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### Chapter Four -- Action Plan

The issue to be explored in this action research project is whether the consistent use of an academic planner improves student outcomes. The review of the literature suggested many factors hinder the organizational fortitude of the adolescent. In this chapter, the researcher will explore several strategies for implementing a student organizational procedure within the classroom.

#### *Possible Solutions*

One possible solution to improving the adolescent's organizational skills is to involve parents more in the organizational effort. According to the Center for Effective Parenting, parents can greatly aid their child first by looking for some warning signs indicating their child is poorly organized. The list includes such things as failing to bring home homework assignments, not turning in homework, no regular study space, and procrastination (Edwards, 2001).

Then the parent is given some ideas to aid their student. The advice from the Center for Effective Parenting includes specific techniques for parents to do with their child. For example, color coding the folders within their three-ringed binder, providing a nightly planning time, mapping out a daily and weekly schedule, insuring a quiet study place, and identifying a nightly spot in which to put their work so that in the morning it's easy to pick up and walk out the door (Edwards, 2001). Advice from another article, *Parenting Perspectives...ideas to help your child succeed*, suggests using homework to teach organizational skills. Their list includes an academic planner, setting performance goals, planning ahead, circling verbs in directions, and reviewing class notes (Smith-

Harvey, 2002).

Another study focusing on parent involvement concerning organizational skills was not as influential as one might expect and was conducted by Molenhouse, et al. This study dealt more with time management skills. The study states that parents may not have a realistic idea of the time management issues that adolescents encounter (2000, p. 12). They also noted without parent support students tend to sense that education is devalued. During this study, the researchers chose to target only 15 of the 68 parents who responded to the survey. Within that targeted group there was no substantial change in any of the areas measured that would indicate that parental involvement was effective in helping students organize (2000, p. 28).

While the researcher believes parental influence and support to be a solid plan, she also recognizes the fact that training parents is a hard task to accomplish and one that involves an entire staff including administrators. At the same time, the researcher senses her entire staff supports the crucial involvement parents' have and maintains that it is an important component to student success, the researcher is certain that the staff is currently overwhelmed with the amount of information each teacher is expected to relay and that this would be too much to ask. This is especially true with the knowledge of the study, which includes a targeted group of parents who showed no change in any academic area. In fact in the Molenhouse, et al. research, the first note in the finding and recommendations for future studies section concerns parental support. "Although parents were contacted on a weekly basis with updates of their child's performance, they did not carry through with any program of continuing organizational skills at home. Questions on the parent survey exhibit that the parents were not actively involved" (Molenhouse, et

al., 2000. p. 30).

Another possible solution to improving organizational skills for the middle schooler is using the AVID method. AVID (Advancement Via Individual Determination) emphasizes methodologies that empower the student to take responsibility for their own learning (Swanson, 2000). A major part of AVID's work is focused on the organization the student must have in place and the structured use of an academic planner and a three-ringed binder. The AVID method focuses on a team or entire staff to make the program a success.

With the researcher's school in the midst of losing teachers and Title I funds, it is unlikely that the administration would allocate funds and resources for this endeavor or that our current schedule would have enough manpower to allow for a period of AVID to be taught. Although the researcher is most interested in this approach, she rejects it due to the resources and commitment required from a staff that is not able to participate or be interested in participation at this time.

A third possible solution the researcher considered is staff cohesion considering student organization. The results from the study conducted by Dincher and McGuire stated that staff consistency was imperative to the success of their study. The results state that "although the students felt overwhelmed with the workload increase from year to year, they did feel capable completing the required work" due to the emphasis on organization. Dincher and McGuire's research project included the standardized use of three-ringed binder, use of calendars and a weekly-counseled checklist. In Dincher and McGuire's study the teachers modeled how to identify and separate notes and handouts in their three-ringed binders inserting them by subject areas. Once that was demonstrated

the student was then displaying their use of the skill when they had their counseling session with the teacher (1994).

The researcher knows the limitations of teachers and understands that conducting a research project that involves her implementing new techniques and demands on other staff members could prove to be a challenge.

The solutions presented so far have included school wide approval, funds and resources that are not available, as well as and/or involvement from other groups of people. They have been rejected on the basis of costs, lack of training, or because of other groups needing to support.

Another possible solution to the issue of low organizational skills is to check daily use of the school provided academic planner. Ramona Williamson's article, she presents tips on how teachers help students become organized through the use of the academic planner. She states that the teachers themselves need to demonstrate the use of the academic planner. Another point she makes is that teachers need to send home letters to parents describing the correct format to be used when completing the academic planner. Her advice is to frequently check to see that assignments are written correctly and to monitor its use. To summarize her plan, have periodic checks on completion, encourage all staff use within classrooms, use the designated hall pass slot as well as slot for dialogue between teacher and parents. She also advises teachers to use the academic planner to divide large projects into smaller chunks and mark those dates off in the academic planner (1997).

In reviewing this plan the researcher believes this can be achieved at her location and within the framework of the current budget. Currently the school does purchase an

academic planner for every student; however, teachers on the staff are not consistent with its use.

This plan solidly encompasses the tools portion of the researcher's quest regarding organizational skills. By focusing on a tool that is in place, within the school already, the researcher plans to use this by tracking students who turn in their homework. She hopes to make a correlation between those students filling in their student planners and those turning in assignments on time.

