

Inquiries & Investigations - 1 – 1:15-1:40

<p>1: Caroline Barba</p> <p>P.K. Yonge U-FUTuRES</p>	<p>Strategies to Support Sense-making in an Inquiry-based Science Class</p> <p>In my project, I investigated strategies to facilitate students' sense-making of lab activities in an inquiry-based science class. I guided students as they took deliberate steps to identify and rate themselves on the learning goal while activating prior knowledge applicable to the day's lesson. As students reflected and electronically documented how they met their learning goals, I found trends that helped me adjust my instructions to better meet student's needs as I implemented the inquiry-based science curriculum.</p>
<p>2: Jen Cheveallier Cody Miller</p> <p>P. K. Yonge</p>	<p>Student and Teacher Attitudes Regarding Common Core Implementation in Ninth Grade</p> <p>This research project explores the implementation of LDC modules with 9th grade students. This research focuses specifically on the new gender equality unit implemented in 2014 by the 9th grade Language Arts and Social Studies instructors at P. K. Yonge.</p>
<p>3: Sue Ireland</p> <p>P. K. Yonge</p>	<p>Understanding the ASCA National Model and Using the Model to Design a Comprehensive School Counseling Program</p> <p>In this presentation, the four components of the American School Counselors National Model will be examined, the movement for school counselors to be more data – oriented will be explained, then demonstrated, and participants will be offered a first look at the new P. K. Yonge Comprehensive School Counseling Program.</p>
<p>4: Renee Simmons</p> <p>P. K. Yonge College of Education</p>	<p>Inquiry as Professional Development for Interns: Yes? No? Maybe?</p> <p>In an attempt to make the second semester more personally and professional relevant, I encouraged my interns to use their mid-point Professional Development Plan as the catalyst for inquiry into their teaching for the remainder of their year-long internship. That personal journey guided subsequent formal observations and professional conversations. The results were exciting and positive from many perspectives.</p>

Inquiries & Investigations - 2 – 1:45-2:10

1: Kimberly Biehl U-FUTuRES	Students' Reading Level: One Teacher's Dilemma in Implementing a Reform-Based Science Curriculum. The focus of my teacher inquiry project was to explore strategies to increase the reading comprehension of the low-level readers in my inclusion class. As I taught the reform-based science curriculum, I integrated specific reading strategies, such as chunking text paired with close reading and graphic organizers. Interacting with the words in multiple ways enhanced the students' reading comprehension.
2: Paige Allison & George Pringle P. K. Yonge	Adventures in Blended Learning The focus of this presentation is blended learning in the math classroom and what we have learned in the process. George Pringle will focus on use of the iPad in the mathematics classroom and Paige Allison will focus on blended testing i.e. on-line vs. pencil & paper testing. Data and discoveries will be shared.
3: Sharon Crain U-FUTuRES	I Can Read but I Still Don't Get It: A Look at How Reading Strategies Impact Student Understanding in IQWST Science. If students are taught reading strategies that improve their understanding of science content, will it increase their likelihood for success? My teacher inquiry project addressed the impact of reading strategies when specifically taught to and used by a group of 8th grade students. Students self-selected one of several reading strategies as they explored the complexities of science content.
4: Cary Kirby P. K. Yonge	Using Blended Learning to Create Space for Gifted Differentiation When it comes to differentiation, one of the biggest factors is time. In today's world of increased use of technology, it makes sense to use the resources available to create space for differentiation. My inquiry focuses on constructing a blended learning experience to enable the gifted learners in my community in order to increase the interaction between the students and with me as the instructor.
5: Carrie Geiger Amanda Adimoolah	P.K.Y Global – Faculty Exchange With Our Partners in Nanjing In this presentation, learn about our recent visit to the Nanjing Experimental International School: a visit brimming with historic and cultural knowledge, international experience, cultural exchange, professional learning, and hospitality like you won't believe!

