

Inquiries and Investigations

Teacher Inquiry Research Symposium



Developmental Research School
at the University of Florida

Welcome to the Annual Inquiries and Investigations Symposium! This event showcases and shares work taking place through the Teacher Inquiry cycle. Presenters and attendees are treated to an afternoon of conversation and reflection around innovations underway in classrooms at P.K. Yonge.

Presenters lead a round-table conversation devoted to their inquiry work that took place throughout the prior year. Listen to P.K. Yonge teachers talk about current areas of focus and development through Teacher Inquiry, listen to College of Education researchers talk about their projects, and mingle with future research partners.

12:45-1:30pm

Opening Session | Performing Arts Center

Keynote Speakers: Nancy Dana, Ph.D.

Mickey MacDonald, Ed.D.

Jon Mundorf, Ed.D.

1:30-2:50pm

Round-table Presentations | Elementary Building

Session Times:

Session 1 - 1:40-2:00

Session 2 - 2:05-2:25

Session 3 - 2:30-2:50

2:50-3:15pm

Sharing, Debriefing, and Feedback | Elementary Building

20-minute Round Table Discussion

1. **10 minute presentation:** Inquiry project is described in as much detail as possible including comments about student learning/engagement that inspired the work or what was observed about student learning/engagement in response to efforts made
2. **2 minutes** of clarification questions by table guests
3. **3 minutes** of probing questions by table guests to deepen presenters thinking about the work
4. **3 minutes** of table guests discussing the project while presenter “listens in”
5. **2 minutes** of presenter’s “final word” to include a reflection on the conversation among table guests and/or consideration of next steps

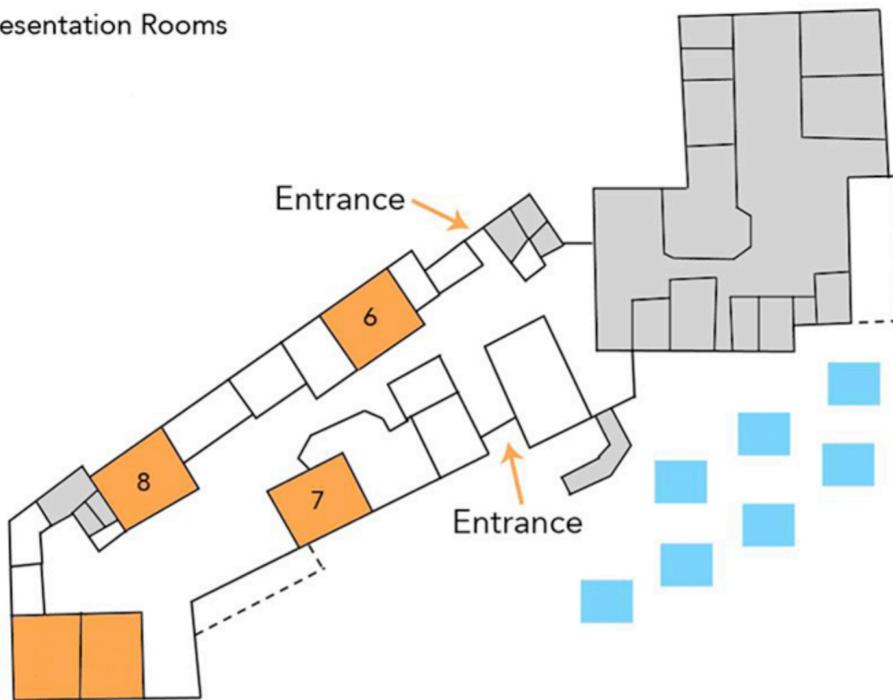
Inquiries and Investigations Presentation Rooms



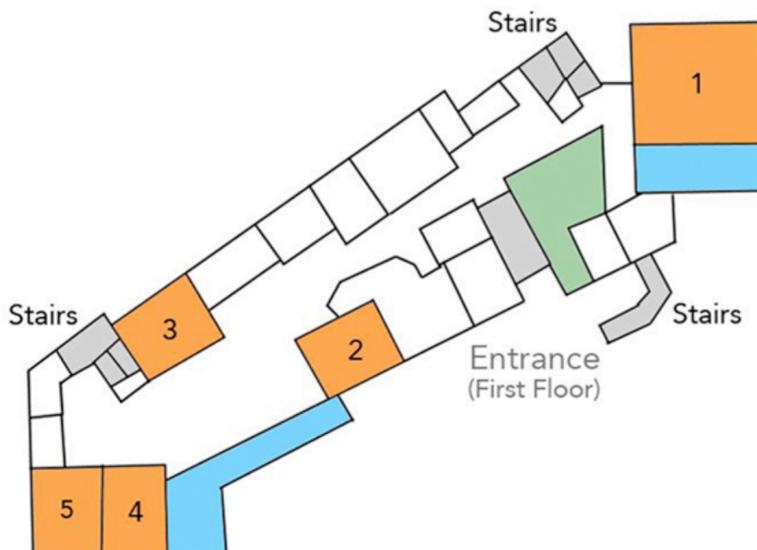
Developmental Research School
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 Presentation Rooms