The researcher does have confidence in the chosen model because of the role she can play. She is familiar with the layout of the academic planner being used and knows that it is an underused component in her classroom. She is very interested in discovering if it is the missing link especially if used the way adults use a day timer or some other daily organizer.

#### *Action Plan*

The researcher plans to implement her action research project in the fall beginning the second week of school and finishing at the end of the second quarter, 18 weeks later.

Week One: Check with administrator concerning approval for the project. Send home and have signed the letter of approval from the parents. Prepare surveys for students, staff and parents. Administer them to staff at a staff meeting. Ask for volunteers to be part of the study. Administer the student surveys within the first week of school.

Week Two: Begin daily checks of the academic planner and goal setting within the planner. Structure 10 minutes daily to assist with organizational strategies concentrating

on the academic planner. List the assignments within the researchers academic planner modeling correct use. Then, using the data camera to display, show how to fill in the correct boxes on their academic planner. The student's academic planner becomes the ticket out before lunch and at the end of the day when the researcher's classes are normally dismissed.

Week Three: Continue with daily checks and calling home if students have three separate dates with no academic planner. Make the ticket out a completed academic planner; students who do not have the academic planner are the last to leave to enable the researcher to tally. At the school's Back to School Night, the researcher plans to hand out parent surveys and letters of consent.

Week Four through Nine: Continue with checking planner but randomize the checking to two or three times per week instead of daily. Use Acheson and Gall strategies of At-Task Technique (Acheson, 2003) noting agenda book completion. Continue to consistently model the completion of filling out the academic planner.

The researcher also hopes to create a cohort of teachers interested in the study of academic planners and organizational strategies. This idea will be introduced shortly after the teachers have been surveyed and the intent of the study has been introduced.

Week Ten: Continue with random checks and consistent modeling of the planner.

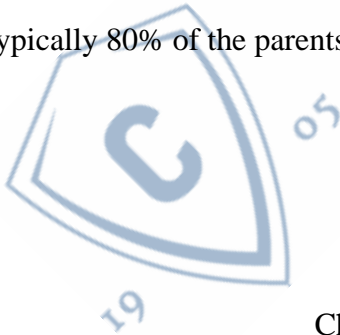
Comparison of grades prior to implementation can now occur. Check for improvement in two areas. First, the percentage of completed assignments from the same time last year to

the current year. Even though the students will be different, the amount of work turned in can be compared. Also compare grades of current students with those of last year, when they were seventh graders.

The researcher hopes to meet with the teacher cohort bi-monthly to establish techniques that have positive results in each class and allow teachers to share those ideas.

Week Sixteen and Seventeen: Reduce checks on academic planner to once a week, Thursdays. The researcher plans to continue to model the filing out of the planner.

Prior to the start of the school year the researcher intends to complete all surveys, and approval appropriate for the project. As the school year progresses she intends to adapt the specific organizational curriculum to fit the needs of her current class. The researcher intends to maintain consistent parental contact via email. Within the last week of the project the researcher plans to administer the student survey. The researcher plans to administer the parent survey at the school's Eighth Grade Portfolio Night, which occurs in the spring, as that is the best time to reconnect with parents. At this event typically 80% of the parents attend.



## Action Research Proposal

### Chapter Five – Results and Next Steps

A common goal in middle level education is preparing the student for high school and beyond. Part of that preparation is giving the students the tools to succeed. The academic planner has been a vital tool in middle schools for over a dozen years. The

researcher has worked at schools that have used the academic planner since the mid 1990s. The planner provides a plethora of information to the student, if they so choose to use it.

The first section of the academic planner is often the school's student handbook. Currently the researcher's school uses a planner that incorporates the student handbook, a goal setting section, and a procrastination-beating guide into the front section. The back section includes general information and helpful life tools. For Social Studies and English, it has a map of the world and of the United States, a reference citation guide, and a grammar hints sheet. For Math and Science, the academic planner has a basic math terms page, a geometry terms and formulas page, and a third page that provides science knowledge with the Periodic table. For general life skills, it gives the students a healthy eating guide, a studying guide, and a place to record their grades throughout the year. It truly supplies the students with a wealth of information.

As mentioned, the academic planner was underutilized in the school. The school counselor, also doing action research, tracked students who were at risk of dropping out of high school due to indicators present while they were in middle school. She was very interested in any tool that the students could use as a springboard to retention in high school. She gave an informal student survey to at-risk students now in high school hoping to gain perspective. She discovered the academic planner was most often used as a bathroom pass. She was appalled. When the researcher showed this counselor the intent of her study, the counselor was supportive, gracious, and encouraging.

Because of the common use of the academic planner as a bathroom pass and not as a tool to support learning, the researcher realized that she must first teach the students

how to fill out the academic planner. This meant modeling how to fill out the planner (i.e., showing which box to use and where to place the assignments for the day).

Interestingly, over 60 percent of the students did not have prior experience with recording assignments properly or in an organized manner. Without this knowledge the academic planner could not be used as a tool when they arrived at home that evening. Many students only wanted to record the due dates. They had no interest in breaking down the assignment and few understood the importance in doing so. Initially, they did not know that when an assignment was given, that *that* day was the day on which it needed to be recorded. Many students only wanted to write the due date which was a hard habit for most to break.

