

Does Having a Positive Adult Role Model Determine Educational Success?

Elementary School Students Identify Adult Role Models Through Art Education To Help Build Resilience

CATSKILL REGIONAL TEACHER CENTER
ACTION RESEARCH PROPOSAL

November 13, 2018

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Demographics

Sherburne-Earlville Elementary is a rural school located in Chenango County. Due to its high concentration of students from low-income households the school receives Title I federal funding. The current enrollment is 651 students from kindergarten through 5th grade.

The student population involved in this action research project is made up of 21 fourth grade students. Of these students 7 have IEPs and 1 student has a 504 plan. Within this diverse population of learners is 1 student with autism and 1 diagnosed with ADHD. This group consists of 11 boys and 10 girls. There are 2 male students who attend special area classes with this homeroom from a self-contained classroom. Currently all students are between 8 and 10 years of age. There are 18 students age 9, 1 student age 10, and 1 student age 8. 10 students currently live with both parents. 7 students reside with mom only, 2 with dad only and 1 student lives with a grandparent. 1 student alternates weekly with mom and dad.

Positive reinforcement and hands-on, engaging activities continue to allow all students to be successful in this art class. Many of these students benefit from redirection and continued adult support from myself and the classroom assistant. This class contains several students who are working towards clearly verbalizing their thoughts and needs, strengthening coping skills, and having appropriate social interactions with peers.

Student Achievement

The purpose of this study is to focus on building student resilience as a means to facilitate educational success. Students who are resilient have the ability to work through tough situations and persevere when faced with adversities. According to the Center on the Developing Child at Harvard University, having at least one consistent relationship with a supportive adult is

the most common factor for children who develop resilience. In this Action Research Project students will identify a positive adult role model and be provided the opportunity to artistically portrait that individual. Students who are not connected with a positive role model will have the opportunity to learn to identify and seek out a connection. An initial questionnaire will be used to identify students who show resilient characteristics including a positive adult role model. A follow-up questionnaire will be given at the conclusion of the project to determine growth in the students' perception of their own resilience.

As an art educator who develops relationships with students that last for several years throughout elementary school, I value the importance of students having a strong, positive adult role model in their lives. Teachers and adults who educate every child in a school are especially important resources for students. Disconnected students who fail to make positive connections inside or outside of school have the opportunity to spend time with an adult whom they've known and trusted since a young age. When students make positive connections with adults they are more likely to have educational success.

Data Source

This study will look at the supportive adult-child relationships and role models the students currently have. Art students will also have the opportunity to identify that characteristic of a positive adult role model. An art assignment will allow them to identify at least one supportive adult they have in their lives. Students will create a portrait that represents that individual using a medium of their choice. Students will be required to include a short writing piece describing the reasons why they look to their chosen role model. At the conclusion of the

assignment students will be given the opportunity to share their finished work with the class and complete a self-reflection.

Data Collection Method and Analysis

Data will be collected prior to the Portrait Project in the form of a survey. Students will be asked questions such as: “What is a role model?” “Do you have an adult in your life you consider a role model? Name that person.” “What is your relationship to this adult? (family, friend, neighbor, teacher)” “How often do you see or talk to this person?” “Do you share exciting news with this person?” “Do you feel comfortable coming to them with any problem?” “What character traits do positive role models share?” “On a scale of 1-5 how well do you think your role model understands you?” (See Role Model Questionnaire Sample)

I would also like to look at student demographics as they compare to the role models each child selects. For the purpose of this study attendance, behavior, and GPA will be used to determine “academic success.” Is the dynamic of the family unit a determining factor in a student's ability to identify an adult role model? Is there a correlation with students who identify a teacher versus a parent role model and yearly discipline referrals? What are the characteristics of portraits created by students compared to the relationship they have with their chosen adult role model? Are students who are able to identify an adult role model in the initial questionnaire absent from school more often than students who are able to identify a positive adult role model?

As students work on their portrait projects I will track the frequency in which students are exhibiting signs of perseverance or resilience. Behaviors such as raising hands to ask for assistance or shutting down and refusing to proceed to the next step will be noted. Once the students have completed their portrait project assignment they will be given a follow-up

questionnaire similar to the initial. Students will self reflect and rate their own level of resilience. Student feedback will be compared to teacher observation and level of project completeness. The role model portrait project is intended as a means of instruction and gathering information about the adults students identify as their role models as well as an opportunity for students to express their ideas in a creative way.

The format to summarize the data will include tables and a PowerPoint presentation. In addition to presenting the results of this Action Research Project to the Catskill Regional Teacher Center in May it is also my intention to share my project with the staff at Sherburne-Earlville Elementary School during a spring faculty meeting.

Name: _____

Date: _____

Role Model Questionnaire
(Initial/Follow-Up)

1.) What is a role model?

