

# Institutional Review Board for the Protection of Human Subjects

Touro University California • Graduate School of Education

## Research Proposal – DO NOT ALTER THE APPLICATION OR INSTRUCTIONS.

(TUC IRB FWA00009823: expiration 10/01/2019; IRB00004515; IORG0003813: expiration 10/31/2018)



**Faculty:** Email this form along with the students Human Subjects Course certificate to: [tuc.gsoeirb@tu.edu](mailto:tuc.gsoeirb@tu.edu)

**Students:** Only your Advisor may forward this form for review. Forms submitted directly by students will not be processed. Please submit this completed form to your Advisor along with proof that you have passed a Human Subjects Course.

Click all checkboxes that apply. Form fields will expand as needed.

- This proposal includes all consent forms and survey questions (if applicable) in the body of this document. Insert page/section breaks as necessary to place these on separate pages below the proposal section.
- This is a student proposal. NOTE: All student proposals must be emailed by the faculty advisor who, by submission, indicates that (1) s/he has reviewed the proposal and (2) it has his/her full approval.
- This is a faculty proposal.

**Principal Investigator:** Monica D. Knecht

**TU ID#:** T00374840

**Email Address** monica.knecht@tu.edu

**Faculty Advisor:** Roger Pence

**Email Address:** roger.pence@tu.edu

**Program of Study:**

- |   |   |
|---|---|
| <input type="checkbox"/> EdLeadership           | <input type="checkbox"/> Teaching & Learning            |
| <input type="checkbox"/> Educational Technology | <input type="checkbox"/> Teaching Math                  |
| <input type="checkbox"/> Special Ed             | <input type="checkbox"/> Teaching Science               |
| <input type="checkbox"/> EDIE                   | <input checked="" type="checkbox"/> Innovative Learning |
| <input type="checkbox"/> ABA                    | <input type="checkbox"/> Other:                         |

### Title of the Research

How One-On-One Goal Setting, with a Teacher, Increases Student Performance on Student Reading Assessments

### Provide an Abstract or Summary for the proposed study.

This study is beneficial because research says that goal setting is a powerful tool to increase student performance and motivation in the area of reading. Students can improve their academic performance through goal setting. Goal setting will increase their motivation to achieve, improve their self-confidence in reading, and increase student pride and satisfaction. I intend to teach goal setting strategies one-on-one with struggling readers. My goal is to close the achievement gap for struggling readers in third through fifth grade. I am hoping to find ways to connect and motivate students to set goals and achieve them with teacher support. I am hoping to demonstrate how vital one-on-one goal setting is for increased student performance and a positive reading mindset. I will use four measures of data to evaluate student growth in phonics, comprehension and spelling. I will use one-on-one goal setting strategies with my targeted experimental group of students that are struggling readers. I will not use one-on-one goal setting strategies with my control group of students, who are also struggling readers. I will then compare the four assessments to see if goal setting increased student performance.

### For exempt research only:

Check the category of exemption (definitions below):  1  2  3  4  5  6

**EXCEPTIONS:** Research involving vulnerable populations such as the mentally or cognitively impaired, prisoners, parolees, pregnant women, and fetuses, cannot be exempt from review even though it meets the criteria of one of the categories below.

**EXEMPTION CATEGORIES (45 CFR 46.101(b)):** Research activities in which the only involvement of human subjects will be in one or more of the following categories:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricular or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employment or reputation. **Research using survey procedures or interview procedures upon children cannot be exempt. Research involving observation of children's behavior cannot be exempt if the investigator is a participant in the behaviors observed.**
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b) (2) of this section if (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter. Research which deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol, cannot be exempt from review.
4. Research involving the collection or study of **existing** ("in existence on the day the study is approved") data, documents, records, pathological specimens or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly, or through identifiers linked to the subjects.

5. Research and demonstration projects which are conducted by or subject to the approval of **federal** department or agency heads and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.
6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the U.S. Food and Drug Administration or approved by the Environmental Protection Agency or the Food and Safety and Inspection Service of the U.S. Department of Agriculture.

