisons Involving Standard Scores	192
Neaning of Correlation Coefficients for 269 269		The Most Common Standard Score: The z-Score	19:
CHAPTER 7 TESTS OF STATISTICAL	Typ	The Presentation of z-Scores in Table Form	19:
SIGNIFICANCE	165		19.
The Logic of Statistical Significance and		The Practical Significance of z-Scores	
Confidence Intervals	166	Types of Standard Scores	194
Population Data and Sample Data	166	Effect Sizes equitanoits	194
Drawing Random Samples from a Population	167	Gain Scores de la consulta del consulta del consulta de la consulta del consulta del consulta de la consulta de la consulta de la consulta del consul	190
Confidence Intervals	170	Percentage Gains and Losses	190
Inferential Statistics	172	Status Models and Growth Models for School	19:
The Null Hypothesis	173	Accountability	198
The Meaning of p Values and Statistical		Practical Significance as an Interpretive Process An Example of How Determining the	170
Significance	173	Practical Significance of Statistical Results	
Type I and Type II Errors	174	Can Help in Solving Problems of Practice	198
Directional Hypotheses	174	Self-Check Test	199
Statistical Power	174	Chapter References	200
Tests of Statistical Significance	175	Resources for Further Study	200
Comparison of Two Sample Means	175		nudse
Comparison of More Than Two Sample Means	176	Sample Educational Research Study:	004
Comparisons of Sample Means in Complex		Can Growth Ever Be beside the Point?	201
Data Sets	177	Reprint of Journal Article	20
Interaction Effects	177		
Analysis of Covariance	178	Partnes 240	Me
Comparisons Between Sample Frequencies	179	CHAPTER 9 DESCRIPTIVE RESEARCH	203
Comparisons Between Correlation Coefficients	180	The Relevance of Descriptive Research	
Parametric Versus Nonparametric Tests of		to Educational Practice	204
Statistical Significance	180	Examples of Descriptive Research	20!
Cautions in Interpreting Tests of Statistical	10.2 E	Descriptive Research in Popular Media	20
Significance	180	Descriptive Research Conducted by Public	
Calculating Statistics	181	and Private Institutes	200
Using Statistics to Improve Professional	-0404	Descriptive Research in Academic	ndeu.
Practice Sound Sound to Inno	181	and Professional Journals	209

Features of a Descriptive Research Report a signated in	210	Sample Group Comparison Research Study	/: H
Introduction elders gawles at gleH ns2 entrolling	211	Jordanian Prospective and Experienced	
Research Design	212	Chemistry Teachers' Beliefs about Teaching	3
Sampling Procedure	212	and Learning and their Potential Role for	
Measures	213	Educational Reform	248
Results	216	Reprint of Journal Article	248
Discussion	217	place of measurements and Characterist Management (148)	a lama
Evaluating a Descriptive Research Study	218	William Ad Coppel At Coppe	an out
 An Example of How Descriptive Research Can Help in Solving Problems of Practice 	218	CHAPTER 11 CORRELATIONAL RESEARCH Comparison of Correlational and Group Comparison	261
Self-Check Test	219	Research Designs	262
Chapter References	220	Examples of Correlational Research	263
Resources for Further Study	220	Factors Associated with Teachers' Job Satisfaction	
TRI shakart2 leabt ditu senaken	220	Factors Associated with High School Students'	20.
Sample Descriptive Research Study: Examining the Extent and Nature of Online		Grades, Feelings about School, and Satisfaction with Their Life	264
Learning in American K–12 Education: The		Factors Associated with Parental Competence and	
Research Initiatives of the Alfred P. Sloan	000	Children's Emotional and Behavioral Problems	264
Foundation	222	Correlation between Two Variables	265
Reprint of Journal Article	222	The Advantages of Continuous Variables	265
		Using Scattergrams to Represent Correlation	267
		The Meaning of Correlation Coefficients for	
CHAPTER 10 GROUP COMPARISON		Two Variables	269
RESEARCH MOT Alde To the second and	233	Types of Bivariate Correlational Statistics	270
Classification of Quantitative Research Designs	234	Statistical Significance and Effect Size for Bivariate Correlational Statistics	272
Nonexperimental Research Involving Causal		Correlation Involving More Than Two Variables	272
Relationships	235	Multiple Regression © second by second policy of	272
The Relevance of Group Comparison Research to			273
Educational Practice	235	Discriminant Analysis and Logistic Regression Canonical Correlation	
Examples of Group Comparison Research	236		274
Comparison of Rural, Suburban, and		Hierarchical Linear Modeling	274
Urban Students	236	Path Analysis and Structural Equation Modeling	275
Comparison of Girls and Boys Who Have Autism	A BE	Differential Analysis	275
Spectrum Disorder	236	Factor Analysis	275
Comparison of Students with Good School		Features of a Correlational Research Report	276
Attendance and a Stable Residence and Students with Poor School Attendance and a Nonstable		Introduction seembook landson	276
Residence	237	Research Design	277
Features of a Group Comparison	0207	Sampling Procedure	277
Research Report	237	Measures Measures	
Mintroduction and ableed all rava altword as	237	Results and elgins own ned terom to not regime	278
Research Design	238	Discussion: Implications for Practice	280
Sampling Procedure	239	Evaluating a Correlational Research Study	280
Measures	240	 An Example of How Correlational 	TH
EO Results HO9AT239 3VT919023CT 9 93T9	240	Research Can Help in Solving Problems	A
Discussion: Implications for Practice	244	of Practice Supplied and Assembly and Assembly	
Evaluating a Group Comparison Research Study	244	Self-Check Test	
An Example of How Group Comparison		Chapter References Chapter Refer	
Research Can Help in Solving Problems		Resources for Further Study	283
of Practice Idage very behavior of the Research Conducted to the Practice Idage very behavior of the I	245	Sample Correlational Research Study: The	
Self-Check Test	246	Measurement and Predictive Ability of	alcu.