Letting parents know about the action research was a refreshing effort. Many parents were ecstatic to know that their child would be having a small, structured period of time to learn some basics of organization. At *Back to School Night* parents thanked the researcher for addressing this issue. It also served as a chance to let parents know to check the academic planner often. The researcher asked parents to check the planner two to three times per week. Many parents nodded their heads in agreement as the researcher explained the purpose and intent of the academic planner. This led to the researcher framing the action research project question, “Does the consistent use of an academic planner improve student outcomes?”

As a member of site council, the researcher was cognizant of the community niche the school filled, aiming to attract more families interested in the middle school model versus the district’s current push for the k-8 elementary model. Site council then formed a catch phrase, determined to capture the interests of families. The phrase

“Preparing the student for high school” was used in every piece of literature the school published. The researcher realized that her research complemented that concept.

Fortunately, the researcher had continual engagement from her administrative team. Often structure and support came in the form of interested questions and encouraging comments. During the study the writer’s administrator asked her how she would phase out the crutch of modeling the academic planner. The administrator wanted to ensure that the students benefited from the organizational strategy and the skills gained would not become latent or were not simply lost when the research project ended. The researcher had intended to end the academic planner checks in early February. She ended daily checks, but let the students know they would now have their planner checked once a week. On Thursdays, she would look at the entire week and any student missing entries would be able to access the teacher’s modeled planner. After the study was complete, another way the writer phased out the teacher’s modeling of the academic planner was to verbally state the assignments for each day. This was a major leap for students at the start, but they adjusted quickly and completely. At the time of print the researcher checks planners every other week and students are regularly filling out their academic planners. Assignments are now given verbally on most days. When the researcher is absent, the substitute teacher places the academic planner under the document camera to ensure students have the correct information in theirs.

### *Project Implementation*

The researcher began the action research by writing the assignments on the board as she had over the last seven years. Knowing that it was an important aspect to the research, the researcher would hold up the academic planner and show it to the students

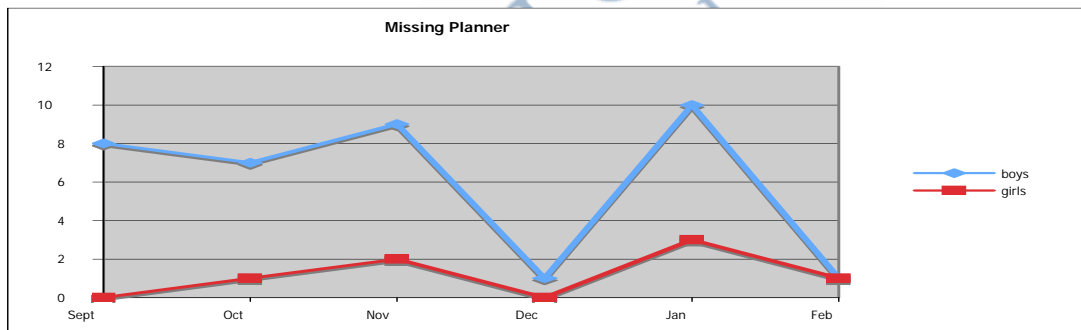
during the last five to ten minutes of class. A mild haze of confusion clouded over the classroom. When it was time to be dismissed the class filed through the door and the researcher checked each planner to see if it was filled out properly. Knowing that some parents were interested in seeing the planner, she wanted the students to have it completed correctly. Over the first week or two, student interest in filling it out correctly was tepid. The researcher had them return to the instructor's academic planner so the students could copy it down correctly in their planner. Then, one day within the first two weeks of the study, the researcher was short on time. She decided to fill out the academic planner while running the document camera. The students watched on the screen as she filled out the academic planner. It was a mild breakthrough. The students requested that the academic planner be filled out like this in the future. It was an easy and productive switch. No longer was the side blackboard reserved for assignments given and pending; instead the information was written down in the teacher's academic planner and the students were given an exact example of the best way to fill out their own planner.

The researcher tracked the use of the planner by using it as a "ticket out" of the classroom each day at the start of the study. Later in the study, the researcher checked the students' academic planner in a random fashion. Finally, toward the end of the study, the researcher returned to checking planners daily. The consequences for the student who did not have his or her academic planner varied from being the last one to leave class to having to call home. The writer only tracked students when they forgot their academic planner or didn't fill it out correctly. The easiest fix was for the student to correct the planner him or herself. The student simply stepped out of line and wrote it down

correctly from the teacher's planner. It is important to know that the researcher tracked and documented academic planner usage by gender; it is also important to know that the researcher has a higher ratio of boys in her classes (see line graph Figure 5.1 below).

The results seem to be predictable. Many more adjustments were made at the beginning of the action research than in the middle or at the end. Keep in mind that the researcher returned to daily checks toward the end of research. The spike in the data represents a child who had temporarily lost his planner. The researcher is pleased that many students continued to fill out their academic planner even when there was not a "ticket out" being used that day.

