
Information Packet

Winthrop Education Undergraduate Research
Field Action Research Project

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Field Action Research Project Overview & Ethics

Project Overview

This is a special field-based research project available to ANY education major, no matter what your program area. If you are a Winthrop Honors student, this research project can be your honors thesis. The project involves:

- Collaborate with your mentor teacher and faculty advisor to identify a common classroom need or project,
- Evidence-gathering through observation and assessment in the classroom to understand the problem and gather before-intervention data
- Identifying solutions to the problem by searching professional literature for best practices,
- Planning and implementing your ideas,
- Monitoring, modifying as necessary, and evaluating the success of your intervention(s).

Some examples of typical classroom problems include: increasing the time students spend reading during free time; helping students learn and use social skills during play and free time; designing and using a cooperative group activity to teach an important skill; improving quality and self-monitoring of music student practice; etc.

Action research is applied research commonly used by outstanding teachers to improve their knowledge and expertise. This packet guides you through the steps necessary to complete a field-based undergraduate research project.

To familiarize yourself with the field action research in education, begin by reading the article “Embarking on Action Research” by Catherine Brighton (2009). The article is enclosed in this packet.

Research Ethics

All research at Winthrop involving work with people requires that you complete ethical training so you understand recommended procedures for protecting humans involved in your research. Research ethics training is free, and **MUST** be completed through the online modules before you start your project. The required training is referred to as the Collaborative Institutional Training Initiative (CITI) training. Once completed, the training is good for 3 years for any future research you do. Use the link and specific directions below to complete the online training. Once you have completed the training, you will work with your faculty member to write an official research proposal to be approved by the Winthrop research review board. This proposal is call an Institutional Review Board (IRB) proposal.

To complete the online training, log on to the CITI website and register as follows:

1. Log on to the CITI website: <http://www.citiprogram.org>
2. Click on "New User Register Here"
3. Click on "Basic Human Subjects Social and Behavioral Focus". Look for "Social and Behavioral Research Investigators".
4. On the "Select you Institution or Organization" page, scroll down the "Participating Institutions" drop down box and select "Winthrop University".
5. At this point you will be asked to create your own username and password. Make a note of your selection as you will need this information the next time you log in to the system.
6. If it asks, select your learner group based upon the type of research you will be conducting: Social & Behavioral Research Investigator
7. Go through the modules, take the quizzes, and print out or forward an email of your completion certification to turn in for receiving your course credit.
8. You only have to take the Basic Course. Your certificate should include the following:

Belmont Report and CITI Course Introduction	Informed Consent
History and Ethical Principles	Assessing Risk in Social and Beh. Sciences
Defining Research with Human Subjects	Privacy and Confidentiality
Regulations and the Social and Behavioral Sciences	

Project Researcher Checklist

Use the checklist below to complete the steps of your Honors Action Research Project. Keep this form as a record for yourself, your mentor, and faculty advisor as you move through the steps of this project.

Semester 1: Project planning semester

- _____ Meet with Dr. Marchel to review the project
 - _____ Read the Action Research information including the article (Guidelines, pp. 8-12).
 - _____ Read the Writing Guidelines (Guidelines, p. 16) to learn how to begin taking research notes
 - _____ Complete the CITI training online (Guidelines, p. 4).
 - _____ Contact Dr. Lisa Johnson, Rex Institute to locate a Field Mentor (johnsonle@winthrop.edu).
 - _____ Meet at least 2 times with your Field Mentor to observe and discuss potential research topics (see p. 13. for advice about how to begin work with your Field Mentor.)
 - _____ Meet with your Field Mentor to identify a research problem area
 - _____ Complete a preliminary literature review related to the problem area (See sample, Guidelines, p. 19).
 - _____ Write a simple proposal stating the problem and preliminary idea(s) you might implement. Include information from your Field Mentor, observations, research notes, and preliminary literature review in the proposal write-up (see Proposal sample, pp. 20-23).
- Give a copy of your proposal to your Field Mentor.**
- _____ Set up a meeting with Dr. Marchel to share your proposal before the end of the semester
 - _____ Select a Winthrop faculty advisor for your research team. Dr. Marchel can help you select an appropriate faculty advisor if you need help finding one. Set up a meeting with them:
 - Give the faculty member a copy of your write-up prior to the meeting
 - Discuss your project with this advisor, and ask them if you will need to write an Institutional Review Board IRB proposal. (Dr. Marchel has a sample available to use if needed.)
 - If needed, the IRB proposal should be submitted before the end of Semester I or right away at the beginning of Semester II

Semester 2: Project planning implementation

This semester, you should:

- _____ Continue to review related literature and take research notes.
- _____ Meet with your Faculty Advisor within the first 2 weeks of the semester to finalize project outcomes and related data-collection. Complete the Project Plan (Packet, p. 24) with your Faculty Advisor.
- _____ Complete the Winthrop Institutional Review Board form, if needed (check with your faculty advisor)
- _____ Once you have secured IRB approval (if needed), begin collecting observation and other assessment data in the classroom or school as needed for each project outcome.
- _____ Implement you project according to the Project Plan
Date begun: _____
Date completed: _____
- _____ Continue to collect formative, ongoing data to monitor progress
- _____ When you finish project implementation, collect end-of-project data as outlined in your project proposal.

Semester 3: Project analysis, write-up, and research presentation

Your research goals this semester are to 1) analyze the data you collected to determine success of outcomes and 2) hypothesize what you might do to improve each outcome. By the end of the semester you should share your research. (See checklist below).

This semester, you should:

- _____ Meet with your Faculty Advisor and Field Mentor as needed during this semester to review and interpret the data you collected.
- _____ Continue reviewing professional literature to provide more depth and detail for your project and form best practice ideas for any necessary future steps.
- _____ Work with your Faculty Advisor to create a final abstract and project write-up (See sample, p. 24).

Semester 3, Continued

- _____ Submit your project abstract to the Winthrop Undergraduate Research Office (see <http://www.winthrop.edu/undergradresearch/>) —**due date is usually Mid-March.**
- _____ Submit your research for professional presentation. Consider collaborative presentation with your Field Mentor at a regional educational research conference. Check with the following Winthrop faculty for potential professional research venues where you can present your work.
- Your Winthrop Faculty Advisor
 - Dr. Lisa Johnson, Rex Institute for Partnerships, johnsonle@winthrop.edu
 - Dr. Carol Marchel, College of Education Undergraduate Research Representative, marchelc@winthrop.edu
- _____ Consider collaborating with your Faculty Advisor and/or Field Mentor on co-authoring Research manuscript.

