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Kara Villalobos

Action Research Project Proposal

Research Proposal

I have been teaching math for nine years and love to do so. I have found over the years a lack of perseverance in many students. I tell my students that math is problem solving and life is a problem that we all must solve. We need math for everything and I want to help my students realize their own potential and perseverance.

Research Questions

How will I help my students realize their full potential no matter their skill level? How can I help them to understand that with perseverance they can be successful?

Subquestions

- MIAA 320- How will I develop meaningful discourse with my students? How will discourse and asking questions help them realize that, no matter what their skill level they can persevere and reach their full potential?
- MIAA 330- How will I analyze and develop the most effective assessment to better educate my students?
- MIAA 340- How will I alter and accommodate my teaching so that it is more accessible to all students?
- MIAA 350- How will I increase my mathematical knowledge and collaborate with my peers to develop a plan of implementation in our math course work?
- MIAA 360/370- How will I collaborate with my peers to develop an expansive math unit that will service all learners?

Data

- . MIAA 310- Action Research Project will enable me to reflect on my mathematical teaching over different grade spans. I will be able to analyze lessons and student work and reflect on the effectiveness of my teaching and the engagement of mathematical discourse.
- MIAA 320- Mathematical Discourse will aid me in developing the essential questions that are thought provoking and aid in the engagement of mathematical discourse. This will help maintain the engagement of all students at all levels.
- MIAA 330- Mathematical Assessment will assist me in developing assessments that will help develop students' critical thinking skills. These assessments will be accessible to all students.
- MIAA 340- Equity in Mathematics is to make the needed adjustments to mathematical curriculum so that it is accessible to all learners' needs.

IMPROVING PUPILS' HANDWRITING (PENMANSHIP IN A PRIMARY ESL CLASSROOM

> PISMP TESL 2 SEMESTER 7 JANUARY 2011 INTAKE 1.0 INTRODUCTION

1.1 Background The area of focus for our project is improving pupils' handwriting (penmanship). Without the solid foundation of writing skill the researcher feels the children will be struggle hard throughout their schooling and adult life. By learning the best writing strategies and how to best teach these strategies to the pupils, we hope to provide the solid foundation needed to succeed. Even though some of the pupils could write well, still we have a thought of a way to

1.2 Reflection of Past Experience

As the researcher of this research, we have found out that many of our pupils in Year 4 can write but not with a proper handwriting. We are hoping that by introducing some of the best strategies so that the pupils could write with a neat and proper handwriting. This is important in order for a child to be successful. We feel that incorporating the game-like strategies into teaching and learning will improve their writing competency. We are looking forward to

working on this area of concern, and sharing our findings. 2.0 FOCUS OF INVESTIGATION

2.1 Research Issue The general focus of the present study is on Improving Students' Handwriting Skill in Sekolah Kebangsaan Maktab. In the classroom, some of the pupils' handwriting could not be read by the teachers even though they are quite good in presenting the ideas. Therefore, the teachers are having the difficulties to evaluate the pupils' work because of their poor handwriting. Sometimes, handwriting did affect the marks given by the teachers especially in writing essay. Papers with poorer penmanship are rated lower by teachers for composition

The Educational Action Research and the Teacher

John Elliott,

Ementus Professor of Education,

Centre for Applied Research in Education, University of East Anglia, UK.

Educational Action Research involves teachers making and creating educationally worthwhile changes in their classrooms and other learning environments. If teachers believe that they are mere functionaries in the educational system and have little control over what students learn and how they learn it, they will see themselves as technicians implementing a learning system prescribed by external authority. In order to do action research, teachers must be open to the possibility that there is space in their practical situation for them to make and create educationally worthwhile change. Discerning where these spaces are - these opportunities for action in a practical situation - is an important part of the action research process. Making and creating educational change involves teachers in developing their situational understanding. In the process their taken-for-granted practical knowledge is frequently challenged.

For example, teachers often believe that there is very little they can do to motivate and engage persistently disruptive students in their classroom, since their parents condone their hostility to formal learning. The only solution is to exclude them for the benefit of those students who want to learn. I am aware of a piece of action research in which a teacher came to see disruptive behaviour in his classroom in rather different terms. With the help of a University-based researcher he gained access to observational and student interview data that gave him a new understanding of disruptive behaviour in his lessons. He discovered that many disruptive pupils were engaged with the subject matter he was teaching and motivated to learn. The problem was that they lacked the social skills to engage in the forms of interaction with himself and their peers that he was seeking to establish in the classroom as a context for learning. However, this new understanding of the problematics of his situation opened up new possibilities for action in it. Such understanding was made possible by the teacher's own attempt to change the classroom environment from one that reinforced teacher controlled passive and individualised learning to one that encouraged a more socially interactive mode of teaching and learning.

In action research 'making and creating change' and 'developing knowledge and understanding of practical situations' cannot be separated. They go together. Many teachers say that they are too busy teaching to do action research. This is because they have learned to view research as a mode of

Action Research Plan

Wonderings: What correlation exists between instructional strategies and student engagement in WCA (Williamson County Academy) at-risk* classroom settings? Are there instructional strategies that result more often in students being removed from the classroom for behavior problems? What strategies are most effective for keeping students engaged and in class**?

*At-Risk: students who have been removed from their home campus for behavior reasons

**at WCA students who are not choosing appropriate classroom behaviors are removed from the
classroom.

Goal: Determine most effective classroom instructional strategies for at-risk learners.