**Indicate the exemption category above and provide justification for exempt review here.**

I will be using pre-existing data on my students from the Reading Inventory and Phonics Inventory. In addition, I will be using a Reading Survey to evaluate reading strategies and reading interest levels. These are all commonly accepted educational practices in an educational setting.

**CONTINUING STUDIES:**

Is this a continuation of or change to an existing TUC IRB approved study?  Yes  No

If yes, attach a copy of last year's approved exempt study and indicate the date of submission/approval.

**JUSTIFICATION AND PROJECT DESCRIPTION:**

Type your answers in the boxes provided which will expand as needed. Describe your research study. If you are applying for exemption, you must justify how your study qualifies for exemption by addressing the **critical elements** of the exemption category you choose in item 7. To be sure you answer the issues typically examined by the reviewers, please review the "IRB Review Form" available at: <http://cehs.tu.edu/gsoe/research/irb.html>

1. **Is this a thesis or project? (check one)**  Thesis  Project

a. **Describe the specific aims/purpose of your project.**

The purpose of this study is to show data that goal setting one-on-one with individual students will increase student performance of struggling readers.

b. **State your research question, or hypothesis and research questions, or project goals and objectives.**

How does one-on-one goal setting, with a teacher, increases student performance on student reading assessments?

2. **Describe background information and rationale for conducting the study and the importance of the knowledge to be gained. Provide citations and references to support your description. Be sure to list references for any citations used in the description.**

- I will be doing this study at West Park Elementary School in Napa, CA. 2315 West Park Avenue, Napa, CA 94558. This schools demographics have progressively changed over the past six years. It is currently 54% White, 40% Hispanic and 5% of two or more races. All others are 1% or less. 25% of students are learning English and 28% are from low income families. The male to female ratio are fairly even at 50% each. Test scores for Math on California state testing is only 28% Proficient in Math and only 33% Proficient in English. Students at this school are making "above average" progress with low test scores. The achievement gap is still large when it comes to its Hispanic population. All students of 165 tested are at 33% in English, when the state average is 49%. The white students (54% of the population) are scoring 52% proficiency, when the state average is 64%; however, the Hispanic population is 40% of the students tested and they are scoring 15% proficiency, when the state average is 37%. Their is clearly an achievement gap at this site when it comes to Language Arts Proficiency in terms of ethnicity and low-income. When it comes to low income 19% are proficient in Language Arts, when the state is averaging 36%. While 44% are proficient of not low-income and the state average is 68% proficient. (greatschools.org) One-on-one goal setting with a teacher will help close this achievement gap, in reading, with the focus on struggling readers.

3. **Describe the research methods and procedures.**

a. **How do you plan to do it? What kind of study is it? How will it answer your research question? Be specific. Will any remuneration be provided?**

As a credentialed teacher that is a Reading Specialist on Speical Assignment (TOSA), I will teach students that are reading at two or more years below grade level to set goals for themselves. I will assess them on four assessment measures to increase reading performance as evidenced by student scores on these measures. I will use the students in my Intervention Phonics classes in third, fourth and fifth grades in order to show improvement. I will have a control group of students that will goal set and an experimental group of students that will not goal set. I

will compare the test scores to see if there is significant difference in achievement. My study of goal setting with students in the achievement gap (of low-income and ethnicity) will determine if time with the teacher and setting goals helps students to focus on their growth in Reading. Will it motivate them to strive for their goals when they know what the goal is to attain and have a set action plan to achieve it daily?  
Renumeration will not be provided.

- b. **Describe your sample:** Who/what will be included/excluded and why? (What are recruitment/exclusion criteria? Be sure to include women, minorities, other groups if appropriate, and how they will be recruited). Randomization and/or controls? How will you obtain consent? Provide for translation, reading for illiterate participants; whatever else may be necessary? Address confidentiality.

I will be using all of my students in my two phonics classes that are two years or more behind in Reading, but not resource designated students with an IEP. One class consists of 21 students in third grade that have a Lexile of 400 or less, and the other class is a 4th and 5th grade class that has a Lexile of 750 and below. These students are a mix of males and females that are below grade level in Reading. I work with the 3rd graders for one hour a day 5 days a week and I work with the 4th and 5th graders four days a week for 45 minutes. This study will take place in a Reading Intervention classroom at a Title 1 campus.