Embarking on Action

Catherine M. Brighton

Janice Templeton, a 6th grade math teacher at Marshall Middle School,² is worried about her students. Marshall's students come from a wide range of ethnic and economic backgrounds and present highly varied academic needs. Some of Janice's learners readily engage with math content, but others are singularly uninterested in studying math and aren't mastering basic concepts. These disengaged students are predominantly female, black, or English language learners.

Janice worries that this pattern of disengagement fits in with the underrepresentation of females and minority groups in high-level math at the high school and college levels. She's been reflecting on reasons for this problem and the steps she, as a middle-grade teacher, could take to stem the attrition of underrepresented students from math classes. But she feels unclear on what steps or changes will be most productive.

It might seem that this teacher is in an unenviable position because she's unsure what to do next. In fact, as a teacher who has identified a specific area of classroom practice that warrants additional inquiry, Janice is in an excellent position to embark on an action research study. Action research is a reflective, systematic inquiry that focuses on a relevant problem in teaching or learning for the purpose of enacting meaningful change to address that problem.

Action research is distinct from other research designs in that it emerges from stakeholders themselves. Like other types of empirical research, action research has clear procedures that practitioners must follow, albeit more fluidly, to arrive at sound conclusions. Let's look at how Janice's action research project exploring how to better serve her underachieving students used tools common to action research and progressed through the seven basic steps of the action research process.

Step 1: Identify a Focus

Action research can be done by one practitioner or in collaboration with others. Kurt Lewin, often called "the father of action research"³ identified three models:

- *First-person action research* usually involves one teacher studying his or her own classroom to better understand his or her own behaviors, attitudes, practices, or context. The



goal is often personal change.

- *Second-person action research* is collaborative and aims to better understand the issues or phenomena of a group. The goal of second-person action research is often to improve the dynamics of a group of interrelated individuals, such as a teacher team.

- *Third-person action research* studies a phenomenon or issue more globally to develop a generalization about the issue's causes or the effect of solutions across varied settings.

With any of these models, the first step is simple: Identify an

Research

You know what's amiss in your students' learning, but not how to make it right. You're not stuck; you're ready for action research.

area of teaching or learning that you are concerned about. You should then become more familiar with this topic, focus on a specific issue that is causing problems with your practice, and specify the research question that will guide the study.

Janice's focus emerged over several months as she watched specific groups of students disengage. She noticed many girls hesitating to answer questions aloud during discussions and avoiding exploration and risk taking in independent assignments. She noticed that many students who had attended Eastside Elementary—many of whom were black, Hispanic, or from low-income families—seemed to completely tune out each day's lesson. She watched the pattern of decreasing homework completion, increasing apathy toward class activities, and escalating off-task behaviors spread in segments of her classes.

To gain more insight into the concept of math disengagement, Janice read articles from education journals, spoke with other middle school math teachers, and joined online discussion groups. She attended an institute on differentiating instruction in mixed-ability classrooms, which gave her practical ideas for how to set up a classroom more focused on authentic tasks.

Through this information gathering, Janice gained a wider view of the issue and formulated two questions: Why do



students from underrepresented groups frequently disengage from studying math? and What specific strategies increase students' willingness to study math?

She enlisted the help of other math teachers within her district. Because she noticed that students who had come from Eastside Elementary were particularly disengaged, Janice contacted 5th grade teachers there for their insights. She invited teachers from the high school to join the discussion. Most colleagues she contacted were eager to participate, and a core group agreed to meet every two weeks to investigate the issue of math disengagement and demographics, which gave Janice's inquiry elements of second-person action research.

Step 2: Develop a Plan of Action

The teacher formulates a plan, laying out what actions and measurements to take and what data to gather at various points—and who will do which tasks. Because the lineup of specific tasks may change as any project gains traction, this plan should include both tasks tied to specific classroom practices and goals connected to examining the issue in general.

Janice created a time line detailing when—over the course of a five-week unit on probability and statistics—she planned to collect information about students' perceptions of math and mastery of math concepts and when she anticipated that students with differing readiness levels would need to have guidance and support embedded in lessons. She knew that some students easily transferred data from numerical to graphical representations, for example, whereas others struggled mightily. So she planned lessons for both groups.

To create differentiated lessons tied to the same overarching learning goals, Janice looked over the 13 skills and objectives for this unit listed in the state standards and extracted four generaliza-



tions to guide the unit:

- Data can be represented in multiple forms.
- The functions of fractions, decimals, and percents are interrelated.
- Specific sampling strategies increase how well any findings can be generalized to a population from a smaller sample.
- Researchers can make effective predictions by following systematic procedures of probability and sampling.

Janice used these foundational principles to develop lessons that she hoped would increase student engagement and understanding of math.

The research team discussed how to begin the unit in an authentic manner, pointing out situations in which students might need to understand probability and statistics, such as in reporting sports players' achievements. Participants identified skills within the unit for which students' readiness levels varied widely, so that some would need more support and others would need opportunities to extend their learning. Together they designed a preassessment that enabled Janice to gather data on her students' attitudes, experiences, and familiarity with the skills she was about to teach.

To make this assessment non-threatening, they designed it as a puzzle and gave it to students to complete well in advance of beginning the unit. Students matched puzzle pieces containing key vocabulary with pieces containing appropriate definitions and matched word problems with their corresponding solutions. Students also identified their favorite hobbies and interests.

The first differentiated lesson Janice developed focused on understanding, creating, and using tree diagrams to determine probability in a given situation. The lesson involved group work and offered students a choice of participating in one of three groups connected to their reported interests. One activity situated the question within the context of race cars. This group designed a tree diagram for all the possibilities (and therefore the probability) of race cars with various body styles, colors, and accessories. Another posed a scenario from the fashion industry ("Calculate the probability of two models wearing the same combination of fashion accessories when each is provided the same limited options for headwear, shirts, and shoes"). A third tapped into students' interests in pets.

Members of the research team were committed to observing Janice teach this lesson and other newly designed lessons within the unit, and they helped her determine how to assess what students had learned through these lessons.

Step 3: Collect Data

At key points in the project, the teacher gathers the data identified in the action plan. As with other types of research, the findings will be stronger if the researcher examines multiple types of data.