2.) Do you have an adult in your life you consider a role model?

☐ Yes, the name of my adult role model is _____.

☐ No, I do not have an adult role model at this time.

3.) What is your relationship to this adult? (family, friend, neighbor, teacher)

4.) How often do you see or talk to this person?

a.) 0 times per week

b.) 1-2 times per week

c.) 3+ times per week

5.) Do you share your accomplishments and exciting news with this person?

☐ Yes

☐ No

6.) Do you feel comfortable coming to them with any problem?

☐ Yes

☐ No

7.) What character traits do positive role models share?

8.) On a scale of 1-5 how well do you think your role model understands you?

Understands me a little <-----> Understands me a lot

1

2

3

4

5

9.) What is resilience?

10.) When faced with a difficult task at school I am likely to try my best.

Not likely <-----> Very Likely

2

3

4

5

11.) When faced with a difficult task at home I am likely to try my best.

Not likely <-----> Very Likely

2

3

4

5

12.) Drawing a portrait is very difficult.

Circle: True or False

13.) When working on an art project I am likely to try my best even if it is challenging.

Not likely <-----> Very Likely

2

3

4

5

Informed Consent Form

This year I have the pleasure of being your child's art teacher at Sherburne-Earlville Elementary School. Within our school community we recognize the importance of supportive adult role models in our students' lives. My 4th grade art students will be brainstorming and producing a project of their choice to represent one of the adult role models in their lives. Through this project students are taught the importance of having supportive role models in their lives and taught skills to identify positive role models they can turn to. I have the opportunity to include the information I will be collecting during the course of this art project for an Action Research Project supported by the Catskill Regional Teacher Center.

About the Research:

The method of this research is called Action Research and it is all part of the regular school day. The goals for this research are:

1. To teach students the characteristics of a positive and supportive role model.
2. To allow students to identify at least one role model in their lives.
3. To encourage students to seek out supportive adult relationships.
4. To allow students to communicate their ideas through a variety of art mediums.

This research project does not seek out information that will be harmful in any way. **No students will be identified by name and no other identifying information will be revealed.** I will only be using the results of my data.

Benefits of Participation:

1. You will be helping teachers learn how we can support students and help them be successful in school.
2. More participation means better information for the study.

Your participation is voluntary. At any time you can refuse to participate or withdraw from the process. If you are willing to have your child's data included in this study, please return the consent below no later than Friday, December 21st. Thank you for your support in continuing to enrich our students' education.

If you have any questions or concerns please feel free to contact me directly by phone: (607) 674-7336 or email: greera@seonline.org

Consent to Participate

I agree to have information about my child and their artwork this year included in the Action Research Project being done by Andrea Greer. I understand that my child will not be identified by name or any other identifying characteristics in the research report.

Child's Name: _____

Parent/Guardian's Signature: _____

Timeline

October 25th: Proposal Workshop

**October 29th: Begin Collecting Research to Inform Project Proposal
Begin Acquiring Student Demographic Data**

November 13th: Submission of Action Research Proposal

November 15th: Programs Committee Proposal Review

December 11th: Policy Board Approval

**December 17th: Send Home Parent Letters for Informed Consent
Continue Acquiring Student Demographic Data**

January 14th: Begin Collecting Data in Class (Questionnaire, Portrait Project, Written Reflection)

**February 1st: Begin Analyzing Student Data
Begin Drafting the Final Report**

April 1st: First Draft of Final Report Ready to Preview

May 1st: Final Draft Ready for Submission

May 10th: Final Project Reports Submitted to Teacher Center Office

May 14th: Present Project Results at the Annual Meeting

June 5th: Present Project at School Faculty Meeting



ACTION RESEARCH REQUEST FOR PROPOSAL (RFP) GUIDELINES 2018-2019

APPLICATION Type or print neatly all information. Remember to complete the entire application by responding to all requests for proposal information. Make certain that all signatures are completed and that a response is made to all of the narrative (8) criteria. The proposal narrative should be limited to no more than five, double-spaced pages in twelve-font size. A copy of the final research report is required for payment. Any project that involves investigative activity conducted at the higher education level must have received university approval to conduct research. Approved applicants must present at the Teacher Center Annual Meeting on May 14, 2019, to receive payment. The Catskill Regional Teacher Center will reserve the right to publish findings, in its own publications and NYS Teacher Center publications. In all publication, credit will be given to the researcher or research team

Andrea Greer	<i>Andrea Greer</i>	Sherburne-Earlville Elementary	11-13-18
Lead Researchers Name	Signature	School	Date

Additional Researchers Name	Signature	School	Date
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Antoinette Halliday	<i>Antoinette Halliday</i>	S-E Elementary	11-13-18
Building Administrator			

*Higher Ed Rep