

Center for School Improvement • P.K. Yonge • North East Florida Educational Consortium

3rd Annual

# Teaching, Inquiry, and Innovation

S H O W C A S E

Improving Schools  
from Within!

April 21st 2007  
P.K. Yonge Developmental Research School  
Gainesville - Florida



**UF** | College of Education  
UNIVERSITY of FLORIDA

April 2007

Dear Fellow Educators,

In three years time, the annual *Teaching, Inquiry and Innovation Showcase* has almost tripled in size from sixty-four presentations at the inaugural Showcase in 2005, to one hundred and fifty-five presentations at the Showcase today! The Center for School Improvement at the University of Florida's College of Education, in partnership with the North East Florida Educational Consortium and P.K. Yonge Developmental Research School, is proud to sponsor today's third annual *Teaching, Inquiry and Innovation Showcase*. The purpose of this annual event is threefold: (1) To celebrate the practitioner who, through the processes of inquiry, has contributed to improving schools from within; (2) To enable practicing teachers and administrators across North Central Florida and from different programs and affiliations to network with each other; and (3) To connect prospective and practicing teachers through this forum, enabling prospective teachers to be socialized into the profession as inquirers, and practicing teachers to shape the next generation of those entering the teaching profession.

Practitioner inquiry is defined as practitioners problematizing their practice, systematically studying that practice, and taking action for change based on such study. Through the process of inquiry, the individuals sharing their work this morning have taken charge of their professional growth and learning, and have joined fellow educators across the nation in a powerful mission – to better understand, inform, shape, reshape and reform school practice!

Practitioner inquiry differs from traditional professional development for teachers and administrators, which has typically focused on the knowledge of an outside “expert” being shared with a group of practitioners. This traditional model of professional growth, usually delivered as part of traditional staff development, may appear an efficient model of disseminating information, but often does not result in real and meaningful change in classrooms and schools.

In the collective sharing of our inquiries across different programs and affiliations, schools, districts, grade levels, and career stages, we, as fellow educators, develop new knowledge about teaching and learning. The generation of knowledge by practitioners heavily contributes to the possibilities for real change to take place in the classroom – for improving schools from within!

Thanks to all who are participating in the Showcase as presenters and audience! As we search for a new Showcase structure in future years to accommodate our growth, know that your work here today as a prospective teacher, practicing teacher, administrator, professor, or other educational professional interested in problematizing your professional practice, has contributed to a larger educational reform – the transformation of the teaching profession itself. This transformation is characterized by the recognition that practitioners generate valuable knowledge about teaching and learning, and the knowledge generated by practitioners is necessary to improve the learning and lives of **every** student! To improve the learning and lives of **every** student, it will take the work of us all!

Sincerely,

*Nancy Fichtman Dana*

Professor and Director  
Center for School Improvement

# The Third Annual Teaching, Inquiry, and Innovation Showcase

## April 21, 2007

P.K. Yonge Developmental Research School  
University of Florida

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### Opening Session

8:15 a.m.  
Performing  
Arts Center

*Welcome To P.K. Yonge*

Fran Vandiver, Director, PK Yonge Developmental Research School

*Orientation to the Showcase*

Nancy Fichtman Dana, Director, UF Center For School Improvement

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8:40–9:05 a.m.

### Session I

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Room  
J304

***Write On! What Effect Will Explicit Writing Instruction Have On The Writing Process Of The Gifted Student?***

**Anna Faulconer**, Elementary Reading Coach, Wadsworth Elementary School

[faulconera@flaglerschools.com](mailto:faulconera@flaglerschools.com)

Being new to Wadsworth Elementary, I reviewed the FCAT school data and found that the fourth grade gifted class had not made AYP in writing for the past two years. Weakness in writing abilities across exceptional education has been well documented in the research and I wanted to teach gifted students that writing tasks are ways to solve complex problems. My teacher inquiry focuses on identifying the effects of direct and explicit instruction in writing, combined with critical thinking skills, on gifted students' writing process.

Poster Presenter:

**Julia Anne Bailey**, *Fluency and Sight Words: Better Together?*

Room  
J306

***Is There One "Best" Way to Teach an Intensive Reading Group?***

**Debbi Hubbell**, Reading Coach, Ft. White Elementary, [debbihubbell@yahoo.com](mailto:debbihubbell@yahoo.com)

I was in search of the "perfect" intensive reading group lesson so I could model this for the teachers at my school. There is no perfect lesson, but I will share with you what characteristics make an outstanding lesson.

Poster Presenter:

**Sara D. Lempe**, *Talk It Up: Oral Reading Strategies to Promote Reading Comprehension*

**Room J307** ***Does Looping Make a Difference?***  
**Larry Taylor**, Third/Fourth Grade Teacher, Anderson Elementary, [larrytaylor@dixie.k12.fl.us](mailto:larrytaylor@dixie.k12.fl.us)

Looping, or the practice of a teacher staying with the same group of students for two or more years, is not a new concept yet it is little practiced in America's school system. My question was: "Is looping a useful practice and how can it help my students?" I taught the same group of students in both third grade and fourth grade. I looked at hard data (FCAT, Dibbles, Accelerated Reader) as well as "fuzzy data" (ease of transition into the new school year, perceived improvements in my relationships with the student's parents, and participation rates among shy students).

Poster Presenter:

**Meredith J. Serneels**, *Motivate Me: Using the Extrinsic to Create the Intrinsic*

**Room J309** ***I Wanna Talk About Me: A Look At One-On-One Instruction***  
**Judy Sumrall**, Media Specialist, Dixie County High School, [judysumrall@dixie.k12.fl.us](mailto:judysumrall@dixie.k12.fl.us)

Juniors and Seniors cannot graduate from high school without passing FCAT. As a result, reading remediation has become very important for many of our students. Most reading remediation classes divide into small groups in order to help students master their reading skills. Several students requested one-on-one help in order to assist them in their preparations for the test. I gathered data to see if the students that received one-on-one instruction passed at a greater rate than those who only received small group instruction. Additionally, I interviewed teachers and students to determine which method they felt was more helpful.

Poster Presenter:

**Stephanie Briefman**, *Detecting Clues: A Study in Problem-Solving Strategies*

**Room J310** ***Multicultural Novels: To Read or Not to Read?***  
**Jane Schmidt**, 10<sup>th</sup> Grade Language Arts Instructor, P.K. Yonge DRS, [jschmidt@pky.ufl.edu](mailto:jschmidt@pky.ufl.edu)

The tenth grade World Literature curriculum at P.K. Yonge requires that students read novels. It was my expectation that students should read multicultural novels related to the areas and peoples of the world whose literature we study and write regular response journal entries. Honors students readily accepted the challenge. Others did not. Why were some students resistant and what could I do to spark their interest?

Poster Presenter:

**Jennifer Granado**, *Using Self-Monitoring and Summarization to Improve Comprehension*

**Room J312** ***I Read, You Read, We All Read For FUN!***  
**Dorothy Wilkins**, First Grade Teacher, Metcalfe Elementary, [wilkinsd@sbac.edu](mailto:wilkinsd@sbac.edu),  
**Jennie Golowenski**, Kindergarten Teacher, Metcalfe Elementary, [golowenskij@sbac.edu](mailto:golowenskij@sbac.edu)

At the beginning of the year, we noticed a marked lack of interest in reading among our students. We were curious as to the effect on reading motivation and fluency when pairing a first grade student with a kindergarten student. Each would read one story, while tracking, to the other, and then select a book to read together.

Poster Presenter:

**Alison Rakes**, *Increasing Fluency through the Implementation of Great Leaps*

**Room K324** ***The Forgotten Factor in the Inclusion Equation***  
**Mark Bracewell**, Principal, Lake Butler Middle School, [bracewellm@union.k12.fl.us](mailto:bracewellm@union.k12.fl.us)

A middle school principal explores the effect of the co-teaching inclusion model on the reading growth of regular-education 8<sup>th</sup> grade Language Arts students. The study involves examining the reading growth (as measured by the Scholastic Reading Inventory) among regular education students enrolled in inclusion Language Arts classes. The study also explores the perceptions of both teacher and students of this specialized learning environment.

Poster Presenter:

**Cari Griffith**, *Focusing On Work Will Better the Behavior and Learning*

**Room K326** ***Highly Intimidated or Highly Interested: What Effects Can High Interest Texts Have on the Struggling Reader?***  
**Serena A. Barry**, 5th Grade Teacher, Williston Elementary School, [barrys@levy.k12.fl.us](mailto:barrys@levy.k12.fl.us)

Looking at DIBELS scores for my students coming into my class I became significantly concerned about two particular students I would be receiving. I inquired about these students and was told that they were “non-readers.” I wanted to find different ways to make these “non-readers” into readers, which would not only increase their DIBELS scores, but their self-confidence, comprehension scores and their overall attitudes about school.

Poster Presenter:

**Nichole Legato**, *Teaching Techniques to Prevent a Student from Slipping through the Cracks*

**Room K327** ***School-Wide Action Research (a new beginning of wonderings)***  
**Jack Hughes**, 6-8th Grade Teacher, Chiefland Middle, [hughesj@levy.k12.fl.us](mailto:hughesj@levy.k12.fl.us)

I am interested in finding and reporting the effects on our school’s culture when a first-time school-wide, formal action research project, instituted to address school improvement needs, is implemented. The action research project (inquiry) will focus on the development of a school-wide, scope and sequence planning/focus calendar with curriculum mapping and instructional strategies alignment, specifically targeting tested Sunshine State Standards grade-level expectations.

Poster Presenter:

**Ashley Rosendahl**, *Teaching Writing Strategies to Break the “I Can’t” Barrier*

**Room K329** ***Multiple Sensory Makes Sense!***  
**Sherri Jackson**, Third Grade Teacher, Macclenny Elementary School  
[sjackson@baker.k12.fl.us](mailto:sjackson@baker.k12.fl.us)

As a classroom teacher I struggle with how to reach my students who are struggling themselves to learn. Do I do traditional school taught by skill and drill - paper and pencil? As I become a more experienced teacher I realize that there are many ways - better ways? - to learn. Can multiple sensory lessons help struggling learners learn the reading skills they need to pass the FCAT? How can I teach these skills using multiple sensory lessons? Is it really effective?

Poster Presenter: **Lauren Parigi**, *Pencil Tales in Kindergarten: Using Low-Tech Supportive Tools for Fine Motor Skills*

**Room K330** ***Building Buddies***  
**Tracie C. Snow**, 2<sup>nd</sup> Grade Teacher, Florida School for the Deaf and the Blind,  
[snowt@fsdb.k12.fl.us](mailto:snowt@fsdb.k12.fl.us)

Do you ever feel like you are on an island as a classroom teacher, only speaking with other teachers in your grade level and department! You need a "Building Buddy!" Having a Building Buddy can improve the climate, culture, moral, and comradely in your school or department.

Poster Presenter: **Megan Johnson**, *Intertwining Oral Language Skills and Reading Comprehension Strategies*

**Room K332** ***If It Is Broken, Please Fix It: Meeting the Needs of Students Who Have Not Traditionally Met Teacher Expectations in Reading***  
**Kevin J. Berry**, Fourth Grade Teacher, Alachua Elementary, [kjb75@alltel.net](mailto:kjb75@alltel.net)

According to multiple assessments, all of my students began the year reading at least one year below grade level. As a result, I wanted to develop a balanced reading program--one that addresses all components of reading, but also one that is driven specifically by my students' needs.

Poster Presenter: **Faith Griffith**, *Using Functional Behavioral Analysis to Improve Academic Success*

**Room M344** ***Kidspiration Makes For a Huge Writing Inspiration: Can Kidspiration and Stationery Studio Improve the Motivation and Planning of 3rd Grade Writers?***  
**Mary Shannon**, UF Educational Technology Graduate Specialist, Littlewood Elementary/UF School of Teaching and Learning, [gatormks@ufl.edu](mailto:gatormks@ufl.edu)

Paper and pencil writing is not a big favorite for 3<sup>rd</sup> graders! An assessment of students' attitudes and writing skills with paper and pencil revealed a dislike of the writing process. These results led to my inquiry topic: Can computer use and software (Kidspiration, stationery Studio) improve motivation and planning for 3<sup>rd</sup> grade writers? Results suggest that computer use and writing software make writing a popular and successful activity that leads to increased writing achievement!

Poster Presenter: **Stephanie Whitehurst**, *What Is the Relationship Between Effective Behavior Management and Successful Writing?*

**Room M347** ***A Daily Dose of Praise***  
**Melissa Olver**, Art Resource Teacher, Duval Elementary Fine Arts Academy,  
[olvermb@sbac.edu](mailto:olvermb@sbac.edu)

Create a positive learning environment where students feel confident, appreciated and rewarded for their accomplishments. Positive reinforcement is a strategy used to reinforce good behaviors and eliminate unwanted behaviors. Become reacquainted with positive reinforcement strategies, in general, while focusing specifically on strategies to help with the behavior of especially tough kids.

Presider: **Elizabeth Bondy**, Professor, School of Teaching and Learning

**Room M348** ***How Can Reciprocal Teaching Increase the Comprehension Skills of My First Grade Students?***  
**Meghan Gallagher**, First Grade Teacher, Littlewood Elementary,  
[gallagherma@sbac.edu](mailto:gallagherma@sbac.edu)

I recently heard of a new strategy aimed at building the comprehension skills of struggling readers. As I became more familiar with the strategy, known as Reciprocal Teaching, I began to wonder how I could adapt it to my first grade classroom. I not only wanted to know how I could make it a fun and engaging experience for my first graders, but most importantly, I wanted to see how it could increase the comprehension skills of my readers by making them active participants in their learning.

Poster Presenter: **Stephanie Mercer**, *How Can Teacher Support Impact A Student's Fine Motor Skills Improvement?*

**Room M350** ***Reconciling the Tension Between Letter Grades and Other Forms of Assessment***  
**Marisa Ramirez**, Reading Coach, P.K. Yonge, [mramirez@pky.ufl.edu](mailto:mramirez@pky.ufl.edu),  
**Ashley Pennypacker**, 5<sup>th</sup> Grade Teacher, P.K. Yonge, [apennypacker@pky.ufl.edu](mailto:apennypacker@pky.ufl.edu)

What is the most accurate way to report student progress to all stakeholders? Our current method of reporting progress consists of a myriad of curriculum based measurements, individual profiles of progress, and letter grades. How does one make sense of all of this? Our goal was to find a method of reporting progress that most accurately reflects student learning and the student as a whole person.

Poster Presenter: **Caitlin Carrol**, *How Do Vocabulary Previews Improve Reading Comprehension?*

**Room N382** ***How Can I Teach Music Theory In a Performance-Oriented Chorus Class?***  
**Sherwin Mackintosh**, Performing Arts Center Director, P.K. Yonge DRS, [shermack@ufl.edu](mailto:shermack@ufl.edu)

The Performing Arts at P.K. Yonge has become a very successful public performance-driven program. When you are always preparing for your next appearance, it becomes very difficult to find time to teach music fundamentals. Is it possible to incorporate a workbook-based music theory curriculum into my Chorus classroom that is self-paced and will consistently encourage my students to learn and retain music theory?

