

Center for School Improvement • P.K. Yonge • North East Florida Educational Consortium • **4th Annual** • Lainger Center for Learning

Teaching, Inquiry, and Innovation

S H O W C A S E

Improving Schools
from Within!

April 18th - 19th 2008
Savannah Grande Reception Hall
P.K. Yonge Developmental Research School
Gainesville - Florida



UF | College of Education
UNIVERSITY of FLORIDA



April 2008

Dear Fellow Educators,

In four years time, the annual *Teaching, Inquiry and Innovation Showcase* has more than tripled in size and outgrown its original structure. This is certainly a good problem to have, and attests to the significance that teachers' and administrators' engagement in inquiry holds for powerful professional development and school improvement! To solve this "good" problem, this year, we introduce the Friday evening round-table format and Saturday "double-header" sessions, with two educators sharing their inquiries within each concurrent session.

The Center for School Improvement at the University of Florida's College of Education, in partnership with the North East Florida Educational Consortium, P.K. Yonge Developmental Research School, and UF Lastinger Center for Learning, is proud to sponsor this year's fourth 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 at this Showcase 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! Know that the work you have presented at the 2008 Showcase 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 Fourth Annual Teaching, Inquiry, and Innovation Showcase
April 18-19, 2008
Savannah Grande Reception Hall
P.K. Yonge Developmental Research School
University of Florida

Friday, April 18th Schedule:

Opening Session – Savannah Grande Reception Hall

4:00 p.m. **Welcome Hors d'oeuvres Reception**

4:30 p.m. ***The 2008 Showcase: Welcome and Overview of Friday Presentations***
Nancy Fichtman Dana, Director, UF Center for School Improvement
Congratulations to Friday Presenters
Alyson Adams, Program Director, UF Lastinger Center for Learning

4:50-5:30 p.m. **Session I**

Table 1 ***What is My Grade? Why Students Care Just About the Final Grade***
Dustin Trahan, Fifth Grade Intern, Stephen Foster Elementary, dzt112@ufl.edu

In my fifth grade classroom, students have continually focused on finishing their work and pumping facts and equations into their brains to submit assignments and complete tests without knowing why they do such work. They will never really know why and grasp the deeper meaning of the topics unless they are stopped and asked the higher level thinking questions that stretch their understanding and make them wrap their brains around the knowledge they are learning. I wanted to find out ways to change this behavior and guide them in their investigation with their own thinking and the way each student learns and develops educationally.

Ring That Bell? The Effect of 12 Powerful Words by Larry Bell and Student 4Sight and FCAT Test Scores in Elementary Grade 5
Michele Poirier, Reading Coach, Prairie View Academy

My wondering was if teaching Larry Bell's 12 Powerful Words would have an impact on student achievement on the 4Sight (a state specific benchmark test) and FCAT test. Would teaching them the words be enough to impact the understanding of how to take a test? Students were given the 4Sight Test in December and again in late March. I used the high stakes data to note changes in student data; also the FCAT Reading scores for Grade 5 were analyzed.

Table 2 ***Increasing Consistency in Comprehension***

Blair Hillman, First Grade Intern, Littlewood Elementary, blair18@ufl.edu

After looking over one student's scores on weekly reading comprehension tests, I noticed a great level of inconsistency throughout the year. After evaluating her responses to questions in her small reading group, I noticed that she was struggling with comprehension and was not truly understanding everything that she read. I wanted to find out ways that I could utilize the small group setting in order to help her to improve her reading comprehension and become more consistent in her weekly test scores.

"It's About Time!"

Randi Garlitz, Reading Coach/Tutor, **Michelle Edwards**, 1st Grade Teacher/Team Leader, **Valde Fortner**, CRT, Joseph Williams Elementary, garlitrn@gm.sbac.edu, edwardma@gm.sbac.edu, fortnev@gm.sbac.edu

The focus of our inquiry is on the actual amount of time students spend on reading connected text during the 90 minute reading block. The purpose of our study is to increase teacher awareness of the actual time spent reading and to brainstorm effective ways to increase time spent reading.

Table 3 ***ABC Emergency***

Reagan Johnson, Kindergarten Intern, High Springs Community School, rejohnso@ufl.edu

The kindergarten children had mastered letter recognition by November and were writing sentences by January. When one child came into our classroom in January knowing few letters and no sounds, I knew I should intervene to help her succeed. I wanted to research letter-sound correspondence activities that would increase her ability to recognize letters and sounds.

Expository Explorers

Keely Fielding, Kindergarten Teacher, Metcalfe Elementary, fieldingkc@gm.sbac.edu

After attending an expository writing workshop, I began developing lessons to teach my Kindergarteners important skills such as main idea, support, fact, and opinion. I will present the exciting results of what happened along with the strategies I used to achieve those results.

Table 4 ***Buddy Reading with Similar Leveled Students: Will it Really Increase Student Fluency?***

Amanda Gietzen, First Grade Intern, Stephen Foster Elementary, akg1986@ufl.edu

As a first grade teacher, I spend a lot of time listening to and watching my students read. Although the students are fairly good at sounding out words and remembering sight words, their reading is very choppy, monotone, and lacks expression. I wanted to see if listening to another student read during an assigned buddy reading time would help increase the reading fluency of my students.

HELP! Our Students Read Like Robots: How Can We Get Our Students To Read More Fluently?

Michelle Castronover, Second Grade Teacher, Metcalfe Elementary, castronoverme@gm.sbac.edu

Joyce Cromartie, Second Grade Teacher, Metcalfe Elementary, cromarjm@gm.sbac.edu

We noticed that when our students read aloud they sounded monotone, they did not use expression, and they did not give the characters in a story their own voices. We wanted to find out what reading activities we could do with our students to help them use expression and read more fluently. Reading in this way also helps for better comprehension, which is what reading should be all about anyway.

Table 5 ***Learning Palettes, Progress in Math***

Rebecca Smith-Sibrey, First Grade Teacher, Prairie View Academy

Colette Thomas, Third Grade Teacher, Prairie View Academy

At the 2007 Florida Council of Teachers of Mathematics Conference, we attended a session about Learning Palettes. We wanted to find out if these Palettes would have a positive impact on our students' grades in math. So, we chose to incorporate use of these Palettes at least once a week and measure their effectiveness via Harcourt math assessments and FCAT achievement levels (for the third graders only).

BAM! Kicking Kindergarten Math up a Notch!

Brigitte Hasse, Reading Resource/Gifted Math Teacher, Williams Elementary, hassebr@gm.sbac.edu

Katherine Pais, Kindergarten Teacher, Williams Elementary, paiskr@gm.sbac.edu

While looking at our students, we noticed a deficit in essential foundation skills necessary for first grade math. We wanted to find a way to better prepare our kindergarteners to meet these needs. We also wanted to help Kindergarten teachers pinpoint the most critical skills necessary for success in first grade math.

Table 6 ***Bad Timing: The Role of Timing and its Effect on Student Achievement in Multiplication Fact Drills***

Edan Howland-Cook, Fourth Grade Intern, High Springs Community School, edanhc@ufl.edu

Although most of my fourth grade class has mastered a thirty-six basic fact multiplication timing in one minute or less, one student has not, despite being engaged during the class. I became concerned about this student. Since this student's handwriting was notorious for its illegibility (even to the student himself), I decided to investigate to see if the timed test was truly measuring his knowledge of the facts and not his writing speed.

Just the Facts, Please!

Donna Ritchie, Teacher, M.K. Rawlings Elementary, ritchiedm@gm.sbac.edu

Early in the school year I noticed that a significant number of my students were struggling with basic math facts. As a result my wondering became: will students increase their fluency in basic math facts through weekly practice with a variety of different math games?

Table 7 ***What's the Connection: Will Intensive Instruction in Spelling Also Affect my Students' Reading Ability?***

Andrea Rainey, Third Grade Intern, Littlewood Elementary, arainey@ufl.edu

After administering the DAR on three students with reading difficulty, I noticed some similarities between their performance scores. Although all three had very different reading difficulties, all three scored extremely low in spelling. I wondered if there was a connection between their spelling performance and their reading struggles.

How Can I Keep my High Level Reading Group Engaged and On-Task During Reading Workshop?

Cari Griffith, Second Grade Intern, P.K. Yonge, carigrif@ufl.edu

I have noticed a problem with trying to keep my high-leveled reading group on task and engaged during the readers workshop time. I am going to involve the use of behavior monitor charts for each one of these students during this specific time period that I fill out as well as ones that the students fill out about themselves. I will come up with projects that interest the students and they are able to relate to more, as well as having them do partner work and reading books that pertain more to their interests. I will know that I have made progress when the students are less distracted and are more engaged with their work, if behavior has improved (reviewing the behavior charts), and if more work is completed in a timely manner.

Table 8 ***Wildcat Weekend Workshop: A Saturday School Program***

Rachel Greene, 5th Grade Teacher, Metcalfe Elementary, greenery@gm.sbac.edu

Kathy Dyce, 5th Grade Teacher, Metcalfe Elementary, dycekd@gm.sbac.edu

Wanda Lloyd, ESE Teacher, Metcalf Elementary, lloydwr@gm.sbac.edu

This inquiry is based on a Saturday School Program where students got extended learning opportunities. We were interested in seeing if a more relaxed instructional environment incorporating direct instruction, repetition, skill and drill, and hands-on activities followed by immediate feedback encouraged student classroom and school-wide success and increased their engagement during the week.

Manipulating VS the Paper Jungle

Bernadette Sill, Kindergarten Teacher, Metcalfe Elementary, sillbr@gm.sbac.edu

Over the years, I have seen the amount of paper and pencil activities used in lessons in kindergarten increase and the amount of proficiency decrease. I felt like there was not enough time for sufficient hands on practice but there were only so many hours in a day. This year I decided to go back to more hands on. I wanted to see if more manipulative time would bring back proficiency. I would be more selective in choosing only the necessary papers for the students to work on.

Table 9 ***Paper Cuts: Teachers Bridging the Professional Digital Divide Using Technology***

Elliott W. Adams and **Sharon Humbarger**, First-grade Teachers, Duval Elementary Fine Arts Academy, adamsew.gm@sbac.edu, humbargersl@gm.sbac.edu

Does technology increase or hinder the spreading of professional communication in the school setting? This inquiry evaluates the asynchronous lapses or gaps of school-wide

receipt and distribution of communication to colleagues and various stakeholders.

Increasing Achievement through the Mentor/Rookie Teacher Partnership

Petrina B. Leggon, Jenny Hankinson, Williams Elementary, leggonkp@gm.sbac.edu, hankinsonj@gmail.sbac.edu

As teachers, we value the collaborative model. The purpose of this inquiry project is to explore the relationship between mentor and rookie teachers. We wanted to design and implement protocols based on the collaborative model, observations and reflections. Therefore we asked the question, “Could student achievement increase and teacher instruction be strengthened in the rookie teacher’s classroom, as well as for the mentor teacher through this model?”

Table 10 ***Building Classroom Community to Improve Learning Climates!***
Anne Hwang, Second Grade Intern, Norton Elementary, anneh@ufl.edu

My goal is to encourage a classroom community where students can work well with each other and not hinder learning in any way, by where they’re sitting at, or who they’re sitting with. At the beginning of January, there was a lot of behavioral management time spent trying to make sure students are able to work with each other. By encouraging working together, using Kagan strategies, and delivering explicit expectations, the students have been building relationships between themselves and been able to assert their personalities in a positive way that aids their classmates.

Can We All Get Along?

Jenny Eckenrode, Elizabeth Fletcher, Sue Latini, Melissa Olver; Music Teacher, Fourth Grade Teacher, Guidance Counselor, Art Teacher; Duval Elementary Fine Arts Academy, eckenrja@gm.sbac.edu, fletcheret@gm.sbac.edu, latinisc@gm.sbac.edu, olvermb@gm.sbac.edu

Teachers may come across students who lack positive social and communication skills. Our inquiry explores and discovers ways to generate positive social exchanges between the students. Several options were put to the test, some failed, and others worked wonderfully. Either way you’ll definitely want to be a part of this discussion of how to teach students to get along.

Table 11 ***Every Brain Needs a Break: The Positive Effects of Adding “Brain Breaks” Throughout the School Day***
Kari Parrish, Fifth Grade Intern, Norton Elementary, sweet25@ufl.edu

After observing my fifth grade class, I noticed that they lacked the motivation to stay on task after long periods of learning and after switching to another subject throughout the day and that their off task behavior increased each time. From this reflection, I decided that the addition of “brain breaks” throughout the day and during certain transition times would help motivate my fifth graders to stay on task and help them control their off task behavior.

We’re on the Move: Preparing 5th Graders for 6th Grade Through Practicing Transitions

Sharon Thomas, 5th Grade Teacher, Metcalfe Elementary, thomassf@gm.sbac.edu

Many fifth grade students arrive in middle school with no idea of how to transition from one

class to the next or at a minimum, they experience some difficulty in doing so. During a five-week long simulation of middle-school transition, fifth graders were observed on how they moved; attended to their academics, including homework; and their success on going to the different teachers during the appropriate class periods were noted. The ultimate goal was to see if providing this simulated experience helped our students to feel more confident for their upcoming transition.

Table 12 ***Gentlemen’s Club: Will the Club Make an Impact on My All Male Class?***
Evangeline Moore, Reading Teacher Tutor, J. Williams Elementary, mooreet@gm.sbac.edu

Looking at my reading class, I was concerned about behavior, social skills, as well as academic growth. My students struggled with showing respect to adults and peers. I wondered if I could increase students’ social development, would that lead to increased reading achievement? Therefore, the Gentlemen’s Club was organized. My goal is to increase engagement through active learning in an organized club.

Leaping Up the Social Ladder: A Look at Positive Reinforcement

Jennie Glagola, First Grade Intern, Lawton Chiles Elementary, jennieg@ufl.edu
Stephanie Ingram, First Grade Intern, Lawton Chiles Elementary, saingram@ufl.edu

Looking at a specific student’s social skills, we became concerned that his lack of self-control was impacting his academic success in all areas of the curriculum. We wanted to find out what strategies could assist this student with self-control in the classroom and how to reinforce his positive behaviors.

Table 13 ***Can Kindergarteners Work Independently in a Reader’s Workshop Model?***
Anna Sperring, Kindergarten Teacher, Williams Elementary School, sperringam@gm.sbac.edu

In an effort to develop a love of reading in my students, I would like them to read extensively and use their time wisely. During independent reading, I notice that some students "pretend" to read, are more interested in conversing with friends, or put their energy into taking in the sights of the classroom. I would like to develop ways of setting them up for a lifetime of reading and a "passion" for reading that will minimize distractions.

Charting Success For Manatees

Ashley Whitehead, Second Grade Teacher, Prairie View Academy, whiteheadan.gm.sbac@edu

My students do not have a lot of background knowledge about Florida’s marine life. I was wondering if my students would retain more information by feeling a sense of ownership and /or having background knowledge. Would adopting a manatee really motivate them to learn more? Also, I wanted to see if students would change their behavior in order to participate in our culminating activity: visit our adopted manatee at Homossassa Springs.