Action Steps:	Persons Responsible:	Timeline: Start/End	Needed Resources:	Evaluation:	
Student permission to participate	Case managers and Alicia	Aug - Sept	-permissions form -time for parents to sign	*feedback from mentors, teachers.	
Present research plan to coworkers	Coworkers and Alicia	August 2010	-staff meeting -time	students, and other stakeholders *number of surveys completed compared to number given out *personal journal for self reflection (invite	
Prepare interview questions and set up survey	Alicia and Greg(mentor)	August 2010	-time -survey monkey account		
Student Interviews	At-Risk Students and Alicia	Sept - Oct 2010	-time -interview questions		
Teacher Interviews	Classroom teachers and Alicia	Sept - Oct 2010	-time -interview questions	a coworkers whose opinion I value to help me evaluate my work)	
Student Survey	At-Risk students, computer teacher, and Alicia	Sept - Oct 2018	-time -survey monkey		

NBELA Action Research Final Report

Action Research	What are the better practices required, by a school district and	
Quantion:	actions trained in The Red Cross RespectED: Beyond the Hurt, to see noticeable changes in the action climate, incidences of office referrals related to builting, and behaviour of bystanders in a action?	
School(s) involved in Project:	**	
Dwbe:	November 2010 - May 2012	
Diviriot:	District: School District 18	
Area of Focus:	Anti-Bullying and Safe Schools	

Abstract

This action research project was designed to examine better practices required with the implementation of the Red Cross RespectED: Beyond the Hurt program to see noticeable changes in the school climate, incidences of office referrals related to bullying, and behaviour of bystanders in a school. Pre- and Post-student surveys, student and Teacher Facilitator written comments, focus groups and behaviour tracking data were used to monitor targets of: the impact of peer facilitated presentations at the middle/high school, impact of safe school initiatives/interventions/strategies at the school, reaction in bystanders responding to incidences of bullying, office referrals regarding bullying at school and the creation of the school as a safe learning environment.

The project explored the effectiveness of the Red Cross RespectED: Beyond the Hurt program, a whole school approach to bullying with an embedded / student-delivered anti-bullying workshop, on the school culture and almed to identify the better practices for sustainability of the program. According to the Public Safety Report Bullying Prevention in Schools (2012, p. 7), "research has shown that narrowly focused programs directed solely at bullies or their victims; situational deterrents; and zero tolerance policies including school expulsion have limited effectiveness and may actually increase or exacerbate the problem." (Fox et al., 2003; Mayencourt, Locke & McMahon, 2003; Pepler, Smith & Rigby, 2004; Shaw, 2001).

The study was conducted between November 2010 and May 2012. The post survey results showed positive changes. Overall, schools identified greater student knowledge of bullying, whole school interventions were incorporated, and feedback indicated students felt safe at school. Further, students were taught leadership and presentation skills that prepared them to go into classes, present to parent groups and the media to share what they had learned and to pass along skills and information necessary to reduce bullying.

What is action research for teachers. Example of classroom action research proposal. Action research for teachers examples.

This can serve as an inspiration to teach your students above and beyond their about strategies used before reading a story, and Part II of the ICM consists of a statement about strategies used after reading the story.

parts asking about the strategies students used to better understand the story. This tool provides information on changes in your students' comprehension and use of reading comprehension strategies over time. Predicting, making connections, visualizing, inferring, questioning, and summarizing are shown in this research to improve reading comprehension. By having a clearer picture and first-hand experience of the teacher's performance, this will increase the students' awareness of the importance of mastering the \[\tilde{A} \ti \tilde{A} $ilde{A}$ $ilde{A}$ Education 3 this can also be a motivating factor to adapt measures and new strategies to improve reading instructions. I believe that incorporating reading and teaching strategies allows students to reflect on what they have improved their understanding a reader and become lifelong learners. In the reading class, the Three students scored 84%, but the scores dropped in the fourth grade. Although the school's NAT result has met or exceeded their expectations, the researcher still has a thought of a way to improve it. Dauran, teacher, me, the primary school of BAÃA, RAGAY, Camarines Sur II - BACKGROUND OF THE STUDY: The area of focus for my project is improving reading comprehension through the use of higher order thinking skills activities. III - Statement of the problem: the researcher of this research, I have discovered that many of my students in grade III are able to read fluently, but still have difficulty answering the "how" and "why" questions. The students of the students who were selected were enrolled in the third grade class for the 2011-2012 school year. The general scope of the study, the general focus of this study was on improving reading comprehension through the use of higher order thinking skills activities of grade III students at Baya Primary School, District of RAGAY, DIVISIAN DE LAS CAMARES SUR. The study covered the result of the evaluation of Phil-Iri, the school year 2011-2012 using the post post post. To the future researcher. Description of instrument data and compilation form. Intentional sampling was used in the selection of students: the demand of the study. The result of this study will serve as a visual view of parents to know the needs of their children with respect to improving their reading comprehension. This study can increase your awareness in identifying learning tasks that are well developed, as well as at least. So the researcher concludes that students' scores decrease because students have very poor. A :etnenoporP â I OTLA OTNEIMASNEP ED SEDADIVITCA SAL ED OSU LE NOC NOISNERPMOC AL n³Ãisnerpmoc al ed arojem al ed otneimiconocer odauceda le arap etnatropmi ¡Ãraredisnoc es oidutse le à à à à i oidutse le dodacifingiS -VI . otix®Ã renet arap airasecen adil³Ãs esab al ranoicroporp arepse rodagitsevni le ,sonmula sol a salra±Ãesne ed arenam rojem al y n³Ãisnerpmoc ed saigetartse serojem sal odneidnerpA .salra±Ãesne arap sotneimiconoc sol y n³Ãicamrofni aL .sonmula sol arap avitacifingis arutcel ed aicneirepxe anu rallorrased y arutcel ed sabeurp sal ed senoicautnup sal ratnemua arap otneimasnep ed sedadilibah ranedrO .sonadaduic sol ed adilac al o oipicinum led arbo ed onam al ed dadilac al rarojem edeup euq ay ,yagaR ed oipicinum la

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