Poster Presenter: **Melissa Weber**, *The Benefits of Using Music to Teach Reading*

**Room N385** ***Good Teachers Gone... Bad: How Can I Minimize the Negative Effects of "Teacher-Leader" Absenteeism?***  
**Greg Cunningham**, Middle School Language Arts Instructor, P.K. Yonge, [gregc@pky.ufl.edu](mailto:gregc@pky.ufl.edu)

As two trends converge – my own emerging teacher-leadership and the national movement towards teacher leadership as school reform – I find myself trying to balance not just my time, but also fundamental assumptions about my role as an educator. My relatively high absenteeism is all due to “teacher-leader” and “greater good” issues, and I have no doubt my students suffer from the break in routine and curricular consistency – even with the best of subs. My wonderings have led me in a number of directions – from proactive substitute training to the culture and relevance of in-class work – and have led ultimately to no definitive answers, but to a remarkable tool for sharing the question.

Poster Presenter:

**Robin Anderson**, *How Do Repeated Readings Affect Fluency and Motivation?*

**Room N374** ***Interest Is THE Center Of Learning***  
**Brian Tomlinson**, 5<sup>th</sup> grade Math and Science, Lake Butler Middle School,  
[tomlinsonb@union.k12.fl.us](mailto:tomlinsonb@union.k12.fl.us)

After studying my students’ grades and the frequency in which they were turning in homework, I discovered their interest in the material was declining as the year progressed. I decided that I needed to change the way I was presenting the material and started using centers. The centers allowed the students to be involved in teaching the material.

Poster Presenter:

**Tanya Heard**, *Can Teaching a Specific Writing Strategy Improve the Writing Ability of a Struggling Reader?*

**Room N371** ***Writing Without Tears, A Third Grade Journey***  
**Lynn Marshall**, 3<sup>rd</sup> Grade Teacher, Hampton Elementary School, [Marshall\\_l@firn.edu](mailto:Marshall_l@firn.edu)

Writing in Third Grade should not have to be so hard! By using various modalities and technology, I have found a variety of ways to make writing well received and start them on their way to a successful Florida Writes!

Poster Presenter:

**Andrea Satin**, *How Can Building Connections to the Text Increase Reading Comprehension?*

**Room O361** ***Can I Use Natural Positive Reinforcement to Motivate a Student to Stay on Task in the Classroom?***  
**Donna Nelson- Simon**, K- Teacher, Duval Elementary, [nelsonda@sbac.edu](mailto:nelsonda@sbac.edu)

Does this sound familiar to you? Cannot sit still, just have to get up, must roll around on the floor, and have to talk with my friends in class all the time. Well, welcome to the club! I was motivated, to say the least, to do something, anything I could to help extinguish the negative behaviors and replace them with positive ones using natural positive reinforcement.

Poster Presenter:

**Lillian Williams**, *Improving Comprehension*

**Room O362** **Reaching Homework Goal**  
**Leonard Marshall**, 5th grade teacher, Duval Elementary Fine Arts Academy

In order to meet our goal of 100% homework completion, students were surveyed as to how and when they did their homework. The data gathered from our survey allowed students to come up with different strategies for homework completion. These strategies have shown a positive impact.

Poster Presenter:

**Heather Sebetzki**, *Road to Reading, Instructional Strategies to Increase Oral Reading Fluency*

**Room Q502** **Handwriting Practice: How Can It Help a Struggling Student?**  
**Mara Baker**, First Grade Teacher, UF SITE Graduate Student, Lawton Chiles Elementary,  
[geewiz@ufl.edu](mailto:geewiz@ufl.edu)

Aware of this particular students' poor handwriting, I became concerned that this could negatively impact his learning to write. I wanted to find out if simply practicing letters using different tools could improve his poor handwriting, thereby decreasing his focus on his handwriting ability.

Poster Presenter:

**Jennifer Ungar**, *The Pieces Fit! Using Rhyming Words to Teach Encoding*

**Room Q506** **Essential Questions, WHAT?**  
**Ruby McCray**, 4<sup>th</sup> Grade Teacher, Lafayette Elementary, [rmccray@lafayette.k12.fl.us](mailto:rmccray@lafayette.k12.fl.us)

One of the challenges I have faced this year as a classroom teacher is learning to use the essential questions component of the curriculum map to guide my students' learning experiences. Just posting the essential questions wasn't enough. During this inquiry I have learned how to take an everyday task and make it beneficial for my students.

Poster Presenter:

**Anita Bajrangi**, *Increasing Concentration by Increasing Fluency*

**Room L351** **Buddy Science: K-2-5 Teaching and Learning**  
**Katie Milton**, 5th Grade Teacher, M.K.Rawlings Elementary, [miltonkl@sbac.edu](mailto:miltonkl@sbac.edu)  
**Becky Beran**, 2nd Grade Teacher, M.K.Rawlings Elementary, [beranr@sbac.edu](mailto:beranr@sbac.edu)  
**Kristen Shumbera**, Kgn Teacher, M.K.Rawlings Elementary, [shumbekl@sbac.edu](mailto:shumbekl@sbac.edu)

We were curious to see if students would have higher motivation levels and/or take more ownership of their science learning if they knew they would later need to teach the information to a younger student. We created K-2, 2-5, and K-5 Buddy Teams who worked together once a month to foster a learning relationship revolving around science concepts. The students soon came to love these meetings and looked forward to their time together. Additionally, the daily involvement of the 2nd and 5th graders in science class increased and older students took on the role of a teacher by planning, guiding, and reflecting.

Poster Presenter:

**Lauren E. Posey**, *Modifying UFLI to Fit the Specific Needs of a Struggling Reader*

**Room L353** ***Tone Down and Tune In For Focused Learning***

**Bernadette Sill**, Kindergarten Teacher, Metcalfe Elementary, [sillbr@sbac.edu](mailto:sillbr@sbac.edu)

I am looking at different options for assisting children with ADD and most particularly ADHD to focus on lessons. My goal is to promote optimum progress on the skills required to be successful as they complete this school year.

Poster Presenter:

**Kristal T. Allen**, *Racing with Words to Gain Fluency*

**Room L354** ***Direct Instruction Math: Will it Help Preschoolers Master the Skills?***

**Tracy Taylor**, Pre-K ESE Teacher, Mellon Elementary, [ttaylor@putnamschools.org](mailto:ttaylor@putnamschools.org)

As a teacher of developmentally delayed preschoolers I have found it difficult to ensure my students master the math skills necessary to prepare them for kindergarten. A direct instruction math program by SRA, entitled Numbers Worlds, was implemented to see if the students' retention rates of skills would improve.

Poster Presenter:

**Brooke Longshore**, *High Interest Reading: Does it Improve Fluency and Comprehension?*

**Room L356** ***Writing Instruction: Co-Teaching and Reaching for the Top***

**Maggie Jossi**, 3<sup>rd</sup> Grade Inclusion Teacher, [jossimh@sbac.edu](mailto:jossimh@sbac.edu), **Kari Leigh Winegard**, 3<sup>rd</sup> Grade Inclusion Teacher, Williams Elementary, [winegardkl@sbac.edu](mailto:winegardkl@sbac.edu)

Presenters will share data collected through a year-long writing project conducted to answer the question, "How do we set up our writing instruction to be most effective for our students?" The focus of the inquiry is to revise and implement writing units for the inclusive 3<sup>rd</sup> grade classroom (using the curriculum of Kathy Robinson) and use data to develop a writing pacing guide for the future.

Poster Presenter:

**Nicole Moore**, *Operation Motivation*

**Room Z1152** ***Pictures or Signs for Developing Expressive Communication Skills for a Non-Verbal Student with Autism***

**Karen Coffey**, Exceptional Education Teacher, Littlewood Elementary, [coffeyke@sbac.edu](mailto:coffeyke@sbac.edu)

Teaching non-verbal students with mental handicaps means that communication is a major focus of my classroom. Last year I used the Picture Exchange Communication system. One of my students was able to use only one picture spontaneously by the end of the year. I wanted to try using signs to see if I could help him increase appropriate communication initiatives.

Poster Presenter:

**Sarah Huggins**, *How Can Brainstorming Strategies Affect Overall Writing Ability?*

**Room Z1153** ***Fiery First Graders: An Approach to Behavior Modification***  
**Wanza Wakeley**, Behavior Resource Specialist, Duval Elementary Fine Arts Academy,  
wakelewt@sbac.edu

I had recently acquired the position of "schoolwide-behavior manager." Since the beginning of my tenure, I had been concerned with the abundance of defiance and disrespect in a first-grade classroom. I partnered with the teacher in order to reduce the frequency of these occurrences.

Presenter: **Phil Poekert**, Instructor, School of Teaching and Learning

**Library** ***Look No Fingers! Touch It, Count It***  
**Carolyn McClain**, Second Grade Teacher, Mellon Elementary, [cmclain@putnamschools.org](mailto:cmclain@putnamschools.org)

Watching students use their fingers for math computation is such an obvious crutch and is a slow process for computing. This inquiry focused on a strategy to increase automaticity in computation while using a technique that integrates visual with tactile learning and makes it easier for students to learn math. Once mastered the student is able to focus more on application.

Poster Presenter: **Camille Mattison**, *Improving Fluency Using Student Strengths, Goal Setting, and Technological Tools*

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## 9:15-9:40 a.m. Session II

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**Room J304** ***Difficulties with Writing? Assistive Technologies to the Rescue!***  
**Teri Anastasio**, UF Graduate Student, Littlewood Elementary/UF School of Teaching and Learning, g8rgal51@ufl.edu

A third grade, gifted student who struggles with writing sparked my inquiry. With a passion to enhance the quality of this student's writing, my inquiry led me to use various assistive technologies to improve his quality of writing and his motivation to write. Initial results suggest that the use of assistive technologies (AlphaSmart, Kidspiration, audio recordings and Stationery Studio) can increase interest, quality, and motivation related to writing.

Poster Presenter: **Jessica Grace Barr**, *Practice Makes Perfect: Using Repeated Readings to Increase Fluency*

**Room J306** ***Phrased-Text Lessons = Gateway to "Real World" Fluency***  
**Jeff Twiddy**, 3<sup>rd</sup> grade teacher, Ft. White Elementary School, [twiddy\\_j@firn.edu](mailto:twiddy_j@firn.edu)

Guiding students to reading fluency can be challenging. While various "phrase chunking" programs exist for purchase, the compartmentalized nature of these programs can leave a gap in fluency instruction and student learning. This teacher explored the effectiveness of a fluency strategy called Phrased-Text Lessons. The process, procedure, and implementation of this strategy will be detailed.

Poster Presenter: **Lillian S. Manas**, *Working Independently with Students to Improve Math Skill*

**Room J307** **Using Virtual Field Trips to Increase Student Background Knowledge**  
**Nancy Scaf**, Buddy Taylor Middle School, ESE Resource Reading/Language Arts Teacher, 6<sup>th</sup> and 8<sup>th</sup> grades, [scalfn@flagler.k12.fl.us](mailto:scalfn@flagler.k12.fl.us)

Many struggling readers lack the basic life experiences necessary to have developed adequate background knowledge. Since background knowledge is one of the keys to comprehension, these students continue to fall further and further behind their peers. The purpose of this inquiry is to see how increasing student background knowledge through virtual field trips will assist students in improving their overall comprehension skills. Students surveys and teacher observations were used to monitor results.

Poster Presenter: **A. J. Stroud**, *Alternative Assessment and the Anxious Test Taker*

**Room J309** **Is It Worth It To Try Again?**  
**John Kreinbuhl**, Fifth Grade Math Teacher, Anderson Elementary, [johnkreinbuhl@dixie.k12.fl.us](mailto:johnkreinbuhl@dixie.k12.fl.us)

National Board Certification pays well, and the National Board for Professional Teaching Standards claims that certification correlates with improved test scores. Last year I completed the portfolio and written examinations for certification without success. I surveyed teachers who had achieved certification and those who had not. I asked them about the perceived value of both certification and the process. In addition, I researched the correlation between certification and high test scores. I used my results to decide whether or not I should re-take.

Poster Presenter: **Judy Calixtro**, *Using Self-Monitoring Strategies to Improve On-Task Reading and Overall Academic Performance*

**Room J310** **The English Teacher's Dilemma: What to Teach and When?**  
**Amy S. Murphy**, 8th Grade Language Arts Instructor, P.K. Yonge DRS, [amurphy@pky.ufl.edu](mailto:amurphy@pky.ufl.edu)

Because language arts is a nonlinear and subjective discipline, it can be difficult to prioritize what will be taught and when. Our curriculum spans a wide range of standards, but the order in which we teach them and even the amount of time we devote to each, is up to the individual teacher. As we work to refine our curriculum, I wanted to analyze which English standards our department currently teaches and where gaps lie in grades 6-12.

Poster Presenter: **Hollie Johnson**, *To Spell or Not to Spell? Using Strategies to Improve Spelling Skills*

**Room J312** **Who Invented Homework Anyway?**  
**Elizabeth Fletcher**, 4<sup>th</sup> Grade Math Teacher, Duval Elementary Fine Arts Academy [fletcheret@sbac.edu](mailto:fletcheret@sbac.edu)

As a new teacher and still learning things the hard way, I quickly discovered that there were a number of students that did not turn in their homework on a regular basis. Big surprise! Without proper investigation, I decided that I would take on the challenge of improving the homework in-take by offering incentives that *I thought* my students wanted... this experience was truly a journey!

Poster Presenter: **Jasmine Santiago**, *What Letter Is This?*

**Room K324** ***Do Students Need to be in Class to Learn?: Exploring Alternatives to Suspension as Disciplinary Consequences for Middle and High School Students***

**Lynette Langford**, Principal, Trenton Middle-High School, [langfordl@mygcsd.org](mailto:langfordl@mygcsd.org)

Because my school did not make AYP due to the low percentage of ESE students making gains last year, I began looking at the reasons why. One major reason was that these students spent a number of days out of class as they were suspended for behavior issues. This inquiry explored alternatives to suspension including Friday and Saturday School and the relationship between implementing these programs and reduction in ESE student absenteeism and tardiness.

Poster Presenter: **Lelia Powell**, *Attempting to Improve Phonemic Awareness in Conjunction with Improving Confidence and Metacognitive Skills*

**Room K326** ***All Students Can!***

**Becky Bible**, Special Education Teacher, Joyce Bullock Elementary, [bibler@levy.k12.fl.us](mailto:bibler@levy.k12.fl.us)

Looking at my self-contained K-1 classroom, I became concerned that the students' behavior was affecting their social growth as well as hindering their ability to learn basic skills. I know the students I work with have extreme disabilities. However, I would like to focus on minimizing tantrums/melt downs and by doing so my hope is to improve the quality of their education and social development.

Poster Presenter: **Erica Sobel**, *Build Me Up, Buttercup: A Study in Building Confidence for Struggling Students with Behavioral Issues*

**Room K327** ***Rhyme Time***

**Tammy Adams** and **Elizabeth Vandiver**, Kindergarten Teachers, Lake Butler Elementary School, [adamst@union.k12.fl.us](mailto:adamst@union.k12.fl.us), [vandivere@union.k12.fl.us](mailto:vandivere@union.k12.fl.us)

We noticed that some of our kindergarten students do not possess the ability to grasp the concept of rhyming. Typically, the skill of rhyming is taught using auditory phonemic awareness activities. This inquiry was conducted in an effort to determine if incorporating visual, auditory, and kinesthetic modalities would increase student understanding of the concept of rhyming.