Table 14 ***Inspiration & Technology: Twins in Descriptive Writing***
Sandy Davis, 2nd Grade Teacher, Williams Elementary, davissg@gm.sbac.edu

As a first time recipient of a University of Florida technology intern, I wondered if we could improve more descriptive writing related to reading literature with the use of *Inspiration* Software, Kagan team strategies, and conventional outlining students already knew. As avid

readers, I was curious to see if paragraph expansions occurred with my students when offered multiple techniques in writing.

Technology Integration: Does Digital Storytelling Help Reinforce Science Content Knowledge?

Maggie Jossi, 3-4 Inclusion Class, Williams Elementary, jossimh@sbac.gm.edu

This year, my students and I are part of a technology grant that incorporates the use of laptops and a smartboard. In the past, science content has been difficult for my students to grasp. I wanted to find out if digital storytelling (Imovie) would help reinforce science content knowledge such as the importance of water for the body with my students.

5:35-6:10 p.m. Session II

- Table 1** ***Set Your “Sights” High***
Dorene Anderson & Tiffany Molyneux, Kindergarten Teachers, Prairie View Academy,
andersd@gm.sbac.edu & molyneuxta@gm.sbac.edu

In looking at our students’ daily journal writing, we noticed that some students were not using sight words. We researched and obtained a copy of the Brigance Sight Word List. We had students practice reading and writing the words in a Sight Word Journal. As the children complete Narrative and Expository prompts, we are looking for more evidence of sight words.

Spelling It Out: Habituating Independent Study Skills in a First Grade Student
Elizabeth Burt, First Grade Intern, Littlewood Elementary School, eburt@ufl.edu

In determining how to best help a struggling speller, I explored the usefulness of independent practice activities as they related to weekly spelling tests for a student who receives minimal academic assistance from an impoverished home environment. By developing study activities based on the student’s specific learning modalities and serving as a mentor / audience, I sought to examine whether my role as a teacher could be extended to assist a young student in taking responsibility for and regulating her own learning.

- Table 2** ***Does Using Leveled Reading Books Help to Improve Children’s Reading Fluency in First Grade?***
Dorothy (DeeDee) Wilkins, First Grade, Metcalfe Elementary School,
wilkinsd@gm.sbac.edu

Looking at my first grade students’ fluency scores, I was concerned about how to get my kids excited about reading while at the same time improving their fluency and sight word skills.

For The Love of Reading: What Affect Does Interest-based Reading Have on Students’ Fluency?

Brittany Peterson, First Grade Intern, Lawton Chiles Elementary, brittyuf@ufl.edu

Each week, students in my language arts class are tested on fluency. The story is introduced on Monday, practiced throughout the week, and tested on Friday. Over the course of the year, I’ve seen significant gains from many students. However, I’ve noticed that several students have scores that vary greatly from week to week. Other students have shown little improvement over the course of the year, their scores have remained relatively consistent. I wanted to find out if interest-based reading would improve fluency scores rather than pre-selected textbook passages.

- Table 3** ***The Power of a Good Book: Improving Fluency Through Exposure to Text***
Molly Shoniker, Third Grade Intern, Stephen Foster Elementary, mollyes@ufl.edu

The majority of my class’s reading block is dedicated to comprehension and vocabulary instruction. Students are rarely held accountable for their own reading or engaged in fluency-building exercises. Through my inquiry, I wanted to provide more time and opportunities for

students to be exposed to text through silent reading and read-alouds in order to improve fluency.

¡Vamos a la Escuela! Increasing Spanish Vocabulary and Comprehension Through Children’s Literature

Sandra Sukhraj, Media Specialist, Williams Elementary, sukhras@gm.sbac.edu,
Litza Echeverria, Spanish teacher, Williams Elementary, echeverrialf@gm.sbac.edu

Teaching Spanish vocabulary is challenging when students are only exposed once a week. Through the use of popular children’s literature we are hoping that students will be able to increase and retain vocabulary and comprehension skills. By using Spanish and English literature side by side, can students’ Spanish vocabulary and comprehension be increased?

Table 4 ***Transition from a Traditional Spelling Program to a Word Study Program***
Laura Williams, Fourth Grade Intern, Lawton Chiles Elementary, laurakaysmith@gmail.com

After observing the same students consistently struggle on weekly spelling tests, I looked for ways to change spelling curriculum to benefit all students. I wanted to find a program that emphasizes more than rote memorization of long lists of words, seemingly unrelated to other language arts concepts. Spelling in our class transitioned to a word study program emphasizing word meaning, spelling, affixes, and patterns.

Summarizing: A Synopsis of What You Read or What You Say?

Tessa Martin, Third Grade Intern, Stephen Foster Elementary, tessasky@ufl.edu

During the second half of the school year, students were introduced to a new reading center: book study. In the book study center, the students read together in small groups and then were required to write a summary of what they read. It did not take long to notice that they had difficulty identifying the main events and the details, organizing information, and including accurate information in their writing. I wanted to find out whether having students talk about what they read, first in teacher-led discussions using guiding questions and later student-led discussions, would improve students ability to summarize their reading.

Table 5 ***How Time Flies: Teaching Elapsed Time Explicitly***
Dicy Hannum and Bridget O’Brien, 4th Grade Inclusion Co-Teachers, Williams Elementary School, hannumdm@gm.sbac.edu, obrienbm@gm.sbac.edu

After noticing how much our students struggled with computing elapsed time, we decided to come up with an explicit strategy students could use to calculate elapsed time. We hoped that students would be able to calculate elapsed time easier, faster, and with more accuracy when using the strategy.

Working on Word Problems

Katie Napolitano, Third Grade Intern, Lawton Chiles Elementary, knapolitano@ufl.edu

Working with a low-level math group, I noticed that many of the students had difficulty understanding and answering word problems. I wanted to focus my attention on one student who was a hard worker but was performing poorly to find out how I could help him to understand and solve math word problems.

Table 6 ***Reducing Off Task Behavior During Math Class: How Will Brain Breaks, Cooperative Learning, and Daily Certificates Decrease Off Task Behavior?***
Katie Vallillo, First Grade Intern, C.W. Norton Elementary, Katiev@ufl.edu

My goal is to reduce off task behavior during math class. I will implement brain breaks between reading and math class, cooperative learning techniques, and daily certificates for students on task in order to increase on task behavior during math.

The Power of 4: Improving Engagement for At Risk Math Students with Co-teaching and Small Group Instruction

Vivian Gonsalves, Williams Elementary, gonsalvesve@gm.sbac.edu

Maria Wallis, Williams Elementary, wallisme@gm.sbac.edu

Wendy Smith, Williams Elementary, smithw@gm.sbac.edu

Looking at our 1st grade low achieving math students, we became concerned that our students were not engaged in learning. We wanted to find out in what ways could we improve on task behavior by increasing the number of adults that teach small students. We were interested to observe the impact of this change on student achievement in math.

Table 7 ***Will Having Access to More Technology Make My Teaching More Technological in Nature?***

Melinda Craine, Fifth Grade Teacher in Gifted Magnet Program, J. Williams Elementary, crainems@gm.sbac.edu

Being fortunate enough to have been awarded a HP Technology for Teaching grant for the 2007-08 school year, I was given a HP notebook computer, projector, scanner/copier, and digital camera for my classroom. I was also given support materials in the form of books, distance learning, and webinar sessions to enrich the technological experience. I wanted to assess how having these materials in my classroom affected my teaching practices, my students' engagement levels, and my students' acquisition of concepts in math and science.

Are You Smarter Than a 5th Grader? The Use of SmartTechnology in the Elementary Classroom

Melissa Baker and Dawn St. John, Science Resource Teachers, Prairie View Academy

After attending SmartBoard training we questioned the effect of the use of the SmartBoard on engagement and achievement in the areas of Science and Social Studies. Throughout the year we have collected data in these areas to see what changes, if any, occurred. The programs that we used were SmartNotebook, Google Earth, RM Easy Teach, and various educational websites.

Table 8 ***Kagan Structures To Increase On-task Behavior: It Really Works!***
Angelica Lowe, Tanasha Reshard, George Sherouse and Mary Thompson, Second and Third Grade Teachers, Duval Elementary Fine Arts Academy, angelicamae52@yahoo.com, nasha352@yahoo.com, qtsherouse@yahoo.com, mthompcoco@aol.com

We wanted to find out how we could increase on-task behavior through cooperative learning strategies.

Is Doubling the Amount of Physical Education Enough to Improve Student Fitness Levels?

Daniel K. Drost, Elementary Physical Education Teacher, Williams Elementary School
drostdk@sbac.edu

We have all heard about the new state law requiring 150 minutes of physical education in elementary schools, ultimately an attempt to curtail the child obesity epidemic. This study focuses on students in one school whose physical education was increased to twice every week. Will students improve their health related fitness levels by doubling the amount of physical education they receive?

Table 9 ***Increasing Student-Engaged Instruction: What Works?***

Kathy Dixon, Principal, Joseph Williams Elementary, dixonkv@gm.sbac.edu

Will the implementation of Kagan strategies, CRISS strategies, and the nine Marzano strategies increase student-engaged instruction? Data from the Instructional Practices Inventory (IPI), a self-assessment, and the Classroom Walkthrough will be collected and analyzed.

Get Up and Go with Kagan Strategies

Floretha S. Bryant, Fifth Grade Teacher, Prairie View Academy, bryantfs@gm.sbac.edu

As a fifth grade teacher, I am always trying to find innovative ways to engage and keep my students active in their own learning. I know the attention span of young children is very limited. Some of my students require accommodations for ADD and ADHD and need constant movement. Through the inquiry model, my goal is to increase Reading Achievement and Student Engagement through the implementation of Kagan Strategies that are designed to keep students active while learning.

Table 10 ***(S)he Works My Nerves Like No Other Student***

Donna Bergen and Lynda Harris, Fourth Grade Teachers, Duval Elementary Fine Arts Academy, bergendr@gm.sbac.edu, harrislr1@gm.sbac.edu

Certain students travel the elementary educational path repeating disruptive behavior year after year. We each have a student that falls into this category. Our inquiry focused on discovering a combination of strategies that would help these students break this pattern before being promoted to the next grade level.

If Peter Parker Can Control his Spiderman Superpowers, Then “D.J.” Can Take Control of his Disruptive Behaviors!

Jill Becker, Multiage Intern, Littlewood Elementary, boyd14jb@ufl.edu

From the beginning of my internship, I quickly realized that I heard one student’s name quite frequently. “D.J. stop talking, D.J. sit correctly, D.J. you know better”- the list of commands goes on and on. Although there was a lot of negativity surrounding D.J., I saw through the murk to the potential that D.J. is capable of achieving. I started noticing how bright D.J. was in all subject areas, but he was underachieving due to his constant disruptive behaviors. Therefore, I decided to focus my intervention on D.J. in order to help him take control of his own actions--like sitting properly, waiting to talk when called on, walking in line correctly, and so forth. By experimenting with different behavior modification techniques, hopefully one strategy will be effective and help D.J. excel.

Table 11 ***A Dream Team (a.k.a. A Team Dream)***

Claudia Siders, ESE Instructor, M.K. Rawlings Elementary, siderscc@gm.sbac.edu

In my self-contained, mixed grade-level (3rd, 4th, 5th) class of students, repetitive episodes of defiance and belligerence, or passive resistance to task-oriented participation, have seriously interfered with students' chances for social acceptance and academic advancement. My initial goal was to try to create an environment that would foster behaviors that encouraged my students to collaborate as 'a' team. I started out trying to incorporate point systems, check sheets, 'rewards', notes home, etc. I have recently shifted from trying to find a 'token reward system' to trying to teach my students and me actual problem-solving skills that can help us react better to situations that arise both inside and outside the classroom! I need help in figuring out: Why do certain behaviors keep reoccurring? What consistent and meaningful consequences work best with young people? How can I encourage non-personal consequences and solutions versus blaming and debasement?

Focusing the Distracted

Joseph Diaz, Fourth Grade Intern, Littlewood Elementary, disorder@ufl.edu

After seeing a student struggle with attention issues and constantly asking to leave the room or use the water fountain during class, I wondered if the classroom layout had a negative effect on the student's ability to focus. I wanted to experiment with a classroom layout that increased circulation space with a seating arrangement that focused all students toward the center front of the classroom.

Table 12 ***Fostering Independence: Helping Students Begin, Follow-Through, and Complete Tasks***

Nicole Knox, Third Grade Intern, Newberry Elementary, nknox13@ufl.edu

Many students in my class were having difficulty beginning, attending to, and completing tasks without step-by-step assistance and monitoring. The increased amount of time spent with these particular students inhibited my ability to assist and engage all students. In this inquiry I have sought to help my students increase their self-monitoring abilities and independent initiative, so that all students will be able to receive the support and attention needed.

Get Your Angries Out!

Rachel Schwab, Second Grade Intern, Littlewood Elementary, rschwab@ufl.edu

I have noticed that a few students in the classroom become excessively angered by minor unpleasant situations. Frequent, outward expression of inappropriate anger at school can be distracting to other students during class instruction, as well as distracting to the student who is exhibiting the unacceptable behavior. Furthermore, students who display abnormally angry behavior may risk hurting themselves and others. As a result, I am interested in seeing the effects of implementing small- and large-group anger management discussion sessions.

Table 13 ***Changing My School: One Heart at a Time***

Elmira Goode, Kindergarten Teacher, M.K. Rawlings, goodeev@gm.sbac.edu

Most kindergarten students are self-centered and socially incompetent. Their ability to appropriately make and maintain peace is limited. They are less likely to be empathetic,

sensitive, and cooperative with their peers. Unfortunately practices of verbal ridicule are a frequent occurrence in my class and across all grade levels at my school. For my inquiry I have integrated and implemented key concepts from several social skills programs to see if this would decrease incidents and the number of behavioral referrals in my class, thus maximizing the amount of instructional time.

Helping Others to Help Myself: How will Peer Coaching Affect my Teaching Practice?

Jennifer Lindquist, Williams Elementary School, lindquja@gm.sbac.edu

Over the past 18 years I have participated in many professional development experiences. As the trend for professional development theory and practice has leaned towards more self-directed, peer and learning-communities approaches, I am wondering the effects of this on my own teaching and effects on student performance. How does developing a mentoring relationship between myself and another teacher, through cycles of reflective peer coaching, impact my overall teaching practices.

6:15-6:55 p.m.

Session III

Table **Pre-Writing Strategies in the First Grade**

1 **Carleigh Cooke**, First Grade Intern, J.J. Finley Elementary, cookec1@ufl.edu

This inquiry began as an effort to decrease first grade students' apprehension of what to write during independent writing time. I wondered what type of pre-writing strategies would give students ideas and allow them to increase the amount of writing they believed they could do.

Wow! What an Introduction: Diversifying Topic Sentences

Lisa Baker, Second Grade Intern, Lawton Chiles Elementary School, Lisabcool@gmail.com

I noticed that my students often start their writings with the same type of topic statements. I was concerned by this observation, so I sought to discover if mini lessons on other types of topic sentences would increase their ability to vary their introductory sentences.