- c. **What are the potential risks and benefits to your human subjects?** Be sure to be as specific as possible; include loss of time or other inconveniences to participants. Don't overstate benefits; if they are hypothetical benefits this must be clearly stated.

Potential risks exist in the control group. These students will not receive one-on-one goals setting and their scores may not increase as drastically.

- d. **Data Collection:** What data/artifacts will you collect? Is this the best, safest way to collect it? Who will perform the collections/analyze the data? Will any tests be involved? (List data collection instruments in question 3f below.)

I will fill out a goal setting sheet with each student in the experimental group of third graders. The data of the scores on all four measures (RI, PI, Spelling Inventory and Core Phonics Formal Assessments) will take place four times throughout the year. I will also administer a survey to collect data for reading strategies and reading interest at the beginning and end of the study.

- e. **Data Analysis?** Where and how will it be stored and for how long? Who will have access to it? How will it be analyzed? Will there be follow-up?

I will be administering the PI, RI, Core Phonics Assessment, and the "Words Their Way", Spelling Inventory at the beginning of the research and again at the end of the research time to compare data. I will be comparing the PI and RI in the end compared to Core Students that did not get personalized goal setting with me. The Core Phonics Assessment will also be a teaching point as to where to start and where the gaps in phonics begin and can be instructed in small groups. This will help me make small teaching groups according to the needs of the students in the classes. Digital data will be stored on my password-protected computer. Paper data will be stored in a locked cabinet in my classroom. I will collect the data and analyze it during the 2018-2019 school year. I will not do any follow-up past Aug 2019.

**4. List the specific location of the study (building, etc.) and describe the research setting.**

Clearly explain where the interaction or intervention with subjects will occur (i.e., UNE, telephone, home setting, class setting, collaborating institution, etc.).

List any collaborating sites where research will be performed, and describe the role of these sites.

2315 West Park Avenue, Napa Ca. The study will take place in a classroom setting.  
West Park Elementary has a large achievement gap between the Hispanic population and its White population when it comes to Phonics, Language Arts and Reading. The population has changed and the teaching strategies have not changed fast enough to meet the demand of the clientele.

**5. Indicate the proposed project timeline and overall duration of the study. IRB approval expires one year from date of approval. Research studies extending beyond one-year requires a re-application for continued IRB approval. Researchers earning a grade of INC (Incomplete) must monitor their IRB approval expiration date.**

1 year  
I will use original data collected in August of 2018 to compare with current data in the first few weeks of November. In October I will send out parent letter and give the Core Phonics, and the Reading Survey and write goals with students. In November 2018 I will RI, PI, CA, and Spelling inventory to compare data.  
I will calculate minutes and days read at the end of each month to see if students met their weekly goals for the month.

In February and May 2019 I will reassess students in RI, PI, CA, Spelling Inventory and Reading Survey to see if their was improvement

**6. List all attachments (Human Subjects Course Certificate and Informed Consent for School Settings are both required. Other documents might include** questionnaires, focus group questions, consent forms, parental handouts. etc.) Submit listed documents with this research proposal.

A student reading survey/questionnaire in regards to reading interest and successful strategies  
A consent letter to all participants and their families in their home language explaining my research project.  
A student goal sheet to track student goals and action plans with the teacher one-on-one to set goals and discuss action plan steps  
NIH cert.  
Core Phonics Assessment  
Spelling Inventory  
Goal Sheet  
Student Planner Action Plan tracking sheet  
Cite for RI and PI

**Student investigators only: Once your IRB proposal has been approved by your advisor, email the document and all attachments to them for submission along with proof that you completed a human subjects course. The Human Subjects course may be accessed at: <http://phrp.nihtraining.com/users/login.php>. Any significant changes to your study require a resubmittal and subsequent approval of the study.**

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Faculty PIs and Advisors: Please email original .doc file **and all appendices** to: [tuc.gsoeirb@tu.edu](mailto:tuc.gsoeirb@tu.edu).

GSOE IRB Administration  
Wilderman Hall Room 202, Mare Island Campus