Inquiries and Investigations 2019
Teacher Research Symposium

Welcome to Inquiries and Investigations 2019—an annual event devoted to bringing together partners from P.K. Yonge, the UF College of Education at large, the UF School of Teaching and Learning, and interested researchers and developers across the UF campus and beyond. We come together to take our *wonderings* and *reflections* public with one another, while we explore theories of action that can support equitable learning opportunities and outcomes at P.K. Yonge Developmental Research School. With a statutory mission to design, test, and disseminate what we learn through serving an intentionally diverse student population, we rely on partnerships on the school campus, between campuses, and beyond the campus to help inform and transform work underway.

P.K. Yonge's school vision is to graduate every student as creative, dedicated, and resilient learners who embrace the power of diverse ideas, talents, and cultures to improve our world. P.K. Yonge's moonshot is to learn how to work as a K-12 system to graduate 100% of our diverse student population college- and career-ready, no matter who they are or where they come from. P.K. Yonge embraces **equity, inclusivity, mastery, and** *agency* as the drivers in our systems transformation. P.K. Yonge's motto is **collaborating to meet the needs of each student.** Together we are weaving a tapestry that will improve outcomes and opportunities for all students; we are *not* sewing a patchwork quilt of change ideas and strategies. With our stakeholders and partners, we are informing and transforming P.K. Yonge's K-12 system *through* teacher learning as we endeavor to go from good to great!

A special thank you to our planning committee for today's symposium: Mickey MacDonald, Christy Gabbard, Julie Henderson, Lynda Hayes, Ester de Jong, and Nancy Dana. Many thanks to the University of Florida School of Teaching and Learning graduate students who volunteered to serve as facilitators and note takers during today's sessions. Thank you to Dawn Szymanski, Fabiana Zreibi, and Lisa Sanchez for assisting with the hosting details.

Congratulations to P.K. Yonge's lead partner and inspiration for teacher inquiry, Nancy Dana, a national finalist for the prestigious Robert Foster Cherry Award for Great Teaching. Nancy will present her lecture, *When one teaches, two learn: The role of inquiry in inspired teaching* on Tues., Oct. 8 from 3–4:30PM in NRN 1-225 (historic PKY library). Her talk will focus on the systematic and intentional study of one's own teaching practice as key to unleashing the potential that resides within every teacher. All are invited to attend.

We also recognize Mickey MacDonald as P.K. Yonge's first recipient of the Dennison Teacher Researcher Excellence Award. The Dennison Teacher Researcher Excellence Award recognizes those that engage in classroom-focused research in collaboration with university faculty that challenges a teacher's beliefs and practices, leads to discoveries that improve student learning, and results in sustained transformations in teaching practice.

Please join us in thanking our break and lunch sponsors:
Glenn Good, Dean of the UF College of Education
Ester de Jong, Director of the School of Teaching and Learning
P.K. Yonge's Willis Whittington Endowment

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Welcome!

P.K. Yonge teacher researchers choose to share their learning through either a roundtable session or a poster presentation devoted to their inquiry or research. We invite our partners, guests, and colleagues to meet with P.K. Yonge teachers as they share current areas of focus and development through Teacher Inquiry, consult with College of Education faculty as they discuss their projects, and mingle with future research partners.

Time	Event	Location	Who
8:15-9:00	Opus Coffee & Bagels	Performing Arts Center Lobby	All Faculty
9:00-9:20	Opening & Welcome	Performing Arts Auditorium	All Faculty
9:25-10:25	STL Faculty Meeting	Performing Arts Center Classroom	COE Faculty
9:25-10:35	Roundtables - Session 1	Elementary Building	P.K. Faculty
10:40-11:30	Collegial Conversations	Elementary Building	All Faculty Assigned to Group
11:30-12:15	Buffet Lunch	Elementary Lobby	All Faculty
12:20-1:00	Poster Session	Elementary Building K-1 Learning Community	All Faculty
1:05-2:15	Roundtables - Session 2	Elementary Building	All Faculty
2:20-2:30	Cookie Break	Elementary Lobby	All Faculty
2:30-3:00	Closing Reflections	Performing Arts Auditorium	All Faculty

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Protocol - Roundtable Presentations – 70 minutes
Group Size: 2 – 3 Presenters, 1 Facilitator, Audience
Time: 70 minutes

Step One: Presentations
Time: 40 Minutes; 10-13 Minutes per Presenter

Each presenter takes a turn sharing his/her inquiry. Presentations cover the following:

- Context and Background
  (Description of inquirer's classroom/school, dilemma that led to inquirer's wondering)
- Statement of Wondering(s)
- Description of Any Intervention/Action Implemented as a Part of Inquiry Process
- Data Collection Strategies Employed
- Findings
- Implications for Practice
  (Changes/action teacher inquirer has made or wishes to make based on what was learned through the inquiry)
- New Wonderings for the Next Inquiry Cycle

Step Two: Questions for Individual Presenters
Time: 15 Minutes; 3-5 Minutes Q/A per Presenter

After each presenter has finished sharing his/her inquiry, the facilitator asks, "What questions do you have for this presenter?" Participants pose questions and presenter answers.

