

## DISTINGUISHED ACTION RESEARCH STUDY AWARDEES

Name	Title/Topic
Lisle Bull	<p><b>Oracy Development in Pre-kindergarten English Language Learners</b>            This study examined the relationship between dictated stories, when shared, followed by an oral language intervention session and oral English language development in English Language Learners in a pre-kindergarten classroom. Data showed that the intervention did have some impact on language development of students over a short period of time as well as showcased the benefits of monitoring progress with preschool age students.</p>
Tremeka Collins	<p><b>The Effects of Consultation with Beginning Teachers on Teacher Retention</b>            The study investigated the role of the consultant and consultation benefits to new teachers. Using a case study approach, the advantages and disadvantages of various consulting models used with beginning teacher induction were examined. This exploration of beginning teachers' concerns justified the importance of counselor consultation.</p>
Gregory Corradino	<p><b>Potential Impact of Alternative Scheduling on High School Standardized Tests</b>            This study used archival data from schools with similar demographics provided by the Texas Education Agency to explore the potential impact of an alternative to the seven-period schedule and student achievement on the TAKS and STAAR-EOC tests. Schedule type was associated with the percentage of students passing the STAAR assessment battery.</p>
Gillian Erdmann	<p><b>Examining the Flipped Classroom Model in a High School Mathematics Classroom</b>            This study examined the impact of the flipped classroom model on engagement, achievement and problem-solving skills in a high school mathematics classroom. Results indicated that the flipped classroom model did improve engagement and achievement. Students were enthusiastic about the flipped classroom model overall, although some students adamantly preferred a more traditional teaching method.</p>
Patricia Hollister	<p><b>LGTBQ Coming Out and Academic Achievement</b>            This study focuses on the coming out process of LGTBQ students and how that process affected their academic achievement. The findings indicate that a positive coming-out experience leads to an increase in academic achievement for students, as well as a feeling of belonging and acceptance in their school and family.</p>
Delia Izaguirre	<p><b>Examination of Intermediate Mentor Program's Effect on Academic Performance</b>            This study examined the Students who Need a Pat and a Push, or S.N.A.P.P., Program. Through the implementation of mentor/mentee meetings the students worked on goals in academic, behavioral and social aspects of school. The results indicated that there was a positive correlation between participation and benchmark scores in Math and Reading.</p>

Susan Mathis	<p><b>Exploring the Effects of Expressive Writing on a Student’s Test Anxiety and Performance</b></p> <p>The purpose of the single-subject experimental study was to explore and gain insight on the effectiveness of expressive writing prior to beginning a test to diminish the effects of anxiety and achieve improved performance. This single-subject experimental study focused on the experiences of a secondary student who experienced increasing levels of test anxiety contributing to decreased performance. Data suggested an association between reduced anxiety and improved performance when the participant responded to an expressive writing prompt prior to testing.</p>
Joy Moran	<p><b>The Relationship between Double-Blocking Students in Math Classes and Their STAAR Scores</b></p> <p>The purpose of this research study was to determine if there was a relationship between students’ Algebra I STAAR end-of-course scores and the type of math class students were enrolled in. The intervention evaluated in this study was the placement of students who did not meet the minimum algebra one STAAR-EOC score into a double-block geometry math class. The scores of students who received double-block math were not significantly different from the scores of students who did not receive double-block math.</p>
Lauren Muskiet	<p><b>An Analysis of Varying Reading Intervention Rates and Middle School Students’ Fluency</b></p> <p>This study focused on the relationship between varying reading intervention rates and middle school students’ fluency scores. One group received reading intervention on a daily basis, the second group received intervention on a weekly basis, while the third group received no additional reading intervention. The results indicated that all students showed improvement in their oral reading fluency scores, but students who received additional intervention once per week and those who received additional intervention on a daily basis showed more improvement.</p>
Alexandrea Oliphant	<p><b>Effects of Intensive Vocabulary Instruction with At-risk Student Populations</b></p> <p>In this study, intensive vocabulary comprehension strategies were used weekly in one pre-AP class consisting of at-risk seventh grade students in order to facilitate student vocabulary attainment, comprehension and retention. Another similar pre-AP class consisting of seventh grade at-risk students received the same vocabulary instruction but did not utilize intensive vocabulary strategies to facilitate vocabulary attainment, comprehension and retention. All other variables between classes remained the same. Results indicated that unit tests scores were significantly different between the two classes.</p>
Djuna Prater	<p><b>Late-Life Divorce and Its Impact on Women: A Phenomenological Study</b></p> <p>The purpose of this study was to investigate the phenomenon of divorce, when obtained later in life and its impact on women. The researcher, using in-depth,</p>

	<p>unstructured interviews with participants, investigated the dynamics of late life divorce with respect to middle-aged women. The interviews established participants' shared similarities of experiences, specifically in the area of infidelity which was identified as one of the major causes of late-life divorce. In addition, the information obtained revealed divorcing later in life impacts women emotionally, socially and financially.</p>
<p>Angelic Setchell</p>	<p><b>Infidelity at One's Fingertips</b>  This study examined the concept of internet infidelity and how men and woman view and define this term. In addition, this study investigated the associations between internet infidelity and characteristics such as, personality, real-life relationship satisfaction, moral development, anxiety, depression and religiosity. Results revealed that views of infidelity do vary by gender, though both men and women considered sexual behaviors more than emotional behaviors to be infidelity. Only religiosity was a consistent predictor of views of infidelity.</p>
<p>Grace Tan</p>	<p><b>Comparing ESL and Dual Language Students' Reading Comprehension Growth Through Vocabulary Strategies</b>  This research study investigated the association between vocabulary strategies and reading comprehension in ESL students enrolled in a dual language program and a mainstream ESL program. The results indicated that there is an association between vocabulary-building strategies and reading comprehension, more so for the ESL students in the mainstream program than the ESL students in the Dual Language program.</p>
<p>Mayra Bullock</p>	<p><b>Gender Roles and Labels in African-American Lesbians</b>  This qualitative narrative research examined the apparent differences in the physical appearance and behavior of femme and stud African-American lesbians and explored the labeling practices of the African-American lesbian community. Physical appearance and masculine, such as men's clothing, aggressive and dominant personalities, or feminine, such as heels, make-up, and domestic personality, characteristics were found to be common themes in gender role expectations and labels in African-American lesbians.</p>