Poster Presenter: **Ashley Bannister**, *Strategies to Improve Comprehension and AR Scores*

**Room K329** ***Anyone Can Lead!***

**Jamilla Hawkins**, ESE Instructor, Baker County High School, [jhawkins@baker.k12.fl.us](mailto:jhawkins@baker.k12.fl.us)

A leader is a person who has authority or influence over other individuals. Leadership is defined as the capacity to lead. As teachers in the classroom, we interact with our students in positive and meaningful ways hoping that we instill in them traits of a positive leader. Through this project, I wanted to discover ways that I could instill leadership skills into my students that will allow them to be independent and self-determined individuals in the school and community settings. Through parent involvement, community engagement, and student focused activities, students will be empowered to make positive choices and become the best leaders they can be.

Poster Presenter: **Janet Bowen**, *Instant Feedback and Peer Support: Increasing Engagement and Motivation*

**Room K330** ***Building Classroom Community through Morning Meeting***  
**Kristen Williams**, 2nd Grade Teacher/ UF Graduate Student, Littlewood Elementary,  
[krisw73@yahoo.com](mailto:krisw73@yahoo.com)

My class lacked unity and social skills, which negatively affected the learning environment. By bringing my class together each morning with structured social interactions, my students have learned more about themselves and each other. Their social skills have improved and their relations with each other have become more positive.

Poster Presenter:

**Brenda Burgess**, *Comprehending Comprehension: Strengthening a Student's Ability to Understand What He Reads*

**Room K332** ***Will Adding More Personal Activities with my Struggling Readers Increase their Confidence in the Classroom?***

**Lindsay Frese**, Teacher/UF Site Graduate Student, Lawton Chiles Elementary School,  
[Lindser8@ufl.edu](mailto:Lindser8@ufl.edu)

I have been interning in the language arts class with specific students who are below grade level. Since the beginning of the year, I have noticed these students lacking confidence in their reading and overall self esteem. Therefore, I wanted to create fun personal activities, such as, lunch bunches to see if I could try to build a good rapport that would effectively increase their motivation in the classroom.

Poster Presenter:

**Anora Simon**, *Lunch Dates: Helping to Improve Student Focus during Whole Group Instruction*

**Room M344** ***Can Creating Technology-Based Travel Guides Increase First Graders' Cultural Knowledge During a Thematic Unit?***

**Brooke Johannessen**, UF Educational Technology Graduate Specialist, Littlewood Elementary School/ UF School of Teaching and Learning, [brojo@ufl.edu](mailto:brojo@ufl.edu)

How can you really tell what knowledge young students have gained about a certain topic? After doing a thematic unit about countries around the world, I wanted to see if authoring a technology-based travel guide would enhance first grade students' cultural knowledge. Initial results suggest technology-based travel guides enhanced first graders cultural knowledge because they had an opportunity to collaborate, discuss, and share their work in an authentic context.

Presenter: **Kara Dawson**, Associate Professor, School of Teaching and Learning

**Room** ***The Ticket to Success***

**M347** **George Sherouse** 2<sup>nd</sup> grade teacher, Duval Elementary Fine Arts Academy  
[sherougt@sbac.edu](mailto:sherougt@sbac.edu)

Whole group “team cooperation” points had been my main reward system at the beginning of the year. This was not enough however to keep Tommy on task and out of trouble. Tommy needed more. It was not until I supplemented the whole group rewards with individual rewards that Tommy started staying on task more. As evidenced by the rising scores on his daily point sheets, the Dragon Tickets were the key to success with Tommy.

Poster Presenter: **Caroline Belsole**, *How Can a Reward System Motivate a Student to Become More Engaged in Reading?*

**Room** ***Inclusion at It's Best: Using Positive Peer Pressure to Change Social Behaviors***

**M348** **Tiffany Rivera**, First Grade Teacher, Newberry Elementary, [rhymestl@sbac.edu](mailto:rhymestl@sbac.edu),  
**Allison Sadler**, Intern, University of Florida, [ams83@ufl.edu](mailto:ams83@ufl.edu)

After teaching our first grade inclusion classroom for the first few weeks of school, we noticed our child with William's Syndrome was severely disrupting the class on a daily basis. We wanted to see if we could change her behavior by pairing her with another student who is a selective mute, in order to see a positive change in both students' behaviors and social development. We hoped to increase the attention span of our student with William's Syndrome's attention and have our mute child speak and socialize with others.

Poster Presenter: **Susan Hinds**, *How Can Flashcards Improve the Retention of Multiplication Facts in an Inclusive Classroom?*

**Room** ***Student Perceptions of Teacher Help Outside of Class***

**M350** **Stephen Burgin**, High School Chemistry Teacher, P.K. Yonge DRS, [sburgin@pky.ufl.edu](mailto:sburgin@pky.ufl.edu)

Students in my chemistry class are often overwhelmed with the task of comprehending a challenging subject. As a result, many students seek my help outside of the normal class period. Some students are required by the parents to attend these “help sessions,” others come of their own accord. Through a series of surveys and interviews I attempted to find out the benefits of the help sessions and looked at possible restructuring of these times in a way that would best benefit my students.

Poster Presenter: **Heather Henderson**, *Tools That Motivate*

**Room** ***PSAT Preparation in the Algebra I Honors Classroom: Maximizing Learning Opportunities and Improving Problem Solving Skills***

**N382** **Catherine Porter**, 9<sup>th</sup> Grade Algebra I Instructor, P.K. Yonge DRS, [cporter@pky.ufl.edu](mailto:cporter@pky.ufl.edu)

Does PSAT preparation make a difference? Research says not much. My students spent nine weeks incorporating PSAT preparation into our warm-ups and learning centers into our block schedule, while maintaining the traditional curriculum. We took a pre-test, kept journals, and then took a post-test. It did make a difference, in more ways than I anticipated it would.

Poster Presenter: **Amy DeBlauw**, *Step By Step: Increasing Student Confidence and Speed In Mathematics*

**Room N385**    ***So Much Time, So Little Experience: How Can Classroom Management For A New Teacher Be Effective Yet Productive?***

**Philip Marston**, 5<sup>th</sup> grade Reading Teacher, Lake Butler Middle School,  
[marstonp@union.K12.fl.us](mailto:marstonp@union.K12.fl.us)

As a first year 5<sup>th</sup> grade reading teacher, I immediately became concerned about how to be a good manager of time and resources. I needed to find out what motivates these young students to be and do their best. Through the process of trial and error, I am beginning to learn some things that work well, and some that don't. This has enabled me to adjust my own classroom behavior in order to help begin turning this wondering into fact.

Poster Presenter:

**Ben Ruffner**, *Bridging the Gaps: The Effective Implementation of UFLI to Help a Struggling Reader*

**Room N374**    ***Strong Sense of Spell***

**Melda E. Howell**, Reading/Language Arts Teacher, Union County High School,  
[howellm@union.k12.fl.us](mailto:howellm@union.k12.fl.us)

After receiving several written assignments, I discovered how weak two of my tenth grade students were in their spelling ability. (Their skills were so low as to hinder comprehension of their writings). When given the DAR spelling test, they scored at the first/second grade spelling level. This was a red flag to me and sparked my inquiry. I began to wonder: "Can spelling skills be improved at the tenth grade level by reviewing and practicing spelling rules?"

Poster Presenter:

**Jeff Kearney**, *Rev Up Your Motors for Writing Achievement: How Can the Use of Fine Motor Activities Impact Student Writing Ability?*

**Room N371**    ***How Will Positive Behavior Charts Help Students Move from a Self-Contained Classroom to a Full Inclusion Classroom?***

**Julie Whiteacre**, ESE Self-contained Teacher, Lawtey Community School,  
[whiteacre\\_j@firn.edu](mailto:whiteacre_j@firn.edu)

Knowing that the best environment for a student is in a regular education classroom, it is my job to figure out how to help each student in my class return to a full inclusion classroom. The challenge was to develop a positive behavior system that not only encourages the students to be successful, but also pin points where and when break downs occur for the students. Besides giving the regular education teachers a better understanding of the student, I wanted to give them strategies that I already knew worked with any inappropriate behavior that was being displayed.

Poster Presenter:

**Loubert Senatus**, *"Influential Readings:" How Can the Use of Repeated Reading Impact Fluency?*

**Room O361** ***Wanted: Homework***  
**Shawwna Batie**, Fourth grade teacher, Duval Elementary Fine Arts Academy,  
[batiesc@sbac.edu](mailto:batiesc@sbac.edu)

I had a student who rarely did math homework. I decided to help him help himself. Come hear what happened.

Poster Presenter:  
**Amy Robinson**, *How Can Focusing on Prosody Using Poetry Improve Reading Comprehension?*

**Room O362** ***“In America We Speak American...Why Do I Want to Take Spanish Class?” A Study of the Attitudes and Motivation of the Students at Bell and Trenton High Schools Regarding Spanish Classes.***  
**Marie Eugenia Zelaya**, Spanish Teacher, Trenton and Bell High School,  
[zelayam@mygcsd.org](mailto:zelayam@mygcsd.org)

During my first year teaching Spanish I & II in both high schools in Gilchrist County, I found that the motivation for learning a foreign language was very low among most of the students taking either level of Spanish. The main purpose of my research is to identify the general attitudes of both students and their parents towards learning Spanish as a foreign/second language and to apply strategies to modify their motivation level towards learning Spanish.

Poster Presenter:  
**Erik Hoglund**, *Using Elkonin Boxes to Increase Phonemic Awareness*

**Room Q502** ***Can't We All Just Get Along? : How Will I Get Students to Respect Each Other?***  
**Julia Stickel**, Fourth Grade Teacher, UF SITE Graduate Student, Lawton Chiles Elementary, [jewelsuf@ufl.edu](mailto:jewelsuf@ufl.edu)

Teaching a Language Arts class of low SES students, I became concerned with the way they interact with each other and with their lack of respect. I wanted to implement a lunch group with these students to help the students build a rapport and learn to respect one another more.

Poster Presenter:  
**Lindsay Bronson**, *Teaching Sequencing Strategies to Improve Reading Comprehension*

**Room Q506** ***The Fluency Challenge: Maintaining Growth For Fluent Readers***  
**James Bray**, Third Grade Teacher, Lafayette Elementary School, [jbray@lafayette.k12.fl.us](mailto:jbray@lafayette.k12.fl.us)

As a third grade reading teacher with an above level SFA group, I became aware of an alarming trend. Students who started the year as fluent readers were failing to keep pace with the DIBELS improvement expectations. I wanted to find out if I could keep students motivated to improve as the year progressed using a weekly fluency contest.

Poster Presenter:  
**Ashley Mahurin**, *How the Addition of Illustration Increased Motivation for a UFLI Student*

**Room L351** ***When the Light Goes on the Voyage Begins!***  
**Kip Lisanke**, 1<sup>st</sup> Grade Teacher, Metcalfe Elementary, [iamkip@gru.net](mailto:iamkip@gru.net)

At the beginning I noticed a lack of positive parent involvement in my students' reading journey. I decided to bombard the guardians of these targeted students with positive phone calls, notes and home visits praising their efforts in reading in an effort to increase fluency and children's attitudes about reading.

Presenter: **Dorene Ross**, Professor, School of Teaching and Learning

**Room L353** ***Learning How to Play: How to Instill Socio-dramatic Play Skills in Low SES Kindergarteners***  
**Melissa Musto**, K-Teacher, M.K. Rawlings Elementary, [mustoma@sbac.edu](mailto:mustoma@sbac.edu)

After observing my students both in the classroom and on the playground, I became concerned with their inability to engage in creative play. I wanted to find out how I could increase my students' creative thinking skills, and in turn, their ability to engage in socio-dramatic play.

Poster Presenter:

**David Canelas**, *Making Connections On Post-Its to Improve Reading Comprehension*

**Room L354** ***Can We Fix Them? Or Are They Destined to Be "Left Behind"?***  
**Ruth Williams**, Third Grade Teacher, Mellon Elementary, [rwilliams@putnamschools.org](mailto:rwilliams@putnamschools.org)

As an inclusion teacher I have become frustrated with ESE students not having the reading growth I expected. I wanted to find out to what length we must go to "catch" them up, or is it even possible. The law says "No Child Left Behind" so how can I keep them from being "left behind?"

Poster Presenter:

**Teddi Longardt**, *Teaching Self-Monitoring Behavior to Improve Reading Comprehension*

**Room L356** ***A Tale of Two Inquiries from Williams Elementary 2<sup>nd</sup> Grade Team***  
In this session, explore two different inquiries completed by 2<sup>nd</sup> Grade Teachers at Williams Elementary that focus on reading achievement:

***Reach Out and Read!***

**Petrina B. Leggon**, 2<sup>nd</sup> Grade Inclusion Teacher, [leggonkp@sbac.edu](mailto:leggonkp@sbac.edu), Williams Elementary; **Chris Lake**, 2<sup>nd</sup> Grade Inclusion Teacher, Williams Elementary, [laked@sbac.edu](mailto:laked@sbac.edu)

As teachers, we know the importance of reading. Therefore, we asked the question, can you increase reading achievement through partnering with community centers, raising teacher visibility within the community and promoting attendance and participation in parent workshops?

***Inquiry on Building Relations with Parents and Increasing Reading Achievement***

**Evangeline Moore**, 2<sup>nd</sup> Grade Teacher, Williams Elementary, [mooreet@sbac.edu](mailto:mooreet@sbac.edu)

In looking at student achievement, I chose to focus on students class work, homework, and reading assessment. My goal is to increase overall reading achievement in my classroom.

**Room Z1152** ***What Happens to Defiant Behavior and Classroom Disruptions When I Change My Own Teaching Behavior?***

**Alison Berner**, Third Grade Teacher, UF SITE Graduate Student, Lawton Chiles Elementary, [amb813@ufl.edu](mailto:amb813@ufl.edu)

My frustration level with one of my students had about reached the boiling point. He defied me, caused classroom disruptions, and attempted to engage me in power struggles daily. I wanted to find ways, by changing my behavior as a teacher, that I could reduce the problem behaviors exhibited by this student.

Poster Presenter:

**Andrew Stirling**, *Active Teacher Involvement and Work Completion in Science*

**Room Z1153** ***Talking about School with Selective Underachievers***

**Eric Lemstrom**, 11<sup>th</sup> Grade Language Arts Instructor, P.K. Yonge DRS, [elemstrom@pky.ufl.edu](mailto:elemstrom@pky.ufl.edu)

During my first year teaching junior English at P.K. Yonge, I've been struck by the low performance of roughly ten young men in my classes. They are capable of higher level thinking and of work that demonstrates it, but rarely complete assignments that meet my expectations. I want to learn what could motivate these students. How did they become bright and versatile and well-liked, but cynical about school and its rewards? My inquiry will center on a weekly discussion group with these students.

Presider: **Shelley Warm**

**Library** ***Environmental Print & Kindergarteners: Does the Ability to Read Environmental Print Improve a Kindergartener's Transition to Reading More Formal Print?***

**Ginny Moss**, Kindergarten Teacher, Mellon Elementary, [gmoss@putnamschools.org](mailto:gmoss@putnamschools.org)

Through summer reading workshops and independent research I became aware of the potential impact environmental print has on pre-readers. As a kindergarten teacher I want to give my students a positive beginning to their formal reading instruction and therefore I feel the need to utilize every possible opportunity. I wanted to find out if by implementing environmental print into our curriculum I could improve my students' ability to transition from reading environmental print to reading formal print.