Table **Play It Again, Sam: Can Repeated Readings Really Help?**

2 **Tammrah Dampier**, 4th Grade Teacher, M.K. Rawlings, dampieta@gm.sbac.edu
Kim Hampton, 4th Grade Teacher, M.K. Rawlings, hampтока@gm.sbac.edu

Most of our 4th grade students were already fluent readers as measured by the DIBELS test at the beginning of the year. We found, however, that their error rate was high, they did not read with expression and they lacked comprehension. We wanted to find out if repeated readings could decrease our students' errors, get them to read with prosody, and therefore contribute to improving their comprehension.

Spotlight on Fluency: Will Read-Alouds, Books on Tape and Standardized Testing Help to Increase the Oral Fluency of a Third Grader?

Kimberly Morgan, Third Grade Intern, Lawton Chiles Elementary, kimmy345@ufl.edu

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. Less fluent readers must focus their attention primarily on decoding individual words. Therefore they have little attention left for comprehending the text. By using read-alouds, books on tape and standardized testing, I hope that it will increase a third grader's site word knowledge, and thus, read more accurately and fluently.

Table **Self-Directed Reading Centers: Can a Five Year Old Manage?**

3 **Tracy Ulrich**, Kindergarten Teacher, Williams Elementary School, ulrichtg@gmail.sbac.edu

During our reading block my kindergarten students are spending over an hour each day in self-chosen and self-directed reading centers. Are my students capable of staying on task and remaining engaged at such a young age? I also want to know if this teaching method is providing the needed gains and mastery in phonemic awareness, fluency, and phonological awareness in both reading and writing.

Are ABC's Easy as 1,2,3?

Kelly McLellan, Kindergarten Intern, High Springs Community School, krm03@ufl.edu

Half-way through the year, I noticed that a particular student was still struggling with letter recognition and letter-sound correspondence. I looked at data on the entire class and found that this student was significantly below the level of her classmates in these two areas. In response, I became interested in finding learning strategies that would improve this student's skill level in letter recognition and letter-sound correspondence.

Table 4 ***Will Small Group Learning Stations Increase Students' Mathematic Achievement?***

Toshira Popo, Fifth Grade Intern, J.J. Finley Elementary, tpopo84@ufl.edu

After working with my students for four weeks, I noticed that I had students with varying abilities, and found that I was going too slowly with the lesson for some and too quickly for others. I wanted to discover if using ability-based, small group stations would allow the struggling students to have more time for processing and remediation, while simultaneously allowing other students to continue working toward their full potential.

Math Maniacs

Jessica Ashley, Fifth Grade Intern, Alachua Elementary, nhsgirl@ufl.edu

Denise Dahlgren, Third Grade Intern, Alachua Elementary, dahlgren@ufl.edu

We were concerned with some of our students' lack of motivation towards their work and participation in math. We created a math club that paired a fifth grade student with a third grade student as they complete hands-on math activities. We wanted to see if having the chance to work with a peer of a different age level helped to increase our students' motivation in math.

Table 5 ***Mad Minute: How Daily Practice Impacts Weekly Scores.***

Laura Farmer, Second Grade Intern, Stephen Foster Elementary, farmer42@ufl.edu

To help increase math fluency and increase mad minute scores, I implemented daily practice that covered a wide range of strategies to appeal to the variety of learners in my room.

Two Times Two Equals WHAT!?!?

Kelley Visentin, Fifth Grade Intern, Lawton Chiles Elementary, k_visentin@yahoo.com

After studying a few struggling students in a fifth grade math class, I noticed that they all had something in common...they didn't know their multiplication tables. After more than six months of timed multiplication drills, they still didn't know them. I looked at various strategies to better enable these struggling students to learn their multiplication facts.

Table 6 *Share the Results, Share the Success: Does Open Disclosure of Data Improve Test Scores?*

Cathy Hilliard, 4th Grade Teacher, Metcalfe Elementary, hilliardcl@gm.sbac.edu
Gilda Jones, 4th Grade Paraprofessional, Metcalfe Elementary, gildamcdavid@gmail.com
Janda Lucas, 3rd/4th Grade Resource Teacher, Metcalfe Elementary, lucasj@gm.sbac.edu
Lorraine Waiberman, 4th Grade Teacher, Metcalfe Elementary, waibermanlk@gm.sbac.edu

After beginning weekly FOCUS skill testing, we became concerned that the other students in comparable grade levels were outperforming our fourth grade students. We wanted to find out how to best motivate our students to concentrate during testing and put forth their best effort. By sharing data results with the students, we hoped to attain our goal of improving their achievement.

An Accurate Depiction Versus Fiction: Test Scores that Actually Reflect Ability

Desiree Varasteh, Multiage Intern, Littlewood Elementary, desivar@ufl.edu

After one student failed numerous standardized tests, as well as classroom tests, I realized his test taking skills were not up to par. This student is an average student who grasps concepts consistently, though his test scores do not reflect this. I wanted to see what strategies I could use to improve this student's test taking skills so that his scores actually reflect his capabilities.

Table 7 *Thinking Outside The Book: Using Technology Driven Instruction To Increase Achievement and Engagement Levels.*

Jessica Ballard, 5th grade Teacher, Joseph Williams Elementary School, ballardjr@gm.sbac.edu
Kristin Brockman, 5th grade Teacher, Joseph Williams Elementary School, brockmank@gm.sbac.edu
Laura Maxwell, 5th grade Teacher, Joseph Williams Elementary School, maxwelly@gm.sbac.edu

Through grant funds, we were given access to a variety of technological tools to integrate into our classrooms. Even with our technology-rich curriculum, we noticed our bottom quartile students were still struggling. We wanted to find further ways to engage our students in the content using technology.

From Paper to Computer: Using Technology to Encourage Elaboration in Writing

Elizabeth Johnson, 1st Grade Teacher, M.K. Rawlings Elementary, johnsoec@gm.sbac.edu
Marjory Francois, 1st Grade Teacher, M.K. Rawlings Elementary, sweet_uf@hotmail.com

Frustrated with our grade one language arts class' lack of motivation to elaborate in their writing, we wanted to see if using technology would break this barrier. Lack of elaboration was evident by unsatisfactory performance on class assignments as measured by a rubric. The problem is important to us because students need to add detail to make their writing purposeful – that is, impressionable, comprehensive, exciting, or meaningful. It is an essential skill for satisfactory grade level performance.

Table 8 ***Are You There Parent? It's Me, Teacher – A Two-Year Perspective***
Jennie Golowenski, Kindergarten Teacher, Metcalfe Elementary, golowenskij@gm.sbac.edu

This is a continuation of an inquiry begun last year with the objective of comparing data across years to better measure the impact of teacher-to-home communication. Originally, 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 phone with each student's guardian twice a week making a point to mention at least one positive action and limiting negative notes or comments. Did I get out what I put in?

Using "C-mail" to Promote Communication Between Parents and Their Children

Jennifer Hoben and Laura Renfro, Kindergarten Teacher and Curriculum Resource Teacher, Duval Elementary Fine Arts Academy, hobenj@gm.sbac.edu
renfroel@gm.sbac.edu

In order to eliminate the question/answer cycle of, "What did you do in school today?" "Nothing.", we have developed a communication system (C-mail). This is a system in which a monthly questionnaire is sent home so that parents can ask their children questions about various classroom activities.

Table 9 ***What to Do When You Reach the Boiling Point?!!***
Donna Nelson-Simon & Angela Green, Kindergarten Teacher and Reading Teacher/Tutor, Duval Elementary Fine Arts Academy, nelsonda@gm.sbac.edu, greenad@gm.sbac.edu

Angry children in the classroom interrupt instruction and physically and emotionally hurt themselves and others. We wanted to find ways to help children identify and appropriately express angry feelings. Our hope is that this will increase instructional time and promote a safe and healthy classroom environment.

Kindness Counts: Can Explicitly Targeting Kindness Change a Classroom Community?

Lillian Williams, First Grade Intern, Norton Elementary, mislil@ufl.edu

In my classroom, there is a lack of kindness and community among students as shown by excessive amounts of tattling, name calling, threatening statements, and harsh tones of voice. When students are kind it creates an environment that is safe and allows students to take risks in their learning, so I implemented a new classroom system that catches students being kind. This change relies not only on teachers identifying kind behaviors, but also on students identifying each other's kind actions.

Table 10 ***Participation Points, Anyone?!***
Stephanie Mecca, Fourth Grade Intern, Lawton Chiles Elementary, drsam123@ufl.edu

I have a diverse group of students in my fourth grade classroom, and I have been able to observe the different types of personalities of each student. One student in particular came to my attention because I noticed she was very introverted both in class and outside on the playground. I wanted to find various ways of getting this student involved in classroom discussions and easing her into getting to know her fellow classmates.

Positive Behavior: Can We Make Change Happen?

Melissa Scott, 3rd Grade, Williams Elementary, scottm@gm.sbac.edu

Kylee Werts, 3rd Grade, Williams Elementary, wertska@gm.sbac.edu

Will Williams, 3rd Grade, Williams Elementary, williamswjr2@gm.sbac.edu

Katie Ionata, 3rd Grade, Williams Elementary, ionatak@gm.sbac.edu

Looking at the behavior of our students, we became very concerned about the enormous amount of negative behavior. This behavior has made creating a positive learning environment very difficult. We wanted to create a positive, safe classroom environment. We decided to make a daily visual display using tally marks to show each positive and negative behavior. We want to set goals in order to increase positive behaviors.

Table 11 ***The Closer the Better?: Does Proximity Really Increase Student On-Task Behavior?***

Melanie Gore, Fifth Grade Intern, Stephen Foster Elementary, meljoye@ufl.edu

I started to notice that if I stood in front of the room while students are coming in and getting settled rather than continuing work on the day's preparation, students were more on-task and finished the activity faster than if I was sitting at my desk in the back of the room. I explored if this was true across the board in all subjects with different classes.

A Focus on Unfocus: Will Certain Strategies Help an Unmedicated ADHD Student Maintain Academic Focus During Independent Times?

Dara M. Lipshutz, Second Grade Intern, Littlewood Elementary, daralipshutz@ufl.edu

Even though "C" is intelligent and capable of obtaining high grades in a variety of subjects, his continuous "unfocus" has led to severe difficulties completing assignments during independent times. My inquiry's purpose was to help "C" maintain a greater level of physical awareness and academic direction when it was not physically possible to be near him and provide constant refocus reminders.

Table 12 ***Transition from Extrinsic to Intrinsic***

Lindsey Pavlik, Second Grade Intern, Lawton Chiles Elementary, lpavlik@ufl.edu

Students were motivated to increase behavior and class community during math by using the extrinsic reward of skittles. After two weeks, the students were able to go completely off the extrinsic rewards and were completely motivated intrinsically. In addition to the "transition from extrinsic to intrinsic" motivation, I used a daily agenda to keep the students on task throughout the math lesson.

Flip and Tally to Success: What Strategies Will Assist "Q" from Calling Out and Disrupting the Class?

Elizabeth Hebenstreit, First Grade Intern, Lawton Chiles Elementary, ehebenstreit@ufl.edu

Looking at my first grade class, I became concerned that a particular student's behavior was affecting his and others' ability to participate in classroom activities. The child is not lacking intellectual abilities, but the disruptions are hindering our class discussions. I wanted to find out what behavior reward program would work for this student in helping him control his urges to disrupt the class.

Table *Engagement Levels & Test Score Growth*

13 **Cecelia Lockwood**, Williams Elementary, lockwocm@gm.sbac.edu

Will students' engagement levels reflect growth in test scores? I will check on-task behavior three times in about 30 minutes of Math time. I want to see if test scores will reflect the level of engagement during classes.

Just Say Yes: Engaging Young Readers

Chris Lake, 2nd Grade Teacher, Williams Elementary, lakecd@gm.sbac.edu

Young students in my reading class often have a hard time keeping focused and remaining engaged throughout instruction. I hope to increase the engagement level of my students during the entire reading block. I plan on achieving this goal by planning a series of fun hands-on activities that directly compliment each story or novel we read in class.

Saturday, April 19th Schedule:

Opening Session – P.K. Yonge DRS

8:45 a.m.

Performing Arts
Center

Welcome To P.K. Yonge

Fran Vandiver, Director, P.K. Yonge Developmental Research School
Orientation to the Showcase (Saturday)

Nancy Fichtman Dana, Director, UF Center for School Improvement

9:20-10:15 a.m.

Session I

Room
J304

Reading Teachers – HELP!! Our 9th Grade Science Text has a 10.5 Readability Level!

Donna Tew, Reading Coach, Bradford High School, tew_d01@firm.edu

Our most current FCAT data shows that 25% of our 9th graders scored a Level 1 on the Reading FCAT test. We faced additional challenges when realizing that our 9th grade science text was on a 10.5 readability level. I wanted to find a way to increase science class test scores by supplementing with the science text in the reading classes.

21st Century Physical Science Meets the Needs of a Diverse Group of 8th Grade Students

Teddi Bearman, 8th Grade Physical Science Teacher, P.K. Yonge, tbearman@pky.ufl.edu

Today's classroom requires a fresh approach to teaching the 21st century student. An on-line classroom was designed to meet the needs of a diverse group of physical science students in providing effective instruction through an on-line community called *Moodle*. This forum utilized discussion boards, interactive quizzes, and free on-line game simulators to facilitate learning. The program was found to have the largest impact on routing out the vast amount of misconceptions held by students and their teacher in physical sciences and incorporating new ways of addressing these misconceptions.

Poster Presenters:

Morgan Pruett, *Climbing the Mountain: How Can Mountain Language Improve Student Achievement?*

Alexandra Holway, *Teaching and Practicing Outlining and Organization Techniques to Improve Performance in Writing*

Room
J306

Yes, You May Wear Your Hats and Listen to Your MP3 Players in Class: Preferred Activity Time in a Sixth-Grade Classroom

Jacki Clark, Sixth Grade Science Teacher, Bell High School, clarkj@mygcsd.org

After going home in tears several different days, I knew I had to either find another way to affect discipline in my classroom or find another career. P.A.T. was working in a high school class at my school; would it work with a group of squirrely sixth graders?

In-School Suspension: The Chicken or the Egg

Ingrad Smith, Ph.D., High School English Instructor, Bradford High School,
smith_i21@firm.edu

Before tackling the awesome task of restructuring In-School Suspension, I wanted to know what our students had to say about the effectiveness of our In-School Suspension program. Which came first, the bad behavior or the low scores? Did low test scores come first because they are sent to ISS so often and unable to catch up on missed assignments, or did bad behavior in class come first because they cannot keep up so they get sent to ISS? Part one of this research will present two student interviews about the role of ISS in their high school years.

Poster Presenters:

Halley Alexander, *Overcoming the Test: Learning How to Take Standardized Tests*

Eric Long, *Improving Vocabulary Attainment and Application through the Use of Graphic Organizers*

Room J307 ***Engaging the Challenged Through Team-building***

Carmen Ward, 6th Grade Social Studies Instructor, Williston Middle School,
wardc@levy.k12.fl.us

Working in a block schedule in a large full-inclusion class, some students are doubly challenged. Within the ESE and 504-labeled population in my classes, certain students lack focus and have problems with completing assignments. To motivate and inspire their connection to the class and the subsequent assignments, I wanted to see what difference daily team-building activities would make in the academic performance of this specific population.