Elementary Building First Floor



Elementary Building Second Floor



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Session 1: 1:40 – 2:00pm

Room #	Name	Title	Description
1	Tom Beyer	Mind Mapping with 12th Grade Students	This inquiry cycle, I focused on the need to better organize students for cognitively complex tasks in a 12 th grade English Language Arts class. This presentation describes the impact of mind mapping and its impact on student learning.
2	Mickey MacDonald, Ed.D.	Rethinking Tiered Instructional Support and Reassessment Within a De-tracked, Standards-based Biology Classroom	Eliminating academic tracking and engaging in standards-based grading practices required that assessment practices in my high school Biology class be readdressed. With the increase of learner diversity in my classes, I developed a tiered support system that targets learners challenged by meeting standards. The system promotes increasing proficiency while providing opportunities for reassessment.
3	Mark Magura	Examining the Impact of Class Discussion on Student Empathy	During the 2016-17 school year, a small group of students expressed an extreme lack of empathy when confronted with current events. This project examined the impact of class discussions on student empathy in a 9 th grade World Cultural Geography class.
4	Pauline Hazan	Teaching Physical Education in the Digital Age!	This year marks the launch of my fully online HOPE course for P.K. Yonge high school students. In this presentation, learn how my blended HOPE course has evolved into my new endeavor of creating a fully online HOPE course.
5	Mayra L. Cordero, Ph.D.	A Teacher's Journey to Transform a Sixth Grade Science Classroom Grading System	In this presentation, I will share my experiences implementing standards-based grading in my 6 th grade science classroom. The presentation includes the shift in practices to better communicate student achievement from eliminating late work penalties to supporting student's effort behaviors and homework completion, as well as assessing student achievement by learning goals.
6	Rachel Snyder	Stage Directions: Application from Classroom to Stage	This presentation shares findings from my 2016-17 inquiry involving student knowledge and utilization of stage directions. This inquiry was applied in Theatre classes with the intention of establishing stage directions as proper terms and as a form of theatre language our students will use during Performing Arts productions and in the classroom.
7	Taylor Whitley	The Impact of Small Group Interventions on Reassessment and Student Accountability in Algebra I	My inquiry project explored and adjusted small group interventions after major assessments in my Eighth Grade Algebra 1 course. I studied how in-class small group interventions affected the re-assessment process as a whole to promote student accountability in mastering learning objectives.
8	Macy Geiger	Opening New Doors: Empowering Families to Connect with Their Student Writers	Join me to learn about my journey in 4 th and 5 th grade writing instruction to find a better way to communicate with families and provide support and resources they could use with their child writers. Participants will discover new strategies to use in building writing connections with their students' families and how to include them in the writing process.