Janice collected student artifacts from all her learners, including preassessments of students' math skills, interest inventories, and work samples. Other artifacts included exit cards (containing each student's answer to an ungraded question used to check for understanding) and student products created

as part of an end-of-unit performance assessment. As the unit progressed, she discussed these artifacts with her research team. Her colleagues helped her use insights she gained from examining student work to shape how she embedded students' interests within subsequent lessons.

Janice also used her personal reflections as data. While she planned and taught the new lessons, she kept a reflective journal noting which students

sessions, she also collected and acted on student feedback about the new instructional approaches. Feedback revealed that although many students liked working in groups (and she noted which ones those were), others yearned for the opportunity to work on tasks by themselves.

Step 4: Organize the Data

Only a highly systemized method of organizing the volume of data gathered

together to analyze the individual data components and discern a pattern across data sources. They laid out student work samples and discussed what these artifacts brought to light in combination with Janice's self-reflections and peer observers' notes. This closer look at the data indicated that tapping into students' interests increased their willingness to engage in math activities and consequently their achievement on the probability and statistics unit's post-test.

Engaging students was the first step: Once a tie-in to their interests got learners actually attending to what Janice was teaching, they followed a series of steps that led to the end result of more solid learning. Students who were more actively involved in lessons during the unit were more willing to ask questions of one another and the teacher when they encountered difficulty, and those who asked such questions and posed alternative answers or ways to solve whole-group questions subsequently showed greater understanding of content as measured by exit cards, performance assessments, and pencil-and-paper tests. Also, students who had the chance to work in small groups on a shared task were more willing to discuss their mathematical thinking.

The team concluded that designing new lessons and strategies to tap into students' interests increased all students' understanding of the math topics under investigation, including formerly resistant or struggling learners. They believed the project supported the hypothesis that students must first be engaged before they are willing to persist and achieve.

Step 6: Disseminate Findings

Janice and her team first shared their preliminary findings with the administrators at Marshall Middle School. They discussed the overarching principles of tapping into students' interests to boost their zeal for math and punctuated these insights with anecdotes from Janice's

The action research process facilitates meaningful teacher change.

showed increasing engagement and skill (and which strategies led such improvement) and which learners still languished. After the tree diagram lesson, she wrote,

It was invigorating to have students work actively in teams of their choosing. The noise in the room was productive but lovely, and students seemed much more invested in the study of math than they have been in recent days! The topics seemed to align well with their interests, and they all got involved. However, I have the nagging sense that some students aren't as challenged as they could be, so I need to go back to the team and get new ideas to extend the learning for those who are ready to go.

Janice noticed patterns in content and activities that students preferred. She found herself brainstorming additional ways she could tap into these preferences throughout the year.

Peer observations and student interviews rounded out the data gathering. Janice's team members visited her classroom, observed her guiding the newly developed lessons, noted students' responses, and shared their observations, which Janice recorded. These alternative perspectives to her recollections of how lessons transpired strengthened the validity of her findings.

Through informal focus group

during an action research project will reap the project's full benefits. This organizational system must be efficient, practical, and protective of sensitive or confidential information about specific students. Janice used only the students' initials and school identification number when she shared test scores during her team's sessions. She created a spreadsheet with cells such as pre-test score, interest areas, proficiency level, exit card score, and post-test score to reveal patterns across students and class sections. She calculated average scores for classroom tasks and plotted them on a chart, noting where clusters of students formed to inform her flexible grouping configurations.

Step 5: Analyze the Data and Draw Conclusions

This step of the process is ongoing as the teacher researcher continues to collect data. Use whatever analytic methods are appropriate to the research question(s)—both qualitative and quantitative—to interpret data. This step may require additional collaboration with guidance counselors, assessment specialists, or others within the school district who have expertise.

Janice and her team put their heads

journal and her peers' observations of these principles in action.

To put a human face on how the project threaded math skills into students' life pursuits in a way that ignited learning passion, they described José, a quiet young man, largely uninterested in math in September. When Janice created probability lessons formulated around his passion for race cars, José opened up and shared with his classmates in math. For one marketing project, students collected survey data on classmates' perceptions and displayed their findings in an appropriate format. José selected the topic of students' interest in competitive racing. When faced with the challenge of skewed results, he successfully tackled the sophisticated technique of purposeful sampling.

School leaders were intrigued and suggested that the team share its findings at a professional learning community

meeting that was investigating curriculum reform within the district.

Step 7: Develop a New Plan of Action

Ideally, the action research process results in the discovery of new information about improving learning conditions. Once this new information is acquired, the action researcher makes decisions about how to change practices to include this new learning—or whether to launch additional investigation. Janice and her team elected to revise additional math units to incorporate more avenues for students' interests.

Action Research and Teacher Growth

The action research process facilitates meaningful teacher change. The first two steps Janice Templeton took—identifying a problem and developing a plan

of action to investigate it—were necessary precursors to deep changes in her approach and effectiveness with learners like José.

Janice moved beyond harboring an intuition that *something* needed to shift to capture tuned-out learners to reaching data-supported conclusions that ultimately changed her conceptual frameworks about teaching. She not only helped students in one school district cultivate a taste for math but also grew in her understanding of how to confront achievement gaps. ■

¹All names in this article are pseudonyms.

²Lewin, K. (1958). *Group decision and social change*. New York: Holt, Rinehart, Winston.

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Helpful Resources

To begin the project: Dr. Carol Marchel, College of Education Undergraduate Research Representative

304-G Withers
marchelc@winthrop.edu
803-323-4375

For help locating a Field Mentor: Dr. Lisa Johnson, Associate Dean, Director Rex Institute for Educational Partnerships

Rex Institute Office, 143 Withers
johnsonle@winthrop.edu
803-323-4728

Information about Undergraduate Research, Abstract submission, and Research Presentation Opportunities & Funding:

Winthrop Undergraduate Research Office: <http://www.winthrop.edu/undergradresearch/>

For information on Winthrop Institutional Research Ethics and IRB Requirements: Winthrop Sponsored Programs and Research Office: <http://www.winthrop.edu/SPAR/default.aspx?id=36661>

For Information on Completing the CITI Research Ethics Online Training: <http://www.citiprogram.org>

Getting Started with Your Field Mentor

Make sure you contact Dr. Lisa Johnson at johnsonel@winthrop.edu for help in locating a Field Mentor before you begin field work on this project.