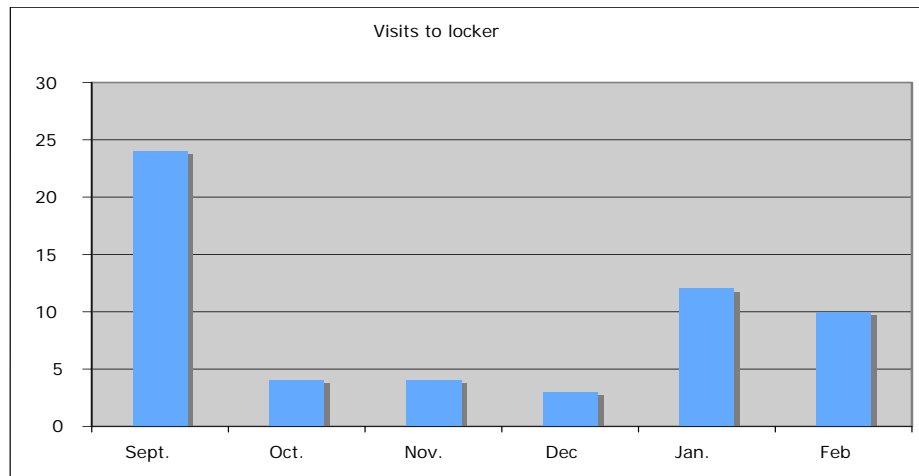
Figure 5.1: Missing Planner: Totals per Month



An area in which the researcher noticed a significant improvement was the increase in instructional time. Fewer students needed to leave class to obtain materials, therefore the interruption to learning decreased. The use of the academic planner provided some basic organizational components. Below is the graph showing the number of students, per month, who left class to go to their lockers. The jump in February is due to a change in the textbook needed by students for class. The researcher must highlight that this is the amount of hall passes needed by students for an entire month. Generally,

the students are with the researcher for the entire morning or afternoon; class size averages 27 students per period.

Figure 5.2: Visits to locker by month



The researcher's data for this area is not what she expected. September is an adjustment month when the research was not completely implemented and students were not yet organized. However, as the action research project continued, fewer and fewer students needed to go to lockers to obtain materials for class. The researcher may see up to 162 students a day over six periods, and in a month only five students needed hall passes. That is phenomenal! Usage of the planner created an expectation for students to be prepared for class with assignments in hand which had not been explicitly stated earlier. This side benefit, while unexpected, more than made up for the time the researcher spent teaching academic planner use.

Another comprehensive benefit to modeling the academic planner was the written record of daily assignments it created. When a student was absent it provided an easy support for them to access the teacher's academic planner when they returned to school.

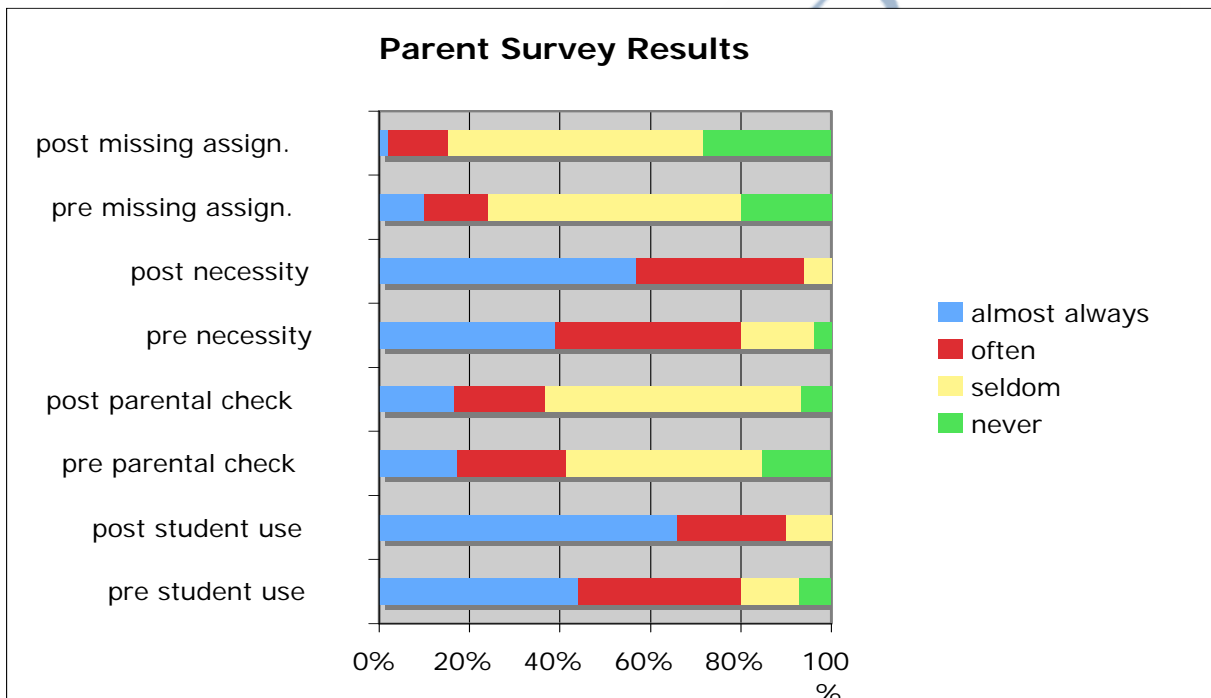
Students copied down the teacher's modeled planner and were able to ask for handouts by name. They caught up their missed assignments more quickly. This is a positive benefit the researcher had not predicted would come from this action research. It was extremely convenient when a student came to the classroom midday and wanted to obtain the homework for the day's lesson. The researcher did not have to interrupt her teaching to assist that student; she simply provided him or her with the teacher's academic planner. The student wrote it down and went on his or her merry way!