Collaboration Connection- Exploring Professional Relationships & Their Effects on Education

Rhonda Clyatt, Reading Coach, Lake Butler Middle School
clyattr@union.k12.fl.us

With all the pressures involved in being an educator in today's society, it's hard for professionals to leave school at the end of the day knowing they've made a difference. I've found a real need to surround myself with different communities of professionals who inspire me with new ideas and rejuvenate my efforts. Through my inquiry, I've explored the effects of building professional relationships and how they may create change in educators and schools.

Poster Presenters:

Mandy Vidaurri, *Using Hands on Activities to Improve Performance in Math*

Kristen Harris, *Starting from the Bottom and Making It to the Top: An Intervention for Math Students*

Room J309 ***Chasing High School Credits – A School-Within-a-School Approach***
Mike DeLucas, Principal, Williston High School, delucam@levy.k12.fl.us

Williston High School introduced a school-within-a-school (SWAS) in 2007-2008. The SWAS is an opportunity for struggling students to retrieve credits. One focus of this inquiry project was to evaluate SWAS as a program.

Exploring School-Wide Positive Behavior Support (SWPBS) in a Special Day School

Patrick Wnek, Principal, Summit Academy, wnekp@levy.k12.fl.us

In an effort to promote positive student behavior, a SWPBS program and behavior management/reward system were implemented. The study explores the effectiveness of providing universal, secondary, and tertiary supports to meet the unique needs of all students.

Poster Presenters:

Ashley Benton, *Using Sight Word Recognition Strategies to Improve Oral Reading Fluency*

Florence Bason, *"Read Naturally:" A Study in Improving Fluency*

Room J310 ***Does Mentoring Students Affect Their Self- Esteem?***

Janet Best, Fourth Grade ESE Inclusion Teacher, Southside Elementary School, best_j@firn.edu

Developing relationships with my students, I became concerned about their self-esteem and how it affects them. I focused on two particular students and their needs.

Mentoring: Can It Be as Powerful as Parent Involvement?

Michael Homan, Reading Coach, Bronson Elementary School, homanm@levy.k12.fl.us

After analyzing school wide data it was evident that students with low socio-economic status, ESE status, and/or high referral rate, have significantly lower parent involvement according to records and teacher feedback. We continuously work hard school wide to promote parent involvement, but have not found the "perfect" way to involve parents of our most needy students. I was curious to see if mentors could provide some of the same benefits as parent involvement.

Poster Presenters:

Erica Cadet, *How Will Helping a Student Create an Outline Impact His Writing?*

Olivia Lucas, *Discovering the Root of the Problem: A Study in Behavior Management*

Room J312 ***Motivating the Unmotivated***

Lucia Avila, 2nd Grade Teacher, Trenton Elementary School, avilal@mygcsd.org

I noticed three of my second grade students did not complete their classroom work nor participate with our class on a daily basis. After researching various methods of motivating students, I have chosen to have them set personal goals, demonstrate desired academic skills in a more relevant assignment and conference with each child weekly to note progress. My desire is to instill in these students (something I feel the rest of my class obtains) a more self-motivated learner who is enthusiastic about his/her learning.

Technology Can Drive Them to Read: Creating Individual Booktalk Digital Stories to Motivate Third Grade Gifted Students to Read More Sunshine State Books

Sarah McKeever, UF Graduate Student, Archer Community School/UF School of Teaching and Learning, sarahmck@ufl.edu

Many of my gifted third grade students were behind (at this mid-year point) on reading their ten Sunshine State Books simply because they were unmotivated. I decided to see if I could increase enthusiasm to read the books by having students create a Book-talk Digital Story, using PhotoStory and share them at a video-viewing party. This inquiry explores whether using Book-talk Digital Stories increases student motivation to read Sunshine State Books.

Poster Presenters:

Sarah Idsardi, *Using a Checklist to Improve Punctuation*

Ashleigh Abel, *The Shortest Distance Between Two Points: Using Reference Cards to Maximize the Efficiencies in the Routine of a Fourth Grade Student Diagnosed with ADHD*

Room
K324

Facilitating Friendships in Young Children: Can We Prevent or Reduce Challenging Behaviors By Explicitly Teaching Social and Emotional Skills?

Mary K. O'Connor and Alice Whiddon, Pre-K Teachers, Five Points Elementary School, ocannon_m06@firn.edu, whiddon_a@firn.edu.

Many young children come to school for the first time without the necessary social and communication skills to express their feelings and needs in appropriate ways. Come see a snapshot of our journey towards facilitating friendships in our Pre-K classrooms.

Building Positive Social Skills: Can This Occur With My Students In Our Self-Contained ESE Environment?

Kathie H. Townsend, 4/5th grade ESE Teacher, Five Points Elementary School, townsend_kh@firn.edu

In observing my students in a self-contained ESE classroom, I wondered how positive social skills could be developed. I wanted to help students develop the skills without "teaching" them. How could I do this in a positive way that could also improve their self-confidence? Could this be done outside their own classroom environment?

Poster Presenters:

Heather Boczar, *Using Positive Reinforcement to Improve Behavior*

Jessica Herres, *Monitoring My Mathematics: How Can Use of a Daily Journal Impact Student Learning?*

Room
K326

Picture Perfect Multiplication

Stephanie Mercer, UF Educational Technology Graduate Specialist, Williams Elementary/UF School of Teaching and Learning, Sangel22@ufl.edu

Many of my fifth grade students, three in particular, are struggling to understand the concept of multiplication and therefore have low multiplication scores. I wanted to implement a visual image strategy to help these three, low achieving students understand the concept of multiplication. I wondered if having students create a slideshow, using digital photographs of the visual image strategy, would increase the students' multiplication scores.

Math Facts, Can Timings Improve Recall Speed?

Sallye Scoggins, ESE Teacher Hampton Elementary School, scoggins_s@firm.edu

While working in 3rd and 4th grade full inclusion classes, I found that many of the ESE and regular education students struggled with their basic addition and subtraction facts. It was my intention to help these students increase their recall speed. In order to do so, I began one minute timings of addition and subtraction.

Poster Presenters:

Juliana de Oliveira, *An Inquiry into How Mathematics Manipulatives Increase a Student's Performance*

Jenna Page, *Reaching for the Stars: The Impact of Goal Setting and Progress Monitoring on Multiplication Fluency*

Room K327 **How to Improve the Response on 5th Grade Short Response Problems!**

Barbara Riherd, Math Coach, Lake Butler Middle School

Riherd@union.k12.fl.us

Lake Butler Middle School set a school wide goal this year of improving our scores for performance item tasks on the FCAT. I was particularly concerned with our 5th grade math scores on the short and extended response portion of FCAT and wanted to find ways to improve the success students have with these types of problems.

Key Strategies to Unlocking Students' Achievement on the Performance Task of the FCAT

Marilyn Kelly-Gassett, 4th Grade Teacher, Fort White Elementary, gassett_m@firm.edu

While analyzing performance task data on the FCAT from my previous students and the school overall, I became concerned about how my current students will perform this year. I wanted to explore best teaching practices of how to better teach this seemingly difficult skill to enhance my students' performance and learning to write about their reading. Come join me to discover the keys for yourself, don't just take my word for it!

Poster Presenters:

Katherine Endelicato, *Small Group Influence on Comprehension Levels*

Arisa Blasingame, *Checklists and Reading Comprehension*

Room K329 **"On Time?" Effectively Tackling Tardy Concerns in Middle and High School**

Ted Roush, Principal, Branford High, troush@suwannee.k12.fl.us

This presentation will demonstrate how through the use of single-school culture, schools can decrease student tardiness in efforts to increase focus with "Time-On-Task." With the frequency that middle school and high school students change classes, teachers want their entire class time as distraction free as possible. Decreasing student tardiness means teachers do not have to start again for those who straggled into class!

A Tutoring Program that Goes the Extra Mile

Shelley Amos, Middle School Teacher, Fort Clarke Middle School, amosml@sbac.edu

Each year many middle school students slip through the academic cracks repeating the struggles they have experienced throughout their school experience. This inquiry sought to

end the cycle of poor performance by creating a study skill experience for struggling students. Findings suggest that personal relationships, structure, and language play a key role in the success of these students.

Poster Presenters:

Cortney Gilmartin, *Do Small Groups Add Up? Using Small Group Instruction to Help Math Comprehension*

Lindsey Rhodes, *How Will the UFLI Reading Strategies and Tutoring Experience of Individualized Instruction Make My Student a More Fluent Reader?*

Room K330 ***WE GOT STAMINA, YES WE DO! HOW ABOUT YOU?***

Patty Coleman & Dian Dudeck, 1st Grade Teachers, Joyce Bullock Elementary, colemap@levy.k12.fl.us; dian_dudeck@levy.k12.fl.us

Although capable of the tasks, we have noticed when our first grade students take long standardized tests that they do not seem to have the stamina to successfully complete the assessment. We wanted to find out if implementing the *Daily Five* (a method of addressing differentiated instruction and increasing student independence) would increase the successful completion of assessments.

TEST and STRESS ANXIETY- Who Does it Affect and What Can WE as Teachers Do About It?

Lilly Chappell, Gifted Elementary Instructor K-5, Southside Elementary School, Chappell_L@firn.edu

While working with 3-5th grade gifted and talented students, I wondered how much stress and test anxiety played into their performance in their daily work and during the standardized testing. So for 6 months, we focused on their stress levels when it came to tests and daily activities that involve interactions with peers, teachers, and family members. By introducing techniques that were utilized with students, I was curious if it would make a difference in their performance in the daily work and overall in the FCAT.

Poster Presenters:

Dana Drury, *Motivating the Gifted*

Laura Williams, *Elkonin Boxes and Decoding*

Room K332 ***Ignite the Knights: Can Creating Narrative Stories Using Photo Story 3 Increase Third Graders' Knowledge of the Middle Ages?***

Adriane McGhee, UF Educational Technology Graduate Specialist, Williams Elementary School/UF School of Teaching and Learning, atm1228@ufl.edu

Do you remember learning about the Middle Ages in elementary school? How can you tell what your students have learned? I noticed that many of the students were having difficulty writing narratives and retaining historical events. I decided to evaluate the students' narrative writing and Middle Ages content knowledge by incorporating digital storytelling with a focus on narratives.

Reader's Research: How Does Reader's Research Workshop Contribute to an Increased Interest in Reading Among my Students and Guide Them to Become Active, Metacognitive Students?

Brenda Lovelace, 3rd Grade Teacher, Lake Butler Elementary School
lovelaceb@union.k12.fl.us

A student's desire to read is an area of great concern to me. The majority of students in my classroom do not have the opportunity to read at home. These students only read when they are at school and they only read what they are told to read; therefore they do not want to read nor do they enjoy reading. This school year, I have added Reader's Research Workshop to the classroom routine. The students like the fact that they can choose their book. If they find that their book is too hard, too easy or not interesting they are encouraged to find another book.

Poster Presenters:

Nina Hong, *Strategic Reading: Using Research-Based Strategies to Help Improve Students' Reading Comprehension*

Farrah Khan, *Fact Family Flashcards for Further Development of Division Knowledge*

**Room
M344**

Inclusion Support for Students with Autism: Too Much, Too Little, Just Right

Jessica Feldman, Fourth Grade Teacher, Littlewood Elementary, feldmajs@sbac.edu

The movement towards inclusion has offered many children access to the general education curriculum by providing additional support and accommodations. This inquiry examines how our team investigated the level of support that our students received from the teacher, aide, and peers. The inquiry provides insight regarding an approach that teachers can use to get it "just right" and the role that language plays in getting it "just right."

Let's Read it One More Time: The Use of Repeated Readings for English Language Learners

Ana Leonor Armbrister, 5th grade teacher, Williston Elementary School,
armbria@levy.k12.fl.us

The continual increase in Hispanic American immigrants with inherent language barriers results in a large number of children entering schools with little or no academic knowledge of the English language. Therefore, in order to reduce the academic gap that exists for these English Language Learners, I inquired how the use of Repeated Readings increases the fluency and language acquisition of middle elementary grade students (3rd through 5th) in a rural county school setting.

Poster Presenters:

Lauren Schiazza, *Reading from the Beginning: An ELL Story*

Lisa Verbosky, *Repeated Readings: A Strategy to Impact Fluency in a Struggling First Grade Reader*

Room M347 ***Flat Stanley and Wiki Hand in Hand: How Will Incorporating a Classroom Wiki into the Flat Stanley Project Enhance Student Writing Within a Third Grade Social Studies Class?***

Carol Anne Horowitz, UF Educational Technology Graduate Specialist, Littlewood Elementary/UF School of Teaching and Learning, twirlgrl@ufl.edu

Improving writing skills is an important part of the third grade, but may seem tedious and boring. Writing with paper and pencil is out of style, so it is time for an upgrade! With the powerful uses of a classroom wiki and an audio blog as well as a friend, Flat Stanley, students engage in writing on a whole new level.

Entertainment Today: Will the Addition of the Arts to Our Reading Curriculum Improve Students' Reading Growth?

Melba Lovely, Reading Coach, Yankeetown School, lovelym@levy.k12.fl.us
Becky Fries, 4th Grade Teacher, Yankeetown School, friesr@levy.k12.fl.us

Reading to some is just plain fun. For some it is dreaded and a form of torture. Then, for others, it is boring. This makes the teaching of reading a challenge. We looked at our 4th grade student population and after several years of witnessing students struggle and grow more frustrated with reading we decided that a weekly story was not working for our students. Our concerns led us to the decision that we should set aside one hour a week for students to become active in a "Drama Club." We wanted to discover if including the arts such as drama, music and art as a motivator would make reading fun for all in the hopes of improving reading scores.

Poster Presenters:

Wafaa Shamseddine, *Teaching Strategies to Increase Student Efficiency with Multiplication Facts*

Kathleen Warner, *Using Music to Increase Letter Recognition and Letter Sounds*

Room M348 ***I Can Learn Vocabulary with iMovie!***

Jasmine Santiago, UF Educational Technology Graduate Specialist, Norton Elementary/UF School of Teaching and Learning, swimjaz@ufl.edu

After noticing how engaged my ESOL students become when using technology to learn English, I decided to teach them basic Tier 1 vocabulary by having them create an interactive iMovie. This led me to my wondering of: How can creating an iMovie help early producing ESOL students acquire vocabulary knowledge of basic English nouns and verbs used around an elementary school setting? The results suggest that iMovie can be a very powerful and authentic tool in helping students acquire new vocabulary.

Hands On Spelling

Deborah Foreman, First Grade Teacher, Mellon Elementary,
dforeman@putnamschools.org

For some students, spelling is very difficult. I decided to add the tactile approach to spelling and use letter cards to practice their words each week. I hope that the process of moving the letters to make the words improves their spelling grades.