This handout provides helpful tips for your initial semester with your Mentor Teacher. On this visit you should:

- Get to know your teacher
- **Give him/her a copy of the Field Mentor Information Sheet 15.**
- Observe in his/her classroom for at least 30 minutes, noting possible ideas for your project based on student needs and interests you observe
- Interview your teacher to find out what needs, concerns, and possible project ideas they have.
- You should meet at least two times during the first semester of the project. The first time you should observe, interview your teacher, and start to plan for a possible area of focus. You may want to schedule several visits.
- Before the end of the first semester, you should meet with your Field Mentor a final time to give him/her the proposal and set up a time for your next semester work.

Tips:

Come prepared

- Look up online information about the school and classroom using the school and district websites, the SC School Report Card System, and any other useful sources of information you locate.
- Bring notebook or digital means for note-taking.
- If you have a project in mind already, bring information to share with the teacher.

Ask the right questions

- Find out what possible projects might be appropriate and useful in the classroom, ask questions such as:
 - “What would you like me to focus on in your classroom in my project?”
 - Are there any special situations or students who could benefit from my project?
 - What is one academic area or student skill that is often challenging that I could work on?
 - Do you have any suggestions for a project that will help students learn more, increase student motivation, social skills or other areas of development?”

Begin a Written Record

You are beginning to write about your research the first time you meet with your teacher. All meeting notes, observations, ideas, and information you read will be part of what you learn in your project. (Writing Guidelines, p. 16. for helpful writing tips).

Field Mentor Information Sheet

Give this information sheet to your field Mentor.

Project Overview

Highly motivated Winthrop Education students have the opportunity to complete field-based action research projects with skilled educators. The research projects will be abstracted, presented at a research conference, and/or become a thesis or other publication. As a Field Mentor, you may participate in eventual presentation of research. The Winthrop research will collaborate with a you teacher to identify, measure, and implement interventions to solve a real school problem related to important P-12 student outcomes. The Winthrop student will also select and collaborate with a Winthrop faculty mentor who can provide further direction and advice.

Students will spend two semesters with you planning, implementing, and evaluating the project success. They will use best practice information to plan a logical intervention, and will collect data to determine the success of their work. They will work with you and a Winthrop faculty to write up and present their research.

Winthrop researchers have samples of write-ups and other information they can share with you. Contact Dr. Carol Marchel at marchale@winthrop.edu OR Dr. Lisa Johnson at johnsonle@winthrop.edu if you have any questions about the project.

Your Responsibilities

Semester 1

- Meet with the student researcher at least 2 times to identify a project based on their interests and a real classroom need.
- Help the student researcher set up a time to observe in the classroom or setting where they will complete their project.
- Continue to meet as needed to provide ideas and direction for a possible project and potential sources of best practice information once they identify a project focus
- Meet with student at the end of the semester to review the proposal they write and to plan for the implementation next semester.

Semester 2

- Student researchers will complete ethics training and appropriate related paperwork at Winthrop, but will need your help in determining any school district or school requirements for the project.
- Work out a regular schedule with the student researcher for collecting pre- and post-project assessment information and implementation
- Meet with the student researcher student problem-solving as needed.
- Review and discuss findings with the student researcher at the end of the project

Writing Guidelines: Get Started Now!

The sample on p. 36 provides a basic guideline for writing a research proposal, a project plan, and a final write-up of your research. Work with your Faculty Advisor for specific help with the writing process that best fits your research

Begin a Written Record Right Away

Remember, you are beginning to write about your research the first time you meet with your teacher because all meeting notes, observations, ideas, and information you read will be part of what you learn in your project.

Helpful Tips

- **Start a research binder/portfolio or digital folder where all notes, ideas, research paper copies, date, research documents (IRB, proposal, etc) are kept.**
- Always take notes when you meet with your Field Mentor
- In addition to the notes, keep a written journal where you track your own thoughts and ideas
- Set up a table with dates, times and actions related to your research so you can keep track of things you did, when you did them, and what you learned
- Later on, add classroom observations, literature review notes, classroom assessments, and notes from meetings with Field Mentor meetings and Faculty Advisor meetings to your notebook.

Write a Proposal by the End of Semester 1

- Identify a project focus after meeting with your Field Mentor to identify a topic, reviewing 5-10 best practice sources, and planning basic desired outcomes
- The proposal write-up does not have to be lengthy—(see sample proposal, p. 24).
- Give the proposal to your Field Mentor at the end of the semester
- Give the proposal to any Faculty Advisors you are working with on the project

Write a Project Plan

- Work with your Field Mentor and Faculty Advisor(s) to finalize measureable project outcomes, ways to measure each, and a plan for project implementation
- Write up this plan as part of your research writing (see Sample Write-up, p. 34).

Write a Research Abstract and/or manuscript

- Mentor and Faculty Advisor(s) to analyze data
- Work with your Faculty Advisor(s) to write a research abstract (see Sample Abstract, p. 19).
- Consider working with Field Mentor and/r Faculty Advisors to present a research poster or co-author a publication.

Faculty Mentor Information Sheet

Give this sheet to your Faculty Mentor

Project Overview

Any Winthrop education student interested in completing a field-based undergraduate research project can work with Dr. Carol Marchel, COE Undergraduate Research Representation and Dr. Lisa Johnson to arrange a field-based action research project. They can complete the project in 2 or 3 semesters, and should begin by contacting Dr. Marchel or Dr. Johnson to get started.

During this project, an education student completes an action research project in their discipline, in a field setting, with a Field Mentor. They also select one to two Winthrop Faculty Mentors to guide them during the project. Education students MAY be, but do not have to be Honors students. For Honors Students, the project fulfills the thesis requirement. Any student completing the project can have a research abstract included in the Winthrop Undergraduate Research annual publication, is eligible to present the research with other Winthrop undergraduates at a regional research venue, is eligible for presentation funding, and can often participate in regional co-presentations with Field and Faculty Advisors.

You have been asked to serve as a Faculty Advisor. See the list below for a general idea and timing of your responsibilities. **Please contact Carol Marchel with questions.**

Your Responsibilities

Semester 1—Planning and project development

- Meet with the student researcher at least one time
- Review student's project proposal (student has a packet with sample write-ups and will have met with their Field Mentor by this time)
- Determine if the student will have to complete an IRB form (Carol Marchel has a mock-up you can use if needed)
- Provide direction on helpful professional literature sources, intervention planning, evidence-based practice, and assessment of outcomes as needed.
- Arrange for a time to meet next semester.

