

## ED 690: TEACHER AS RESEARCHER EXHIBITION PRESENTATIONS

### School-Parent Partnerships

Greta Krumenacker

December 2011

Parental involvement is meant to improve the academic outcomes of students. This study focused specifically on the link between parental involvement and reading. Purpose: This study has three major research questions: (1) Will the use of an organized parent/school reading system increase student reading scores? (2) Will these parent/school collaborations translate into students attaining grade-level reading achievement scores? (3) How do the students and parents perceive these collaborations? Sample: Two fourth-grade students from Suffern, NY. The procedure in the study was to inform parents and students of the different resources available to them which might result in greater academic success; implement a reading log that encourages family reading; and encourage parents to attend instructional workshops. Finally, we spent time with the students' parents and discussed the importance of communicating their education expectations with their children. From the outset, the data reflected a desire to continue parental involvement and its positive effects on academic achievement.

### Working with "Real Life": A Study of Engagement in the Secondary Classroom

Danielle Squilla

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Engagement in the classroom has been proven effective in many studies, however different strategies have been used. In order to engage students in the Business Classroom, I took real life situations as well as students' interests and linked them to College Finance and College Marketing Lesson Plans. The benefits the students gain are the knowledge they will need to make future and current decisions in everyday life, as well as make better connections to the material based on the way it is delivered. The benefits the educator will gain when connecting the material to the students' lives and interests are improved alertness, participation, assessment scores and overall interest.

### Overcoming the Odds: Touching History

Joseph P. Streany Jr.

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Students with disabilities benefit immensely from the inclusion classroom when effective multi-modal approaches with effective differentiation are present in the classroom. Student's with sensory disabilities struggle in the classroom as a combination of the lack thereof or progressively worsening senses make educating these youngsters difficult. This action research seeks to find the most effective way to educate a youngster who is blind and progressively deaf. This research follows a Social Studies class's lesson plan that has an objective of understanding symbolism, in which visuals are manipulated (with a specialized kind of paint) to materials that this student is able to "touch to see." Through research of students with sensory

issues, the nature of differentiation and professional training of the current trends are obtained. Data analysis generated results beyond the importance of the study as the student was able to understand visuals as never before.

Plan Ahead: A Study of Homework Planners for Middle School Students  
Lesley Sylvester  
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Middle School students are well known for being unorganized and lacking self-monitoring skills. In low socioeconomic environments, like the one featured in this study, these students also lack participation in homework completion. This study works to discover the impact the organizational strategy of a homework planner has on middle school students' organization, homework completion and test scores. Working with 10 students with special needs in a co-teaching classroom, this research uses a three-step process to increase organization skills, homework completion and test scores. Through analysis of the data, the results indicated that within a one-month period, implementing the use of a homework planner increased organization, homework completion and test scores in Middle School Students with disabilities. This research has relevant implications for students, teachers, and teacher educators.

Make It QUICK: Teaching Reading Comprehension Strategies  
To ELL Students in Fourth Grade.  
Keisha Froyze-Brown  
December 2011

This study was conducted on two fourth-grade English as Second Language (ESL) students within a general education setting with no classification for bilingual extension. Due to the demographics of the school there are a lot of English as Second Language (ESL) students. Although these students did not seem to be ready to be in a general education setting they were placed there and were expected to produce the same results as students who were fluent in English. These two students were reading below the grade level and had problems with reading comprehension. The QUICK strategy was introduced to them at the beginning of the five week study. QUICK is the acronym for Questioning, Understanding new words, Imaging, Connecting, and Keeping it all together. With the use of the QUICK strategy the two students moved up one level in reading and showed progress in their reading comprehension skills.