Poster Presenters:

Laura Leydig, *Mission Possible: How Can Mountain Language Improve Student Writing?*
Mallorie Bew, *Using Differentiated Instruction to Increase a Student's Comprehension*

Room
M350

A Picture is Worth 1000 Words: Using Audio Blogging to Develop Language with Language Delayed Kindergartners

Sarah Skinner, UF Educational Technology Practicum, P.K. Yonge/UF School of Teaching and Learning

My inquiry focused on scaffolding language for kindergartners with language delays. To facilitate their language use, students kept an audio blog using Voice Thread where they commented on photos they generated using Kidizoom VTech cameras. From my initial data, the rehearsal and structured use of language in connection with an authentic task generates more articulate speech.

Fluency Timings with ESE Preschool Students – Can the Use of One Minute Timings Improve Pre-K ESE Students' Rate of Speech Production During Direct Instruction Reading?

Tracy Taylor, Pre K ESE, Mellon Elementary, ttaylor@putnamschools.org

As a preschool teacher it is often difficult to keep the little ones on task; this is especially true for ESE students. Our county adopted reading program is SRA, "Language for Learning." While I am a firm believer in the success of the program I have found there are some students that have difficulty moving through the program at a reasonable pace because of their difficulty retrieving information and then repeating it back. I have two wonderings; if I use one minute letter naming timings with my students will their rate of speech production increase? Secondly, will a by product of the timings be that they are better prepared to take the DIBELS in kindergarten?

Poster Presenters:

Courtney Weiner, *Repeated Readings with Familiar Texts*

Jennifer Braunstein, *Implementing Self-Monitoring Strategies to Increase Comprehension in Language Arts*

Room
L351

Podcasting to Increase Fluency

Michelle Spoto, UF Educational Technology Graduate Student, J.J. Finley Elementary/UF School of Teaching and Learning, mmspoto@ufl.edu

In a first grade classroom, students were consistently struggling with fluency. In an effort to remedy this problem, students created podcasts to increase their fluency and prosody skills in reading. In a reading center, students worked with me individually to record podcasts while reading leveled, short-story books. These podcasts were collected and converted into an electronic portfolio for parents and students to listen to at home. Initial results suggest that podcasting can increase students' enthusiasm and motivation toward reading which promotes increased fluency skills.

"Singing Your Way to Fluency Success"

Angela McCray, VE Teacher Grades K-5, Lafayette Elementary School,
amccray@lafayette.k12.fl.us

Looking at my students who are already reading at least 2-3 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 25th 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. My principal approached me with the information on a program called "Tune Into Reading" that she had seen demonstrated and received data from another principal in Florida. Their school had had great success using this. Singing is a "first love" of mine, so I agreed to try it with five of my Exceptional Education students to attempt to improve their fluency. I measured improvements using the Florida State DIBELS assessment and a "FCAT" indicator test by the name of 4-Sight as a basis for my data collection. Growth was seen in all students' scores.

Poster Presenters:

Brittany Shepard, *Fluency: The Heart of All Reading*

Sarah Ryals, *How Will Teaching Decoding Strategies Using the UFLI Program Help "J" Become a Better Reader?*

Room L353 ***Kagan in the Kindergarten Classroom: The Challenges of Developing Oral Language in ALL Students***

Debbie Alessi, Kindergarten Teacher, Archer Elementary School

Many teachers have chosen to integrate Kagan strategies into their classrooms. This inquiry investigates how the use of one particular Kagan strategy, think-pair-share played out in the kindergarten classroom and what the teachers learned about the use of the strategy and the role of inquiry in studying the implementation of new strategies learned in professional development workshops. Also discussed is the key role language plays.

"The Luxury of Looping"

Denee' Hurst, Principal, Anderson Elementary School, deneehurst@dixie.k12.fl.us

A principal reflects on data collected from "Looping" groups in her school to gain insights into the question, "How effective is the practice of looping?" Come discover how looping truly can be a luxury for all involved!

Poster Presenters:

Brittany Frazzetto, *Using Daily Word Work to Move toward Grade Level Passages and Suffix Decoding*

Megan Nicholas, *Using Higher Levels of Thinking and Questioning to Motivate and Challenge a Gifted Student*

Room L354 ***Improving Writing with Digital Storytelling***

Danielle Heaton, UF Educational Technology Graduate Specialist, P. K. Yonge Developmental Research School/UF School of Teaching and Learning, dgym610@ufl.edu

Many third grade students struggle with writing, particularly in the areas of conventions, organization, and word choice as defined by NWREL's 6+1 Trait® Writing. Through the use of digital storytelling with Microsoft Word and PowerPoint, I aimed to improve the students' writing in these three areas. Initial results suggest that the students' writing has become enhanced and that their confidence in writing has also improved.

Correlation Between Phonics and Fluency

Caryl M. Carlisle, Title 1 Teacher, Bronson Elementary School, carlisc@levy.k12.fl.us

After establishing my 2nd grade reading intervention group, I became curious about the effect of explicit phonics instruction on my students' reading accuracy and oral reading fluency rate. Explicit phonics instruction provides students with a detailed presentation of the material, as well as its application during the reading process. My studies were focused on the effects that my explicit phonics instruction had on my 2nd grade reading intervention group and their oral reading accuracy and fluency rate.

Poster Presenters:

Sarie Gorenberg, *How Will the UFLI Intervention Strategies of "Word Work" and "Sentence Construction" Improve a Struggling Reader's Fluency and Self Confidence?*

Rachel Gross, *Integrating and Improving Writing Skills into Science and Social Studies*

Room
L356

Digital Sequencing in Kindergarten: Putting Technology in Students' Hands

Kelly Pester, UF Educational Technology Graduate Specialist, P.K. Yonge/UF School of Teaching and Learning, kpcool3@ufl.edu

How can incorporating different types of technology give students a well rounded understanding of sequencing? The students take pictures with VTech Kidizoom digital cameras, put the pictures in order and add narration using a presentation program. As these students progress in school, education technology will become more vital. Incorporating it in Kindergarten can head off the digital divide before it can grow. This project gives students a hands-on technology experience while learning an essential skill.

The Gift of Time: What Would Be the Effects of an Additional 30 Minutes, Three Times Per Week, on Focused Skills Instruction in a Small Group of Significantly Below Grade Level Readers?

Robin Frazer, ESE Teacher, Southside Elementary School, robinfrazer@msn.com

As an ESE teacher for students being served in a second grade inclusion setting, I work with students significantly below grade level in reading. With the mandate to present grade appropriate curriculum, and with the reality of tight scheduling needs, where do I find the time to address below grade level reading skills? And even if I COULD find an extra 30 minutes several times a week – would it be enough to really make a difference in reading test scores and classroom performance?

Poster Presenters:

Donna Pitts, *The Impact of UFLI Tutoring on a Struggling Reader: The Benefits of Personalized Instruction*

Melody Ajmo, *Inquiry into the Math Learning Needs of a Kindergarten Student*

10:25-11:15 a.m.

Session II

Room J304 ***What Bait Reels In The Disconnected Reader?***
Leanne Criscitiello, Seventh Grade Reading Instructor, Trenton Middle School,
criscitiello@mygcsd.org

On more than one occasion, I have been grading student responses to questions on reading passages and I'm left completely *dumbstruck!* What is happening when a student's reply is referencing dinosaurs, but the text is about extraterrestrials? I made it my mission to discover why this happens and more importantly what can I do to assist students that demonstrate this "disconnected" state during reading.

Motivating the Middle: Grammar and Reading vs. As the Schoolhouse Turns
Rebecca Abercrombie, Middle School Language Arts Teacher, Lake Butler Middle School,
rebecca.abercrombie@gmail.com

When I opened the door to my first classroom closet three years ago, I very nearly found myself buried alive under workbooks, textbooks, and random paperwork. When I escaped the closet, I found a class of 34 seventh graders, all ready to eat me alive. I found myself facing a puzzling dilemma: how could I hold the attention of so many middle school students while juggling reading, grammar, and writing? I decided over a two-year span to try out organizing my dozens of topics and materials into thematic units, to see if this would help capture my students' attention, lower discipline problems, and encourage positive student interactivity.

Poster Presenters:

Behroz Nowrojee, *Do Reading Strategies Aid Comprehension?*

Bianca Ragone, *Fostering a Sense of Success within a Child Who is Failing Mathematics*

Room J306 ***Accountability Takes on Fake Reading***
Kim Warren, 8th Grade Intensive Reading Teacher, Bradford Middle School,
warren_k@firm.edu

Noticing that my independent reading rotation looked more like a sleep session, I knew I had to do something. Sleeping, zoning out, listening to small group instruction, and doing anything but reading independently wasn't helping the scores of the students. I wanted to know how much it would help students' comprehension and fluency test scores if they had a tutor/teacher work with them during that rotation, actually holding them accountable. The tutor/teacher would be buddy reading, assisting with unknown words and modeling questioning and fluent reading.

Back to Basics: Using Systematic Phonics and Fluency Instruction to Improve Reading Skills in Middle School Students
Cynthia Rankin, Middle School Reading Instructor, Chiefland Middle School
Rankinc@levy.k12.fl.us

As I have worked with my intensive reading students, I have noticed that many of them seem to lack some of the basic fundamentals of reading, such as phonics and decoding skills and fluent reading. I am concerned that these "gaps" in their reading background will continue to

present problems for them. I want to know if small group, systematic phonics and fluency instruction will help these students become more successful readers. I want to find out if I can help fill in the gaps that they are missing by going back to the basics.

Poster Presenters:

Jennifer McQueen, *Using "Great Leaps" to Improve Fluency*

Jacquelynne Balla, *Repeated Readings to Improve Reading Fluency*

Room J307 ***Loving to Write: Could a Mystical Fairy Delivering Letters to My Second Grade Students Inspire Them to Write for Enjoyment?***
Carolyn McClain, Second Grade Teacher, Mellon Elementary, cmclain@putnamschools.org

For some students writing can be a burdensome task. This inquiry focused on generating excitement for my second grade students which would inspire them to write. A mystically themed mailbox mysteriously appeared in our class; inside was a letter from a magical fairy written especially for each of my students. The letters asked the students questions about themselves and things known to interest them. The fairy left special paper and envelopes with her address for the students to continue the correspondence.

Will this magical fairy help turn writing into an adventure for enjoyment and creativity?

Bringing Words to Life: Using Digital Storytelling and Writer's Workshop to Improve Students' Ability to Write a Short Story with a Beginning, Middle, and End

Stephanie Briefman, UF Educational Technology Graduate Specialist, Hidden Oak Elementary/UF School of Teaching and Learning, stephgtr@ufl.edu

When reflecting on my teaching methods and my students' performance, I became concerned about their ability to write a short story with a clear beginning, middle, and end. I wanted to make their writing more personal, meaningful, and cohesive in order to increase their writing ability and motivation. I decided on integrating technology, specifically digital storytelling, as well as writer's workshop in order to increase their interest and ability to write a short story with correct sequencing.

Poster Presenters:

Katie Evans, *Improving Writing through the ABC's*

Kathryn Hill, *Implementing Writing Assignments in the Content Area*

Room J309 ***A Look at the Instructional Processes and Student Learning Gains in a Middle School Setting When Florida Continuous Improvement Model is Implemented (the Good, the Better, the Best Is Yet to Come)***
Robert Turnipseed, Principal, Chiefland Middle School, turnipr@levy.k12.fl.us

As we implement the Florida Continuous Improvement Model and develop focus calendars using Sunshine State Standards Grade-level Expectations as a guide for curriculum choices and instructional strategy planning, we are interested in discovering any discernable difference in the student learning gains as measured by Thinklink assessment and how that will correlate to AYP as measured by FCAT.

A Look at the Transformation in Climate and Culture in a Middle School Setting When Florida Continuous Improvement Model is Implemented (the Ugly, the Bad, the Good and the Great to Come)

Jack Hughes, Curriculum Coach and Intensive Math Teacher, Chiefland Middle School, hughesj@levy.k12.fl.us

Florida's Continuous Improvement Model (F.C.I.M.) provides the impetus for change in a school's "way of doing business" and seemed to fill in missing elements of our school's instructional model. Here, we report on the effects on our school's climate and culture as they relate to our school as we complete the second full year of our implementation of FCIM.

Poster Presenter:

Jessica Harster, *Familiar Words: How Do They Help a Student Learn Letters and Their Corresponding Sounds?*

Tereva Crum, *Jumbled up!: Using Scrabble© to Improve Encoding*

Room
J310

Supplemental Counseling and Services Needs Assessment in Middle School

Russ Froman, Assistant Principal, P.K. Yonge Developmental Research School, rfroman@pky.ufl.edu

Students of P.K. Yonge's Middle School tend to be a microcosm of society along with all of the trials and tribulations of normal teens. There seems to be an inordinate number of support services available at P.K. Yonge that is not normally available in most schools. However, there seems to be a disconnect between the students' needs and our professional guidance services available for the students to utilize. There is also not a formal referral process for teachers to refer students to the support services available, or a good way for students to know what services are available. The purpose of this study was to determine what the supplemental counseling and services needs are at P.K. Yonge as seen by the P.K. Yonge teachers, parents and students and how a referral process can be implemented to meet these needs.

Updating the Comprehensive High School Guidance Program

Susan Ireland, High School Counselor, P.K. Yonge, sireland@pky.ufl.edu

The comprehensive high school guidance program was last updated 5 years ago. I wanted to research and rewrite it to completely align the program with National Standards and with the American School Association National Model: A framework for School Counseling Programs. Could I answer the question "How are students different as a result of the school counseling program?" How do I most effectively negotiate the standards and program as a "department of one"?

Poster Presenters:

Renee Fox, *Improving Details in Writing through Increasing Accountability*

Jamie Boykin, *Organize Your Way to a Bright Future*

Room
J312

School-Wide Motivation: Will it Improve Behavior?

Alissa L. Hingson, Curriculum/Behavior Resource Teacher, Lafayette Elementary School, ahingson@lafayette.k12.fl.us

This year I have a new position in which I am in charge of the discipline of the school. The guidance teacher and I discussed this summer ways to encourage students to follow the school rules and to make good choices. We needed an idea that was doable and affordable to reward students who show good behavior. We decided to try using "Hornet on the Move" tickets as a school-wide positive motivation to improve behavior.

Motivating the Unmotivated: Does it make a Difference?

Debbie Singletary, Reading Teacher/Guidance Counselor, dsingletary@lafayette.k12.fl.us

Realizing the lack of motivation my 2nd grade reading class had, I began to wonder if providing incentives during the 90 minute reading block would promote motivation. I wanted to find out if giving out "Hornet on the Move" tickets, having daily and weekly drawings, and having "Motivational Friday" would enhance motivation in my reading class.