Poster Presenter:

**Stephanie Valenti**, *Developing Comprehension for a Low-Level Reader*

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**9:50-10:15 a.m. Session III**

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**Room J304 *Singing and Chanting Your Way Into Reading: The Effects of Daily Alphabet Drill on Letter Naming Fluency***

**Carol Jean West** and **Ann Junod**, Academic Coaches, Bunnell Elementary School  
[westc@flaglerschools.com](mailto:westc@flaglerschools.com) and [junoda@flaglerschools.com](mailto:junoda@flaglerschools.com)

This teacher inquiry project asks the question, “What is the effect of a daily alphabet drill on the students who scored in the lower quartile on the first DIBELS assessment?” Progress was compared with a control group to see if using the strategy of a daily alphabet drill, that was in the form of a song and chant, was effective in increasing DIBELS’ scores with struggling kindergarten students.

Poster Presenter:

**Summer N. Glasgow**, *Let’s Get Organized: Taking Ownership of the Problem*

**Room J306 *The Capture and Taming of Data***

**Tera M. Fenixx**, Third Grade Instructor, Ft. White Elementary, [fenixx\\_t@firn.edu](mailto:fenixx_t@firn.edu)

“Data-driven” and “data-based decision making” are phrases with which most educators are familiar, yet these phrases fail to give the steps in making data truly manageable, usable, and worth all the effort of gathering it! I wanted to determine the most necessary and efficient steps in gathering, recording, sharing, and utilizing my students’ data to make this task more manageable and useable for all those who have an investment in such data: instructors, administrators, parents, and yes, *students*. I have created a **one** page, ongoing data system displaying all the important data for my entire class for the whole school year, and then a separate individual sheet for each student displaying the student’s data while allowing for anonymous comparison with the class average to better inform families and students of their continuing progress. Come and see!

Poster Presenter:

**Jolande L. Morgan**, *A Recipe for Success: Using Extrinsic Motivation and Positive Reinforcement to Increase On-Task Behavior*

**Room J307 *Putting Culturally Relevant Literature in the Hand of Reluctant Readers***

**Joan Thate**, Reading Coach, Buddy Taylor Middle School, Grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>,  
[thatej@flagler.k12.fl.us](mailto:thatej@flagler.k12.fl.us)

This inquiry project intended to explore if introducing and making culturally relevant material easily accessible to our populations who consistently do not make adequate yearly progress on the FCAT would change their attitudes towards independent reading, and would increase the amount of that reading they would willingly undertake. Student interviews and surveys and teacher interviews and surveys were used to monitor results.

Poster Presenter:

**Kate A. Truesdale**, *Identifying Keywords to Increase Math Scores*

**Room J309** **Increasing Reading Fluency in Second Grader**  
**Karen Cooper**, Reading Coach, Anderson Elementary School, [karencooper@dixie.k12.fl.us](mailto:karencooper@dixie.k12.fl.us)

In the past few years assessment results have shown that a disturbing number of our students are leaving second grade lacking reading fluency. To be successful on the third grade FCAT students must move beyond fluency as an issue to focus on reading comprehension. This study looks at why this is happening, teacher interviews to help determine cause, the effectiveness of fluency boosting techniques in one second grade classroom, and if there is another reason some students are struggling with reading fluency.

Poster Presenter:

**Nicole Drewery**, *Developing Vocabulary to Enhance Comprehension: What Does It All Mean?*

**Room J310** **Sixth Grade Single Gender Study Skills – Are Students More Likely to Participate?**

**Betsy Creveling**, 6<sup>th</sup> Grade Language Arts Instructor, P.K. Yonge, DRS,  
[creveling@pky.ufl.edu](mailto:creveling@pky.ufl.edu)

Are students more likely to volunteer to participate in class activities when they are grouped with their own gender? Will students feel more comfortable asking questions and reading aloud? What impact does a single gender classroom have for sixth graders? See the results of a 3-week same gender rotation in 6<sup>th</sup> grade study skills.

Poster Presenter:

**Michelle Spoto**, *How Can Reading Notebooks and Sign Language Influence Reading Comprehension?*

**Room J312** **You Want Me To Do My Reading Homework?**

**Donna R. Bergen**, Reading Coach, Duval Elementary Fine Arts Academy  
[bergendr@sbac.edu](mailto:bergendr@sbac.edu)

Becoming the new Reading Coach for our school in January motivated me to take on the challenge of trying to increase the return of our Success For All Reading Responses, the twenty-minute nightly required homework. I targeted first graders who consistently did not turn in homework to discover if using a variety of strategies would encourage them to read at home and accurately respond to the targeted weekly skill. Come and listen to the Homework Fairy's results.

Poster Presenter:

**Nichole Telemachos**, *Using Strategies to Increase Comprehension and Test Scores*

**Room K324** **Teacher Impact: How Does the Teachers' Implementation of a Program Influence Results?**

**Ann B. Hayes**, Principal, Yankeetown School, [hayes@levy.k12.fl.us](mailto:hayes@levy.k12.fl.us)

The inquiry process started as an evaluation of a pre-packaged program. The emphasis shifted from this point to focusing in on teachers' strategies and implementation. The presenter will share experiences in this process and why the process shifted and what information evolved from the data.

Poster Presenter:

**Nicole Sinardi**, *Teaching Number Recognition to Improve Math Skills*

**Room K326** ***From Daycare to School...How to Help Kindergartners Change Disruptive/Defiant Behaviors and Become Happy Self-Directed Learners***  
**Susan D. Bastak**, Kindergarten Teacher, Joyce Bullock Elementary, [CSAABastak@aol.com](mailto:CSAABastak@aol.com)

As a veteran kindergarten teacher, I have seen an increase of defiant/disruptive kindergartners entering school. As I looked at the children exhibiting these behaviors in my class this year, it was quite evident that they were coming from a daycare environment each morning and returning there each afternoon. I wanted to find out how I could help these children become positive classroom members who are happy self-directed learners.

Poster Presenter:

**Eric Byrd**, *Improving Behavior to Increase Reading Comprehension*

**Room K327** ***Helping Struggling Students Become Better Organized, More Responsible, and Improve Their Grades***  
**Kelly Tuttle**, Fourth Grade Teacher, UF SITE Graduate Student, Lawton Chiles Elementary, [fargo@ufl.edu](mailto:fargo@ufl.edu)

I have become concerned with three individual children because although these students are clearly capable of completing classroom work, homework, and turning it in, their lack of organization and responsibility keeps them from doing so. When talking to these students, I realize that they do care about their performance, and are not happy with the grades they currently have. These students seem to want to change, but they do not take any steps toward improving because they do not know what steps to take. I want to help these students practice better organizational skills daily, become personally responsible, and improve their grades.

Poster Presenter:

**Kimberly Morgan**, *Reinforcing Reading to Gain Comprehension Skills*

**Room K329** ***Mom, Dad, Grandmother, Grandfather, or Just Plain Guardian: It is now COMMUNICATION - Not Parent Communication!***  
**Robin Mitchell**, 1st Grade Teacher, Macclenny Elementary, [rmitchell@baker.k12.fl.us](mailto:rmitchell@baker.k12.fl.us)

As a new first grade teacher in a county that honors parent / employee requests, and groups academically high students in one classroom (top group), I find myself with the lower socioeconomic status children along with struggling readers. Due to external factors, I have found that normal means of communication is not sufficient to get the information across to the parents. The intent of this inquiry is to develop new and various ways to inform the parents of a child's academic and other needs so they understand the necessity of involvement at the primary levels of academic instruction to build a firm foundation for future educational involvement. Come explore whether continual varied communication increases academics among students with external extenuating circumstances?

Poster Presenter:

**Sarah Crouch**, *How Can Motivation and Expertise Increase Math Skills?*

**Room K330** ***I am Lost! What am I Supposed to Do?: Teaching Students to Follow Written Directions***

**Mandy Nolte**, High School Language Arts Teacher, Florida School for the Deaf and the Blind, [noltem@fsdb.k12.fl.us](mailto:noltem@fsdb.k12.fl.us)

When I give out assignments in class or for homework, my students complete them inaccurately because they do not follow written directions. I decided to model activities using a variety of following direction strategies to improve students' scores on assignments.

Poster Presenter: **Michelle Johnson**, *Object, Sound, Letter*

**Room K332** ***Affects of All-encompassing High Expectations in the Classroom on Student Achievement, Self-Concept, and Motivation***

**Kristen Peterson**, Teacher/UF SITE Graduate Student, Lawton Chiles Elementary, [KKPeterson04@aol.com](mailto:KKPeterson04@aol.com)

Teacher expectations can stem from student gender, race, socioeconomic class, ethnicity, given name and surname, dialect, attractiveness, special needs, and even body build. Known as the self-fulfilling prophecy, students achieve and behave according to how the teacher perceives their ability and behavior, whether positive or negative. I wanted to find out how my teaching strategies affect equity within the classroom.

Poster Presenter: **Sarah Skinner**, *Teaching Science = Learning in Reading and Math*

**Room M344** ***“A Wrinkle in Blog:” Using Blogs to Engage Learning Styles and Reduce Off-Task Behavior During an Advanced Fourth Grade Literature Class***

**Elizabeth Homan McDuffie**, UF Educational Technology Graduate Specialist, Littlewood Elementary School /UF School of Teaching and Learning, [ehoman15@ufl.edu](mailto:ehoman15@ufl.edu)

In collaboration with the classroom teacher, I noticed the same students frequently displayed off-task behavior during instructional activities. I decided to evaluate the students' learning styles and design a technology activity that would engage them and reduce their off-task behavior. I found that the hands-on, minds-on aspects of blogging engaged these students and reduced their off-task behavior yet still met the academic demands of an advanced fourth grade literature class.

Poster Presenter: **Jacqueline Gonzalez**, *How Can the Great Leaps Reading Program Impact Phonemic Awareness?*

**Room M347** ***How Can I Help Differentiate Math Instruction In A Second Grade Classroom?***

**Laura Renfro**, Curriculum Resource Teacher, Duval Elementary Fine Arts Academy [renfroel@sbac.edu](mailto:renfroel@sbac.edu)

What do I do with my struggling students? I'm not pushing my highest students, I need to do more! These words from a frustrated 2<sup>nd</sup> grade teacher started our use of Math groups and Math centers. Find out what we tried and how it worked.

Poster Presenter: **Jennifer Cowan**, *What is the Relationship Between Hands-On Activities, Student Focus, and Task Completion?*

**Room M348** ***Implementing Essential Six in a Spanish and Reading Intervention Class***  
**Grisell Santiago**, Spanish Instructor, P.K. Yonge, [gsantiago@pky.ufl.edu](mailto:gsantiago@pky.ufl.edu)  
**Allison Jones**, Intensive Reading Instructor, P.K. Yonge, [ajones@pky.ufl.edu](mailto:ajones@pky.ufl.edu),

Last summer we attended the Essential Six seminar for two weeks. While we attended the seminar we wondered how we were going to use them in the classroom for the different areas that we teach (Reading Intervention and Spanish). We decided to observed each other during our planning time and learn from each other how to use them in an effective way and also to see how the students react to the different learning strategies that we learned in the seminar.

Poster Presenter: **Emily Wolford**, *How Can a Personalized Behavior System Affect the Success and Overall Performance of a Kindergarten Student?*

**Room M350** ***When Will I Ever Use Geometry?***  
**Jim Bice**, High School Geometry Instructor, P.K. Yonge, [jbice@pky.ufl.edu](mailto:jbice@pky.ufl.edu)  
**Kristin Weller**, 7<sup>th</sup> Grade Mathematics Instructor, P.K. Yonge, [kweller@pky.ufl.edu](mailto:kweller@pky.ufl.edu)

We have heard this question many times but did not know that it would be such a large part of every test that counts (FCAT, SAT, etc.). When we started looking at our school improvement plan we noticed that our kids were not doing well in the geometry and measurement portions of the FCAT from middle school through high school. Why is this happening? How much of the test is related to geometry? What could we do to improve our results?

Poster Presenter: **Candice Fallin**, *How Can Rewards Encourage Participation and Cooperation in Group Activities?*

**Room N382** ***One Administrator's Quest to Promote Teacher Leadership***  
**Amy Hollinger**, Assistant Principal, P.K. Yonge Developmental Research School  
[amyh@pky.ufl.edu](mailto:amyh@pky.ufl.edu)

Teacher leadership is a critical concept in a healthy school. Many teachers come to PK Yonge to enact the role of teacher leader. Given the critical importance of teacher leadership, I wished to explore how I, as an administrator, could support this process in the Elementary Division. Come and see how I have explored this idea throughout the school year by developing teacher curriculum leadership positions, lead team meetings, and Wednesday grade level team planning sessions.

Poster Presenter: **Shelley Sayger**, *Truancy: Effects On a Struggling Student*

**Room N385** ***Examining "Reference and Research" Test Items: How Can I Impact Improvement of Teacher Knowledge and Student Performance?***  
**John Bourn**, 8<sup>th</sup> Grade U.S. History Teacher and Social Studies Department Chair, P.K. Yonge, [jbourn@pky.ufl.edu](mailto:jbourn@pky.ufl.edu)

An analysis of our school's 2004-2006 FCAT reading data shows that students struggle most in the "Reference and Research" subcategory. This inquiry explored what skills "Reference and Research" test items target and ways I could use this knowledge to increase both my students' skills in this area and share this knowledge with other teachers in my school to improve all of our students' overall performance on this subcategory of FCAT questions.

Poster Presenter: **Allison Grocoff**, *I Don't Understand the Story: A Look at Effective Comprehension Strategies*

**Room N374** ***New Kids in the Block***  
**April Crawford**, 5<sup>th</sup> Grade Math/Science Teacher, Lake Butler Middle School,  
[crawforda@union.k12.fl.us](mailto:crawforda@union.k12.fl.us)

In previous years the fifth graders at my school have been on a typical middle school schedule of seven period days. The fifth graders this year have been on a block schedule, having four teachers instead of the usual six teachers. Will the new block scheduling in fifth grade benefit the students, teachers, and parents?

Poster Presenter: **Sarah McKeever**, *How Can Goal Sheets Intrinsically Motivate a High-Level Fifth Grader During Independent Reading Time?*

**Room N371** ***Can Student Performance in the Area of “Reference and Research” be Directly Impacted by Professional Development?***  
**Gayle Weaver**, Reading Coach, Bradford Middle School, [weaver\\_g@firm.edu](mailto:weaver_g@firm.edu)

My area of concern at Bradford Middle School is the consistent low performance in the area of “reference and research” on the FCAT. I want teachers to be more informed as to what is necessary to improve this particular area of testing. Through focused professional development and follow-up lessons, I hope that teachers will properly teach and prepare students in this valuable area of academics. A teacher survey will be taken and FCAT comparisons will be made at the close of the '07 school year.

Poster Presenter: **Lesley Stevens**, *Wisdom with Words: Teaching a Student How to Access Her Schema in Order to Decrease Spelling Errors*

**Room O361** ***When Calling Out is Out of Control***  
**Jennifer Hoben**, Kindergarten teacher, Duval Elementary Fine Arts Academy

When faced with a child who was so excited about school and learning that he commented on or questioned everything, I was determined to develop a strategy that would allow him to gain control without stifling his excitement for learning. The “three strikes” policy has proven to be effective not only for this boy, but for the entire class.