At the beginning of the research, surveys were distributed to the teachers, students, and parents. The parental results are shown below. Parents noted improvement in student use of the academic planner. On the post action research survey, parents showed an increase in student use of the academic planner. By the end of the study, all the parents surveyed saw at least some use of the planner. None of the parents surveyed stated that their student's planner was never used. The parents showed interest in the project with the surveyed increased in parental checking of the academic planner. Another area where the parents noted student improvement was the student's perception of the planner's importance. More parents noted the value of the planner by the end of the study. The question was asked, "How often does the student planner seem necessary?" The increase from 39% to 57% in the "almost always" category indicates the value the family now places on the academic planner. One parent responded on the survey, "Her planner was lost last week and replaced a few days later. It was a difficult few days—she really depends on it to keep track of school!"

As stated earlier, students are regularly bringing completed assignments to class. This is shown on the graph by the small number of locker visits to obtain materials.

Missing assignments went down to two percent from a high of ten percent in the “almost always” category for the question, “Are missing assignments an issue for your student?” on the parental survey. By coming to class prepared and by leaving class with assignments written in their academic planner, students had fewer problems with missing assignments.

Figure 5.3: Parental Survey Results



In the student survey results (see figure 5.4), shown below, the researcher is most pleased with the decrease in the “rarely” category under planner use. Interestingly, according to students, the parental checks went backward in most categories when comparing from pre to post surveys. The “seldom” category grew over ten percent and much of it moved from the “rarely” category. The researcher would like to note that this is the students’ view of their parents’ involvement.

The researcher was disheartened by the small increase in students using the planner as an organizational tool. This would provide communication between school and home for the student to indicate what work still needed to be completed. Many students noted that they did not check their academic planner; therefore they were not using it as an organizational tool. Most students remained constant in their accessing the academic planner once they arrived at home. If they had checked it prior to the action research, they continued. Only the “rarely” category changed in this regard from roughly seventeen percent prior to the study to ten percent post action research. This does demonstrate change, but the researcher was hoping for more.

Once again the researcher is pleased students recognized a decrease in their misplaced papers. Students mirror what parents noted as well as what the researcher concluded regarding visits to lockers and missing assignments.

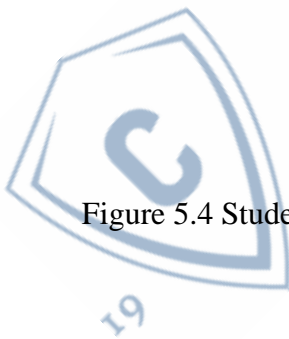
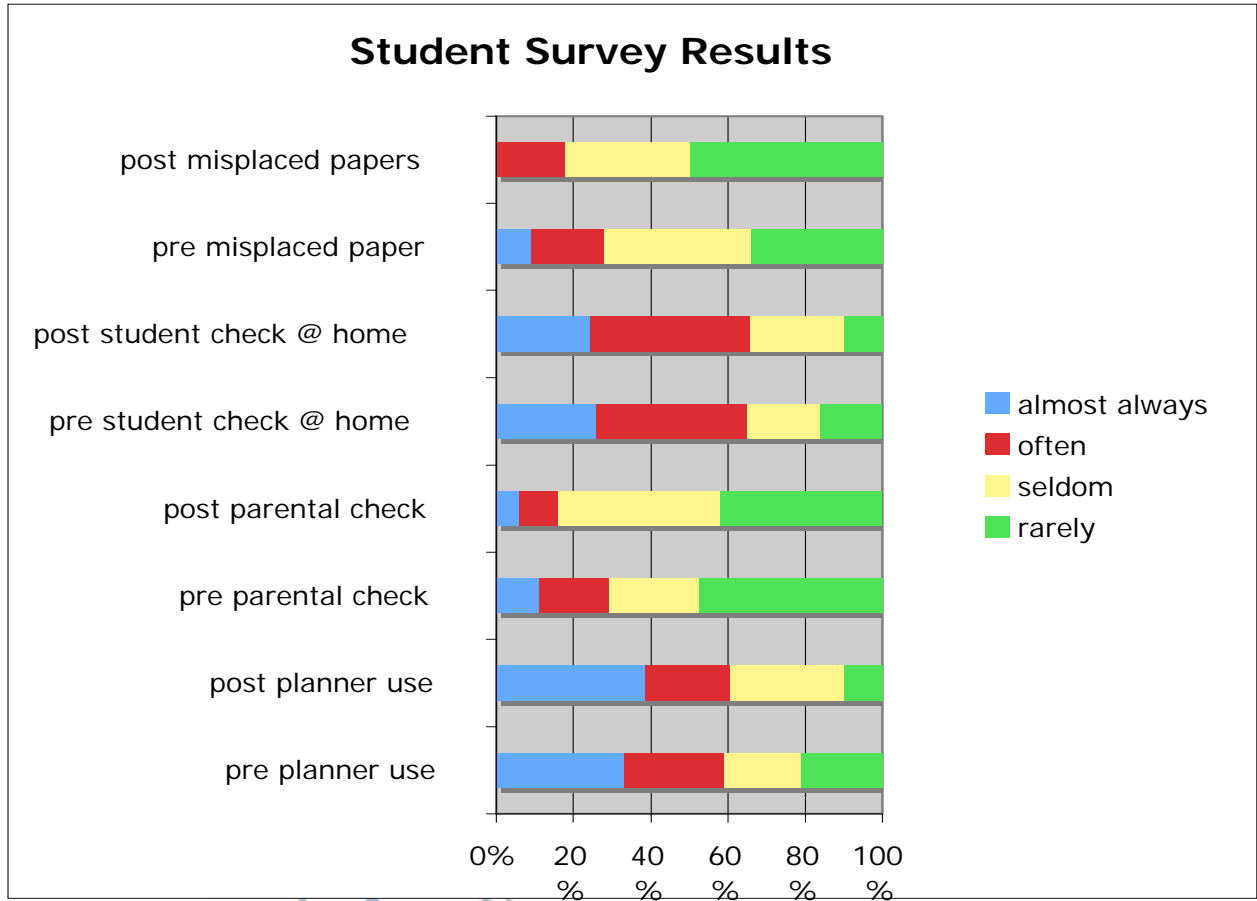