Poster Presenters:

Alex Evans, *Can a Spelling Out Strategy Linked to Whole Literature Help Improve Sight Word Skills?*

Tracy Bennett, *Using Social Interaction to Increase Productivity*

Room
K324

No Biz Like KidBiz

Michelle West, 4th Grade Teacher, **Melanie Burton**, 2nd Grade Teacher, Anderson Elementary School, michellewest@dixie.k12.fl.us melanieburton@dixie.k12.fl.us

This inquiry was done so that we could evaluate the effectiveness of a computer based reading program on student's lexile scores and reading growth. Our wondering was did having to complete more activities per nine weeks positively affect student lexile growth and comprehension. Also, how did students' perceptions of the program affect their use and growth in reading? We collected data by student surveys, as well as data on student usage and growth from the KidBiz program.

All Systems Go: Creating Digital Media Presentations on Organ Systems

Megan Johnson, UF Educational Technology Graduate Specialist, P.K. Yonge /UF School of Teaching and Learning, mmj8403@ufl.edu

Organ systems are often taught in rote fashion. I wanted to see how student-created digital media presentations (using still photos, sound and text) would affect fourth grade students' knowledge of five organ systems. My objective was for students to be able to identify the functions of each system, the components that make up the system, and the location of the system in the body.

Poster Presenters:

Laura Ambrosio, *Teaching Multiplication Facts to Increase Success in Math*

Tracy Andrews, *Back to the Basics: Using Flash Cards to help a Struggling Fourth Grader Improve her Math Fact Fluency*

Room K326 ***Fluency is Not Just for Reading Anymore! What are the Benefits of Kids Being Taught Math Facts?***

Mrs. Tangalia Howard, First Grade Teacher, Southside Elementary, bass_t@firn.edu

Looking at my first grade students' ability or lack of ability with completing math fluently, I was wondering if I could prepare them better with daily practice and different strategies that would build their confidence and abilities. After a discussion with upper grade teachers whose students are still struggling with these areas, I wanted to find out in what ways they could be better prepared in the higher grades if they got these facts down in the earlier years.

From Mathematicians to Math Magicians: Taking the Next Step in Brain-Based Instruction

Kathy Hunt, ESE Support Facilitator, Macclenny Elementary School, khunt@baker.k12.fl.us

After creating brain-based lessons for third grade reading skills two years ago, I have been looking for ways to extend the same teaching models to younger grades and to math skills. I have chosen to focus on math skills this year, since the majority of the third grade students that I am serving this year are struggling with math skills and concepts.

Poster Presenters:

Amanda Martingano, *Using Small Groups in Mathematics to Improve Comprehension*

Nancy Stetson, *Reinforcing Math Understanding through the Use of Manipulatives*

Room K327 ***Differentiating Professional Development***

Debbi Hubbell, Reading Coach, Fort White Elementary, debbihubbell@yahoo.com

I didn't want to waste any more of my teachers' time sitting through a whole-faculty, mandated professional development that many of them did not need. I investigated how would differentiating this professional instruction time affect the teachers at my school. Come see what I discovered.

Highly Trained Staff- The Key to Making Intervention Successful

Audrey Murphy, Reading Coach, Southside Elementary School, murphy_a11@firn.edu

While analyzing our school's professional development activities I noticed that a few key members of our intervention team were not as highly trained as others on our staff. I wanted to know more about what tools they needed to make sure that our intervention program was in sync with the rest of our curriculum and instruction.

Poster Presenters:

Geno Shintock, *Oh, the Places You'll Go: An Inquiry into Differentiation*

F. Blair Litaker, *Recognizing Student's Weaknesses to Improve on Oral Reading Fluency*

Room K329 ***Digital Portfolio's Role in 9th Grade and Beyond***

Mickey MacDonald, High School Science Teacher, P.K. Yonge, mmacdonald@pky.ufl.edu

All 9th grade students at P.K. Yonge, DRS complete a digital portfolio and autobiographical video that is shared with parents at Student Led Conferencing. Although this is the fourth year that 9th graders have been required to complete the project, as a team we have not developed the project to be as meaningful of an experience as it can be for all students. My

inquiry has examined the ways in which the articulation of purpose and outcomes for the 9th grade digital portfolio project and restructuring its implementation can reduce technological difficulties, increase completion and attendance at student-led conferencing, and extend its applicability beyond 9th grade.

Background Knowledge: What are the Benefits for Students and Teachers?

Gayle Weaver, Reading Coach, Bradford Middle School, weaver_g@firm.edu

As a Reading Coach, I wanted to stretch myself and other teachers by tackling the area of “activating background knowledge.” I thought this was important, but wanted to use some new approaches and see how students and teachers responded.

Poster Presenters:

Dannielle Smith, *Becoming a Fluent Reader: A Study of Letter and Sound Recognition*

Kristina Ford, *Thinking Outside of the Vocabulary Box*

Room K330 ***The Invisible Link: Media Specialist as a Resource***

Marsha J. Cook, Media Specialist, Trenton Elementary School, cookm@mygcsd.org

When searching for a clear job description of a media specialist, it was very clear this is a role that can provide a valuable resource for students and teachers as well as the school. However, this is a position which more than often becomes invisible yet should be utilized as a valuable resource for the school. This inquiry will take a look at the importance of the role the media specialist can provide.

Equitable Technology Support for a K-12 School

David Young, Technology Coordinator, P.K. Yonge, dyoung@pky.ufl.edu

As a technology coordinator I am called upon to provide training, implementation support, purchasing decisions, leadership, and equipment management for all grade levels and subject areas across a K-12 school. Traditionally, the loudest teachers have received the most support, but I have become concerned about supporting the quieter teachers who may be afraid or unaware of what technology support they need. By exploring various data sources and time management records I have developed a concept of “equal” support throughout the school to help ensure that all teachers receive the technology support that they need.

Poster Presenters:

Kara Bragg, *Decoding the Unengaged Student through Differentiated Instruction*

Cary Furman, *Inquiry into the Learning Needs of a Kindergarten Student*

Room K332 ***What are the Benefits from Students Creating Story Maps?***

Tamera Winkler, First Grade Teacher, Southside Elementary, winkler_t@firm.edu

At the beginning of the year I noticed that my students could not make story maps. They struggled with terms such as characters, setting, problem, solution, and facts. I was wondering if discussing and making a story map every week would develop this skill.

Storytelling for the 21st century

Clary Rucker, UF Educational Technology Graduate Specialist, P.K. Yonge/UF School of Teaching and Learning, clary@ufl.edu

Many teachers have difficulty finding time in their class for teaching the writing process in meaningful and creative ways. This was the case in one 2nd grade class, and thus we started a digital storytelling project. Combining technologies such as streaming videos, Kidspiration, digital photography, and iMovie, students wrote and published their own digital story, demonstrating their knowledge of fiction writing and the writing process.

Poster Presenters:

Caryn Morrison, *Brief Reflection Sheet and Student Math Confidence*

Amanda Donoway, *How Utilizing Rehearsal, Scaffolding, and Validation Can Help an ADHD Student Increase Writing Skills*

Room M344 ***Tradition vs. Tech: Can Student Work be Significantly Influenced When Using Two Different Means of Writing?***

Faith Panagiotacos, UF Education Technology Graduate Specialist, Littlewood Elementary/UF School of Teaching and Learning, faithrg@ufl.edu

Writing can be a daunting task for students in the classroom. Thus, I am working with a group of third graders to improve their ability to write paragraphs in preparation for essay writing. This inquiry compares the impact of traditional paper/pencil method and blogging on student organization, sentence fluency, and conventions.

Which Would You Choose? Written or Oral Assessments in Social Studies

Jacqueline M. Gonzalez, UF Educational Technology Graduate Student, Williams Elementary/UF School of Teaching and Learning, jackieg8@ufl.edu

We all know that Social Studies is being pushed to the back burner of academia and because of that, I decided to focus my inquiry on this subject. I had a group of four students create a website on the Florida Everglades, then the whole class interacted with the webpage. This inquiry sought to determine whether different levels of comprehension were displayed when students had an opportunity to take a traditional assessment versus an oral assessment using an audio blog. Which type of assessment showed more in depth knowledge of the Everglades?

Poster Presenters:

Amy Reynolds, *Determining the Effects of Small Group Instruction on Focus and Comprehension*

Sharon Constazzo, *Learning: A Product of Games and Nonsense?*

Room M347 ***Tell Me About a Story: How Will Creating Multimedia Book Talks Affect 5th Grade Students' Reading Comprehension Scores (AR tests) and On-task Behavior During the Reading Block?***

Mandy Newton, UF Educational Technology Graduate Specialist, Williams Elementary/UF School of Teaching and Learning, mandy131@ufl.edu

Reading in order to take a test can be less than inspirational for fifth grade students. By observing them, I found that they do not want to read simply to answer questions or take a test and they do not retain the information they read. Therefore, I had students create

multimedia book talks about their book club novels and present them to other students and teachers. Then, I had students take the traditional AR tests. Preliminary results suggest this strategy resulted in higher comprehension scores and increased engagement in the reading process.

7 P's of Poetry: Will it Improve Fluency?

Lorri Swafford, Third Grade, Lafayette Elementary School, lswafford@lafayette.k12.fl.us

What are the 7 P's? Prior proper practice (of poetry) prevents poor performance! This year my reading class is considered on grade level with intervention needed due to DIBELS scores, fluency and prosody issues. Poetry is a technique I have always enjoyed using in my classroom for a variety of reasons and this year I wondered, "If students were practicing poetry daily with me in the classroom and at home, would it help them become better readers?" It was easily accessible to get the material and could be used every week in many ways. Poetry sounded like a winning idea!

Poster Presenters:

Ashley Barr, *Using a Reinforcement Ladder to Increase Intrinsic Motivation for Writing*

Courtney Rose, *Using Student Writing to Increase Motivation and Improve Student Performance in Reading*

**Room
M348**

Picture the Facts: Using Digital Photography in Multiplication

Elise Howell, UF Educational Technology Graduate Specialist, Williams Elementary/UF School of Teaching and Learning, liecie04@ufl.edu

Do your students know their facts? After noticing some of the students in this fifth grade classroom did not know their basic multiplication facts, I also began to see that many of them did not understand the concept of multiplication. I decided to use digital photography, Power Point, and the SMART Board to help the students conceptualize multiplication and practice the facts. Preliminary results suggest this strategy is successful.

Inspiring Algebra Students: A Self Study on the Impact of TI' Nspire Graphing Calculator on Preparation, Practice and Student Learning

Cindy King, Mathematics Assistant Professor and **Catherine Porter**, Instructor, P. K. Yonge, cking@pky.ufl.edu and cporter@pky.ufl.edu

As Algebra teachers in a technology rich environment, incorporating technology in a deliberate and dynamic way is essential. Throughout our four week study, we focused on the new TI 'Nspire graphing calculator and created lessons to integrate its graphs, tables, spreadsheets, and algebraic system into our units on functions. The calculator was used to introduce, explore and reinforce functions in both Algebra I and Algebra II. Once trained, our students used the calculators daily. Unsure of what to expect, yet excited about the potential, we saw multiple improvements in our classrooms and have lots of advice for those considering or embarking on similar journeys.

Poster Presenters:

Kristen Hoepfner, *Accelerated Reader Program and Reading Comprehension*

Elisabeth Harvin, *Charting the Course: How Does Goal Setting and Progress Monitoring Impact Multiplication Fluency?*

Room
M350

Kidspiration Provides Inspiration: Using Kidspiration to Increase Vocabulary Development in High Achieving Kindergarteners

Kara Banks, UF Educational Technology Graduate Specialist, Littlewood Elementary School/UF School of Teaching and Learning, lttfoot3@ufl.edu

Vocabulary development is essential to becoming a good writer. In this inquiry I used images from Kidspiration to enhance high achieving kindergarten students' vocabulary and documented the impact of this strategy on the vocabulary they used in their writing.

Kindergarten Kids, Write On!

Linda Campbell, Kindergarten Teacher, Cedar Key School, campbel@levy.k12.fl.us

As a Kindergarten teacher in an inclusive setting, teaching writing to "at risk" students has become a challenge. I wanted to find a strategy that I could use with my whole class, but one that was effective in developing the skills of the "most-needy" writers. My inquiry centers around the increase of writing skills through interactive writing activities based on literature. The study highlights three targeted students who were previously experiencing limited progress in this area.

Poster Presenters:

Jenna Licitra, *The Alphabetic Principle: Improving Letter Recognition and Sounds*

Kristyn Coury, *How Will Reading Familiar Books and Learning Sight Words Improve a Struggling Reader's Fluency?*

Room
L351

Building Blogs: Refining Writing Skills in a Rural 5th Grade Classroom.

Kelly Ashberger, UF Educational Technology Graduate Specialist, Williston Elementary School/UF School of Teaching and Learning, kash1223@ufl.edu

Writing is an essential subject that students will utilize throughout their lives. Some students, however, tend to become lax when it comes to writing for a teacher who has a red pen. Given an audience (peers, teachers, and parents) and a Web 2.0 tool (blogging website), I wanted to know if blogging in a rural setting will increase the awareness of audience and refine the writing skills that students will need throughout their educational and professional careers.

Moving Beyond Pencil and Paper: How Can Technology Influence Writer's Workshop?

Kelly Dolan, First Grade Teacher, Asst. Professor, P.K. Yonge, kdolan@pky.ufl.edu

Concerned about waning interest during Writer's Workshop, I explored the use of technology to re-excite my students. During my inquiry I examined the relationship between motivation, engagement, and achievement. Unexpected discoveries influenced my thinking about pre-writing and planning as I looked to improve the finished products of my first grade writers.

Poster Presenters:

Olivia Toner, *Slow Down and Write: Using a Timer to Improve Accuracy and Writing Proficiency*

Ashley Kohler, *How Will the Use of the UFLI Strategies of "Word Work" and "Decoding" Help a Struggling Reader Improve Fluency?*

Room ***Readers' Theater: Podcasting for Fluency***

L353 **Christa Bartelt**, UF Technology Graduate Specialist, Metcalfe Elementary School/UF School of Teaching and Learning, gatorbar@ufl.edu

After reviewing students' DIBELS scores, I noticed that four students were not meeting the fifth grade requirement of 115 words read per minute. To increase their reading fluency I implemented a Readers' Theater podcasting activity. Along with the improvement of their reading fluency, students developed an excitement for reading.

DIBELS: How to Get Those Yellows to Green?

Kelly Andrews, Kindergarten Teacher, Lake Butler Elementary, andrewsk@union.k12.fl.us

When going over my DIBELS data for the past several years, I began to notice that some of my students who were at moderate risk would rise to low risk but then fall back to moderate risk at the end of the year. I wanted to use *Scott Foresman Early Reading Intervention* in my small group instruction. My inquiry was based on the effectiveness of this curriculum and whether or not it would raise those students' scores and keep them at low risk.

Poster Presenters:

Carolyn Bellotti, *Using Simple Interventions to Improve the Focus of a Student with ADHD*
Gingi Elsagga, *Using Reader's Theater to Improve Reading Comprehension*

Room ***Fractured Fairy Tales: A Digital Storytelling Approach***

L354 **Camille Mattison**, UF Educational Technology Graduate Specialist, Hidden Oak/UF School of Teaching and Learning, camille8@ufl.edu

After interning in a 4th grade classroom, I noticed that five students were consistently scoring very low on the Six Traits of Writing scale. In order to increase these below-average students' understanding of the story writing process, I decided to use a technology based method of storytelling to see if it would improve their writing. Initial results suggest a multi-modal, hands-on approach to storytelling fosters more motivation in these students. It also allows them to break the process apart in manageable pieces with visuals and other sensory aides to help guide them throughout the project.