Poster Presenter: **Angie Johnson**, *Repeated Readings to Enhance Oral Reading Fluency*

**Room O362** ***How Shall I Group Thee: Will An Alternate Method Improve Performance In Reading Skills?***  
**Leanne Criscitiello**, Middle School Reading Instructor, Trenton Middle School  
[criscitiello@mygcsd.org](mailto:criscitiello@mygcsd.org)

Cooperative grouping can be invaluable to teachers as an efficient way for effective “learners” to model positive self directed strategies during reading lessons. After viewing my students *ThinkLink* results this year, I wanted to try pairing one low achiever with two high achievers during reading lessons. I wanted to see how this practice would affect both performance and self esteem in the students.

Poster Presenter: **Jennifer Kermes**, *Shared Writing as a Tool for Increasing Letter and Sound Recognition*

**Room Q502** ***Popsicle Sticks: Powerful Use Beyond Art Class***  
**Alissa Hingson**, 5<sup>th</sup> Grade Teacher, Lafayette County School, [ahingson@lafayette.k12.fl.us](mailto:ahingson@lafayette.k12.fl.us)

Do you unintentionally call on the same student(s) all the time? At times in a hurry have you called on a student that you know knows the answer? Have you ever been under the impression that your whole class has a great understanding only to find out after assessment that just a handful that participate in class discussions do? Using a strategy that I simply call “Popsicle Sticks” has improved the equity and fair access to learning in my classroom. Each student has a responsibility to be engaged and to participate at all times. As a result I am able to more accurately determine the understanding of my class as a whole and take instructional opportunities to clarify misunderstandings right away.

Poster Presenter:

**Krista Browning**, *Improving Spelling with Flashcards*

**Room Q506** ***Repetition + Computer = Success***  
**Devin Colley**, First Grade Teacher, Mellon Elementary, [dcolley@putnamschools.org](mailto:dcolley@putnamschools.org)

I began this year the same way, routine after routine. Yes, my kids were making gains, but my struggling readers were still having problems. I decided to bring in additional materials and programs to my triple I group. I had a great feeling that they would be excellent motivational tools.

Poster Presenter:

**Carol Anne Horowitz**, *Just the Facts: How Multiple Strategies Aid in Developing Multiplication Facts*

**Room L351** ***Are You There, Parent? It's Me, Teacher.***  
**Jennie Golowenski**, Kindergarten Teacher, Metcalfe Elementary, [Golowenskij@sbac.edu](mailto:Golowenskij@sbac.edu)

Last year I had very poor communication with my student's families and a rough time getting homework, permission slips, etc. So I wondered, “How would twice weekly contact with parents effect parent involvement in the classroom and communication initiated by the parent?” I spoke in person or on the telephone with each student's guardian twice a week making a point to mention at least one positive action and limiting negative notes to one. Did I get out what I put in?

Poster Presenter:

**Ruthann Christensen**, *Effective Modifications to the UFLI Program Aimed at Increasing Motivation and Self Esteem for Kindergarten Students*

**Room L353** ***Believe You Can...Student Success Skills Help Students Be Better Students***  
**Barbara Ferris**, Guidance Counselor, M.K.Rawlings Elementary, [ferrisbm@sbac.edu](mailto:ferrisbm@sbac.edu)

I presented the Student Success Skills Unit in a fourth grade class and measured students' goals and how they rated themselves before and after the unit. The data show a significant improvement in how students rated themselves on a scale of 1 to 10 as a student reflecting increased confidence in their learning capacity.

Poster Presenter:

**Nicole Eubanks**, *Increasing Reading Fluency through Repeated Reading: Does it Really Work?*

**Room L354** ***Small Group Time in Kindergarten***  
**Kristy Helms**, Kindergarten Teacher, Mellon Elementary, [khelms@putnamschools.org](mailto:khelms@putnamschools.org)

We get just a few minutes with our struggling students, so we need quick and meaningful activities that will engage the students and help them learn the skills they are lacking. I wanted to see how my struggling students' skills could improve with intense instruction on the five areas of reading and kindergarten skills during small group time. I used several activities and games from the Florida Center for Reading Research Student Center Activities notebooks along with some strategies of my own to lead my students during this time. During my inquiry I looked at how these activities enhanced my students' comprehension of skills.

Poster Presenter:

**Jacqueline Lopez**, *Will Using a Concept Map as a Pre-Writing Tool Help Students Write a Cohesive Story?*

**Room L356** ***Do We Really Need a Science Fair?***  
**Bernard Baez**, Fifth Grade Teacher, Williams Elementary, [baezjrb@sbac.edu](mailto:baezjrb@sbac.edu),  
**Melinda Craine**, Fifth Grade Teacher, Williams Elementary School [crainems@sbac.edu](mailto:crainems@sbac.edu)

Teacher surveys and student interviews give an interesting glimpse into the world of science at Williams Elementary. Presenters will share teacher attitudes toward having a school-wide science fair and third through fifth grade student successes/failures with a mock science project.

Poster Presenter:

**Mark-Jason White**, *A 13-Round Bout with Pout*

**Room Z1152** ***Using Student Feedback Sheets To Gain Insight Into Individual Learning Needs***  
**Kara Fischer**, Fourth Grade Intern, Lawton Chiles Elementary, [fischerk@gmail.com](mailto:fischerk@gmail.com)

When reflecting on my Social Studies lessons, I frequently found myself wondering how well a lesson had reached my students. To investigate this, I introduced a daily feedback sheet at the end of Social Studies time that looked at whether my students had learned what I intended for them to learn that day, how much they had enjoyed the lesson, and what suggestions they had for future lessons. I hoped to use this information to better understand the needs and preferences of my students as a group and as individuals, and to increase the number of students reached by each lesson.

Poster Presenter: **Melissa A. Anderson**, *Using What Works for Your Students: Tailoring UFLI Strategies to Increase Reading Success*

**Room Z1153** ***Extra Encouragement for the Unmotivated Student***  
**Fabiola Calizte-Florexil**, 3rd grade teacher, Duval Elementary Fine Arts Academy  
[calixtefs@sbac.edu](mailto:calixtefs@sbac.edu)

What do I do about a student who seems motivated only to socialize with her friends? Her mother and I asked ourselves, "What can we do to help her want to learn and pass the FCAT?" Throughout the inquiry we focused on strategies to help her become motivated about school.

Presenter: **Keith Tilford**, Instructor, School of Teaching and Learning

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**10:15-10:45 a.m. \*Refreshment Break**

**P.K. Yonge  
Cafeteria**

\*Refreshments sponsored by the University of Florida's Lastinger Center for Learning with support from Wachovia Foundation

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**10:50-11:15 a.m. Session IV**

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**Room Type to Write**

**J304 Katie Feria**, Third Grade instructor, Littlewood Elementary, [katieferia@yahoo.com](mailto:katieferia@yahoo.com)

Reflecting on my current class' writing, I noticed they were not making progress as my classes in years past had done. For months I tried every "teacher tool" that I had, such as making writing tactile by manipulating writing puzzles, kinesthetic with body movements to remember the format of the writing plan, and had small group instruction. Nothing I seemed to implement helped my students better understand how their writing plan correlated with their writing composition. I wanted to investigate if using technology and programs such as Kidspiration and Stationary Studio would create more of a hands-on approach to writing, and help my students bridge the gap between the plan and the actual composition.

Poster Presenter: **Kelly Anne Hage**, *Give Me An A! – How Goal Setting, Individualized Practice, and Praise Help Boost Intrinsic Motivation*

**Room Look at the pretty...How Can I Keep ADD/ADHD Students Engaged?**

**J306 Emily Kerfoot**, 3<sup>rd</sup> Grade Teacher/UF SITE Student, Lawton Chiles Elementary, [ekerfoot@ufl.edu](mailto:ekerfoot@ufl.edu)

When an observation revealed that some students were engaging in off-task behavior, I was concerned. Looking into it, I realized that these off-task students had either ADD or ADHD. I wanted to find a way to keep these students engaged without raising my voice toward them all day.

Poster Presenter: **Emily Ann Roderick**, *Bridging Motivation Between Reading Room and Homeroom*

**Room Does Reciprocal Teaching (RT) in Different Content Areas Affect Student Willingness to Implement the RT Strategies?**

**J307 Denise Skinner** and **Holly Vaniglia**, Buddy Taylor Middle School, 7<sup>th</sup> Grade Science & 6<sup>th</sup> Grade Language Arts/Reading Teachers, [skinnerd@flagler.k12.fl.us](mailto:skinnerd@flagler.k12.fl.us), [vanigliah@flagler.k12.fl.us](mailto:vanigliah@flagler.k12.fl.us)

Studies have indicated that Reciprocal Teaching (RT) helps students advance their ability to monitor their comprehension. As a result, RT should be a useful strategy for improving student comprehension. For this inquiry, we studied how the implementation of RT strategies in different content areas would affect student *willingness* to use these strategies during class related readings. Surveys were used to monitor results.

Poster Presenter: **Andrea B. Vazquez**, *Improving Classroom Behavior: Rewarding the Positive While Ignoring the Negative*

**Room J309** ***To Remediate or Not to Remediate, That is the Question***  
**Diana Locke**, High School Math Teacher, Dixie County High School,  
[dianalocke@dixie.k12.fl.us](mailto:dianalocke@dixie.k12.fl.us)

In the past we have offered Intensive Math classes at our high school for eleventh and twelfth grade students who have not passed the math portion of the FCAT. This year because of faculty and scheduling changes we are not offering this course. At first, I thought this would be detrimental to our students, but when the first group of FCAT scores came back I wondered whether other methods had been just as successful, or maybe even more so. I looked at hard data (FCAT scores) as well as fuzzy data (interviews with teachers and students) to determine the most advantageous strategy in remediating our retake students.

Poster Presenter:

**Kara Gosnay**, *How Can Self-Monitoring Strategies Increase On-Task Behavior?*

**Room J310** ***Using Professional Learning Communities to Initiate School-Wide Practice Change***

**Mickey MacDonald and Gloria Weber**, 9<sup>th</sup> Grade Science Instructor and 9<sup>th</sup> -12<sup>th</sup> Grade Math Instructor, P.K. Yonge DRS, [mmacdonald@pky.ufl.edu](mailto:mmacdonald@pky.ufl.edu) and [gweber@pky.ufl.edu](mailto:gweber@pky.ufl.edu)

As facilitators of P.K. Yonge's critical friends' groups, we will examine how participation in a CFG can be a meaningful form of professional development in differentiated instruction and how such participation can implicate change in teacher practice and student achievement at the secondary level. By focusing on student profiles, we will examine our own practice within our classrooms and examine how sustained discussion via CFGs can affect school wide practice change.

Poster Presenter:

**Adriane McGhee**, *Attention, Attention! How Can Individual Teaching Improve Academic and Social Success?*

**Room J312** ***Hands-on Math Centers to Increase Engagement and Performance***

**Marshalee Wright**, 3<sup>rd</sup> Grade Teacher, M.K. Rawlings, Elementary School,  
[marshale@ufl.edu](mailto:marshale@ufl.edu), **Genevieve Bryan**, 3<sup>rd</sup> Grade Teacher, M.K. Rawlings, Elementary School,  
[missgen@ufl.edu](mailto:missgen@ufl.edu)

After observing students lack of math retention and negative social interactions, we designed hands-on, cooperatively grouped math centers that focused on FCAT math skills. We wanted to bridge the gap between abstract concepts and skills, by creating a learning experience that made concepts and skills concrete. We also wanted to see if cooperative grouping would decrease negative social interaction.

Poster Presenter:

**Crystal Tessmann**, *How Does Working One-on-One With a Student Improve Her Understanding of Math?*

**Room K324** ***Student Goal Setting: How Effective is it?***  
**Marion McCray**, Principal, Lafayette Elementary School, [mmccray@lafayette.k12.fl.us](mailto:mmccray@lafayette.k12.fl.us)

Have you ever wondered what you could do to get students, specifically low performers, focused on the end result (FCAT)? At Lafayette Elementary School, our lowest quartile reading student growth prevented us from achieving our “A” school grade. This year we used motivational quarterly goal setting assemblies to motivate students toward the end-of-the-year goals - small steps toward the “greater” goal. Results show that monitoring fluency through goal setting has shown great results!

Poster Presenter: **Angelina Richardson**, *Improving the Phonological Awareness of a Kindergartener*

**Room K326** ***It's Flat Line at the Top o' the Line***  
**Lisa Statham Posteraro**, Teacher (Gifted), Williston Elementary School, Grades 3-5  
[posterl@levy.k12.fl.us](mailto:posterl@levy.k12.fl.us) or [LevyLisa51@aol.com](mailto:LevyLisa51@aol.com)

Upon learning that the standardized test performance of our school's gifted students, as a group, was rather “dead,” much to the chagrin of the administration, I felt great dismay because I had remembered my students of 30 or fewer years ago being more alive, more eager to excel on whatever tasks they were given. Consequently, I wanted to investigate what educational approach I could use which would jolt some excitement into the gifted curriculum and generate or renew enthusiasm among my students not only for learning but also for attaining the “top o' the line” when it came to these all-important tests which so greatly impact our schools.

Poster Presenter: **Amy Skelton**, *The Educational Detriment of Being Misplaced: A Guided Look into Student Misplacement*

**Room K327** ***Cross-School and Cross-Grade Level Pen Pal Project***  
**Stephanie Hogle**, 2nd Grade Teacher, Bronson Elementary, [hogles@levy.k12.fl.us](mailto:hogles@levy.k12.fl.us)  
**Kelly Shirley**, 1st Grade, Joyce Bullock Elementary, [shirlek@levy.k12.fl.us](mailto:shirlek@levy.k12.fl.us)

Wanted! Skilled and interested writers. We were concerned about students' lack of interest in writing and lack of basic writing skills. We were interested to see if an authentic writing experience would affect students writing motivation and skills.

Poster Presenter: **Lillian Clanton**, *Implementing Spelling Strategies to Improve Performance on Spelling Tests*

**Room K329** ***On Your Mark, Get Set, Go! Fluency in Kindergarten***  
**Jessica Kish**, K Teacher, Baker County Pre-K/Kindergarten Center, [jkish@baker.k12.fl.us](mailto:jkish@baker.k12.fl.us)

How can I support my kindergarten students in becoming fluent readers? As a teacher of reading, I am interested in finding the most beneficial intervention strategies to improve the reading fluency of beginning readers in my kindergarten class. Neither our reading nor our phonics curriculums have a fluency component. Therefore, I feel it will be beneficial to my class to implement such a program to improve fluency and comprehension and to better prepare my students for first grade.

Poster Presenter: **Kristin Black**, *Embedding Strategies Into Whole Group Instruction: Does It Really Improve Letter Recognition?*

**Room K330** ***Peer Tutoring to Assist Struggling Math Students***  
**Sarah Reed**, 4<sup>th</sup> Grade Teacher, Florida School for the Deaf and the Blind,  
[reeds@fsdb.k12.fl.us](mailto:reeds@fsdb.k12.fl.us)

Struggling with struggling math students? This inquiry introduced peer tutoring in an effort to determine its effectiveness with higher and lower achieving math students. I found the pros and cons of this method, while the method found its way into the students' hearts.

Poster Presenter:

**Erica Scicchitano**, *How Do KWL Charts and Discussion Improve Reading Comprehension?*

**Room K332** ***It's Too Late, or Is It? Can the Fluency and Word Recognition of an Already Above Grade Level Reader and Writer be Improved with Remedial Practice?***  
**Samantha Coopersmith**, Teacher, UF SITE Intern, Lawton Chiles Elementary,  
[samcoop@ufl.edu](mailto:samcoop@ufl.edu)

Knowing a specific student very well and becoming increasingly aware of her anxiety and tension regarding marking sound clues in unknown words, I became curious if there was anyway to help. I wanted to find out if stepping back to more remedial sound clues would increase her fluency and decoding skills, as well as alleviate pressures associated with reading unknown words.