Semester 2—Project implementation and data collection

- If needed, help student complete an IRB form by the end of the second week in the semester in order for them to ethically collect classroom data this semester
- Make sure the student understands the ethical guidelines for doing field-based research before they start their work. **All students are to have completed CITI training by the time they meet with you.**
- Meet with the student as needed to provide direction for assessment and implementation as needed
- Meet with the student by the end of the semester to provide assistance in analyzing findings

Semester 3-Project analysis, write-up, and presentation

- Help student write up a research abstract and submit to Winthrop Undergraduate Research Office (note, to be included in the annual Winthrop Undergraduate Research publication, abstracts should be submitted by Spring Break)
- Help the researcher locate and prepare for poster or paper presentations at a regional research conference in your profession, regional undergraduate research venues, the annual Winthrop Undergraduate research presentation venue OR a regional education research venue. **Check with Dr. Lisa Johnson for possible venues available for education research.**
- Consider co-authoring a publication with the researcher and/or the Field Mentor.

Sample Project Abstract

When your project is completed, work with your Faculty Advisor to create and submit an abstract to the Winthrop Undergraduate Research Office. Your abstract will be published in the annual Winthrop Undergraduate Research book of abstracts.

Check with the Winthrop Undergraduate Research Office for abstract submission procedures and due dates: <http://www.winthrop.edu/undergradresearch/>

Abstract Title: Second Grade Literacy in a Title I School

Field-based educational action research was conducted to explore and improve student literacy and engagement of learners challenged by poverty. The specific focus of the project was on quality and time spent in independent reading. The research was conducted in a Title I Second Grade Classroom and targeted four significantly challenged students in the classroom. Intervention to increase engagement and independent reading time included student goal-setting and self-assessment of independent reading time. Outcomes showed students could be taught to accurately appraise their own reading efforts. Goal-setting and continual self-monitoring increased independent reading quality, quantity, and reading achievement performance on end-of-year assessments.

Sample Project Proposal: Second Grade Literacy in a Title I School

Project Description

In her article Patricia Cunningham (2007) explains that one of the most influential factors on student reading achievement in high poverty schools is the time students spend engaged in reading. Additionally, Michelle J. Kelley and Nicki Clausen-Grace (2009) state that reading engagement can help students overcome setbacks such as low family income and lack educational background. Research shows that for students, specifically low income students, to grow as readers, they must engage in substantial amounts of independent reading. Since many low-income students do not have do not have the resources or supervision needed to engage in substantial, meaningful independent reading at home, many elementary schools like my own have allocated a portion of the school day for independent reading. Many students, however, are not truly engaged during this time. Instead of reading, students pretend to read, switch books frequently, look around the room, or play with their friends (Kelley & Clausen-Grace, 2009). In this project students will self-evaluate their independent reading behaviors using a rubric and open-ended prompts, identify behaviors in need of improvement, and set specific behavior goals for independent reading with the ultimate goals being to increase engagement during independent reading time and to self-regulate reading behaviors.

2. Outcomes

- Students will be able to evaluate their own independent reading behaviors using a class-created rubric.
- Each student will be able to identify an independent reading behavior in need of improvement and set a goal for improving that behavior.
- Students will engage in more on-task behaviors and fewer off-task behaviors during independent reading time (Observational Behavior Checklist).

3. Literature Review of Best Practice Ideas

Carr, S. C. (2008). Student and peer evaluation. *Teaching Exceptional Children*, 40(5), 24-30.

This article describes the importance and power of using feedback, student self-evaluation, and peer-evaluation to promote learning in the classroom. The article describes self-assessment as an assessment tool that helps students become self-regulated learners, increases student achievement, increases student motivation, and provides teachers with valuable information about student learning and students' perceptions about their learning. The article also provides a framework for implementing self-evaluation in the classroom. Along with providing me with more information on the self-assessment implementation process, this article also prompted me to include some open-ended questions in the independent reading self-assessment tool.

Cunningham, P. M. (2006). High-poverty schools that beat the odds. *The Reading Teacher*, 60(4), 382-385.

This article profiled six high poverty schools who have consistently had a high percentage of students meet state testing requirements. The article describes twelve characteristics which contribute to the success of these schools. The four elements the schools reported as being the most influential on their students' success were: instructional time provided, a school environment promoting resilience and determination, high student engagement, and amount of time students spend reading and writing. This article supports student engagement in independent reading as a means to increase reading achievement. The aim of this project is to increase the amount of time students spend engaged in independent reading.

Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684-686.

This article describes the need for assessments to reflect the rapidly changing literacies of our world, encourage resilience and reciprocity in students, and to teach students to self-evaluate and direct their own learning. This project will involve having students assess their own independent reading behaviors and direct their own behavior through goal setting.

Kelley, M. J., & Clausen-Grace, N. (2009). Facilitating engagement by differentiating independent reading. *The Reading Teacher*, 63(4), 313-318.

This article discusses the importance of engagement during independent reading, describes a continuum of readers based on reading engagement and specific reader behaviors, and offers practical suggestions for

facilitating engagement among the various types of readers. The article explains that to promote engagement for struggling readers teachers should allow students to self-select reading materials, support student engagement through frequent student-teacher conferences, and teach students to establish a purpose for their reading. This project will combine frequent student-teacher conferences, student self-evaluation, and goal setting to increase engagement in independent reading. The article also provides an independent reading behavior checklist. An adaptation of this checklist will be used in the project to pre- and post-assess student engagement.

Rolheiser, C., & Ross, J. A. (January 1, 2003). Student self-evaluation: What research says and what practice shows. Retrieved from http://www.cdl.org/resource-library/articles/self_eval.php?type=author&id=28

This article describes self-assessment as a way to gather data on student learning, increase self-efficacy, and intrinsically motivate students. The article discusses the common perception shifts which occur when educators move from traditional assessment to self-assessment, the theory behind self-evaluation, and a four stage model for teaching students to self-assess their work. This project will use the four-step model described in the article to teach students to self-evaluate their independent reading behaviors.

