

P.K. Yonge Developmental Research School  
**Inquiries and Investigations 2014-15**

Welcome Faculty and Guests to the P. K. Yonge Developmental Research School's Inquiries and Investigations Showcase! We are eager to share and hear about inquiry research projects on our campus, and to hear from researchers from the College of Education.

Agenda

- 12:30 - 1:20 Lunch and Keynote Presentation
- 1:25 - 1:50 Round-table Discussions - Session 1
- 1:55 - 2:20 Round-table Discussions - Session 2
- 2:25 - 2:50 Round-table Discussions - Session 3
- 3:00 - 3:15 Closing Remarks

Schedule

Table	Session 1	Session 2	Session 3
1	Janise Parker Diana Joyce	Jamie Burg	Julie Henderson
2	Michael Roberts	Dicy Watson Blake Beckett Michael Poole	Cody Miller Kate Yurko
3	Dr. Brenda Breil Dr. Mayra Cordero Maureen Shankman	Kelly Barrett	Angie Flavin Macy Geiger Dr. Patricia Jacobs
4	Dr. Zhihui Fang Dr. Suzanne Chapman	Mindi Bates Amanda Adimoolah Elizabeth Jacobbe	Dr. Rose Pringle Natalie S. King
5	Mickey MacDonald Christy Barba	Dr. Cathy Atria Brian Moody Julie Henderson	Dr. Lynda Hayes
6	Dicy Watson Blake Beckett Michael Poole	Dr. Carrie Geiger	Mark Magura Kristin Weller
7	Dr. Lynda Hayes	Dr. Mayra Cordero	Sue Ireland
8	Eric Lemstrom Cody Miller Kate Yurko Tanya Kort	Mark Magura Cody Miller	Jim Bice

P.K. Yonge Developmental Research School  
**Inquiries and Investigations 2014-15**

Session 1 – 1:25-1:50

Table	Presenter	Presentation Description
1	Janise Parker Diana Joyce-Beaulieu	<b>Struggling High School Males: Understanding their Experiences with Autonomy Support</b> - This discussion reviews research findings on strategies to support high school age males who experience academic and social-emotional difficulties. The topic provides a review of classroom-based factors as well as interpersonal characteristics that facilitate success. Presenters also review options for intensive intervention approaches.
2	Michael Roberts	<b>The Effect of Decibel Levels on Developing Primary Singing Voices</b> - This study compares tone (clarity /quality of sound), and pitch (matching pitch) of three different kindergarten classes. Three classes of kindergarten were surveyed using a rubric for tone and pitch. One class of kindergarten had strict limits on decibel levels for all class activities. Rubric scores between classes will be examined for significant differences in developmental level.
3	Dr. Brenda Breil Dr. Mayra Cordero Maureen Shankman	<b>What Strategies Can be Implemented to Support the Writing of Evidence-based Scientific Explanations from Grades 6 to 8?</b> In this presentation, strategies and scaffolds for promoting the writing of effective evidence-based scientific explanations are shared and discussed. The goal is to help students connect their experiences to core science concepts, develop skills in reasoning, and facilitate teacher assessments of student content knowledge.
4	Dr. Zhihui Fang Dr. Suzanne Chapman	<b>Teaching Close Reading with Complex Texts Across Content Areas</b> - The Common Core State Standards places a special emphasis on close reading, touting it as an ideal mechanism for helping students work with and through challenging literary and informational texts. However, no specific guidelines are offered for how close reading can or should be taught. This presentation reviews, exemplifies, and critiques several recently proposed instructional models of close reading.
5	Mickey MacDonald Christy Barba	<b>Structuring Reassessment Practices to Support Learning in a Standards-Based Classroom</b> - Have you considered the role reassessment plays in a secondary content driven class? In this round table discussion, I will share what I have learned about practices that need to be in place to facilitate the reassessment process and to support student learning in my Standards-based Biology classroom.
6	Dicy Watson Blake Beckett Michael Poole	<b>Digital Portfolios for Third Grade Students</b> - Join us to learn about how digital portfolios can increase parent communication and support high-achieving students. We will discuss Fresh Grade, a free app designed to help teachers create digital portfolios to keep parents informed of their child's work in school. Portfolios also help students reflect on their own learning and involve teachers and in the conversation.
7	Dr. Lynda Hayes	<b>Mission Possible</b> - As the director of one of Florida's Developmental Research Schools it is important for me to identify viable strategies for supporting and expanding the unique mission of our school. This session will be organized around my findings regarding PKY faculty perceptions, experiences, and suggestions about their roles in research and outreach. Together we will consider next steps for our school; a DRS affiliated with a research one university on the move to top 10.
8	Eric Lemstrom Cody Miller Kate Yurko Tanya Kort	<b>Effective Revision Policies for Secondary English Classrooms</b> - Ninth-through eleventh-grade English teachers conducted an inquiry into their existing policies for student revision of written work. One tenet of our work has been to replace previous essay scores with scores from improved drafts, rather than averaging scores. We were curious to learn which students would take advantage of revision opportunities what improvement in writing skill we might see.