Poster Presenter:

**Kelly Ashberger**, *How Can Developing Strong Leadership Skills Reduce Confrontational Behaviors?*

**Room M344** ***Inspiring Organization: Using Graphic Organizers and Word Processing to Increase Organization in Writing***  
**Kevin Fess**, UF Educational Technology Graduate Specialist, Littlewood Elementary/UF School of Teaching and Learning. [fess1@ufl.edu](mailto:fess1@ufl.edu)

I noticed many of my fifth grade students lacked organization and structure in their writing. Using Inspiration and Microsoft Word, I hoped to increase their awareness of writing structure (i.e. paragraph organization, sentence structure and spelling) while simultaneously giving them more opportunities to edit their work. Results suggest students paid more attention to and demonstrated better organization as a result of using these programs.

Poster Presenter:

**Jennifer Raulerson**, *Transitioning from One-On-One Assistance to Independence: Can Math Performance Continue to Improve?*

**Room M347** ***When a Student Shuts Down: How Can the Guidance Counselor Help?***  
**Susan C. Latini**, LMHC, Guidance Counselor, Duval Elementary Fine Arts Academy  
[latinisc@sbac.edu](mailto:latinisc@sbac.edu)

When a student who was brought to my office because a teacher overheard him say he wanted to kill himself and had been doing no work since the beginning of the year, I became concerned not only with his physical safety, but also how I could help him find some meaning in his life. I wanted to find out about his total life picture and what was most important to him, so that I could begin to address his problems and help him feel successful.

Poster Presenter: **Lauren Huber**, *How Can Incorporating Student Interests Increase Motivation and Enjoyment in Writing?*

**Room M348 To Include or Pullout? – That Is The Question**

In this session, explore two different inquiries by two different teachers that illuminate two different perspectives on inclusion:

***Listen: Can a Listening Center Benefit the Children in my Classroom?***

**Tammy Gumbiner**, Second Grade Teacher, Littlewood Elementary,  
[gumbintd@sbac.edu](mailto:gumbintd@sbac.edu)

As I work with the second graders in my classroom, some of the children leave the room for other pull out programs during my reading center. I wanted to find out if I could give extra help to these children who miss important instruction to keep them from falling behind in my curriculum. I did this by recording reading/language arts mini lessons and had the children listen to them.

***Inclusion vs. Pull-out: Are We Doing What's Best for Students?***

**Deborah Poole**, Fourth Grade, Littlewood Elementary, [pooleedl@sbac.edu](mailto:pooleedl@sbac.edu)

Since I began teaching at Littlewood last year, I have been somewhat resistant to the inclusion approach to teaching. Team teaching in a classroom with two other teachers for a part of each day, and trying to meet such a wide range of student needs can be challenging. I also had doubts that it was really the best situation for all of my students. I wanted to find out if the benefits outweighed my concerns, so I decided to use test data and observations of my lowest achieving students to determine if inclusion was indeed working for my students.

Presenter: **Darby Delane**, Instructor, School of Teaching and Learning

**Room M350 African American Parents Discuss Their Perceptions of Student Attitudes Toward Academic Achievement**

**Lawson Brown Jr.**, 6<sup>th</sup> Grade Teacher, P.K. Yonge Developmental Research School, University of Florida, [lbrown@pky.ufl.edu](mailto:lbrown@pky.ufl.edu)

In a quest to support the development of a healthy attitude towards academic achievement of my African-American students, I invited a sample group of their parents to spend three sessions with me discussing this topic. Come learn about what I learned as a result of holding these sessions, including the parenting methods these parents utilized to promote academic achievement for their child, and effective strategies parents can utilize at home to promote student learning.

Poster Presenter: **Lindsey Cox**, *Using Manipulatives to Help Develop Problem Solving Skills*

**Room N382 Dear Math Teacher, My Brain Does NOT do Numbers! A Look at Student Attitude and Achievement**

**Kathryn Janicke**, Middle School ESE Teacher, PK Yonge, [kjanicke@pky.ufl.edu](mailto:kjanicke@pky.ufl.edu)  
**Stephanie Harrell**, 8th Grade Math Teacher, PK Yonge, [sharrell@pky.ufl.edu](mailto:sharrell@pky.ufl.edu)

Students enter math classes with many different deep rooted feelings towards the subject. How are these feelings related to student achievement in mathematics and are they influenced by parent perceptions and experiences towards mathematics? This inquiry uses student and parent surveys, various student achievement data, and current research to search for correlations between student attitudes and academic achievement.

Poster Presenter: **Kelly Pester**, *Making It Through the Passage: Providing Challenges*

**Room N385** ***Will Teaching Through the Arts Reduce Apathy In My ESE Students?***  
**Margarett H. Martin**, High School Special Education Instructor, Union County High School,  
[martinm@union.k12.fl.us](mailto:martinm@union.k12.fl.us)

Watching the apathy grow among my ESE students was painful. It seemed that if something could not bring them out of this downward spiral, we were going to lose them. Then it came to me. Much research has been done regarding the use of music and drama as hooks onto the wagon of learning and as brain booster mechanisms. Would this work here and what should I try?

Poster Presenter:

**April Evans**, *How Do “Hook-Ups” and “Belly Breathing” Help A Student Manage Anxiety?*

**Room N374** ***Motivation through Mentoring***  
**Rhonda K. Clyatt**, Reading Coach, Lake Butler Middle School, [clyattr@union.k12.fl.us](mailto:clyattr@union.k12.fl.us)

Being a new reading coach, my thoughts are filled with ways to motivate students to read. However, I also understand the pressures behind being a classroom teacher and the time constraints that you deal with on a daily basis. I tried to think of some ways to maximize the amount of help students were receiving in reading without putting more work on the classroom teachers. I decided to recruit the help of the school staff, parents, peer tutors, and teachers to develop a mentoring program to see if it would make a difference in the reading ability and self esteem of lower leveled students.

Poster Presenter:

**Amber Mealey**, *Planning for Success: Note-Taking as a Tool to Decrease Off-Task Behavior*

**Room N371** ***Motivating High-Achievers to Their Full Potential: Will More Challenging Assignments Lead to Higher Grades?***  
**Harper Hunter**, 8th Grade Reading Teacher, Trenton Middle School, [hunterh@mygcsd.org](mailto:hunterh@mygcsd.org)

I wanted to find out how to help my high-achieving students reach their full potential in class, and felt that it was mostly a motivation issue. I tried to find a way to challenge them in order to get them more interested in what we were doing in class and increase their intrinsic motivation to work to their potential in school. I hoped that by doing this, they would put more effort into their work and thus be extrinsically motivated by increased grades on their assignments.

Poster Presenter:

**Terri Wade**, *Positive Reinforcement: Effects on an Attention-Seeking Student’s Ability to Focus in Math*

**Room O361** ***Increasing on Task Behavior and Instructional Time***  
**Angela Green**, Reading teacher, Duval Elementary Fine Arts Academy

I had one student who talked constantly. This student was not on task most of the time, distracted others, and decreased instructional time. I began to wonder, if I used edible reinforcement and gradually replaced it with verbal praise, would this student’s on task behavior and overall class instructional time increase?

Poster Presenter:

**Corrie Braley**, *B-l-e-n-d-i-n-g: Using Tactile Strategies and Decodable Books to Improve Blending*

**Room O362** ***Movement Breaks***  
**Kathleen Trupiano**, Teacher, UF SITE Graduate Student, Lawton Chiles Elementary, [trupiano@ufl.edu](mailto:trupiano@ufl.edu)

In reflecting on the behavior of my second grade math class, I noticed that much of my time was spent redirecting the student's attention to me, or the material they were working on. They had a lack of concentration and in addition to this I was not absolutely certain that the students were enjoying class. My inquiry was to find out if movement breaks (including music) would increase the students focus and create a more positive attitude.

Poster Presenter:

**Danielle Lafontant**, *Engaged or Not Engaged: Exploring the Correlation between a Student's Engagement and her Academic Success*

**Room Q502** ***Cold to Hot! Timings Boost Fluency and Confidence.***  
**Sheila Hood**, 5<sup>th</sup> Grade Teacher, Lafayette Elementary, [shood@lafayette.k12.fl.us](mailto:shood@lafayette.k12.fl.us)

Having several special education students in my after school classroom that read less than thirty words per minute presented me with a challenge. I wondered what strategies I could use with these students that would be the most effective to increase their fluency. I used a research-based program called "Read Naturally" each afternoon for twenty minutes with these struggling readers. Their fluency and confidence increased. They would eagerly wait for their turn to demonstrate their improved reading rate with the hot timing!

Poster Presenter:

**Jennifer Hipp**, *Thinking for Yourself: A Study in Increasing Independent Work Completion through the Removal of Written Prompts*

**Room Q506** ***Vocabulary Instruction: What Works for Long Term Retention?***  
**Kathy Dixon**, Principal, Williams Elementary, [dixonkv@sbac.edu](mailto:dixonkv@sbac.edu)

School wide vocabulary instruction has focused on implementing ideas from the text Bringing Words to Life, from a workshop presented by Dr. Holly Lane, and from the CRISS manual. The presenter has collected data on student understanding and long term retention of "dinner words" taught in grades 2, 3, and 4. Results will guide vocabulary instruction for the future.

Poster Presenter:

**Janah Adickman**, *How Do Incentives Keep a Struggling Reader On Task During UFLI Tutoring Sessions?*

**Room L351** ***Going the Extra Mile w/Parents and Students***  
**Kenyon Nashid**, 1<sup>st</sup> Grade Teacher, Metcalfe Elementary, [K\\_nashid@yahoo.com](mailto:K_nashid@yahoo.com)

The purpose of this project is to provide extra support to fragile readers in a different, smaller, and more informal environment (e.g. library, home) in order to increase children's reading scores, and give parents tools to use at home to help educate their child. Additionally, increased parent contact provides the readers with added support from home.

Poster Presenter:

**Nikki Findlay**, *Helping a Struggling First Grade Reader Understand that Reading is Not Making Up Words as She Goes Along*

**Room L353** ***Together We Can! Building Better Family and School Relationships***  
**Elmira Goode**, K-Teacher, M.K. Rawlings Elementary, [goodeev@sbac.edu](mailto:goodeev@sbac.edu)

The percentage of family participation in school events, conferences, and assisting students with home assignments is very low at our school. We have tried different approaches to enhance participation (e.g. give-a-ways, student performances) but attendance remained low. I wanted to find out whether providing family night workshops in community centers (along with give-a-ways and dinner) would increase the percentage of family participation.

Poster Presenter:

**Jamie Freshour**, *Using Creative Visualization to Improve Reading Comprehension*

**Room L354** ***Will the Use of Spelling Strategies in Combination with Lexia /Successmaker and Teacher Driven Intensive Instruction Improve a Second Grader's Fluency?***  
**Holly Coulliette**, Second Grade Teacher, Mellon Elementary, [hcoulliette@putnamschools.org](mailto:hcoulliette@putnamschools.org)

Watching a second grader having trouble with fluency is sometimes confusing. First, I needed to find out why. Through assessment and observation I recognized that the student was not connecting any vowel patterns. Also, he spelled by sound with no recognition of a vowel pattern. I wanted to see through using all the short/long vowel patterns, Lexia, Successmaker and teacher driven intensive instruction if this whole package would make a difference in this second grader's fluency.

Poster Presenter: **Gabrielle Lott**, *Using Response Journals on the Road to Comprehension*

**Room L356** ***Parent Perception of Home Visits***  
**Sunshine Moss**, Third Grade Teacher, Williams Elementary, [sun@ufl.edu](mailto:sun@ufl.edu),  
**Jennifer Lindquist**, Art Teacher, Williams Elementary, [lindquija@sbac.edu](mailto:lindquija@sbac.edu)

A survey will show how parents perceive home visits – Whether they find them valuable and how they prefer them to be administered.

Poster Presenter:

**Emily Skulina**, *Using Story Webs to Improve Reading Comprehension*

**Room Z1152** ***Busy without Busywork: Managing Meaningful Centers***  
**Debra Walters**, Kindergarten Teacher, Williams Elementary, [waltersdz@sbac.edu](mailto:waltersdz@sbac.edu)  
**Katie Pais**, Kindergarten Teacher, Williams Elementary, [paiskr@sbac.edu](mailto:paiskr@sbac.edu)

While working with a group of students at guided reading, we were constantly interrupted by other students requiring assistance and redirection. We wondered how we could help students be independent and stay on task on their own while still performing meaningful work. Come find out how we put an end to this wide spread crisis.

Presenter: **Erica Jacobs**, Center for School Improvement

**Room Z1153** ***Stop the Roller Coaster, It's Time to Learn***  
**Jacquelyn Christian**, 3rd grade teacher, Duval Elementary Fine Arts Academy  
[christianjb@sbac.edu](mailto:christianjb@sbac.edu)

What do I do about classroom behavior that interferes with learning? I wanted to uncover the causes as well as solutions to help reduce the inappropriate behaviors. Also, I needed to determine ways to motivate these students to participate in a productive learning environment.

Presenter: **Katie Tricarico**, Center for School Improvement

**Library** ***Reading Habits of High School Seniors***  
**Thomas Beyer**, 12<sup>th</sup> Grade English Teacher, P. K. Yonge, [tbeyer@pky.ufl.edu](mailto:tbeyer@pky.ufl.edu)

In my first year teaching English to high school seniors, I was intrigued by my students' response to my selection of our introductory book, *Jurassic Park*. Their positive reaction to this selection led me to explore the reading habits of my seniors so I could gain insights into how to select the best books to stimulate their interest in life-long reading. Come explore what high-school seniors read, and how often. In addition, with the next Harry Potter Novel being released this summer, come learn how my seniors, who were in the fourth grade when the first Harry Potter novel came out, perceive the effect Harry Potter had on the development of their own reading habits. Whatever grade you teach, this inquiry serves to stimulate thinking about factors all teachers might consider when selecting reading material for students.

Poster Presenter:

**Melanie Gore**, *How does UFLI tutoring impact the fluency of a struggling reader?*

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## 11:25-11:50 a.m.      **Session V**

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**Room J304** ***Taking ACTION on Reading Fluency: Using Reader's Theatre With Struggling Readers in An Inclusion Classroom***  
**Donna Babcock**, ESE/Resource Specialist, **Phyllis Berry**, 4th Gr. Inclusion Teacher  
[babcockd@flaglerschools.k12.fl.us](mailto:babcockd@flaglerschools.k12.fl.us), [berryp@flaglerschools.k12.fl.us](mailto:berryp@flaglerschools.k12.fl.us)

This teacher inquiry project focuses on identifying the effects of Reader's Theatre, as part of the daily reading plan, on the fluency rates of struggling fourth grade students. Progress was monitored through observation, evaluation of DIBELS scores, Read Naturally scores, as well as student survey and feedback.

Poster Presenter:

**Emilee C. Hatch**, *Anger's NOT the Answer: Teaching Strategies for Anger Management*

**Room J306** ***Choral Reading = Fluency?***

**Kathy Balkcom**, Reading Coach, Niblack Elementary, [balkcom\\_k01@firn.edu](mailto:balkcom_k01@firn.edu)

So many students seem to dislike reading out loud in front of their classmates. Yet there seems to be so little time for oral reading practice on a one-on-one level. I was interested in knowing if choral reading would motivate students to orally read, and if so, would choral reading on a daily basis improve students' oral reading fluency scores.