4. Summary

I plan to implement this project in my first grade classroom at Jefferson Elementary School. In this project, students will be evaluating their behaviors during independent reading, identifying behaviors in need of improvement, and setting goals to improve these behaviors. The overall goal of this project is to increase student engagement during independent reading time. This project will be implemented on October 1, 2012 and will conclude on October 26, 2012. I will follow the self-assessment implementation guide found in the Rolheiser and Ross (2003) article. On October 1, I will assess student behaviors using an observational behavior checklist (Kelley & Clausen-Grace, 2009). I will identify the six students who have the most off-task behaviors. These students will be the primary focus of the study. On October 2, the class and I will collaborate to create a rubric for evaluating independent reading. The entire class will be involved in this process, but only the six identified students will participate in self-assessment. On October 3, 4, and 5, I will meet in a small group with the six identified students to teach how to use the rubric. I will demonstrate using the rubric and model appropriate and inappropriate reading behaviors. The students will practice using the rubric by evaluating my behavior. From October 8th-24th, students

will engage in independent reading. I will meet with each of the six identified students at least twice a week for a reading conference. During the conference I will discuss with the student what he or she has been reading, have the student self-assess his or her independent reading behavior, have the student identify a behavior in need of improvement, and have the student set a goal for improving that behavior. I will give the students feedback on their self-assessments before they set their goals (Carr, 2008). On October 25 and 26, I will complete the observational behavioral checklist again.

References

- Carr, S. C. (2008). Student and peer evaluation. *Teaching Exceptional Children, 40*(5), 24-30.
- Cunningham, P. M. (2006). High-poverty schools that beat the odds. *The Reading Teacher, 60*(4), 382-385.
- Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher, 58*(7), 684-686.
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Sample Project Assessment, Analysis, and Write-up

Second Grade Literacy in a Title I School: Field Action Research

Project Description

The focus of this project was to increase student engagement during independent reading by having students self-assess their reading behaviors and set goals for improvement. The six at-risk children in the class with the lowest engagement during independent reading were chosen to participate in the project. All six students receive subsidized lunches, one child has Pervasive Development Disorder, one child has a parent who does not speak English, four students come from single parent homes, and one student is highly mobile. This student moved during the project. The participating students were asked to assess their own independent reading, identify areas of strength and weakness, and set goals for their independent reading at the beginning, mid-point, and end of the project implementation period. The students were taught the purpose of self-assessment, how to use the independent reading rubric, and how to set goals through one whole group lesson explaining the independent reading rubric and four small-group mini-lessons covering the following topics: the purpose of self-assessment, how to use the independent reading rubric to self-assess, how to identify strengths and weaknesses, and how to set-goals.

Literature Summary

In order to design a successful project, I review many relevant resources. I was able to locate several useful evidence-based practices and use ideas from these practices to design my interventions. A brief summary of the resources I utilized follows. I include references at the end of this write-up.

The primary focus of this project was to increase engagement during independent reading. Cunningham (2006) and Kelley and Clausen-Grace (2009) state in their articles that the amount of time students spend engaged in independent reading is one of the most influential factors on overall reading achievement. Kelley and Clausen-Grace state that the influence of independent reading on reading achievement is greater for at-risk children, especially those who are from low income families. In this project student self-assessment and goal setting was used as a vehicle for increasing engagement during

independent reading. Carr (2008), Johnston (2005), and Rolheiser and Ross (2003) all support self-assessment and goal setting as a way to gather student data, increase student self-regulation, raise student achievement, and increase intrinsic motivation. In this project a modified version of Kelly and Clausen-Grace's (2009) behavior observation checklist for independent reading and an adaptation of Rolheiser and Ross' (2003) model for teaching self-assessment were used.

Project Outcomes

My project aimed at three important student outcomes. I designed assessments so I could measure these outcomes before, during and after the project to determine the success of my project. My project outcomes are:

- Students will be able to evaluate their own independent reading behaviors using a class-created rubric.
- Each student will be able to identify an independent reading behavior in need of improvement and set a goal for improving that behavior.
- Students will engage in more on-task behaviors and fewer off-task behaviors during independent reading time (Observational Behavior Checklist).

Assessment of Outcomes

In order to assess each of the above outcomes, I created an observation checklist, analyzed each student's ability to set goals, and also measured their ability to use a rubric to evaluate their own independent reading behavior. Table 1 below provides an overview of my assessments before, during and at the completion of my project.

Table 1: Independent Reading Project Assessment Plan

Outcome	Pre-assessment(s) and date assessment will be given	Planned assessments during project	Planned post-assessments
Outcome #1: Students will engage in more on-task behaviors and fewer off-task behaviors during independent reading time.	<ul style="list-style-type: none"> • Independent Reading Behavior Checklist (Attachment A)- October 4, 2012 • Class Created Independent Reading Rubric (Attachment B)- October 4, 2012 	<ul style="list-style-type: none"> • Independent Reading Behavior Checklist (Attachment A)- October 17, 2012 • Class Created Independent Reading Rubric (Attachment B)- October 17, 2012 	<ul style="list-style-type: none"> • Independent Reading Behavior Checklist (Attachment A)- October 24, 2012 • Class Created Independent Reading Rubric (Attachment B)- October 24, 2012
Outcome #2: Students will be able to evaluate their own independent reading behaviors using a class-created rubric.	Class Created Independent Reading Rubric (Attachment B) with Independent Reading Self-Assessment Teacher Evaluation Sheet (Attachment E) - October 4, 2012	Class Created Independent Reading Rubric (Attachment B) with Independent Reading Self-Assessment Teacher Evaluation Sheet (Attachment E) - October 10, 12, 17, 19, 2012	Class Created Independent Reading Rubric (Attachment B) with Independent Reading Self-Assessment Teacher Evaluation Sheet (Attachment E) - October 24, 2012
Outcome #3: Students will be able to identify an independent reading behavior in need of improvement and set a goal for improving that behavior.	Independent Reading Student Goal Setting Sheet (Attachment C) with Goal Setting Teacher Evaluation Sheet (Attachment D)- October 4, 2012	Independent Reading Student Goal Setting Sheet (Attachment C) with Goal Setting Teacher Evaluation Sheet (Attachment D)- October 10, 12, 17, 19, 2012	Independent Reading Goal Setting Sheet (Attachment C) with Goal Setting Teacher Evaluation Sheet(Attachment D)- October 24, 2012

Attachments 1-4 at the end of this write-up show the materials I created to collect data during and at the end of this project.

The data I collected is reported in Figures 1, 2, and 3 at the end of this write-up.

