



Inquiries &
Investigations
2016

Developmental Research School
at the University of Florida

Session 1
2:35-3:00

Room*	Description	Presenter
1	Standards Based Grading (SBG) and Student Perceptions in a Performing Arts Wheel Class: How I implemented standards based grading into my 9-week wheel class, my findings around the use of rubrics and standards based grading in my classroom, and how SBG rubrics helped students engage in the learning targets. I will also answer any questions or lead a discussion on practical application for others' practice.	Ann Harding
2	Providing Enrichment to Students in an Inclusive Middle Grades Model: An overview of the inquiry work, and collaboration to form "next steps" to continue developing enrichment for middle grade students at PK Yonge.	Ross Van Boven
3	Math Differentiation Among Three Third Grade Classes: Sharing results and experiences from regrouping students in three third grade classes during math lessons. Evaluate pre-test and post-test data and student surveys to determine the efficacy of periodically moving students to homogeneous needs-based.	Blake Beckett, Dicy Watson, Michael Poole, Angela Flavin
4	Standards Based Grading-7th Grade Science Students Increasing Their Understanding Without Falling Behind in the Curriculum: Would additional learning support to enhance student success impact curriculum time? Presented here are some of the support strategies tested and results in terms of student learning and pacing.	Brenda Breil
5	Does Using a Rubric for Formative Assessment Help Students with Self-Assessment? Rubrics were created for formative assessments that listed learning targets, linked back to problems on the assessment, and indicated whether the evidence students provided showed their mastery of the learning targets. Students used the information to help with their own self-assessments and with mastery of material prior to the summative assessment.	Kristin Weller
6	Sumdog Reading Program for 2nd Grade Support: Reflection on ways to improve reading instruction in 2nd grade classes to support and enrich independent reading blocks. The need to find resources outside of the curriculum to help us.	Elizabeth Jacobbe, Mindi Bates
7	Are "Non-traditional AP students" Taking AP Micro Economics and Being Successful? Wonderings were: How does the school identify "non-traditional" AP students; Are "non-traditional" AP students taking AP Micro Economics; How are "non-traditional" AP Students performing on the AP Micro Exam; How are "non-traditional" AP students performing in the class?	Gary Boulware

* Room numbers identified on map on back page



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Session 2
3:05-3:30

Room*	Description	Presenter
1	Standards Based Grading from an 8th Grade U.S. History Teacher: How to provide students with the fairest standards based grading method while issuing performance based grades from the mandated scale. The use of a hybrid grading system in which evaluations are based on standards and a rubric scale before being converted to a more conventional percentage grade.	Clint Kovach
2	Getting It Just Write - How Does Teacher Feedback Using Google Comments Affect Student Writers? We discovered how to refine our feedback and better reach our student writers through this inquiry experience.	Macy Geiger & Tara Palmer
3	Revisiting Reassessment in a Standards-Based Biology Classroom: Sharing my continued work to integrate reassessment practices within the regularly scheduled classroom; modifying the integration of Tier 2 support for students who do not achieve mastery initially. Through continuous cycles of inquiry, effectively determine which students are in need of support and subsequently differentiate this support so that there is time and space within the class period to meet the Tier 2 support needs of students.	Mickey MacDonald
4	How Can I Motivate a Reluctant Learner? Standard based grading is a system that provides a more meaningful measure of student's proficiency towards mastery of the learning goals. I will share the findings from an initial implementation of a reflection form to communicate sixth grade students' behaviors and attitudes and to motivate reluctant learners in reaching their learning goals.	Mayra L. Cordero
5	Reassessment: A Student's Mindset and Successful Strategies: A new reassessment strategy for each of the three unit tests and recorded (1) the improvement of each score, (2) what each student did to prepare for the reassessment, and (3) observational notes about the process. Generalize successful strategies for the reassessment process regarding effectiveness and efficiency for both the student and teacher. Discussion will focus around how the student mindset about reassessment is changed based on each strategy.	Taylor Whitley
6	Individual Assessments in a Performance-Based Music Classroom: I wanted to design an efficient system to assess individual student learning using standards-based grading with minimal interruption to a performance-based classroom. I will share the evolution of my process to provide individual assessment and feedback to vocal music students.	Melanie Harris
7	Differentiated Instruction: Learning about Differentiated Instruction in the foreign language classroom. How Project Based Learning help students achieve their goals.	Grisell Santiago, Lizzie Rodriguez