Poster Presenter:

**Kevin R. Sario**, *A Crash Course in Spelling Remediation: From "Poppel" to "People" in Two Months*

**Room J307** ***A Multi-Sensory Approach to Memorizing Multiplication Facts***

**Sharon Ott and Jorge Lopez**, Buddy Taylor Middle School, 6<sup>th</sup> teachers of ESE math

The purpose of this inquiry is to see how different visual, auditory, and kinesthetic teaching techniques assist 6th grade ESE math students with the memorization and retention of the basic multiplication facts. Pre and post tests, and teacher observations were used to monitor.

Poster Presenter:

**Michelle L. Walsh**, *Decreasing Disruptive Behavior with Positive Reinforcement*

**Room J309** ***What Have We Done to Pre-K?***

**Cristina Siegel**, Pre-K Teacher, Old Town Elementary School, [cristinasiegel@dixie.k12.fl.us](mailto:cristinasiegel@dixie.k12.fl.us)

Are the increased expectations for Pre-K teachers and students really helping to prepare them for kindergarten? This is what I wanted to find out as a result of my inquiry. Since the inception of the Early Reading First Grant, my Pre-K classroom has gone from having no curriculum at all to having three different curricula. I looked at our scores to determine if our preschoolers are now performing better than our preschoolers from before the implementation of the grant. I also surveyed teachers and aides to see how they feel their students have responded to the changes in Pre-K.

Poster Presenter:

**Regina Gottsegen**, *Providing One-on-One Interaction with Fluency Programs to Improve Reading Fluency*

**Room J310** ***Developing a Deeper Understanding of PSAT Scores***

**Susan Ireland**, High School Counselor, PK Yonge DRS, [sireland@pky.ufl.edu](mailto:sireland@pky.ufl.edu)

PK Yonge has not had a National Merit finalist since 1996. I wondered why. I also wondered what I would find if I closely examined PSAT test scores for the past 2 years. Were there particular questions that a high number of students missed? Would there appear to be gaps in our curriculum? How do PKY students compare to other groups? What is PKY's history with the National Merit Scholarship Competition? Would coaching for the PSAT/SAT help? Should we coach?

Poster Presenter:

**Nina Morrison**, *Increasing Fluency with Technology and Precision Teaching*

**Room J312**    ***The Mythos of the Eighth to Ninth Grade Transition: Part 1 – Discipline***  
**Greg Marshall**, High School Chemistry Instructor, Bradford High School,  
[marshall\\_g03@firn.edu](mailto:marshall_g03@firn.edu)

During my entire thirty years in education, the behavior of 9<sup>th</sup> grade students has always been explained away by the mysterious *transition* period they must undergo as they move up to high school from middle school. Due to the wide scope the topic presents, this inquiry is limited to only one facet of this transition – discipline. Do students' behaviors *really* get worse as they enter ninth grade, or is this conduct just a continuation of those behaviors observed while the child was in middle school? What do the **facts** say?

Poster Presenter:

**Shelly Vanderbilt**, *How Increasing Fluency and Teaching Test-taking Strategies Can Increase Scores from an ESOL Student*

**Room K324**    ***Continuous Improvement Model (C.I.M.): Will Implementing All Parts of C.I.M. Help More Students Master Skills?***  
**Teri Buckles**, Principal, Mellon Elementary School, [tbuckles@putnamschools.org](mailto:tbuckles@putnamschools.org)

As a principal of a school in corrective action and facing the possibility of restructuring if the school does not achieve Adequate Yearly Progress (A.Y.P.) during the 2006-2007 school year, a research based method with proven effectiveness was needed to help teachers and students at Mellon Elementary. The Continuous Improvement Model has been effective at other schools in Florida and in our county. The main focus of my project was monitoring the implementation and student progress. It was hoped that using this model would help students master skills and ultimately change the way teachers teach.

Poster Presenter:

**Amanda Stein**, *Maintaining Focus will Increase Emergent Literacy Skills*

**Room K326**    ***Does Requiring Students to Take Ownership of Their Learning Boost Motivation to Work?***  
**Rome Shelia H.**, High School English Teacher, Chiefland High, [romes@levy.k12.fl.us](mailto:romes@levy.k12.fl.us)

Transitioning to the ninth grade seems to be an extremely difficult task for many middle school students. These students prefer to listen and learn (or not) without actively engaging themselves in the learning process to the best of their ability. I am interested to see how requiring each student to publish a "review" booklet based on material taught from the beginning of the semester would increase their motivation to work.

Poster Presenter:

**Christa Bartelt**, *Implementing Behavior Accommodations during Direction Instruction in Order to Improve Student Engagement*

**Room K327**    ***Scheduling / Curriculum Overload: Can I Balance It?***  
**Marien (Yvette) Lough**, First Grade Teacher, Macclenny Elementary School,  
[ylough@baker.k12.fl.us](mailto:ylough@baker.k12.fl.us)

I find myself juggling my curriculum constantly to fit my schedule. I have an overload of good sound programs, books, technology, strategies, resources, support, educational opportunities, curriculum maps, Sunshine State Standards, state requirements, county requirements, and school requirements. I have just about everything a teacher could wish for. The problem is I have too much of a good thing. Try as I might there is no way to cover it all EFFECTIVELY. Now, what do I use, and what do I let go? I'm looking for an effective balance.

Poster Presenter: **Joy Siebert**, *Enhancing Motivation to Improve Reading Comprehension*

**Room K329**    ***Are Running Records Worth The Race?***  
**Brenda Davis**, 2nd Grade Teacher, Macclenny Elementary School, [bdavis@baker.k12.fl.us](mailto:bdavis@baker.k12.fl.us)

My inquiry pertained to Running Records and their effectiveness in the classroom. This presentation looks at how Running Records should be administered, how often Running Records should be completed, and methods in which data can be managed.

Poster Presenter: **Ella Yankelevich**, *Teaching Blending Strategies to Improve Reading Ability*

**Room K330**    ***"I Know I Wrote It, But What Does It Say?"***  
**Bethany Peacock**, 3rd grade teacher, Florida School for the Deaf and the Blind,  
[peacockb@fsdb.k12.fl.us](mailto:peacockb@fsdb.k12.fl.us)

After noticing a struggling student having difficulties reading back his own writing, I decided to incorporate video-taping into his morning journal time. I wanted to see if playing back videos of himself telling stories would improve his ability to recall his own thoughts and improve his writing skills.

Poster Presenter: **Kristin D. Birdsey**, *Breaking Down Fractions: Applying Old Strategies in New Ways*

**Room K332**    ***Will the use of Anger Management Activities Help Specific Students Learn to Use Self-calming Techniques when Becoming Angry?***  
**Justine Karpf**, First Grade Teacher, UF SITE Graduate Student, Lawton Chiles Elementary,  
[justine9@ufl.edu](mailto:justine9@ufl.edu)

I noticed an issue in my classroom centering around three specific students who were displaying disruptive behavior in the classroom and also fighting with other students at recess. The students would become very angry and appear unable to calm down or move on after an incident occurred. After speaking with the guidance counselor, I put together a short program using anger management activities that were meant to teach the students how to use self-calming techniques when becoming angry instead of engaging in aggressive behavior.

Poster Presenter: **Brooke Smith**, *Will the Comprehension Strategy of Drawing the Story and Re-Telling the Story Help to Improve a Students Reading Comprehension?*

**Room M344** ***Who Has the Brains in This Operation? Student Authorship of Questions to Increase Mathematical Knowledge***

**Aimée Wiegner**, UF Educational Technology Graduate Specialist, Littlewood Elementary/UF School of Teaching and Learning, [wiegner@ufl.edu](mailto:wiegner@ufl.edu)

In collaboration with a classroom teacher, I noticed that students in a 3<sup>rd</sup> grade math class struggled with content knowledge and levels of involvement in instructional activities. To increase their knowledge and involvement, I planned a brain bowl activity in which students created content-related questions with visual aids in a PowerPoint presentation. I found that student authorship of content-related questions led to ownership of material, increased levels of engagement, and increased content knowledge.

Poster Presenter:

**Lauren Kimball**, *How Does Self-Talk Improve Regrouping Skills in Mathematics?*

**Room M347** ***A Closer Look At the Severally Emotionally Disturbed Child***

**Michelle Patrick**, 2<sup>nd</sup> grade teacher, Duval Elementary Fine Arts Academy  
[patricml@sbac.edu](mailto:patricml@sbac.edu)

After I received a child labeled SED, I wanted to know more about what the label meant. I also wanted to know what I could do to better assist the child.

Poster Presenter:

**Loryn Black**, *How Does Individual Assistance Improve a Kindergartner's Letter Recognition Skills?*

**Room M348** ***Addressing the Issue: Does skill acquisition ease student anxiety?***

**Allison Jones**, Intensive Reading Instructor, P.K. Yonge, [ajones@pky.ufl.edu](mailto:ajones@pky.ufl.edu)

While examining the apparent anxiety that students display in the intensive reading classroom, I began to wonder if the acquisition of reading skills (Essential Six) will diminish these anxieties while building the students' knowledge base. I wanted to determine just how much building a student's confidence in their reading skills changes their perspective on their academic possibilities. Understanding how the students perceive their abilities to perform and display knowledge acquisition will have tremendous implications on instructional strategies for years to come.

Poster Presenter:

**John Griffin**, *Organization and Motivation: Gone with the Wind*

**Room M350** ***Reflective Journal Writing and the Quest for a Meaningful Writing Experience***

**Jennifer Conley**, Elementary Pre-Service Teacher, Littlewood Elementary School,  
[conleyj@ufl.edu](mailto:conleyj@ufl.edu)

The students in my third grade Language Arts class always looked at writing as a chore and seemed disconnected in their responses. I wondered how I could make writing something that was enjoyable while also improving their writing skills. This inquiry examines the use of reflective journal writing that is prompted by literature and the student response.

Poster Presenter:

**Britney Bowen**, *How Does Additional Attention Increase Completion of Individual Work and Reading?*

**Room N382** **Teacher and Parent Daily Communication**

**Rebecca Molnar**, Middle School Reading Teacher, [molnarr@mygcsd.org](mailto:molnarr@mygcsd.org)

Confronted with discipline problems and low to failing grades I knew I needed to help create a change in my student's motivation to succeed. I kept hearing complaints from parents during IEP's that they wish they had known sooner, so I decided to implement a daily communication sheet that would go from teacher to parent. I wanted to know would this help me bring about a positive change in motivation for my students.

Poster Presenter:

**Katie Schrimsher**, *Letter-Sound Correspondence, Reading Fluency, and Motivation*

**Room N385** **Visualizing: It's Just Like Describing a Picture, Only Backwards!**

**Mark Freeland**, 5th grade Reading Teacher, Lake Butler Middle School, [freelandm@union.k12.fl.us](mailto:freelandm@union.k12.fl.us)

Since I began teaching, I have asked my students about the pictures or movies they see in their minds as they read. At first I was astonished by the number of kids that had no clue what I was talking about. I am hoping to gain some insight as to where the process breaks down and how to teach, coach, model, coax, or somehow, help readers who do not visualize while reading, to acquire this gift.

Poster Presenter:

**Jamie Geissler**, *Implementing a Behavior Improvement Plan to Increase Student Focus During Independent Reading Time*

**Room N374** **Is there a Speed Trap In My Intensive Reading Class?**

**Mary Jackson**, Instructor, Union County High School, [jacksonm@union.k12.fl.us](mailto:jacksonm@union.k12.fl.us)

When I first listened to my students read, I immediately realized that most of them were having difficulty with fluency. The research has demonstrated the importance of fluency in the development of reading proficiency. A lack of reading fluency is a reliable indicator of reading comprehension problems. I wanted to find out if the fluency strategies that I was using would help the students develop the skills required to read effortlessly and in a flowing manner so that they would be able to concentrate more on comprehension.

Poster Presenter:

**Amy Wesson**, *How Can the Scholastic Vocabulary Building Program Increase a Student's Vocabulary?*

**Room N371** **Have Fun Teaching and Don't Fear the FCAT!**

**Cindy McCray** and **Sonya Land**, Former 5<sup>th</sup> Grade Teachers, Lafayette Elementary School, [cmccray@lafayette.k12.fl.us](mailto:cmccray@lafayette.k12.fl.us), [sland@lafayette.k12.fl.us](mailto:sland@lafayette.k12.fl.us)

In an effort to turn around 5<sup>th</sup> grade math scores and most importantly student learning, we embarked on a journey that would forever change the way we felt about teaching. A hands-on, investigative approach to learning math turned out to be an adventure that brought us back to why we entered the education field. Students became involved in their learning and the best part was it was fun for students and teachers. As a result of this effort, students took ownership of their learning, learning gains were made and FCAT scores went up. It also turned out to be the best teaching experience of our lives.

Poster Presenter:

**Amrita Mukherjee**, *Hands-On Math: Using Manipulatives to Build Foundations*

**Room O361** ***Using “Capote Cash” as a Math Incentive***  
**Elaine Capote**, 2<sup>nd</sup> grade teacher, Duval Elementary Fine Arts Academy

In order to increase student participation and interest in math, I designed a form of classroom currency. Capote Cash is redeemed at the Capote Store for various items. How did students respond?

Poster Presenter:

**Katie Lally**, *Recognizing that Word in a Flash! Increasing Oral Reading Fluency through Increasing Sight Word Recognition*

**Room O362** ***I-cubed (iii Intervention) Racing for Success***  
**Angela McCray**, VE Teacher Grades 1-5, Lafayette Elementary School  
[amccray@lafayette.k12.fl.us](mailto:amccray@lafayette.k12.fl.us)

Looking at my students who are already reading at least two-three grades below their expected grade level, I became concerned about their ability to attempt to read the appropriate grade level FCAT or Stanford test. My students make up the lowest 25<sup>th</sup> percentile of our school population, so fluency is a great concern to me, my co-teacher, and the principal. We use “Success for All” with our basal text for our core Reading program. I wanted to see if using a basal series with a direct instruction approach such as “SRA Reading Mastery” would help raise my students reading fluency scores. Using this method, we had successful results. Fifty-two out of Fifty-four Exceptional Education students school-wide raised their score on the DIBELS test from the first to the second DIBELS measurement. Twenty-two of these students were Full-time ESE students who are labeled SLD, EMH, and EH.

Poster Presenter:

**Brandy Hughes**, *Using Probing Questions and Personal Reactions to Improve Reading Comprehension*

**Room Q502** ***Differentiated Math Instruction in a Mixed Ability Level First Grade Classroom.***  
**Michelle Edwards**, First Grade Teacher, Williams Elementary, [edwardsma@sbac.edu](mailto:edwardsma@sbac.edu),  
**Brigitte Hasse**, Teacher of the Gifted, Williams Elementary

This inquiry focused on a series of centers and lessons developed to meet the individual needs of a diverse learning community. Based on a first grade classroom composed of low level regular education students to highly gifted first graders, we charted individual mathematical growth and mastery of first or second grade mathematical concepts.