Analysis of Pilot

One projected outcome for this project was that students would be able to engage in more on-task behaviors and fewer off-task behaviors during independent reading time. As shown in Figure 1 of the Data Summary attachment, during the post-assessment students were engaged in on-task behaviors an average of 85% of the 20 minute independent reading block. On average the students increased their reading engagement during independent reading by 22% with the lowest amount of growth being 3% (S5) and the highest amount of growth being 49% (S3). The student who gained only three percent was on-task 90% of the time during the pre-assessment and didn't have much room to grow. The student who had the highest growth rate in on-task behaviors, had the second lowest percentage of on-task behavior for the pre-assessment (46%). By observing S3 throughout the year, I have learned he needs explicit instruction and explanations to be successful. The explicit nature through which independent reading behaviors were taught in this project may be the reason for this large increase. The data shown in Figure 1 also revealed that the students' on-task behaviors positively correlated with time spent reading and off-task behaviors negatively correlated with time spent reading. During the post-test observation, the students were observed engaging in on-task behaviors an average of 76% of the first six minutes of independent reading time, 87% of the time for the second six minutes, and 93% of the time for the last six minutes of reading time. This information implies that the students need explicit instruction on strategies for settling into reading quickly.

The second and third outcomes for this project were for students to be able to evaluate their own independent reading behaviors using a rubric and identify an independent reading behavior in need of improvement and set a goal for improving that behavior. The students were more proficient at completing these tasks during the pre-assessment than I thought they would be. In the pre-assessment, as shown in Figure 2 of the Data Summary attachment, six of six students could identify strengths in their independent reading behavior and three of six students could identify weaknesses and set a goal to improve weak reading behaviors. On the post-assessment all students were able to identify strengths and weaknesses in their independent reading, and only one child (S2) was unable to set a goal for his reading based on his identified weaknesses. As behaviors improved the weaknesses identified and goals set by most students were more related to the reading process than to obvious behaviors such as moving around or talking. For example, S5's goal on the post-assessment was "to read so deeply that I can't even hear anybody," and S3's goal was "to use the skip and come back strategy more." S2 is the lowest performing reader in the

group. He has difficulty with the reading process and does not have as much knowledge of the reading process as the others. This student was unable to identify a goal when the weaknesses in independent reading he identified involved the reading process.

When using the reading rubric to evaluate their reading behaviors all students correctly assessed their reading volume and respectfulness toward other readers. All students except S2 were able to correctly assess their use of reading strategies; their times spent reading, and were able to provide evidence for why they placed themselves in at least one category. Three of five students accurately assessed their ability to stay in one spot and their concentration level during reading. In all situations where students incorrectly assessed themselves, the students inflated their performances. I think this was done to avoid disappointing the teacher and due to the rubric's headings. The headings were *Outstanding*, *Good*, *So-So*, and *Uh-Oh!* While discussing the rubric with children during individual conferences the children made comments such as, "I did a bad job," which led me to think that when the students place themselves in a low category, they saw the category as a personal reflection no as a reflection of the specific reading behavior. This resulted in instances where students marked themselves in the *Outstanding* or *Good* categories instead of the *So-So* or *Uh-Oh!* categories which were more reflective of their behaviors.

Collaboration and Impact of Project

When modifying Kelly and Clausen-Grace's (2009) behavior observation checklist for independent reading, I collaborated with my mentor teacher on which behaviors to add and exclude from the checklist. Because increasing literacy skills was a school target in her school, she discussed this project with the School Improvement Facilitator. My mentor provided examples of independent reading rubrics which guided the class and me as we made our own rubric. I attended a staff development meeting on high progress classrooms and student engagement during which the school principal asked me to share what the project involved and some of my findings. My mentor teacher is using the system I designed to share with other teachers in classrooms around the school, In these classrooms the systematic observation and self-evaluation will be used to increase student engagement in reading as well as in writing and math.

Future Plans

I have learned many useful approaches that I can implement in my own classroom to increase independent reading. I believe all students—especially those struggling with literacy skills—can benefit from increased time spent reading independently. Although I will no doubt implement what I have learned, I have also discovered some ways I would modify this project for future use:

In the future, instead of having students assess themselves using the entire rubric I will have them focus on one section of the rubric at a time. Having students assess themselves on all the categories of the rubric was time consuming and became redundant. Students quickly met the highest criteria for some categories and no longer needed to assess themselves in that category. In the future, for example, if a student marks himself as needing improvement in the “time spent reading” category, I would have the student focus only on that specific skill and specific section of the rubric. After this behavior was mastered he would move on to assessing the next behavior in need of improvement.

A second way I would modify the project is to introduce only a part of the project at a time. For example, when beginning the project, I would devote the first week to systematic observation of reading. Once I had base-rates for the reading, I would teach a short “lesson” on goal-setting so students would have some familiarity with the goal-setting process before I asked them to set their own goals. I think they would set better goals if they had some prior practice with goal-setting.

Although the project is time-consuming, the positive results more than make up for the effort and time spent at the beginning of the project. I think there are more efficient ways to complete parts of this project. For example, if I had a classroom assistant, I would train him or her to collect systematic data on time spent in independent reading. The assistant could collect data at regular intervals throughout the project and graph student independent reading time. I would like to consider having students also learn to track their own time spent reading, although I would also continue to collect observation data myself to make sure student data is accurate. Eventually, I would share and compare the data I collected with student self-collected data to help students learn to be more accurate collectors of their own data.

References

- Carr, S. C. (2008). Student and peer evaluation. *Teaching Exceptional Children*, 40(5), 24-30.
- Cunningham, P. M. (2006). High-poverty schools that beat the odds. *The Reading Teacher*, 60(4), 382-385.
- Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684-686.
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- Rolheiser, C., & Ross, J. A. (January 1, 2003). Student self-evaluation: What research says and what practice shows. Retrieved from http://www.cdl.org/resource-library/articles/self_eval.php?type=author&id=28

Figure 1: Independent Reading Behavior Checklist

0-6 Minutes							
Student	Pre-Assessment		Mid-Project Assessment		Post Assessment		
	On-Task	Off-Task	On-Task	Off-Task	On-Task	Off-Task	Increase in On-Task Behaviors
S1	67%	33%	moved	moved	moved	moved	
S2	0%	100%	0%	10%	56%	44%	
S3	43%	57%	75%	25%	88%	12%	
S4	50%	50%	33%	67%	75%	25%	
S5	60%	40%	100%	0%	78%	22%	
S6	45%	55%	64%	36%	83%	17%	
Average	44%	55%			76%	24%	32%
7-12 Minutes							
	On-Task	Off-Task	On-Task	Off-Task	On-Task	Off-Task	
S1	67%	33%	moved	moved	moved	moved	
S2	60%	40%	60%	40%	63%	37%	
S3	83%	17%	90%	10%	100%	0%	
S4	100%	0%	80%	20%	90%	10%	
S5	100%	0%	90%	10%	100%	0%	
S6	64%	36%	67%	33%	80%	20%	
Average	79%	21%			87%	13%	8%
13-18 Minutes							
	On-Task	Off-Task	On-Task	Off-Task	On-Task	Off-Task	
S1	50%	50%	moved	moved	moved	moved	