Chapter References	247	Metacognition in Middle School Learners	284
Resources for Further Study	247	Reprint of Journal Article	284

CHAPTER 12 EXPERIMENTAL RESEARCH	293	Sample Group Experiment: After-School	
The Relevance of Experimental Research		Multifamily Groups: A Randomized	
to Educational Practice Vousd section 2 101 2001	295	Controlled Trial Involving Low-Income,	
Characteristics of Experiments	296	Urban, Latino Children and world a sigmax3 n	322
Phases of an Experiment	297	Reprint of Journal Article	322
Examples of Experimental Research	298	Sample Single-Case Experiment: Increasing	Self-C
Effects of Different Class Sizes	298	On-Task Behavior in the Classroom:	Chart
Effects of Cash Incentives to Poor Families	299		220
Effects of a Teaching Technique Using Questions		Extension of Self-Monitoring Strategies	332
and Graphic Organizers	300	Reprint of Journal Article	332
Features of a Report of a Pretest-Posttest			
Control-Group Experiment with Randomization	300	PART FOUR USING QUALITATIVE	
Introduction	301		
Research Design	301	METHODOLOGY TO STUDY PROBLEMS OF	
Sampling Procedure	303	upported instruction in the ClassrocaDITDAR9	C
Measures	303		
Results	303	CHAPTER 13 CASE STUDIES IN	
Discussion: Implications for Practice	304	QUALITATIVE RESEARCH	341
Other Group Experiment Designs	305	How Qualitative Case Study Research Can Help	
Quasi-Experiments	305	Educators Solve Problems of Practice	343
Factorial Experimental Designs	307	Example of a Case Story	343
Threats to the Internal Validity of Experiments	307	Key Characteristics of Case Studies	343
History Effect	308	Study of Particular Instances of a Phenomenon	344
Maturation Effect	308	In-Depth Study of the Case	344
Testing Effect		Study of a Phenomenon in Its Natural Context	344
Instrumentation Effect	308	Representation of Both the Emic and Etic	344
Statistical Regression	309	Perspectives	345
Differential Selection	309	Ethical Issues in Qualitative Research	345
Selection-Maturation Interaction	309	Examples of Case Studies	347
Experimental Mortality	310	A Case Study of Teacher Development	347
Threats Directly Involving the Experimental	310	A Case Study of Instructional Technologists' Work	348
Intervention	310	A Case Study of Educational Privatization	348
Threats to the External Validity of Experiments	311	The Nature of Qualitative Research	349
Population Validity	311	Qualitative Research Traditions	350
Personological Variables	311	Features of a Case Study Report Monamen O sules and	352
Ecological Validity		Introduction 112 to notificate O leapplometric End	
Single-Case Experiments	311	Research Design	353
Features of a Report of a Single-Case Experiment	312	Sampling Procedure	353
Introduction	312	Data-Collection Procedures	354
	313	Data Analysis	355
Research Design		Findings selout levulu	358
Sampling Procedure	245	Discussion ygopsbe9 Isoun	360
Measures doisses9 IsonotziH to stutel			360
Results nouscuba ni rossere il lancate il lo elo		Checking the Applicability of Case Study Findings	361
Discussion: Implications for Practice		Evaluating the Quality and Rigor of a Case Study	
Evaluating an Experimental Research Study	317	Assessment of Usefulness	362
An Example of How Experimental Isomotelli to abo		Participant Involvement	362
Research Can Help in Solving Problems of Practice	317	Inclusion of Quantitative Data	362
Self-Check Test	319	Long-Term Observation	362
Chanton Defendance	220	Coding Checks	362
Possures for Eurther Study	321	Member Checks Mylo2 ni glaH naO nonsaca9 Isothin	362
Resources for Further Study	321	201 Triangulation enables	363

Contextual Completeness	363	Self-Check Test 3239 JATMEN JRESVE ST SELTS	406
Chain of Evidence about A request vilms hall M	363	Chapter References	407
Researcher Reflection	363	Resources for Further Study	408
 An Example of How Case Study Research Can Help in Solving Problems of Practice Self-Check Test 	364 365	 Sample Critical Ethnography: Destination Raval Sud: A Visual Ethnography on Pedagogy, Aesthetics, and the Spatial 	
Chapter References	366	Experience of Growing Up Urban	410