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Session 3
3:35-4:00

Room*	Description	Presenter
1	Transitioning to Standards Based Grading in a Perform Arts Classroom: Using a band class, I will show ways that Standards Based Grading can easily align with traditional ways of work without impacting instruction in a negative way.	Jamie Burg
2	Multiple Interpretations- Creating Student-centered Literature Instruction: Our group will discuss how students have engaged with literature since the implementation of new instructional strategies around discussions and annotations. An overview of why we made the instructional shift, what researchers have inspired our thinking, and how students have responded.	Cody Miller, Jen Cheveallier, Jon Mundorf
3	Differentiating Curriculum to Meet the Needs of the Full Spectrum of Learners in a Heterogeneous Science Classroom: A two-year study undertaken to improve and increase the use of a differentiated curriculum to satisfy the learning needs of the wide range of students who choose to take Marine Science course. First year- focused gifted, talented and highly motivated learners. Second year- focused on non-traditional, fourth year science students who had previously been identified as struggling learners.	Renee Andrews
4	Differentiating Math Workshops in a First Grade Learning Community: The first grade team worked to differentiate our math block to reach the needs of all learners. Through pre-assessments, we grouped students for each math unit throughout the year and then tailored our lessons to each specific group of students and how they learn.	Rachel Chastain- Gross, Natalie Andrews, Amanda Wilson
5	How Can Student Reflections and Remediation Improve Learning Growth in Inquiry-based Science? My focus is for students to understand all material. After much research, I developed a "background knowledge probe" that determined students' knowledge prior to teaching a lesson. Response comparisons were made at the beginning and end of each unit which informed instruction for student knowledge growth.	Tredina Sheppard
6	Performance Standards Based Grading in Elementary General Music: Elementary general music grades are based on in class performances/ demonstrations of the Next Generation Sunshine State Standards. Assessments are based on skills that have been presented, modeled, practiced. Individual performance represents the synthesis of material learned.	Michael Roberts
7	Reassessment for Mastery in Pre-calculus: Students do not always show mastery the first time they take a summative assessment. What process can I set up for students to re-learn and retest to achieve mastery without impacting class time? This discussion will share tools to assist students with pre-calculus mastery.	Jim Bice

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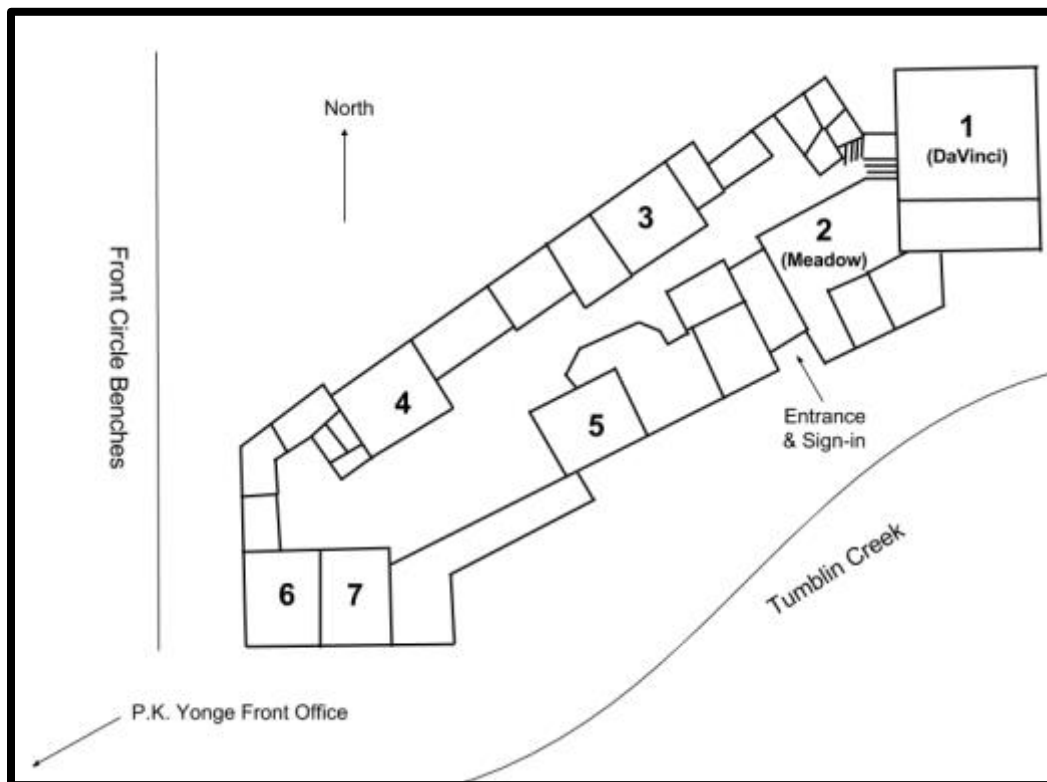
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Map: P.K. Yonge Elementary Building

Entrance and Sign-in: 1st Floor

Inquiries and Investigations Round Table Discussions: 2nd Floor

Room numbers on map correspond to room numbers on schedule.



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