

ABSTRACT

This qualitative research shows the observed and reported experiences when academic logs were implemented in a seventh grade learning support pre-algebra classroom. This study took place at a middle school building within a small rural town in Pennsylvania. Seven learning support students participated in the study, two males and five females. All students in the class had an individual educational plan (IEP). The academic logs were developed so that students could keep track of their individual daily averages and to create personal academic goals every two weeks. The academic logs were put into place to enhance student responsibility, ownership, motivation, academic success, and goal making skills. During the action research study the students were responsible for keeping track of their daily assignments in the record sheet of their academic logs. Throughout the process the teacher provided the following: instruction on how to create an academic goal, bi-weekly log checks, teacher expectations, teacher feedback, and a model academic log sheet that students had access to. After implementation of the academic log for four months, it was found that academic logs generated student achievement, confidence, independence, responsibility, self-realization skills, and self-correction skills. It was noted that many of the students wanted to continue with the academic logs once the study was completed.