P.K. Yonge Developmental Research School  
**Inquiries and Investigations 2014-15**

Session 2 – 1:55-2:20

Table	Presenter	Presentation Description
1	Jamie Burg	<b>Improving Teaching Practices through Outside Teacher Observation</b> - Professional development can be limited for some content areas, particularly music. I will look at teaching strategies incorporated from observing other teachers in order to teach my students to perform at a more advanced level.
2	Dicy Watson Blake Beckett Michael Poole	<b>Digital Portfolios for Third Grade Students</b> - Join us to learn about how digital portfolios can increase parent communication and support high-achieving students. We will discuss Fresh Grade, a free app designed to help teachers create digital portfolios to keep parents informed of their child's work in school. Portfolios also help students reflect on their own learning and involve teachers and in the conversation.
3	Kelly Barrett	<b>Using the Class DOJO App to Track Growth, Consistency and Proficiency in a Performance-based Classroom</b> - In this session I will share how I have used video recordings in conjunction with the DOJO app to accurately assess growth, consistency, and proficiency in my high school sports classes and how such use has affected student motivation and engagement during class activities.
4	Mindi Bates Amanda Adimoolah Elizabeth Jacobbe	<b>Differentiated Instruction and Grouping for 2nd Grade Math</b> - As we began teaching the Investigations math curriculum, we noticed that our Tier 2 support and enrichment students needed additional opportunities for practice and enrichment. In addition we noticed that there isn't a predictable daily lesson structure or adequate teacher resources that enables Tier 2 to occur efficiently. How do we incorporate Tier 2 support and enrichment groups within our math instruction using the spirit of the Investigations curriculum to meet our students' needs?
5	Dr. Cathy Atria Brian Moody Julie Henderson	<b>P.K. Yonge Students in China – Vacation or Challenge, Maturation, and Personal Growth?</b> Learn about P.K. Yonge partnership with the Nanjing Experimental International School and the student experience as viewed through the eyes of chaperones. Share ideas about how to connect this experience to curriculum and classroom-based activities.
6	Dr. Carrie Geiger	<b>Practice Improves Practice: Reflections on Side-by-Side Observations</b> - The presenter will share data and reflections related to the side-by-side observation process. During side-by-side observations, mentor teachers practice using the Marzano iObservation instrument while observing teachers alongside an experienced observer; debriefing conversations to share impressions related to teacher practice and target elements follow the classroom visits. Survey response, interviews, and anecdotal records inform this presentation.
7	Dr. Mayra Cordero	<b>Elimination of a Participation Category and its Impact in Student Content Knowledge Achievement</b> - In an attempt to implement standard-based grading in a 6th grade science classroom, this research project explores the impact of eliminating the participation category of a traditional grading system on student science learning. Specific findings for four case studies will be shared.
8	Mark Magura Cody Miller	<b>Using Chromebooks in the Classroom</b> - We present/discuss the use of Chromebooks in the classroom. There are many advantages that teachers can experience with Chromebooks ranging from utilizing the many applications designed for classroom teachers to the reduction in photocopies. Cody and I will share our experiences and ways in which we use the technology.

# Inquiries and Investigations 2014-15

## Session 3 – 2:25-2:50

Table	Presenter	Presentation Description
1	Julie Henderson	<b>The Digital Classrooms Plan</b> – This year, funding was awarded and allocated to purchasing additional devices for the P.K. Yonge campus. Come and revisit the original plan presented to the faculty earlier in the year, and learn about future goals.
2	Cody Miller Kate Yurko	<b>Sherman Alexie, Sold, and Shakespeare: Affirming Diverse Voices in Classic and YA Literature</b> - This presentation discusses how to foster learning through teaching founded in social justice, Critical Pedagogy, and Culturally Responsive Pedagogy. We will discuss how we helped students draw connections between "classic" and young adult literature by analyzing the different texts used throughout multiple units. We offer insights into best practices dealing with taboo topics present in "classic" and YA literature as well as our experiences as we navigated these complex issues with students.
3	Angie Flavin Macy Geiger Dr. Patricia Jacobs	<b>Reading &amp; Writing in a 4th and 5th Grade Social Studies Unit</b> - We will describe a social studies unit focused on Native Americans that was integrated into our literacy block. We will describe the method of instruction, strategies used, and the how the students displayed what they learned.
4	Dr. Rose Pringle Natalie S. King	<b>Teacher Inquiry as Professional Development: What Do Teachers Learn from the Process?</b> - In our presentation, we will share how we worked with middle school science teachers to develop and enact their inquiry project as a component of a larger professional development effort. Issues such as data collection and analysis, scope, and the notion that they were capable of generating knowledge about their own practices offered initial constraints. Teachers, however, embraced the process as a key component of a reflective practice.
5	Dr. Lynda Hayes	<b>Mission Possible</b> - As the Director of one of Florida's Developmental Research Schools it is important for me to identify viable strategies for supporting and expanding the unique mission of our school. This session will be organized around my findings regarding PKY faculty perceptions, experiences, and suggestions about their roles in research and outreach. Together we will consider next steps for our school; a DRS affiliated with a research one university on the move to top 10.
6	Mark Magura Kristin Weller	<b>Connecting Meaningful Conversations and Formative Assessments to Student Outcomes through Standards-Based Practice</b> - In this session we will look at structures beyond grading and how they impact students' perceptions and outcomes related to Geometry and Geography. Through our collaborative inquiry, we worked to deemphasize traditional grades on homework and class assignments and emphasize the way in which practice impacts achievement. All of our work is supporting an effort to move towards a more standards-based classroom.
7	Sue Ireland	<b>Academic Counseling, Motivational Techniques and Underperforming Grade 7, 8 and 9 Students</b> - There will be an overview of strategies employed, along with a presentation of data gathered. There will be a short discussion of motivation and goal theory. We will end with a few words on the achievement loss associated with the transition from MS to HS.
8	Jim Bice	<b>Skills Needed for Success in Calculus</b> - How are our students doing in AP Calculus and what would help them be more successful? We will discuss what math skills and problem-solving skills could be improved. We will talk about changes I will make in calculus as well as classes leading up to calculus.