We're Not in Kansas Anymore!

Michael Thomas, Assistant Principal, Anderson Elementary School,
michaelthomas@dixie.k12.fl.us

Few of our students are raised in a traditional, two-parent, first-marriage household. Our behavioral and academic standards were developed when most students came from a traditional home. I wanted to see if I could document academic and behavioral differences between students from traditional and non-traditional families. I used standardized test scores, teacher surveys, field notes, and data collected from discipline referrals.

Poster Presenters:

Stephanie Lee, *Fostering Fluency and Supporting Reading Comprehension*
Katie Walker, *How Can Use of UFLI Tutoring for Reading Intervention Have a Positive Impact on a Student's Reading Proficiency?*

Room L356 **Digital Booktalks and Reading Comprehension**
Heather Henderson, Educational Technology Graduate Specialist, Littlewood Elementary School/ UF School of Teaching and Learning, gtrgrl13@ufl.edu

Reading comprehension tests in 4th grade can be difficult for a student who struggles with the ability to express himself with pencil and paper. Being able to write into words what he remembers from reading a text proves to be almost impossible. When it comes to him verbally telling you about something he can tell you every little detail. This made me wonder how digital story telling book talks would help him remember more about the story he just read before he takes reading comprehension tests.

Encouraging Fifth Grade Students to Participate in the Sunshine State Reader's Program

Suzy Grimes, 5th Grade Reading Teacher, Mellon Elementary
sgrimes@putnamschools.org

The Statewide Sunshine State Reader's program is designed to encourage students to read independently. After realizing there were several students in our fifth grade that had no desire to participate in the program, I wanted to develop a plan to give this targeted group of students' additional motivation to read at least one book. This inquiry focused on students having "ownership" of a book in combination with providing individual progress monitoring and encouragement to read their book.

Poster Presenter:

Gina Cynn, *How Will Using the UFLI Strategy of "Word Work" Improve a Struggling Reader's Ability to Decode Words?*

Haley Yost, *Focusing on the Basics: Improving Decoding Skills through Word Work, Computer Programs, and Reading*

11:15-11:55 a.m.
P.K. Yonge Cafeteria

Box Lunch Break

12:00-12:50 p.m.

Session III

Room J304 ***MAKE IT OR BREAK IT: Does Organization Lead To Improved Academic Success?***

Becky Hilty, High School ESE Teacher, Williston High School, hiltyr@levy.k12.fl.us

As a parent, teacher, and coach I understand that disorganization can negatively affect performance in all areas of my life. I believe the same applies to high school students. The only planning and organization that some of my students seem to have is attending school M-F. Getting homework completed and turned in, having necessary materials, and managing time seemed to be a tremendous challenge. I wonder if my students planned, organized, and managed their time wisely would their academic performance increase?

Showing Reading Growth through Performance Task

Peggy Sue Jones, High School Intensive Reading Teacher and Ninth Grade Enrichment Teacher, jonesp@mygcds.org

I saw a huge deficit in the FCAT Performance task session. My question was how do I show my students that there is a way to accomplish this task without suffering? They were unmotivated to even give it a try. After trying numerous strategies to ensure self-assurance in their ability to express, search, and correctly respond to the extended or short response, I felt this was a doable challenge. My first step was to model ways to search for the desired question's response. I saw that the students were completely at a loss when the challenge of answering the question was placed before them. After the students began to show an interest in completing the mundane task of performance task questions, I saw their interest level increase in the story. The story became more than just words on a page to read and never comprehend. It became a joy to anticipate the outcome of the story. By reaching the goal of self-assurance, I feel they will perform to the best of their ability.

Poster Presenter:

Megan Zokvic, *Improving Comprehension through Oral Reading Fluency*

Room J306 ***Direct Instruction-vs-Scripted Instruction for Middle School Decoding Students: Which Method Accelerates Student Growth Most Effectively?***

Karen P. Welch, 8th Grade Reading Instructor, Bell Middle/High School, welchk@mygcds.org

After working on an action research project with the decoding teacher last year, I became concerned that the scripted program used by our school was not preparing students to be successful on the FCAT. I wanted to know if a student that qualified for decoding services could be accelerated more effectively with direct instruction versus the scripted instruction used in the decoding classroom.

What Can a Reading Intervention Course Provide Struggling Readers in Terms of Writing?

Fidah Williams, ESE Language Arts Teacher, Chiefland High School, williaf@levy.k12.fl.us

In August of 2007, I found myself looking at 18 struggling readers in my Intensive Reading

class for 10th grade students. As days turned into weeks, I found myself struggling to make meaning from their written responses to assignments. My desire to increase students' clarity, focus, and accuracy in writing led me to this Inquiry. Could I use the concepts of prereading, during reading, and after reading to increase students' writing?

Poster Presenter:

Christine Moran, *Improving Fluency Through Sight Word Drills and Daily Practice*

Room ***How Are You Smart?***

J307 **Clare A. MacDonald**, Science Teacher, Dixie County High-School,
claremacdonald@dixie.k12.fl.us

Students are smart in different ways! They also learn differently from each other. Research shows us there are multiple types of learning styles and intelligences. My students identified both their preferred learning style and their predominant intelligence. They then developed and presented lessons based upon their own learning styles and intelligences. I collected data through pre and post tests, student surveys and field notes.

The Focus of a Generation

Thomas Beyer, 12th Grade English Teacher, P. K. Yonge, tbeyer@pky.ufl.edu

During the past year, there were moments where I did not understand the generation I was teaching. Their unity, motivation, attention to detail, relationships, time management, and focus were mysteries to me. Being thirty-one, it was intriguing how different their high school experience seemed to be from mine. I set out to discover who this generation was, with the ultimate goal being to revisit aspects of my curriculum and pedagogy to coincide more with their identity—creating a more dynamic and robust environment.

Poster Presenter:

Jennifer Hogsette, *Teaching "Touch Math" to Improve Double Number Addition*

Room ***No Teacher Left Behind: How Can We Better Support Beginning Teachers and Retain Highly Qualified Teachers?***

J309 **Chrystal Woodall**, Staffing Specialist, Lake Butler Middle School, woodallc@union.k12.fl.us

Looking at the annual teacher turnover, especially in the critical shortage areas and the increasing number of out of field hires, I became concerned with the quality of instruction that students were receiving, as well as school continuity. These concerns further led me to examine school supports that may be helpful in developing, supporting and retaining quality educators.

Reciprocal Teaching: Implementing a New Strategy after Professional Development

Chris Pryor, Principal, Matanzas High School, pryorc@flaglerschools.com

During the 2007 Summer Academy of the Florida Reading Initiative, teachers at Matanzas High School were trained in the use of Reciprocal Teaching (RT). Core subject area teachers participated in follow-up training with the reading coach throughout this school year. Using an

informal survey and follow up interview, this study gauges the use of and the confidence teachers have in using RT at Matanzas High School.

Poster Presenter:

Jaqueline Kelly, *Using Reading Sight Words to Improve Performance in Math*

Room J310 ***Tapping the Genius Within: Harvesting Strategies That Work at Your School***
Rob Cecil, Middle School Science Teacher, Fort White High School, cecil_r@firm.edu

With ever-increasing demands for a teacher's time, "peer-to-peer" sharing is often the first thing to disappear. What are all the great teachers at our school doing and can we use their wisdom? How do we collect, format, and distribute the fruits of all the years of experience right on our own campus? This information must be useful and easily accessible for maximum impact.

Changing School Leadership Culture: Investigating Ways to Support Current Principals as they Transition their School Leadership Teams to Focus on Instructional Practices as the Core Business of School

Phyllis Pearson, Curriculum Specialist, pearsonp@flaglerschools.com

In my role as curriculum specialist, I am responsible for the mentoring of school level administrators in my district. My inquiry focused on the ways I can support principals in implementing a distributed leadership model. Come hear about what we learned as we explored questions such as, "How does the leader support and foster differences in expertise rather than differences in formal authority among team leaders?"

Poster Presenter:

Kaley Lyons, *Using Sight Word Strategies to Improve Word Recognition and Spelling*

Room J312 ***Can You Handle It! Are Students Able to Handle Small Classroom Conflicts?***
Vivian Ramseur, 2nd Grade Teacher, Southside Elementary, ramseur_v@firm

Being the teacher of second grade students I have learned that they love to express their opinions. Sometimes when misunderstandings occur their first response is to involve the teacher. I wanted to know could they handle these disagreements or conflicts with each other without teacher involvement.

Can the Classroom Environment Change if I Allow the Students to Come up With the Classroom Rules and Consequences?

Nadine Barrington, Elementary Teacher, Southside Elementary, barrington_n01@firm.edu

Every year I use the same basic classroom rules and consequences. To me it seemed that some of the students struggled with following the rules, which brought about a negative classroom environment. I wanted to get the students involved in bringing a change in their classroom environment. What changes would it make if the students came up with the classroom rules and consequences?

Poster Presenter:

Melissa Balsler, *Student Organization and Its Effects on Classroom Performance*

Room K324 ***Making Headlines: Create a Movie, Learn Science!***
Ella Yankelevich, UF Educational Technology Graduate Specialist, Williams Elementary/UF School of Teaching and Learning, ellay@ufl.edu

Water pollution is not the most exciting of topics, but turn it into a movie making project, and suddenly everyone loves science class! A desire to see how a technology infused group project would improve the learning of science content (and tech skills), led to my inquiry topic: How will a fifth grade gifted technology-rich class project impact student learning of science content and technology tools? Students used a social bookmarking site, the Internet, a wiki, digital cameras, and I-Movie to create a great newscast to educate themselves, and their entire school, about the dangers of water pollution.

Put Your Hands on Science

Karen Callis and Joy Padgett, 2nd grade teachers at Lafayette Elementary School, kcallis@lafayette.k12.fl.us, jpadgett@lafayette.k12.fl.us

We were interested in how we could improve our science curriculum by making it more applicable outside the walls of our classrooms. We wanted a hands-on approach to teaching science. We were concerned that our present science curriculum did not teach the scientific method. In addition, our concern was that the current curriculum did not allow students to make text-to-world connections thus giving them the natural ability to apply the information gained in science class in a real world setting. The approach we chose utilizes a science journal or notebook. The components are: Question, Hypothesis/Prediction, Procedure/Planning, Results/Data observed, Conclusion/What have I learned, and Next Steps/ New Questions. We want to find out if reviewing our notebooks on a weekly basis will help to prepare our students for their quarterly assessment, as well as the SAT 10.

Poster Presenter:

Brittany Wilcox, UFLI “Word Work” with Magnetic Letters: Gaining Greater Skills in Blending Letters and Sounds

Room K326 ***Take a Picture, It Will Last Longer: Teaching Geometry Vocabulary Through Digital Photography***

Melissa Blanco, UF Educational Technology Graduate Specialist, P.K. Yonge Developmental Research School/UF School of Teaching and Learning, m3lissa@ufl.edu

How can you teach math vocabulary in a way that aids retention? Because the traditional method of teaching vocabulary does not always allow for deep understanding, some students have difficulty recalling mathematical terms. Through the use of digital photography, I aspired to have students form multifaceted connections with math vocabulary by having them take pictures of math concepts identified in real life. Thus, students are able to apply this vocabulary to situations beyond the classroom.

The Power of the Point: Can Student-created PowerPoints Increase Student Achievement?

Erica Scicchitano, UF Educational Technology Graduate Specialist, Hidden Oak Elementary/ UF School of Teaching and Learning, shick715@ufl.edu

In collaboration with the classroom teacher, I noticed that students in a third grade class struggled with science vocabulary words. To increase their vocabulary and their engagement in learning vocabulary words, students created PowerPoints on the vocabulary using voice,

graphics, and text. I found that student authorship of vocabulary PowerPoints led to increased levels of engagement and increased knowledge of science vocabulary words.

Poster Presenter:

Katis Romig, *The Little Engine That Could: How Motivation and Encouragement in a One-on-one Setting Impacts the Fluency and Comprehension of a Struggling First Grade Reader*

Room Meritocracy? Getting Paid What You are Worth?

K327 John T. Kreinbuhl, 5th Grade Teacher, Anderson Elementary School,
johnkreinbuhl@dixie.k12.fl.us

Merit Schools, STAR, MAP... If insanity consists of doing the same thing and expecting different results, why do we keep trying merit pay plans? More importantly, what do they do to teachers and the school environment? I collected anecdotal records, survey data, and data from formal studies trying to understand what merit pay schemes can mean for schools and teachers.

PLC 101 (The Professional Learning Community)

Cindy Roach, Reading Coach, Cedar Key School, roachcindy@aol.com

In the current climate of school reform it is imperative that we began to build professional learning communities within our schools. One of the obstacles in pursuing learning communities is buy-in from the participant. Without this element the professional learner will most likely experience the same reaction as many of our unmotivated students we teach. My inquiry is based on this premise and because of this I will focus on motivational factors effecting professional learning communities.

Poster Presenter:

Lori Giannoulis *Improving Comprehension through Summarizing and Discussion*

Room Getting Them All to Reach the Same Goal - Differently!

K329 Annamarie Cairo-Tijerino, High School Spanish Teacher, PK Yonge, Tijerino@pky.ufl.edu

Although for the most part students do well in my class because it is a beginning level class, each year there are several who are not successful enough to continue to Spanish 2 and few continue to an advanced level. I want my belief that everyone can learn a second language to be reflected in the end result of all students leaving my classroom with the knowledge, skills and motivation to become bilingual. To this end, I became interested in expanding my knowledge of what differentiation looks like in a level-one language classroom, analyzing how differentiated my instruction is currently, and finding ways of reaching those students who don't quite make it and those who may struggle at the next level of language learning.

Reading Remediation in the Secondary School

Julie T. Glisson, Reading Coach, Crescent City Junior Senior High
jglisson@putnamschools.org

As a fourth year Reading Coach at a school that had no "real" organized Reading curriculum my first year, it has been a continual search for just the "right fit" in Reading curriculum. This inquiry has focused on piloting the *Failure Free Reading* program to compare one class of students' scores to their previous scores when they were participating in our other curriculum, SRA Corrective Reading. *Failure Free* is geared toward the lowest achieving students. I

wanted to find out if implementing a different reading curriculum, which focused specifically on low achieving students, would assist those students in increasing their SRI, ThinkLink, and FCAT scores and therefore, possibly increase the opportunity to make AYP.