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Session 2: 2:05 – 2:25pm

Room	Name	Title	Description
1	Shelby Boehm	Diminishing the Disconnect: Student Perspective on Relevant Writing Feedback	As a writing teacher, I was spending hours giving feedback only to find out it was limited in its effectiveness: few students were revising work and the feedback was not improving their writing on the same or similar future assignments. This presentation will diminish the disconnect between how teachers and students define effective writing feedback.
2	Jim Bice	How Can I Get High School Students Demonstrate Mastery in Math?	What can I do to get more students to take advantage of the retake process that I set up for my high school math class? With a goal to have students learn the material and improve grades on assessments after unsuccessful first attempts, I made changes to my retake process. In this presentation, we will discuss changes made and the number of students who took advantage of the retake process.
3	Theo Lightbourne	Senior Inquiry Project	During the 2016-17 school year, the Senior Project made significant shifts in its question-based, research-driven nature. This presentation will discuss the transition and describe how the Senior Project now mirrors the Teacher Inquiry process on campus.
4	Melanie Harris, Ed.D.	Standards-based Assessments in a Performance-based Music Classroom	Join me to discuss standards-based grading systems created to assess individual student learning with minimal interruption to a performance-based class. The challenges and amendments made during the research process will also be described.
5	Tredina Sheppard	Supporting 8th grade science students in achieving and/or extending mastery of learning goals	This presentation describes the development of a system to provide 8th grade Science students the opportunity to learn science content by considering learning goals for the unit in addition to their existing knowledge. Pre and post assessments were provided for students to assess existing knowledge to determine if supplemental and/or extension activities were needed in order to differentiate and achieve or extend mastery.
6	Brenda Breil, Ph.D.	Applying Systems Thinking to Enhance Student Engagement and Higher-Order Thinking	Systems thinking is a strategy used to identify and solve problems in diverse systems. Learn how seventh grade science students learned about, and applied systems thinking to study the Tumblin Creek system, identify problems, and propose solutions to those problems. Students developed an understanding of the creek system, and also how economics, culture, and perspective can direct solutions.
7	Clint Kovach	The Effect of Rubrics, Self-Assessment, and Self-Reflection on Student Motivation	In this presentation we will discuss the effectiveness of rubrics in motivating students to reach or exceed expectations. Topics include the efficacy of concise or detailed rubrics in providing adequate information for students to use in their efforts to meet expectations, and master learning goals.
8	Lee Purvis Ph.D.	Algebra for All Within an MTSS Framework and Related Achievement Outcomes	This presentation will review the academic outcomes of students disaggregated by race, gender, income status, and grade level when an algebra for all policy is implemented within a fully inclusive school utilizing an MTSS framework. Additionally, this presentation will provide an overview of how services were delivered and strengths from a quantitative perspective.

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Session 3: 2:30 - 2:50pm

Room	Name	Title	Description
1	Kristin Weller, Ed.D.	Motivating High School Students using Small-Group Instruction and Reassessment in Geometry	To gain insight into how using standards-based grading and assessment supported students' learning in a de-tracked, honors geometry classroom, I examined and reflected on how small-group instruction and reassessment motivated my students to master the course standards. Findings indicate that incorporating small-group instruction and focused reassessment supported a positive culture of learning and alleviated test anxiety in my classroom.
2	Renee Andrews	Teaching Technical Writing Skills in a Heterogeneous High School Science Class	The purpose of this study was to create and test the effectiveness of custom-designed rubrics and scaffolding activities in improving technical writing products in my Marine Science inquiry project. We will discuss the effectiveness of the activities and share how I reached my conclusions.
3	Christy Barba	Supporting Self Efficacy Through Academic Challenge	This presentation will share my experience supporting struggling learners in achieving their academic goals in an AP course and how that affected them as learners.
4	Jon Mundorf, Ed.D. Christina Flake	Technology to Meet the Needs of All Learners	The purpose of this presentation is to tell the story of our experiences incorporating a 1:1 Chromebook Initiative, with accompanying Google digital technologies, in our 7th grade ELA & Civics Classrooms. We share the impact of technology on our teaching practice, student achievement, and its role in supporting UDL and the development of accessible, inclusive learning environments.
5	Ann Harding	Student Perceptions of Peer Learning and Sectional Work	For this inquiry I investigated the thoughts and feelings of students who participated in music learning through sectional rehearsals. I will discuss findings and possible further implications, and offer opportunities for participants to provide feedback and discuss implications for their own practice.
6	Brenda Breil, Ph.D.	Designing a Blended Learning Lesson to Support Student Learning When Schedules are Interrupted	The month of March is a challenging time during the school year with students missing class for a variety of reasons including: athletics, testing, and illness. I will describe how I designed a blended-learning, three-week, mini-unit that allowed students to keep up with their work, even when they were and/or I was absent from class.
7	Susan Ireland	Enhancing the Academic Success of 7 th Grade Students	This project examined whether working on academic success skills with an entire class would result in a reduction in the number of earned D's and F's. Would these same lessons also increase the number of A and B grades earned? Come to this discussion and learn about the outcomes and what happened along the way.
8	Blake Beckett	Supporting Third Grade Writers with Individualized Goals and Small Group Instruction	Discuss the use of individualized goals and small group instruction to support third grade writers. We will consider student work samples, student surveys, classroom observations from my targeted feedback cycle, and my own reflection journal to analyze the effects of these instructional strategies.