Resources for Further Study	367	Reprint of Journal Article	410
Sample Case Story: Teaching Secrets: Ask the Kids!	368	Tects of a Teaching Technique Using Questions ad Graphic Organizers 300	410
	368	CHAPTER 15 NARRATIVE RESEARCH	421
■ Sample Case Study: Exemplary Social	IAG	Narratives as a Focus for Research	422
Studies Teachers' Use of Computer-	369	The Difference between Narrative Research and Case Study Research	423
		Types of Narratives and Narrative Identities	423
Reprint of Journal Article	369	Examples of Narrative Research in Education	424
CHAPTER 14 ETHNOGRAPHY AND		State-Sanctioned Narratives and Student Narratives	424
	385	A Teacher's Career Progression	425
The Use of Ethnography and Critical Research		Theatrical Performance Based on Narratives from Mothers of Children with Disabilities	426
to Study Problems of Practice in Education	387 387	Features of a Narrative Research Report	428
The Characteristics of Ethnographic Research Focus on Culture or Aspects of Culture	387	Introduction	428
Naturalistic Study of Individuals in the Field	388	Research Design	429
Making the Familiar Strange	388	Sampling Procedure	429
Thick Description	389	Data-Collection Procedures	429
Differences Between Ethnographies and Basic	307	Data Analysis	430
Case Studies	389	Discussion	432
Examples of Ethnographic Research	390	Evaluating a Narrative Research Study	433
An Ethnography of Government-Mandated After-School Tutoring	390	 An Example of How Narrative Research Can Help in Solving Problems of Practice 	433
An Ethnography of Video Blogging	391	Self-Check Test	434
Critical Research as a Field of Inquiry and Practice	391	Chapter References	435
Examples of Issues Studied by Criticalists	392	Resources for Further Study	436
The Value Orientation of Critical Research The Epistemological Orientation of Critical	392	Sample Narrative Research Study:	
Research	394	Teacher Identity and Early Career Resilience: Exploring the Links	437
The Contribution of Criticalist Thinking to Research	396	Reprint of Journal Article	437
Foundations of Critical Research in Education	396		
Cultural Studies	397	CHAPTER 16 HISTORICAL RESEARCH	445
Critical Pedagogy	398		
The Role of Theory in Critical Research	398	The Nature of Historical Research	446
Features of a Critical Ethnographic Research Report	399	The Role of Historical Research in Education	446
Introduction	399	Revisionist History Futurology	447
Research Design, Sampling, Measures,		Futurology Methods of Historical Research	448
and Results	400		449
Conclusion	404	Identifying Historical Sources Search Engines and Bibliographic	10
Evaluating Ethnographies and Critical Ethnographies	404	Indexes	449
An Example of How Ethnography and Critical Research Can Help in Solving		Secondary Sources	449
Problems of Practice	405	Primary Sources	449

		CONTENTS	xv
Validating Historical Evidence	451	Results 060 doses all notes A woll to sigmax3 n	486
Procedures for Determining the Authenticity		Discussion Discussion	487
of Historical Sources	452	Evaluating Reports of Mixed-Methods Studies	488
Procedures for Determining the Accuracy of Historical Sources	452	An Example of How Mixed-Methods Research Can Help in Solving Problems	
Interpreting Historical Data	453	of Practice	488
Causal Inference in Historical Research	453	Self-Check Test	491
Generalizing from Historical Evidence	454	Chapter References	492
Using Quantitative Materials in Historical Research	454	Resources for Further Study	493
Features of a Historical Research Report	455	Sample Mixed-Methods Research Study:	
Statement of Purpose	455	A Portrait of Administrator, Teacher,	
Historical Chronology	455	and Parent Perceptions of Title I School	
Lessons to Be Learned from a Historical Study	456	Improvement Plans doubles A not subset to set	494
Historical Concepts	457	NOTE: A CONTROL OF THE PARTY OF	
Evaluating Historical Research	457	Reprint of Journal Article	494
An Example of How Historical Research			
Can Help in Solving Problems of Practice	458		
Self-Check Test	460	PART SIX USING OTHER RESEARCH	
Chapter References	460	METHODOLOGIES TO STUDY PROBLEMS	
Resources for Further Study	461	OF PRACTICE	