Inquiries & Investigations - 3 - 2:15-2:40

<p>1: Jennifer Bray U-FUTuRES</p>	<p>I Hate to Write, but I Love to Talk</p> <p>Engaging students in science discourse is an important principle in IQWST – the reform-based science curriculum. "I hate to write, but I love to talk" is a teacher inquiry project in which I investigated teaching practices to increase my student involvement in science discussions.</p>
<p>2: Holly Wall P. K. Yonge</p>	<p>Blended Learning in Elementary Reading</p> <p>This year the 4th and 5th grade team went one-to-one with iPads. Thus began the investigation into how to effectively incorporate iPads into the 90-minute reading and social studies block. This process has brought about a blended learning environment in which students actively participate in self-regulated learning and collaborate with learning partners.</p>
<p>3: Jennifer Ewbank U-FUTuRES</p>	<p>How to Teach Vocabulary to Culturally Diverse Students</p> <p>My project involved investigating how Close Reading and Vocabulary Flash cards affect vocabulary acquisition of English Language Learners. I administered a pretest and posttest of selected vocabulary from the IQWST Reading passages to determine the level of vocabulary mastery my ELL students experienced after using only the Close Reading strategy and then collected evidence after the students used both Close Reading and Vocabulary Flash cards. My teacher inquiry indicated the students showed an increase in vocabulary acquisition after using both strategies.</p>
<p>4: Michelle Kendrick Florida State University School</p>	<p>Tools You Can Use: iCPALMS and CPALMS Charter</p> <p>With the implementation of the new Florida standards, teachers have an increasing need for support and resources. CPALMS offers an abundance of tools for teachers, including educator toolkits with thousands of lesson plans, model eliciting activities, virtual manipulatives, and many other useful resources. In addition, iCPALMS offers an interactive planning guide (curriculum mapping tool) and standards visualizer. There are also perspective videos and math formative assessment items, along with lesson study toolkits available for teachers to use.</p> <p>CPALMS Charter offers teachers and administrators an online learning community that features videos of best practices, webinars, discussion forums, and professional development modules tied to implementing the new Florida standards.</p>

Inquiries & Investigations - 4 - 2:45-3:10

<p>1: Elizabeth Burt U-FUTuRES</p>	<p>Oh Boy! A Teacher Inquiry Project Investigating Underperformance of Gifted Boys in Science Education</p> <p>Underperformance and underachievement in gifted students can be a challenge for science teachers. My teacher inquiry project examined the effects of specific teaching strategies on underperforming and underachieving gifted boys during the implementation of a reform-based science curriculum. The results revealed that a correlation exists between the use of classroom discourse, models, and hands-on activities and the achievement of underperforming and underachieving gifted boys.</p>
<p>2: Blake Beckett Dicy Watson Michael Poole P.K. Yonge</p>	<p>To Move or Not to Move? Using Spaces in the New Elementary Building</p> <p>In conversations with parents we were presented with the question, “Why do you move to different rooms for different subjects?” We wanted to pursue that answer. We interviewed key players in the planning and implementation of the new learning community model. We used questionnaires to collect data from teachers and students in the elementary learning communities about how moving to different rooms affects them. We found trends and can make some recommendations for future planning in learning communities to best support students and teachers in their work.</p>
<p>3: Sabrina Harden U-FUTuRES</p>	<p>Here or Not Here! A Teacher Inquiry Project Investigating How to Increase Performance and Knowledge When Attendance is an Issue</p> <p>Learning progression and the logical development of core concepts are key features of IQWST curriculum. The purpose of my teacher inquiry project was to investigate the effectiveness of data chat, goal setting strategies, and video recordings of lessons with students who are persistently absent during the teaching of this reform-based curriculum. These strategies helped students to make connections between grades and attendance; and they also became aware of the importance of the science content they were missing during their absences.</p>
<p>4: Kate Colantonio-Yurko P.K. Yonge</p>	<p>Social Justice Education in the ELA Classroom</p> <p>Throughout the school year I have asked student to engage in social justice based education. This inquiry examines whether struggling learners become more engaged with creative social justice activities in the ELA classroom.</p>