Poster Presenter:

**Amanda Rosenblatt**, *Adding A Child’s Illustrations to UFLI Tutoring: Does it Increase Motivation?*

**Room Q506** ***Does the Use of Positive Reinforcement Increase Academic Achievement in a 5th Grade Classroom?***

**Kristin Brockman**, 5<sup>th</sup> Grade Teacher, Williams Elementary, [brockmank@sbac.edu](mailto:brockmank@sbac.edu), **Dory Schofield**, 5<sup>th</sup> Grade Teacher, Williams Elementary, [schofidn@sbac.edu](mailto:schofidn@sbac.edu)

Does the use of positive reinforcement increase academic achievement in a 5th grade classroom?

Poster Presenter:

**Kara Chesnick**, *Behavior and Improving Critical Literacy Skills: Are They Related?*

**Room L351** ***Help! My Class is Crazy! Successful Interventions for Students with Severe Behavior Disorders.***

**Keely Fielding**, K-1 ESE Self-Contained, Metcalfe Elementary, [fieldingkc@sbac.edu](mailto:fieldingkc@sbac.edu)

When I found myself teaching 12 ESE kids, many with severe behavior disorders, I needed help. After lots of research, meetings with behavior specialists and even more patience I began to see marked improvement. Come learn how I used strategies like ignoring and redirection to take my class from throwing chairs to reading books.

Poster Presenter:

**Lindsay Winter**, *Integrating Letter Sounds and Blends into UFLI Tutoring*

**Room L353** ***Am I Doing Enough?: How Can I Help my African American Students Feel Connected to the Curriculum?***

**Heather White**, Teacher, UF SITE Graduate Student, Lawton Chiles Elementary School, [Heyhey01@ufl.edu](mailto:Heyhey01@ufl.edu)

Looking at my second grade homeroom students, I began to become concerned that I was not considering the needs and interests of all of my students, namely my African American students. I wanted to discover ways to help them feel connected to and involved in the curriculum being taught to them. I was interested in finding techniques, topics and materials to help spark their interests and foster their differing needs to help them gain a sense of belonging in the homeroom class.

Poster Presenter:

**Chantel Nelson**, *How Does One-On-One Tutoring Improve Number Recognition Skills?*

**Room L354** ***How Can I Incorporate Bloom's Taxonomy into a First Grade Curriculum and What Will be the Outcome?***

**Leanne Mohler**, UF SITE Graduate Student, Littlewood Elementary, [rae1124@aol.com](mailto:rae1124@aol.com)

Sometimes while I am teaching my first grade class, I wonder whether I am asking appropriate questions. At this point in my internship, I guess I am afraid of asking my students questions that I feel are too advanced. I dread the thought of my students staring at me after I have asked a question as if they have no clue what I am talking about. Could it be possible that I can apply Bloom's Taxonomy even in a first grade class? And what affect will this have on my students?

Poster Presenter:

**Amanda McLocklin**, *The Search for Meaning in Reading: The Sticky Note Method*

**Room L356** ***Flower Power vs. the Alpha Male***  
**Marlene Bennett**, Spanish Teacher, Williams Elementary, **Valde Fortner**, CRT, fortnev@sbac.edu, **Randi Garlitz**, Reading Coach/Tutor, Williams Elementary, & **Peter Singletary**, Guidance Counselor, Williams Elementary

This inquiry project investigates the impact of gender on the academic & behavioral performance of students in grades 2<sup>nd</sup>-5<sup>th</sup>. The specific areas of focus will include: reading, other content areas, second language acquisition & off-task behaviors.

Presider: **Alyson Adams**, Program Director, Lastinger Center for Learning

**Room Z1152** ***Integrating Writing and Social Studies via a Collaborative Blogging Project: Pre-Service Teachers and Third Graders Research Native American Tribes***  
**Wendy Drexler**, Third Grade Teacher and UF Educational Technology Ed.S. Student, Shorecrest Preparatory School, St. Petersburg, FL, wdrexler@shorecrest.org

This inquiry revolves around an integrative project in which my 3<sup>rd</sup> grade students and prospective teachers from UF participated in a blogging collaboration focused on Native American Tribes. In the presentation I will discuss the design and implementation of the project and share results from my inquiry which looked at Third grade students' attitudes, motivation and writing quality as a result of this collaborative effort. Results suggest that blogging is a natural integrator, a strategy to improve interdisciplinary skills and digital literacies, and a way to meet the needs of students with varying abilities.

Presider: **Wade Wooley**, Center for School Improvement

**Room Z1153** ***Lunch Bunch Hunch***  
**Elliott W. Adams**, First grade teacher, Duval Elementary Fine Arts Academy  
adamsew@sbac.edu

I was stumped by the behavior of some of my students. This inquiry is based on teacher-facilitated lunchtime conversations designed to get insight into teacher and student classroom behaviors.

Presider: **Elizabeth Bondy**, Professor, School of Teaching and Learning

**Library** ***Will a Teacher-Student Contract Reduce the Incidences of Student Disruptive Behaviors?***  
**Jacquatte Rolle**, 4th grade teacher, Duval Elementary Fine Arts Academy  
[rollejl@sbac.edu](mailto:rollejl@sbac.edu)

Student X spent the majority of his day off task and engaged in disruptive behavior. I attempted a variety of behavior management techniques with only mild success. I wanted to find out if a written contract between Student X and myself would reduce off task disruptive behaviors and increase academic time on task.

Presider: **Stephanie Dodman**, Instructor, School of Teaching and Learning

12:00-12:30 p.m.  
Performing Arts Center

## **Closing Session**

### ***A Celebration of the Practitioner Inquiry Experience***

**Nancy Fichtman Dana**, Director  
Center for School Improvement  
[ndana@coe.ufl.edu](mailto:ndana@coe.ufl.edu)

### ***Congratulatory Remarks***

**Catherine Emihovich**, Dean, UF College of Education

### ***Special Performance***

**PK Yonge Performing Arts Students**  
**Sherwin Mackintosh**, Director

### ***Door Prizes!***

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## Post – Showcase Events

12:45-2:00 p.m.	NEFEC Tier III Principal Inquiry Lunch, Room # J-304
12:45-2:00 p.m.	Lastinger Center Wachovia Focus Group Interviews & Lunch, # R-1157 Community Classroom

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# Programs Represented at the 2007 Inquiry Showcase

**The Center for School Improvement** in the College of Education at the University of Florida assists Florida schools in their quest to improve by developing and delivering meaningful professional development programs for teachers and administrators tailored to each school site. The professional development programs offered by CSI advocate for teachers and administrators to take an active role in their own professional growth through the process of practitioner inquiry, also known as action research. Each year, CSI supports hundreds of teachers and administrators as they study their own schools and classroom practices, and develop action plans for change based on outcomes from their studies. CSI both teaches the process of practitioner inquiry and supports practitioners throughout the entire school year as they engage in their own research, including the development of researchable questions, designing an inquiry plan, data collection, and data analysis. In addition, the center produces research targeted at understanding and implementing meaningful staff development for school improvement. In partnership with the North East Florida Educational Consortium and P.K. Yonge Developmental Research School, the Center organizes the *Teaching, Inquiry, and Innovation Showcase* each year, bringing together practitioners from a number of different contexts that are devoted to improving schools through inquiry. In the third year of this partnership, the Showcase has more than tripled in size, attesting to the power teacher inquiry holds for improving schools from within. **Nancy Dana**, CSI Director, **Chris Sessums**, COE Distance Education Director, and **Katie Tricario, Wade Wooley, and Erica Jacobs**, CSI graduate students, collaborated with NEFEC and P.K. Yonge teachers and administrators on the individual inquiries shared at today's Showcase. For more information about CSI and to peruse our new searchable teacher inquiry database, please visit our website at <http://education.ufl.edu/csi>.

**North East Florida Educational Consortium's Florida Reading Initiative (FRI)** is a research-based school wide reform effort committed to providing the professional development and follow up support necessary for schools to achieve just that—100% literacy! Teachers are given the background knowledge, skills and strategies needed to teach all students. Thirteen schools in the North East Florida Educational Consortium (NEFEC) member districts began the initiative in 2001. Since then, the cohort has grown to eighty schools in the NEFEC districts. This K-12 Initiative promotes teacher inquiry, collegial conversation and professional development. The focus is on improving reading instruction by fostering teacher development. This year, the program has supported an Inquiry Facilitator in each NEFEC district to work with teachers at the local level as they engaged in action research. Eighty-four NEFEC teachers presented their action research at the Showcase today. Support for their work was provided by the NEFEC Inquiry Facilitators: (**Rhonda Clyatt** – Union County, **Leanne Criscitiello** – Gilchrist County, **Anna Faulconer** – Flagler County, **Debbi Hubbell** – Columbia County, **Jack Hughes** – Levy County, **Sheri Jackson** – Baker County, **John Kreinbihl** – Dixie County, **Mickey MacDonald** – P.K. Yonge DRS, **Lynn Marshall** – Bradford County, **Cindy Mccray** – Lafayette County, **Tracie Snow** – St. John's, **Tracy Taylor** – Putnam County, **Joan Thate** – Flagler County), NEFEC personnel (**Bob Smith, Marsha Hill, Deborah Decubellis, Sabrina Crosby, Ashley McCool**), UF Head Education Librarian (**Iona Malanchuk**), and Inquiry Facilitator Coaches (**Nancy Dana, Erica Jacobs, Chris Sessums, Katie Tricario, and Wade Wooley**).

**PK Yonge Developmental Research School**, a unit in the College of Education of the University of Florida, was established in 1934 to be a center of educational innovation for students, K-12. Under the direction of **Fran Vandiver**, the primary role of the school is to develop, evaluate, and disseminate exemplary programs of education. P.K. Yonge serves the state of Florida by conducting research studies regarding management, teaching, and learning. Instructional practices are investigated through formal studies, faculty directed action research, and assisting graduate students and university faculty with research projects involving P.K. Yonge students. Twenty-four teachers and administrators from PK Yonge presented their inquiries at today's Showcase.

**The PK Yonge Teacher Scholars Reading Academy** provides an opportunity for Florida Reading Initiative (FRI) teachers, reading coaches, and principals to observe research-based reading intervention instruction, co-teach with P.K. Yonge SAIL (Summer Adventure in Literacy) faculty, and deepen understanding of FRI research-based reading instruction through discussions of professional readings, hands-on training, side-by-side teaching, and planning for future instruction with P.K. Yonge faculty facilitators. Two week summer sessions are scheduled during July, and teachers receive support throughout the following school year to engage in action research focused on reading. Two Reading Academy Scholars presented their work at today's Showcase, with support from P.K. Yonge Faculty member, **Lynda Hayes**.

**North East Florida Educational Consortium's Principal Leadership Academy (PLA)** is composed of three tiers of leadership training aligned to the Florida Principal Leadership Standards. Tier III of the Academy is designed to facilitate and promote the inquiry process with high-performing principals. Participating principals in Tier III utilize their in-depth knowledge of their school in order to identify an area that they would like to examine. Five administrators completing Tier III training from the NEFEC region presented their work at the Inquiry Showcase today. Support for their work was provided by NEFEC personnel (**Jason Arnold, Deborah Decubellis, Marsha Hill, Bob Smith**), Principal Inquiry Facilitator and Researcher (**Nancy Dana**), and the Principal Inquiry Research and Tier III Evaluation Team (**Erica Jacobs, Maria LaFave, David Quinn, Katie Tricario, Patrick Wnek, and Wade Wooley**).

**The School Board of Alachua County – University of Florida Professional Development Communities (PDC) Partnership** was created in response to the national Professional Development School movement and in an effort to provide all students within the University of Florida's Unified Elementary ProTeach program (approximately 200 prospective teachers per academic year) access to rich and connected field experiences. The partnership was established between the university and ten elementary schools in Alachua County: Littlewood, Williams, Terwilliger, High Springs, Newberry, Alachua, Foster, Rawlings, Norton, and P.K. Yonge. The PDC concept is designed to both acknowledge the unique qualities of each school as well as create space for each school's work with prospective and practicing teachers to further the school's own mission by targeting school improvement areas. Three critical attributes undergird the PDC work: 1) A shared overarching mission, 2) Field experiences with connected coursework driven by school needs rather than university developed syllabi, and 3) Networking among PDCs. One way networking among the PDCs is accomplished is through prospective teachers sharing ways they have contributed to school improvement in each PDC at the annual Teaching, Inquiry, and Innovation Showcase. One hundred and thirty-eight prospective teachers and nine practicing teachers from the PDCs shared posters of their inquiries into school improvement at today's Showcase. Their inquiries were supported by PDC Coordinator (**Darby Delane**) and Special Ed Coordinator (**Martha League**), PDC Principals (**Darla Boyd, Jim Brandenburg**,

**Kathy Dixon, Glenda Good, Amy Hollinger, Beth LeClare, Jeff Means, Lacy Redd, Gail Hamilton, and Emory Bishop), PDC Field Advisors (Angi Gregory, Jeanie Craig, Keith Tilford, Shelley Warm, Kathy Vance, Darby Delane, Joanne Pohlman, Stephanie Dodman, Vicki Vescio, Phil Poekert, Cathy Beaunue, Aile Montoya, Chris Van Loan, Renee Simmons), and numerous PDC Mentor Teachers.**

**Curriculum-based, technology-enhanced field experiences** are one hallmark of the Littlewood Professional Development Community (PDC). Prospective teachers are given firsthand experience integrating technology in K-5 classrooms via collaboration with a practicing teacher. The relationship between prospective and practicing teacher is based on the notion of collaboration. The team pools their experiences and knowledge to develop activities/projects/strategies that support student learning and that improve both partners' ability to integrate technology into the curriculum. In addition, this effort is systematically studied through teacher inquiry. **Glenda Good**, principal of Littlewood Elementary School, provides administrative support for these experiences. **Mary Hall**, Littlewood Media Specialist, and **Kara Dawson**, UF faculty member, collaboratively facilitate the experiences.

**SITE (Sight-based Implementation of Teacher Education)** is a master's degree program that was jointly developed by the University of Florida's School of Teaching and Learning in the College of Education and the School Board of Alachua County. The SITE program is an intense four-semester sequence that includes coursework and classroom teaching under the supervision of a school-based mentor and a university coach. The intensive internship is designed as a co-teaching experience where the mentor and intern teach side-by-side throughout the entire school year. SITE interns have the experience of completing an entire school year with elementary children prior to assuming their first teaching position. Fifteen SITE students presented their inquiry work at today's Showcase. **Diane Yendol-Hoppey, Crystal Hawthorne, and Cheri Landry** support the SITE student's development and inquiries.

The **Lastinger Center for Learning** is a \$4 million endowed center in the University of Florida's College of Education. The Center's mission is to promote sustained, measurable improvement in the academic achievement of Florida's elementary school children by focusing on the recruitment, retention, and development of teachers and principals in high poverty schools. Teachers representing the Lastinger Center at this showcase are involved in the Florida Teacher Fellows Program, and teach in one of the fourteen schools in the Lastinger Center's Florida Flagship Schools Network. Each Flagship School has 20-30 Teacher Fellows who have committed to working together to improve the education of students at their school through the use of teacher inquiry. Teachers meet monthly with an external facilitator in a year-long examination of their own practices. Fifty-three Lastinger teachers presented at today's showcase, with support for their work from Director **Don Pemberton**, Program Director **Alyson Adams**, Professors **Elizabeth Bondy** and **Dorene Ross**, doctoral students **Vicki Vescio** and **Phil Poekert**, and over 40 Teacher Leaders across all network schools. For more information on the Florida Teacher Fellows, or one of the many other Lastinger Center for Learning initiatives, log onto the website at: [www.lastingercenter.com](http://www.lastingercenter.com).

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