Sample Historical Research Study: Go To		he Context-Input-Process-Product (CIPP) Model 535	T
the Principal's Office: Toward a Social		CHAPTER 18 ACTION RESEARCH	503
History of the School Principal in North		The History of Action Research	504
America	462	Using Action Research to Address Problems	304
Reprint of Journal Article	462	of Practice	505
Replint of Journal Article	402	Examples of Action Research Studies	506
		Bullying in Middle School	506
PART FIVE COMBINING QUANTITATIVE AND		Developing Gateways for All High School	0
QUALITATIVE METHODOLOGIES TO STUDY		Students to Excel	506
PROBLEMS OF PRACTICE		The Effectiveness of Reciprocal Teaching	507
		Design Features of Action Research	507
CHAPTER 17 MIXED-METHODS RESEARCH	474	Step One: Selection of a Focus for the Study	507
		Step Two: Data Collection	508
The Need for Multiple Research Methods	475	Step Three: Analysis and Interpretation of the Data	508
A Research Question That Requires a Quantitative Research Method	477	Step Four: Taking Action	508
A Research Question That Requires a Qualitative	4//	Step Five: Reflection	509
Research Method	477	Step Six: Continuation or Modification of Practices	510
A Research Question Answerable		Step Seven: Preparing a Report of the Findings	510
by Either Quantitative or Qualitative Research Methods	477	How Action Research Differs from Educators' Other	0,0
Types of Mixed-Methods Research	479	Approaches to Problem Solving	510
Using Qualitative Methods to Explain	4//	Purposes and Benefits of Action Research	511
Quantitative Findings	479	Applying Action Science to Action Research	512
Using a Theoretical Perspective to Guide a		The Insider/Outsider Perspective in Collaborative	
Mixed-Methods Study	481	Action Research	512
Using Qualitative and Quantitative Methods to Triangulate Findings	483	Evaluating the Credibility and Trustworthiness of Action Research Projects	513
Reading a Mixed-Methods Research Report	484	Outcome Validity	513
Introduction	484	Process Validity	514
Research Design	485	Democratic Validity	514
Sampling Procedure	485	Catalytic Validity	514
Measures	485	Dialogic Validity	515

	An Example of How Action Research Can Help in Solving Problems of Practice 515		pter Refe		544
	1601 17		Researces for Further Study		545
	oter References 517			Evaluation Research Study: What	O O
	ources for Further Study	489		Teachers Think? Teachers'	
		453	The state of the s	ses to the Use of Value-Added	
	Sample Action Research Study:			ng as a Tool for Evaluating Teacher	
	Recognizing a "Different Drum"		Effectiv	reness	546
	Fhrough Close-Reading Strategies 519	AN A	Reprint	of Journal Article	546
I	Reprint of Journal Article 519	286	. 10 100	ures of a Historical Sessarch Report	
		Self-	Check T	est Answers	551
CH	APTER 19 EVALUATION RESEARCH 530	221		istorical Changlogue	
		App	endix 1	Guide for Outlining a Quantitative or	
	Use of Evaluation Research in Educational volumes 531	457		Qualitative Research Proposal	552
	nples of Evaluation Research 532	App	endix 2	Search Options in the ERIC Search	
	rams as a Focus of Evaluation Research 533			Engine Prises A 16 Short H pride	554
	uation Research as a Political Activity 533	App	endix 3	Questions to Ask Yourself When	
	lels of Evaluation Research 534			Evaluating a Report of a Quantitative Study	560
	Objectives-Based Evaluation 534		alt 1		300
	Needs Assessment 534	, , , , ,	endix 4	Questions to Ask Yourself When Evaluating a Report of a Qualitative	
	The Context-Input-Process-Product (CIPP) Model 535			Study	564
	Responsive Evaluation		endix 5	Design-Specific Questions to	
	cational Research and Development 538	7.77	el te	Ask Yourself When Evaluating a	
	to Read an Evaluation Research Report 539			Research Report	568
	uating Evaluation Research and Uses of				o
	uation in Educational Practice 540	Glos	ssary		570
	An Example of How Program Evaluations		ne Index		585
	Can Help in Solving Problems of Practice 542 Check Test 543		UMA a	THIS COMBINING COANTIANY	FOO
		Subj	ect Inde		593
				PTER 17 MIXED-METHODS RESEA	
	Purposes and Benefits of Action Research				