<p>5: Jennifer Richardson</p>	<p>Cultural Awareness...It Matters in the Science Classroom</p> <p>In my inquiry project, I set out to learn about how integrating culturally relevant pedagogy into an inquiry based science curriculum affects the learning of the minorities within my classroom. My goal is to better serve my students and increase their achievement in science. The implementation of the new IQWST curriculum was positive for the African American students as they became more involved in the classroom. My hope is that in the end this will promote a higher understanding of the science content and practices.</p>
<p>6: Dr. Nicholas A. Gage Ashley S. MacSuga-Gage</p> <p>College of Education</p>	<p>Classroom Management</p> <p>Effective teaching is a complex skill. Teachers must deftly deliver academic instruction while maintaining efficiently managed classrooms to ensure student engagement. Students cannot learn if they are not engaged with instruction. This roundtable discussion will focus on two different approaches for delivering evidence-based classroom management practices to increase student engagement and decrease problem behaviors.</p>
<p>7: Monica Wright</p> <p>U-FUTuRES</p>	<p>Visualization: Can't You See What I Mean?</p> <p>In my project, I investigated how visualization strategies affected reading comprehension during the eighth grade chemistry science unit within the reform-based science program. When teaching inquiry science and noticing how students rely on drawings and two-dimensional models to convey ideas, my wondering about the effect of visualization of text on reading comprehension developed. After including a range of visuals in my teaching, my student's literacy skills and my teaching strategies evolved and led me to find a correlation between the use of visualization strategies and improving reading comprehension.</p>
<p>8: Patricia Jacobs Danling Fu</p> <p>College of Education</p> <p>Cary Kirby Lindsey Ammons Michele Krank</p> <p>P.K. Yonge</p>	<p>COE-P.K. Yonge Collaboration to Improve K-5 Writing Instruction, Student Enjoyment, and Skill</p> <p>We will share how we work collaboratively as a team (COE Professor, Literacy Coach, Learning Community Leaders and elementary teachers) to improve the quality of K-5 writing while working to meet Common Core State Standards. Through the process of adopting a K-5 curriculum, analyzing student writing, creating rubrics, and discussing how to move students through the writing process, students in the elementary levels have grown in their enjoyment of writing as well as their skill.</p>
<p>Natalie Andrews</p> <p>P. K. Yonge Intern</p>	<p>Looking at the Whole Child</p> <p>Come learn about how I stepped back from a situation with a struggling student, to look at the whole child, and found a way to tap into his knowledge while improving his relationship with others.</p>

<p>5: Angela Rhoden U-FUTuRES</p>	<p>I Hate Science, but I Want to be a Nurse</p> <p>Many students in my school district were not making connections between learning science and potential career choices. The goal of this inquiry project was to integrate strategies into a reform-based science curriculum that deliberately exposed students to STEM related careers. Students made the connections to future careers and increased their interest in the science classroom.</p>
<p>6: Janise Coleman Dr. Tanya Kort College of Education P.K. Yonge</p>	<p>Autonomy Supportive Teacher Practices</p> <p>This round-table discussion will focus on autonomy-supportive practices that can be implemented in school settings to enhance motivation and engagement among all students. A specific focus on secondary settings will be emphasized, including high school students' perceptions of teachers' efforts to support their sense of autonomy.</p>
<p>7: ZoEllen Warren U-FUTuRES</p>	<p>Making Sense of Science Investigations through Modeling</p> <p>An important feature of the Investigating and Questioning Our World through Science and Technology (IQWST) curriculum is that it challenges students to reflect on, and develop appropriate explanations of science knowledge and practices. In my teacher inquiry project, I focused on ways to support students as they write their scientific explanations - a component of the Claim, Evidence, and Reasoning (CER) format. Consistent modeling of the format for students along with meaningful questions helped to deepen their thinking and allowed for much sense making.</p>
<p>8: Mayra Cordero P. K. Yonge U-FUTuRES</p>	<p>Can I Also be a Scientist? Improving My Practice to Support the Science Learning of Sixth Grade African American Students.</p> <p>When I examined the 2012-2013 8th grade science FCAT scores, I became concerned about the persistent low achievement of female students from underrepresented populations. Embracing the notion that increasing student engagement is vital to science learning, in this inquiry project, I examined ways of increasing the response rate of 6th grade African American female students as I enacted an inquiry-based science curriculum.</p>
<p>9: Lindsey Ammons, Michele Krank P. K. Yonge</p>	<p>Enhancing Communication Throughout the SST / Rtl Process</p> <p>This school year, with the evolution of the Learning Community Leader (LCL) facilitating Student Success Team meetings (SSTs), there was an opportunity to make enhancements in communication among all stakeholders. Our journey this year has led us on a path of adding goal-setting and increased follow-up as a part of the SST process to help make it more meaningful for both teachers and students. Through this inquiry project, we investigated the impact these changes had on the SST process, student growth, and teacher opinions.</p>