S2	50%	50%	80%	20%	75%	25%	
S3	43%	57%	100%	0%	100%	0%	
S4	100%	0%	67%	33%	88%	12%	
S5	100%	0%	100%	0%	100%	0%	
S6	67%	33%	100%	0%	100%	0%	
Average	69%	31%			93%	7%	24%
Total Independent Reading Time							
	On-Task	Off-Task	On-Task	Off-Task	On-Task	Off-Task	Increase in On-Task Behaviors
S1	61%	39%	moved	moved	moved	moved	n/a
S2	42%	58%	68%	32%	64%	36%	22%
S3	46%	54%	89%	11%	95%	5%	49%
S4	81%	19%	61%	39%	85%	15%	4%
S5	90%	10%	96%	4%	93%	7%	3%
S6	58%	42%	76%	24%	88%	12%	30%
Average	63%	37%			85%	15%	22%

Figure 2: Assessment of Independent Goal-setting

Skill	Pre-Assessment		Mid-Project Assessment		Post-Assessment	
	# of students able	# of students unable	# of students able	# of students unable	# of students able	# of students unable
Student identified an area of strength in his independent reading	6	0	5	0	5	0
Student identified an area of weakness in his independent reading	3	3	4	1	5	0
Student set a goal for independent reading based on the identification of an area of weakness	3	3	4	1	4	1
Student was able to tell how or using what strategy he would achieve his goal.	2	4	1	4	3	2

Figure 3: Independent Reading, Self-evaluation Rubric Assessment

Skill	Pre-Assessment		Mid-Project Assessment		Post-Assessment	
	# of students able	# of students unable	# of students able	# of students unable	# of students able	# of students unable
The student accurately assessed time spent reading *	5	1	2	3	4	1
The student accurately assessed staying in one spot.*	5	1	5	0	3	2
The student accurately assessed concentration during reading.	4	2	3	2	3	2
The student accurately assessed his volume during reading.*	5	1	4	1	5	0
The student accurately assessed how well he respected the readers around them.*	4	2	5	0	5	0

The student accurately assessed what he did when he came to a difficult part of the text.	4	2	3	2	4	1
The student provided evidence to support self-assessment in at least one category.	1	5	1	4	4	1

*Compared to behavior observation checklist on pre-assessment, post-assessment, and mid-point assessment.

Attachment 1: Independent Reading Self-Evaluation Rubric

Student: _____ Date: _____

4 Outstanding!	3 Good!	2 So-So	1 Oops!
I read the whole time.	I read most of the time.	I read some of the time.	I read little of the time.
I stayed in one reading spot.	I moved once.	I moved twice.	I moved a lot.
I could read all of my books. I didn't have to play the pretend game.	I could read most of my books. I had to play the pretend game a little.	I could read some of my books. I played the pretend game about half of the time.	I could not read the books I chose. I played the pretend game most or all the time.
I was lost in my book. I read and thought about my book the whole time.	I was lost in my book for most of the time but sometimes I thought about other things.	I thought about my book some of the time and about other things some of the time.	I didn't think about my book very much. I mostly thought about other things.
I was respectful to other readers.	I was respectful to other readers most of the time.	I was respectful to others some of the time.	I was not respectful to other readers.
I read in silently or in a whisper voice.	I mostly read in a soft voice most of the time.	I read in a soft voice some of the time and a loud voice some of the time.	I read in a loud voice.
When I came to a tricky part in the story I tried a reading strategy.	When I came to a tricky part in the story, most of the time I used a reading strategy.	When I came to a tricky part in the story I skipped it and continued reading.	When I came to a tricky part in the story, I changed books.

Attachment 3: Independent Reading Self-Assessment Teacher Evaluation Sheet

Student: _____ Date: _____

Skill	Yes	No	Somewhat	Comment
The student accurately assessed time spent reading *				
The student accurately assessed staying in one spot.*				
The student accurately assessed concentration during reading.				
The student accurately assessed volume during reading.*				
The student accurately assessed how well he respected the readers around him.*				
The student accurately assessed what he did when he came to a difficult part of the text.				
The student provided evidence to support self-assessment of specific behaviors when prompted.				

*Compared to behavior observation checklist on pre-assessment, post-assessment, and mid-point assessment.

Attachment 4: Goal Setting Teacher Evaluation Sheet

Student: _____ **Date:** _____

Skill	Yes	No	Somewhat	Comments
Student identified an area of strength in his or her independent reading				
Student identified an area of weakness in his or her independent reading				
Student set a goal for independent reading based on his or her identification of an area of weakness				
Student was able to tell how or using what strategy he or she would achieve his or her goal.				

Attachment 4: Independent Reading Student Goal Setting Sheet

Student: _____	
October 4, 2012: Pre-assessment	
Teacher Prompt	Student Response
What is one thing you are doing well during independent reading?	
What is one thing you think you can do better?	
What is one goal you have for your independent reading for the next three days?	
What can you do to meet your goal?	
October 10, 2012	
Teacher Prompt	Student Response
What is one thing you are doing well during independent reading?	
Do you think you have achieved your goal from our last meeting?	
What is one thing you think you can do better?	
What is one goal you have for your independent reading for the next three days?	
What can you do to meet your goal?	
October 12, 2012	

Teacher Prompt	Student Response
What is one thing you are doing well during independent reading?	
Do you think you have achieved your goal from our last meeting?	
What is one goal you have for your independent reading for the next three days?	
What can you do to meet your goal?	
October 17, 2012	
Teacher Prompt	Student Response
What is one thing you are doing well during independent reading?	
Do you think you have achieved your goal from our last meeting?	
What is one thing you think you can do better?	
What is one goal you have for your independent reading for the next three days?	
What can you do to meet your goal?	
October 19, 2012	
Teacher Prompt	Student Response
What is one thing you are doing well during independent reading?	

Do you think you have achieved your goal from our last meeting?	
What is one thing you think you can do better?	
What is one goal you have for your independent reading for the next three days?	
What can you do to meet your goal?	
October 24, 2012: Post-assessment	
Teacher Prompt	Student Response
What is one thing you are doing well during independent reading?	
Do you think you have achieved your goal from our last meeting?	
What is one thing you think you can do better?	
What is one goal you have for your independent reading for the next three days?	
What can you do to meet your goal?	