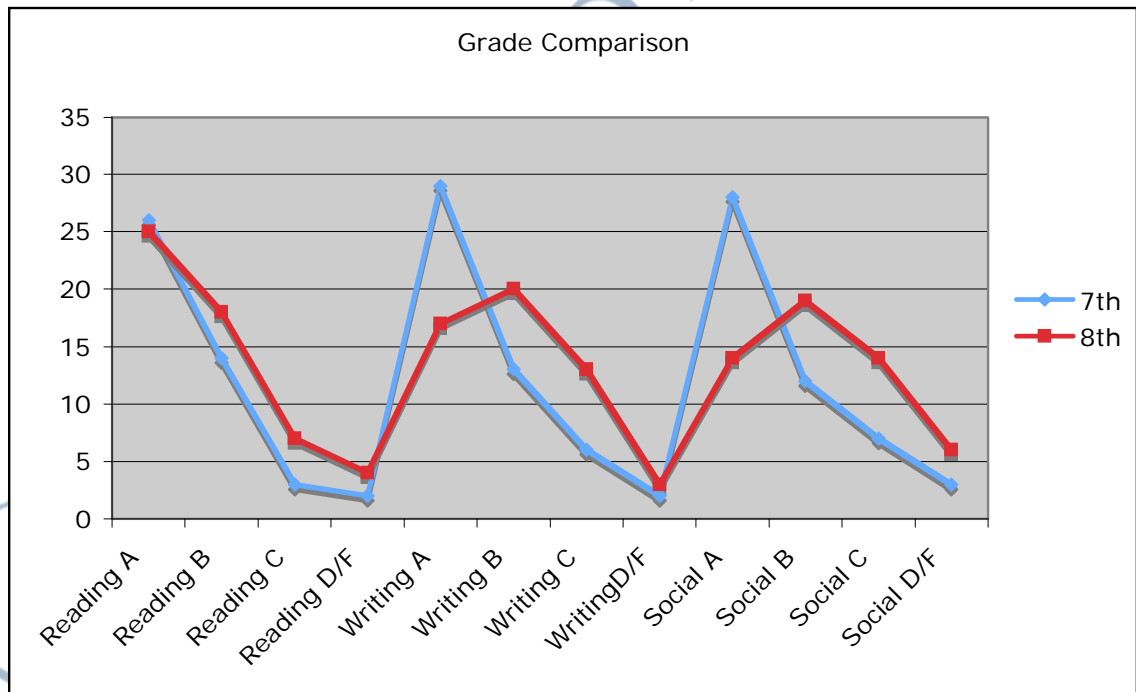
Figure 5.4 Student survey results



The researcher hoped to determine an improvement in student grades in the process of this action research. But, the researcher struggled with gathering evidence, due to the fact the students all had different teachers the year before. From the evidence the researcher gathered, the students' grades were not as strong in eighth grade as they were in seventh. However the dip was not severe. There were fewer As and Bs in eighth grade than there were in seventh, but there was not a large increase in failing students. The eighth grade year typically requires more rigor and expectation for students being prepared for high school. The researcher has noticed that this rigor and these expectations usually manifest as a substantial dip in academic scores from seventh grade to eighth grade. This trend is not seen in the current group of students involved in the

action research. The slight drop in academic grades, however, does not support the idea that the use of an academic planner provided successful outcomes, grades being the most common indicator, especially for parents. However the researcher is confident that the students maintained their GPAs with more success due to the action research project. The chart below (Figure 5.5) displays the amount of As, Bs, Cs and D/Fs given in the fourth quarter of seventh grade versus second quarter of eighth grade, when the action research was completed.