Poster Presenter:

Corey Frank, *Using Previewing and Sight Words to Increase Reading Comprehension*

Room K330 ***How Can Using a Class Wiki in Fifth Grade Classroom Increase Higher Order Thinking Skills?***

Sarah Crouch, UF Educational Technology Graduate Specialist, J. J. Finley Elementary School/UF School of Teaching and Learning. sarahc84@ufl.edu

All too often, teachers use lower level comprehension questions from basal-based reading workbooks to assess understanding. Thus, students become disinterested and do not engage in higher order thinking. To promote higher interest and complex thinking, I implemented a wiki project based on a read-aloud novel, *Homecoming*. In the beginning students replied to higher order questions posted to the wiki. Later, students crafted their own higher order questions for their classmates. I analyzed student-posted questions with respect to Bloom's taxonomy to determine if the wiki fostered higher order thinking.

How Can Webquests Successfully be Synthesized to Digital Stories in a Fourth Grade Science Classroom?

Andrew Stirling, UF Educational Technology Graduate Student, Williams Elementary/UF School of Teaching and Learning, g8erbait@ufl.edu

Teaching in classrooms all over Alachua County, I realized that students learn exceptionally well when they have the chance to integrate technology. I wanted to determine whether or not students can successfully complete a webquest on biomes of the world and then synthesize the information into a digital story.

Poster Presenter:

Mary Mitchell Hartnett, *Do Small Groups Make Sense? The Effect of Small Group Instruction on Students' Reading Comprehension*

Room K332 ***The Power of Voice: Using a Web 2.0 Tool to Improve the Fluency of Struggling First-grade Students***

Brenda Burgess, UF Educational Technology Graduate Specialist, Littlewood Elementary/UF School of Teaching and Learning, bnb1410@ufl.edu

I noticed a group of students in a first-grade classroom struggled with the reading component of fluency. In order to increase their oral language capabilities, I decided to implement a technology-based intervention. I turned to VoiceThread, a Web 2.0 that incorporates visual and audio elements. Initial observations show that using VoiceThread leads to stronger accuracy, automaticity, and prosody in student fluency.

One Minute Reading Timings: Does it Increase a Student's Oral Reading Fluency?

Maeghan Morris, 1st grade teacher, Mellon Elementary, mmorris@putnamschools.org

As a first grade teacher, I am currently administering a one-minute reading timing once a week to below grade level students. I am concerned that this is an activity that does not have

an obvious affect on reading fluency to continue the timings once a week every week. In a grade such as first where fluent reading is becoming concrete, time is precious and there is no need to utilize an activity that is not obviously affecting a students reading fluency.

Poster Presenters:

Karen Bredehoeft, *The Effects of Individual Instruction and Positive Reinforcement on Phonemic Awareness*

John Fuller Jr., *The Goal Action Plan: A New Way to Curb Disruptive Behavior*

Room M344 ***Behavior Problems: Can Daily Parent Support Make a Difference?***

Jennifer Martin, K-1 ESE Teacher, Joyce Bullock Elementary, martinj@levy.k12.fl.us

Looking at my Exceptional Student Education Behavior unit students' behavior patterns, I became concerned that these patterns historically were only escalating. I wanted to find out if there was something I could do to decrease, if not eliminate, the behaviors that had attached such a negative label on these young children, by using behavior charts as daily communication logs between myself and the parents.

Mom Love: Does One-on-One Tutoring Make a Difference for Students Struggling In Reading?

Kimberly Hines, Reading Coach, Trenton Elementary School, hinesk@mygcsd.org

Over the last couple of years, I have noticed that students seem to receive less time spent one on one with an adult interacting with text or as I like to call it "mom love." I wanted to see if one-on-one tutoring really made a difference in student performance. Over the course of several weeks, I will spend "Mom Love" time with a selected group of students anticipating a higher achievement on Thinklink scores.

Poster Presenter:

Erin Northsea, *Increasing Attention: Strategies for the Inattentive*

Room M347 ***Automaticity of Dolch Basic Sight Words: Will it Increase Fluency?***

Deborah Johnson, Elementary Reading Teacher/Librarian, Lafayette Elementary School, djohnson@lafayette.k12.fl.us

From 50 to 75 percent of all words used in school books, library books, newspapers, and magazines are in the Dolch Basic Sight Word Vocabulary of 220 words. DIBELS scores in my class started @ 80 percent in the RED! Will explicit instruction of the Dolch Basic Sight Words make a difference?

Digital Booktalks to Enhance 1st Graders' Comprehension and Communication Skills

Lauren Parigi, UF Educational Technology Graduate Specialist, P.K. Yonge/UF School of Teaching and Learning, lars7811@ufl.edu

As I spent the mornings in a first grade reading class I observed the students being responsible and accountable for their reading comprehension through book clubs. I wanted to find a way to incorporate digital booktalks using Microsoft Photo Story 3 to supplement their book clubs. The students created digital booktalks on books they selected. Initial results suggest that creating digital booktalks allows the students to express their

understanding in more detail. In addition, the use of booktalks stimulated the students' interest in reading.

Poster Presenter:

Teala May, *Improving Fluency by Using Different Reading Strategies*

Room M348 ***How Will Inspiration Affect Gifted, Second-grade Students' Abilities to Include Supporting Evidence in Their Writing?***

Jennifer Granado, UF Educational Technology Graduate Specialist, Joseph A. Williams Elementary/UF School of Teaching and Learning, jen8685@ufl.edu

During discussions, second-grade students can draw well-reasoned conclusions about the characters in stories. However, when asked to document their conclusions on paper, they often struggle supporting their claims. In order to mediate this problem, I integrated concept-mapping software and Inspiration, to assist these students in mapping out their conclusions along with supporting evidence. Preliminary data has indicated that the use of this particular concept-mapping tool does improve the amount of supporting evidence that students provide in their writing.

Students Can Be Taught to Write in a Proficient Manner: The Use of Student Friendly Rubrics for Fifth Graders

Christine C. Faircloth, 5th Grade Teacher, Chiefland Elementary School, fairclc@levy.k12.fl.us

Upon reflection of the students that I teach in the Language Arts area, I found that most students did not write in a well-organized manner. The dilemma that I faced was that I saw a discrepancy in the scores of the Florida Writes and the performance of actual writing assignments. I began wondering if my students could be motivated to write more effectively by learning to use a student-friendly writing rubric.

Poster Presenter:

Jennifer Cordovez, *Capitalizing on Student Interests: An Inquiry on How to Improve a Student's Ability to Stay on Task and Get Work Done*

Room M350 ***Fun Fluency: Could Using Readers' Theater on My Bottom Quartile Students Improve Their Fluency?***

Leah Curtis, Fourth Grade Teacher, Mellon Elementary, lcurtis@putnamschools.org

Many of my students struggle in reading. Some of them struggle due to the lack of fluency in their reading. It becomes choppy and hard to understand when there is no flow to their reading and eventually they become more focused on sounding out words than comprehending what's going on in the story. Will using Readers' Theater for thirty minutes every other day, three days a week promote good fluency habits and increase their DIBELS score?

Let's Role! Readers' Theater in the Classroom!

Sherri Jackson, 3rd Grade Teacher, Macclenny Elementary School, sjackson@baer.k12.fl.us

Fluency is important in order for students to have adequate time to read the FCAT. The "magic number" is 80 wpm. If students read less wpm then they are not going to be able to read

through the entire test. I wanted to improve their reading fluency, so I decided to incorporate *Readers' Theater Wednesday* into my lesson plans.

Poster Presenter:

Anne Powell, *Using Ten Minute Tutoring to Increase Reading Fluency*

Room ***On the Write Road to Reading***

L351 **Barbara Royster**, First Grade Teacher, Fort White Elementary, royster_b@firn.edu

The roads to reading and writing converge at the point of proficient readers and writers. How can first grade students who are weak in reading and writing skills become confident in their ability to read and write? Come explore the possibilities of building reading skills that enhance wonderful writing!

A is for Alphabetic Principle: Using Digital Storytelling to Increase Student Awareness of Letter-sound Correspondence

Heather Sebetzki, Kindergarten Teacher and UF Educational Technology Graduate Specialist, MK Rawlings Elementary School/UFSchool of Teaching and Learning, sebetzkiha@gm.sbac.edu

Given the task to take over a kindergarten classroom 2/3 into the school year, I was concerned about the various stages of development of my students. In order to prepare each student for first grade, an intervention involving letter-sound correspondence was essential. Therefore, I wanted to introduce my students to the world of digital storytelling as a motivational tool to get them excited about the beginning stages of reading. This inquiry looked at the impact of digital storytelling on identification of initial letter sounds.

Poster Presenter:

Emma Lipsky, *How Can the UNRAAVEL Strategy and Additional Assistance Help with Reading Comprehension?*

Mary Knestrick, *Impacting Fluency and On-Task Behavior with UFLI Reading Strategies and One-On-One Tutoring Process*

Room ***Looking for the Missing Link: An Experiment in Teaching Emotional Intelligence***

L353 **Liana Glanville**, Kindergarten Teacher, Lawton Chiles Elementary, glanvigl@gm.sbac.edu

Lisa Bosarge, Special Education Teacher, Lawton Chiles Elementary

Jill Altier, Kindergarten Teacher, Lawton Chiles Elementary

As kindergarten reading teachers for the lower quartile students, we have traveled numerous avenues in the quest for our students' success. In our search to educate these students, we have incorporated all five components of reading. Even though things seem to be going well, we felt as if there was a missing link. A recent study by Caprara and colleagues found that social skills actually were a major significant predictor of later academic achievement. This inquiry explores our efforts to strengthen the social skills of our struggling students and identifies the key role language may play in social skill development.

The Time of Your Life?

Jan Manos, Instructional Coach, Anderson Elementary School, janmanos@dixie.k12.fl.us

Do you spend time doing school work outside of school hours? Do you know how much time you actually spend or what consumes your time? How much more would you need to be paid to

compensate you for your extra time? Elementary teachers were surveyed twice during this school year to determine answers to these questions. How many extra hours did they work? What did they do? Did grade level matter? Is this the time of your life??

Poster Presenter:

Carson Cramer, *Inquiry into the Learning Needs of a Kindergarten Student*

Room "Power Hour" for Positive Growth in Reading

L354 Francine Swickheimer, 1st Grade Teacher, Fort White Elementary, swick_f@firn.edu

While working on my reading endorsement, I encountered research regarding the amount of time struggling readers practice reading outside of the classroom in comparison to non-struggling readers. The time varies greatly and often impacts student learning considerably. Come find out how I found additional time for those struggling readers to practice and develop the basic reading skills.

Minutes Meaning More

Erin Bonesteel, Teacher of Self Contained ESE 3-5, Southside Elementary School, bonesteel@firn.edu

While working in a full time self-contained classroom the progress of students was dismal and very slow. After working with two students for thirty minutes a day and noticing significant progress the question was posed if every student was given thirty minutes three times a week with myself or an aide would we see more academic progress? Each student was allotted ninety minutes to be divided into three sessions with any adult in the classroom where they were able to choose any academic area to work with an adult and significant progress in reading and math skills are evident.

Poster Presenter:

Erica Chesak, *Graphically Organizing a Student's Route to Comprehension*

1:00 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

Congratulatory Remarks

Catherine Emihovich, Dean
UF College of Education

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Sherwin Mackintosh, Director

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Programs Represented at the 2008 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. **Nancy Dana**, CSI Director, **Diane Yendol-Hoppey**, Affiliate Director for the Teachers Network Leadership Institute, **Chris Sessums**, COE Distance Education Director, and **Katie Tricario**, **Sharon Hayes**, **Darby Delane**, and **Jason Smith**, CSI graduate students, collaborated with NEFEC and P.K. Yonge teachers and administrators on the individual inquiries shared at this year's Showcase. For more information about CSI and to peruse our 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. One hundred and sixteen 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, **Joan Thate** – Flagler County, **Debbi Hubbell** – Columbia County, **Jack Hughes** – Levy County, **Sheri Jackson** – Baker County, **John Kreinbihl** – Dixie County, **Mickey MacDonald** – P.K. Yonge DRS, **Gayle Weaver** – Bradford County, **Alissa Hingson** – Lafayette County, **Tracy Taylor** – Putnam County), NEFEC personnel (**Bob Smith**, **Marsha Hill**, **Brandy Arnold**), UF Head Education Librarian (**Iona Malanchuk**), and Inquiry Facilitator Coaches (**Nancy Dana**, **Chris Sessums**, **Katie Tricario**).

P.K. 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. Ten teachers and administrators from PK Yonge presented their inquiries at today's Showcase.

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. Six 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, Mark Bracewell, Marsha Hill, Bob Smith**), and Principal Inquiry Facilitator and Researcher (**Nancy Dana**).

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 eight elementary schools in Alachua County: Littlewood, Williams, High Springs, Newberry, Alachua, 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 one prospective 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 (**Jim Brandenburg, Kathy Dixon, Katherine Munn, Amy Hollinger, Jeff Means, Lacy Redd, Gail Hamilton, and Emory Bishop**), PDC Field Advisors (**Angi Gregory, Lacy Basford, Jennifer Jesseman, Megan Scharett, Kathy Vance, Joanne Pohlman, Kim Parsons, Cathy Beaunue, Kevin Berry, Renee Simmons, Darby Delane**), and numerous PDC Mentor Teachers.

Curriculum-based, technology-enhanced field experiences provide prospective teachers a 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, prospective teachers study the impact of their technology integration efforts on student achievement through teacher inquiry. **Kara Dawson and Jeff Boyer** supervise these experiences in collaboration with principals and media specialists from the participating schools.

Alachua County National Board Teachers - The Alachua County School Board has initiated a National Board Teachers' Inquiry group targeted at providing on-going professional development opportunities for those teachers who have already been recognized by the National Board. These teachers are extending their professional development and teacher leadership by developing the tools needed to both engage in teacher inquiry and coach teacher inquiry within their schools. With the support of **Kathy Shewey and Diane Yendol-Hoppey**, these teachers have engaged in their own

inquiry while collaborating with colleagues. Their collective goal is to identify ways to connect district wide professional development efforts to their schools and classrooms.

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 three-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. Twenty SITE interns presented their inquiry work at this year's Showcase. **Rochelle Robinson Warm** and **Sharon Hayes** support the SITE student's development and inquiries.

The **Unified Elementary ProTeach** program is a five year teacher education program that culminates in a Master of Education degree and recommendation for state certification as a classroom teacher. The program is based upon broad theoretical and research foundations. The emphasis is on preparing all teachers to teach all children, including those with special needs and those from linguistically and culturally diverse backgrounds. The program is built on the understanding that effective teachers are reflective and committed to educational equity and student empowerment, that knowledge is constructed by learners, and that effective teaching/learning is grounded in student/teacher collaboration and teacher inquiry about effective practice. Eighteen ProTeach graduate interns presented inquiry work in this Showcase. Their inquiries were supported by their Intern Supervisors- **Sharon Halsall, Reisa George, Minta Napier, and Stephanie Dodman.**

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 thirty-nine schools in the Lastinger Center's Florida Flagship Schools Network. Each Flagship School has 15-30 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. Sixty-eight Lastinger teachers presented at this year's showcase, with support for their work from Director **Don Pemberton**, Program Director **Alyson Adams**, faculty **Elizabeth Bondy, Dorene Ross, Tina Smith-Bonahue, and Tyran Butler**; doctoral student **Vicki Vescio**, Program Coordinator, **Patricia Fleming**, 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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