<p>6: Autumn Nowlin U-FUTuRES</p>	<p>That’s Not What I Saw on TV! Surfacing Student Misconceptions in Science Through IQWST; an Inquiry-based Hands-on Curriculum</p> <p>In this teacher inquiry, the extent to which the pedagogical principles of the reform-based science curriculum (IQWST) addressed students’ misconceptions was studied. Specifically, the inquiry focused on the preconceived notions and nonscientific beliefs of students during the 7th grade physical science unit. Confronting and challenging misconceptions and providing students with evidence gathered through science inquiry will help build a stronger foundation to enhance science achievement.</p>
<p>7. Brian LaPlant P. K. Yonge</p>	<p>6th Grade Transition: Crossing the Creek</p> <p>This discussion will inform of the background research and strategies the 6th grade team has integrated or developed to accommodate the transition from 5th to 6th grade for our students. We will examine the transition program that we have developed for our team.</p>
<p>8: Janet Sweat U-FUTuRES</p>	<p>Bridging the Achievement Gap: Helping African American Females Become Successful Science Learners.</p> <p>In this teacher inquiry, I focused on strategies that would increase the participation of African American females in an advanced science class. Mini-benchmark lessons that included inquiry-based science strategies were taught to complement IQWST lessons and learning gains were measured by administering pre- and post-tests. Results varied as success in science does not always equal a high test score but students who were engaged and focused on the details of the curriculum had higher test scores.</p>
<p>9: Mickey MacDonald Kristin Weller Cody Miller P. K. Yonge</p>	<p>Lessons Learned in De-tracking 9th Grade</p> <p>We will discuss our journey into “de-tracking” in Biology, Geometry, and 9th Grade Language Arts with a focus on lessons learned and next steps in our transformation. We will share our plans for studying assessment practices through the implementation of Standards-based Grading (one of our next steps) using a ‘cycles of inquiry’ approach as a grade level team.</p>
<p>10: Brenda Breil Ross Van Boven (Collaborators: Susan Johnson, Carolyn Harrell, Tiffany Dunn, George Pringle, Jackie Sirmopoulos) P.K. Yonge</p>	<p>Ways to Support Students With the Greatest Need Through a Mentoring Program</p> <p>For a second year in a row, the 7th grade team at P. K. Yonge has created and implemented a mentoring program to support students with the greatest need. We will share strategies for the creation and implementation, as well as some of the outcomes of this program.</p>

<p>5: Dana Hausen U-FUTuRES</p>	<p>Enhancing 21st century inquiry-based learning with a business approach</p> <p>During the teaching of the reform-based science curriculum, it is my responsibility to engage my students in ways that foster the development of essential, critical, and creative 21st-century thinking skills. I strive, therefore, to bolster my teaching practices with strategies that effectively draw students into the learning process. In this inquiry project, I adjust my teaching to enhance an inquiry-based curriculum with business-approaches, and explore the impacts on student science achievement.</p>
<p>6: Elizabeth Jacobbe Patricia Jacobs P.K. Yonge College of Education</p>	<p>Revision Strategies for Elementary Writers</p> <p>We will share strategies we used to help 2nd grade students revise their writing by: 1. Extending their ideas; 2. Finding places to add more details, and 3. Responding to feedback from their writing partners.</p>
<p>7: Byrlene Snyder U-FUTuRES</p>	<p>Writing to Learn: An Inquiry into Practice as a Science Teacher</p> <p>I investigated the gradual release model as an instructional strategy for providing explicit writing instruction, with an instructional focus on specific writing strategies. Within an inquiry-based science classroom, the modeling, collaboration, and scaffolding inherent in each stage of the gradual release model guided students toward improved writing proficiency, increased interaction with their own learning, and improved articulation of thinking.</p>
<p>8: Melanie Harris P.K. Yonge</p>	<p>Using Web-based Environments to Support and to Address Different Learning Needs</p> <p>Elective teachers stand in the unique position having students for multiple years, often building strong, trusting relationships. Elective teachers can mentor and coach students by utilizing a variety of web-based environments to support the different learning needs of their students.</p>
<p>9: Jen Landau U-FUTuRES</p>	<p>The Effects of Pacing and Student Response Rates on Raising Student Engagement</p> <p>This inquiry will discuss how I was able to use pacing and student response rates to increase kindergarten student engagement throughout multiple large group lessons. By keeping a fluid pace and increasing the opportunities for student talk and discussion, kindergarten students in my reading comprehension and 10-minute math blocks are now able to remain engaged and participate more frequently.</p>