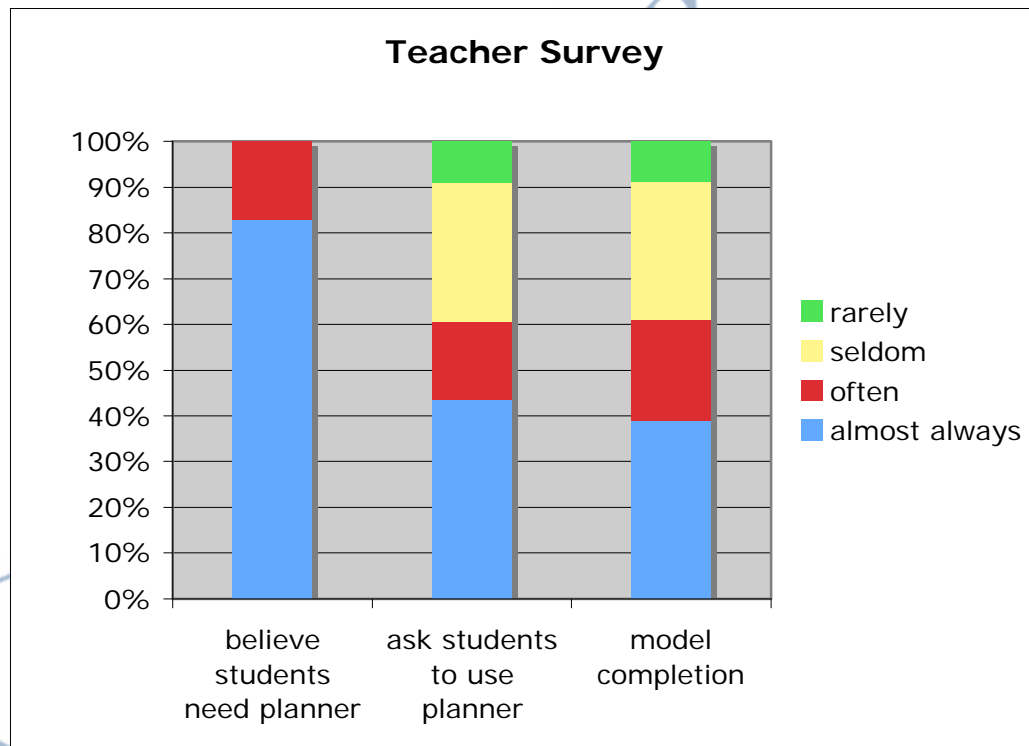
Figure 5.5 Grade comparisons



The teachers did not receive two surveys since the researcher only did the action research within her classroom; therefore there was no need for a post teacher survey. A large majority of the teachers stressed the importance of planners and believed that the students need to use them. Fewer teachers had the students use the planner within their coursework. The teachers neglected the basic component of having an organizational

tool, and encouraging students to use it. Few teachers modeled how to fill out the academic planner. This supports the researcher's belief that many teachers assume students know how to use the academic planner and teachers do not need to spend time modeling use of the academic planner. Interestingly, while over 80% of the teachers believe the academic planner is important less than half that amount direct students to use them and still fewer model the academic planner use.

Figure 5.6 Teacher Survey



Through the teacher survey, five teachers expressed interest in being part of a symposium concentrating on academic planner use. At our first meeting we agreed to meet bimonthly and share how academic planner use was going. The five teachers received copies of student and parent surveys. By the second meeting only four teachers attended. We discussed modeling the academic planner use. All liked the idea and began

to implement it. The teachers asked questions about using the academic planner as a ticket out of the room. As the research continued, the four teachers admitted they were not very focused on the academic planners and did not structure time to implement it. The researcher began checking in with the four as opposed to meeting formally due to the tempo of the school year. Another note: The research site had a traumatic experience -- the death of a staff member -- and everyone's attention was diverted from the action research for three weeks, while teachers helped students cope and as they coped as well. By the time the holidays arrived the academic planner group had stopped meeting.

### *Results*

The results are not as significant as the researcher imagined they would be. She thought that the comparative grades from the previous years would have been a positive indicator and supported the substance and scope of the research question. Since this is not the case, the researcher is reminded of other ways the action research benefited her and her students.

The researcher believes that the students were more consistent with turning in their homework and there was less of an end of the quarter rush to turn in work for credit to improve their grade. Although there is no data from previous year the writer is positive that the visits to lockers were significantly reduced. The students were also more aware of expectations for having work that needed to be turned in.

The most advantageous aspect to this study is the ability for the student to catch up on the work once they return from an absence or if they are going to be out for the afternoon or morning. To have a tool in place that the students could rely on was an unanticipated benefit.

*Reflections*

After completing the research, the writer believes that this action research project provided her students with an excellent edge in being more prepared to meet the demands of middle school and ultimately, of high school. The students now demonstrate how to keep a personal calendar, an important life skill that many of them will use as they become adults. For the future, the researcher will model filling in the academic planner from the very first day of the school year. She will continue to use the academic planner as a ticket out at the end of the class. Even if students do not check it at home they are looking it at one last time before leaving the classroom.

The researcher believes it is important to empower the students in the use of the academic planner. By slowly easing off on modeling and using the planner as a ticket out, the instructor would allow the students to have more responsibility in its use. Another way the instructor can give more responsibility to the student, empowering the student to have more confidence the upcoming academic year would be by giving assignments verbally. Also she could transition from checking the academic planner daily to weekly to randomly to encourage students' continual use. Self-empowerment of students in using the academic planner optimally facilitates internalization of this important life skill.

*Suggestions for Further Study*

Based on the data collected and analyzed, student outcomes did improve in three notable areas. The students had a fewer missing assignments as noted in both the student and parental surveys. The visits to lockers became a rare interruption in instructional time. And finally, the ability to use a planner was internalized in the student. For further

study the researcher believes more parental involvement might be facilitated by offering extra credit for parent signatures in their planner twice a week to show parental checks were occurring.

Teachers' role in the use of the academic planner is another area that could be researched. If teachers model the use of the academic planner by direct teaching the way to fill it out, students' use would be more consistent. This research would need to be done on a building wide level, possibly when the building is implementing the academic planner.

