

Tentative Research Design

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Content (if Sec.) Math (Algebra) Research Focus Portfolios impact on work completeness & assessments scores

I. Possible Research Question (PI)

(clear, concise statement targeting specific research focus)

Researchable question: How will my focus on student motivation impact their interest in learning in math?

• **Data Source #1:**

baseline data on math assignment completion rates, previous math grades and student affective responses (attitude survey) toward math.

• **Data Source #2:**

Teacher observational data as recorded in personal journal entries to include attendance, class participation, work completion percentage.

• **Data Source #3:**

Student math samples, weekly exit slips, & monthly affective self-assessments.

• **Data Source #4:**

Anecdotal cooperating teacher comments and suggestions.

Tentative Data Collection Plan (when, why, what will you

January: collect)

Source #1 should be collected and complete by this time.

February:

Data source #2 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet.

Data source #3 is an on process which will be updated weekly and bi monthly. These results will be tracked via journal entries and daily reflections. see the monthly affective self assessments (I Can test)

Data source #4 needs to be pushed on a bi weekly basis to insure that the 'conversation' is held and documented!

March:

Data source #2 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet.

Data source #3 is an on process which will be updated weekly and bi monthly. These results will be tracked via journal entries and daily reflections. see the monthly affective self assessments (I Can test)

Data source #4 needs to be pushed on a bi weekly basis to insure that the 'conversation' is held and documented!

April:

Data source #2 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet.

Data source #3 is an on process which will be updated weekly and bi monthly. These results will be tracked via journal entries.

Data source #4 needs to be pushed on a bi monthly basis to insure that the 'conversation' is held and documented!

April:

Repeat from above source #3,4,5

May:

student teaching has ended

II. Possible Research Question (KOS)

(clear, concise statement targeting specific research focus)

Researchable question: How will my students attitude toward math be affected by my comprehensive understanding of their difficulties in math?

Data Source #1:

baseline data on math assignment completion rates, previous math grades and student affective responses (attitude survey) toward math.

Data Source #2:

Initial assessments to discover individual learning styles.

Data Source #3:

Assignments & assessments will use multiple learning styles to aid the student in learning.

Data Source #4:

Teacher observational data as recorded in personal journal entries to track students responses by learning style.

Data Source #5:

Hands on sessions with math exercises, one on one and small groups.

Data Source #6:

Anecdotal cooperating teacher comments and suggestions.

See appendix II for data collection instruments

Tentative Data Collection Plan (when, why, what will you

January: collect)

Source #1 should be collected and complete by this time.

Source #2 should be collected and complete by this time.

Source #3 via the help of master teacher this will be done on a weekly basis.

Source #4 during math lab and class work time this data can be worked on tracked via journal entries three times a week.

Source #5 this is a task to be worked on by singling out each of the weaker students (15) one student per week and tracking the results via a journal.

Source #6 needs to be pushed on a bi weekly basis to insure that the 'conversation' is held and documented!

February:

Source #3 via the help of master teacher this will be done on a weekly basis.

Source #4 during math lab and class work time this data can be worked on tracked via journal entries three times a week.

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March:

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April:

Repeat from above source #3,4,5

May:

student teaching has ended

<p style="text-align: center;">III. Possible Research Question (I D-M) (clear, concise statement targeting specific research focus)</p> <p>How will students use of portfolios, impact their assessment scores and math work completion rate?</p> <hr/> <p>Data Source #1: baseline data on math assignment completion rates, previous math grades and student affective responses (attitude survey) toward math.</p> <p>Data Source #2: Teacher observational data as recorded in personal journal entries to include attendance, class participation, work completion percentage.</p> <p>Data Source #3: Weekly tool box assessments (check off).</p> <p>Data Source #4: Daily formative assessments (exit slip)</p> <p>Data Source #5: Anecdotal cooperating teacher comments and suggestions.</p> <p>Data Source #6: Informal interviews during study time with assignments and tool box use.</p> <p>See appendix III for data collection instruments</p> <hr/> <p>Tentative Data Collection Plan (when, why, what will you collect)</p> <p>January: Source #1 should be collected and complete by this time.</p> <p>February: Data source #2 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet. Data source #3 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet. Data source #4 is contained in daily reflections journal Data source #5 needs to be pushed on a bi weekly basis to insure that the 'conversation' is held and documented! Source #6 during math lab & class work time this conversation can be had with students (3 times a week).</p> <p>March: Data source #2 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet. Data source #3 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet. Data source #4 is contained in daily reflections journal Data source #5 needs to be pushed on a bi weekly basis to insure that the 'conversation' is held and documented! Source #6 during math lab & class work time this conversation can be had with students (3 times a week).</p> <p>April: Repeat from above source #3,4,5</p> <p>May: student teaching has ended</p>	<p style="text-align: center;">IV. Possible Research Question (C M/E) (clear, concise statement targeting specific research focus)</p> <p>Will consistent visual classroom procedures positively impact my students learning new math concepts?</p> <hr/> <p>Data Source #1: baseline data on math assignment completion rates, previous math grades and student affective responses (attitude survey) toward math.</p> <p>Data Source #2: Establish guidelines of Prevention/Intervention & Rules/Consequences in verbal contract form first 2 days of class.</p> <p>Data Source #3: Daily change the display for expected behavior to match the lesson format, results will be in the WIP reflection.</p> <p>Data Source #4: Teacher observational data as recorded in personal journal entries to include attendance, class participation, work completion percentage.</p> <p>Data Source #5: Anecdotal cooperating teacher comments and suggestions.</p> <p>See appendix IV for data collection instruments</p> <hr/> <p>Tentative Data Collection Plan (when, why, what will you collect)</p> <p>January: Source #1 should be collected and complete by this time. Source #2 will document the rules and interventions and consequences of the master teacher. The contract part is not possible but a tracking form is already available with feedback possibilities for the student on a monthly basis is necessary. Tracked via journal entries.. Source #3 is a form to be used daily as a reflection of the lesson in journal form. Data source #4 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet. Data source #5 needs to be pushed on a bi weekly basis to insure that the 'conversation' is held and documented!</p> <p>February: Source #3 ongoing part of the lesson planning. Data source #4 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet. Data source #5 needs to be pushed on a bi weekly basis to insure that the 'conversation' is held and documented!</p> <p>March: Source #3 ongoing part of the lesson planning. Data source #4 is an ongoing process which will be updated weekly via journal entries and a specific tracking (1 page) spreadsheet. Data source #5 needs to be pushed on a bi weekly basis to insure that the 'conversation' is held and documented!</p> <p>April: Repeat from above source #3,4,5</p> <p>May: student teaching has ended</p>
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