To completely change the academic planner into an organizational tool, the researcher believes that the students need to, as self-directed learners, check their academic planners at home regularly. The current action research did not address this issue and would have benefited from stressing the academic planner as an organizational tool, which would eventually turn into the digital calendars adults currently use to organize their lives. It would be interesting to note the positive changes in grades, assignments in on time, and amount of locker visits during instructional time.



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Appendixes

September 5, 2008

Dear Parents,

I am in the midst of completing my Masters of Education in School Administration through Concordia University. The final piece of my degree is a research project that I am completing the first semester of this school year.

The area that I am researching ties in with a school focus of raising life long learners. My main area of focus is the effect of organization on academic success. The study does not change any content normally taught through CORE, but I will focus in on the use of the student planner and other organizational tools used throughout the student's day. Beaumont, as a whole, is looking at being more proactive with student planner use. In this way, my action research dovetails perfectly.

I am writing this letter to you to inform you of the study and to receive your permission to include your child in the reporting the results of my study. Complete confidentiality will be maintained. Your child's name or identity will not be used in any place during the reporting of this study and there are no potential risks to the student involved. Mrs. Knutsen and Ms. Vaugh-Edmonds are aware of the action research project and are interested in the positive impact this research may have.

Please indicate your consent by completing and signing the form below. If you have any questions for me about this study, please do not hesitate to ask. You can reach me at 503-916-5610 or by email at [jbennet1@pps.k12.or.us](mailto:jbennet1@pps.k12.or.us).

Thank you,

Jennifer Bennett

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I give permission for my child \_\_\_\_\_ to participate in this research project from September 2008 to January 2009. I understand that the study involves observation of the effects organization on academic success. I understand that there are no potential risks to my child. I understand that at no time during the study will my child's name be used in connection with the results. All personal data and results will be kept confidential. I understand that my child's participation is voluntary.

X \_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

## Teacher Survey

Teacher's Name (optional):

Researcher's Name: Jennifer Bennett

**Organizational Skills****Student Planner**

	Almost Always	Often	Seldom	Rarely
How often do you have your students use the student planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can students locate due dates within their planners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking important assignments through planner helps grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you check planners weekly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you check planners monthly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you check planners only in the first quarter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe students should carry a planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you model how to fill out the student planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Material Management**

Students use a binder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have dividers within their binders that are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are misplaced assignments a challenge in classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missing assignments affect your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are prepared to hand in assignment when asked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student papers and other materials are left behind when students leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall students locate materials needed in timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Organizational Skills / Time Management**

How often do students ask for a second copy of a handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall students possess organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational skills are important to success in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consistent school-wide organizational skills are important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor organizational skills are directly related to lower grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you able to devote instructional time to teaching organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management skills are a key reason why work isn't complete/adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you break up big assignments with various due dates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**If you are interested in changing your organizational strategies and would like to participate in the action research please let me know by September 15th. Thank you for your time!**

**Jennifer Bennett: [jbennet1@pps.k12.or.us](mailto:jbennet1@pps.k12.or.us)**



CONCORDIA UNIVERSITY

Student Survey

**Student's Name:**

**Teacher's Name: Jennifer Bennett**

**Organizational skills**

**Student Planner**

**Almost Always   Often   Seldom   Rarely**

- How often do you use your student planner without teacher direction
- How often do you use your student planner
- Can you locate the due dates within your planner
- How often do you check your planner at home
- How often do your parents ask to see your planner
- How often does your teacher model how to fill it out
- How often do you need to use your planner

**Material Management**

**Almost Always   Often   Seldom   Rarely**

- How often do you use your binder
- How often do you use dividers in your binder
- How often are misplaced papers a challenge for you
- How often do you have missing assignments
- Are you prepared to hand in assignments when asked
- How often do you leave papers behind
- Overall do you locate materials you need in a timely fashion

**Organizational Skills / Time Management**

**Almost Always   Often   Seldom   Rarely**

How often do you ask for a second copy of a handout

How often are you organized

Does organization affect your time in school

Does it feel like teachers have the same goals for organization

Does your organizational skill effect your grade

How often do your teachers teach you how to organize

How often do you run out of time when trying to complete an assignment

How often would your grade improve if you used your time better

How often would your grade improve if you were given more time

How often do you break down your big projects within your calendar



CONCORDIA  
UNIVERSITY

Parent Survey

**Parent Name (optional):**

**Teacher's Name: Jennifer Bennett**

## Organizational Skills

### Student Planner

**Almost Always    Often    Seldom    Never**

How often do you see the Beaumont student planner

How often does your student use his/her planner

Can you read their planner in a way that would offer assistance

How often do you check his/her planner

How often does the student planner seem necessary

### Material Management

How often do you see your student's binder

How often does the binder appear organized

How often do you notice random papers out of place

How often are missing assignments an issue for your student

How often does your student forget papers at school to complete at home

How often does your student forget papers at home to turn in at school

Overall does your student locate materials in a timely fashion

### Organizational Skills/Time Management

**Almost Always    Often    Seldom    Never**

How often does your student state they don't have the assignment

How often do you ask if he/she has homework

How often do you assist with homework

Does organization have a negative impact on your student

Do you talk about the benefits of organization at home

How often would your student's grade improve if he/she used time better

How often do you support a night time routine that includes studying time

How often does your student run out of time when trying to complete an assign