Step Three: Looking Across the Inquiries
Time: 10 Minutes

A. **Silent Reflection and Writing Time** (*2-3 minutes*)
   Each group member picks one question from the list below and writes a two-minute response.
   (Looking Across Inquiries Response Sheet for each session in program)
   - What commonalities exist across these three presentations?
   - Looking across all three presentations, what conclusions can we draw?
   - What insights have you gained about your own teaching from the three presentations?
   - What insights have you gained about student learning from the three presentations?
   - What implications will your learning from the three presentations have for your own teaching practice?

B. **Discussion** (*7-8 Minutes*)
   Facilitator leads group in discussion of their written responses to the questions above.
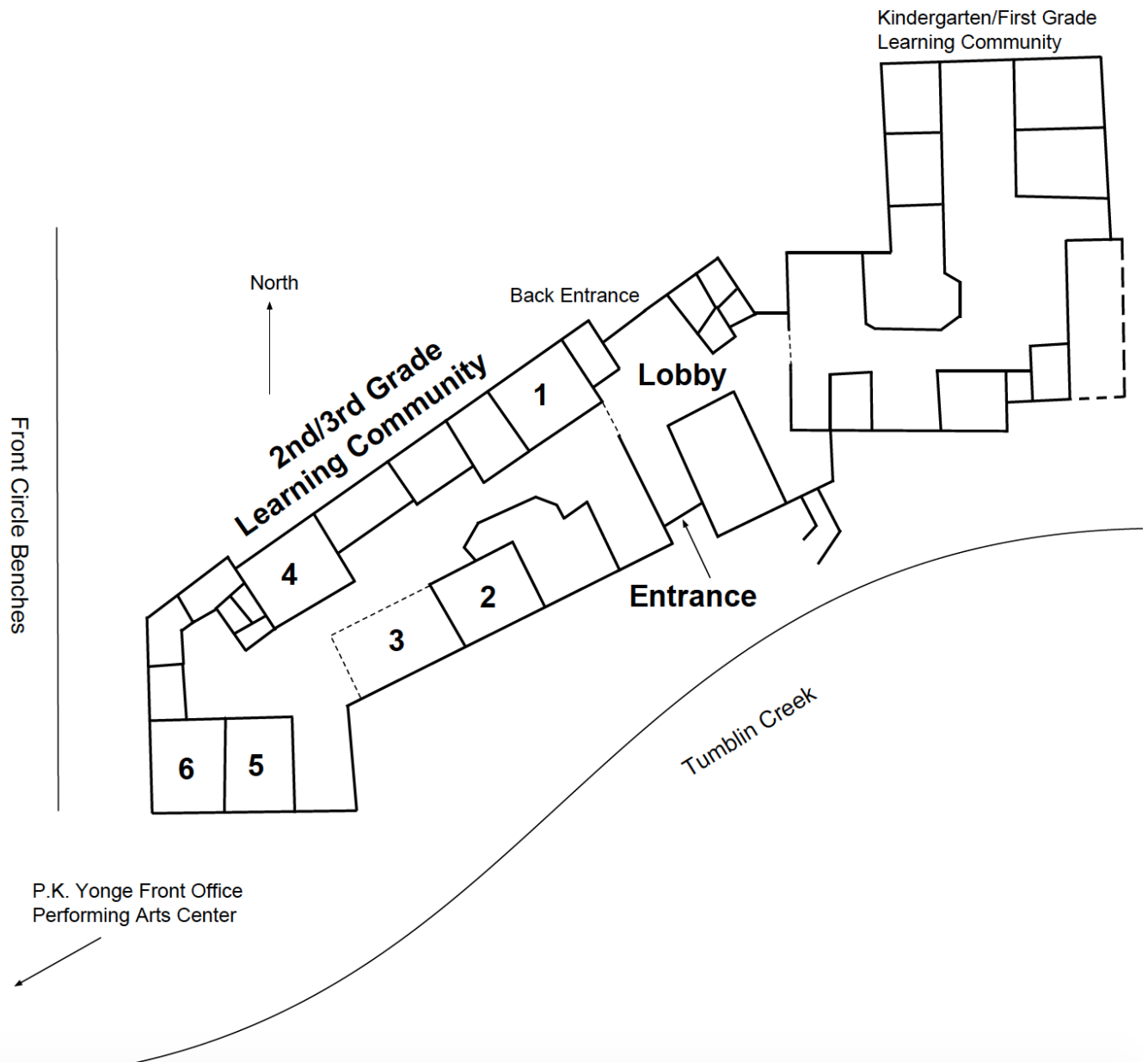
Step Four: Debrief (*5 minutes*)
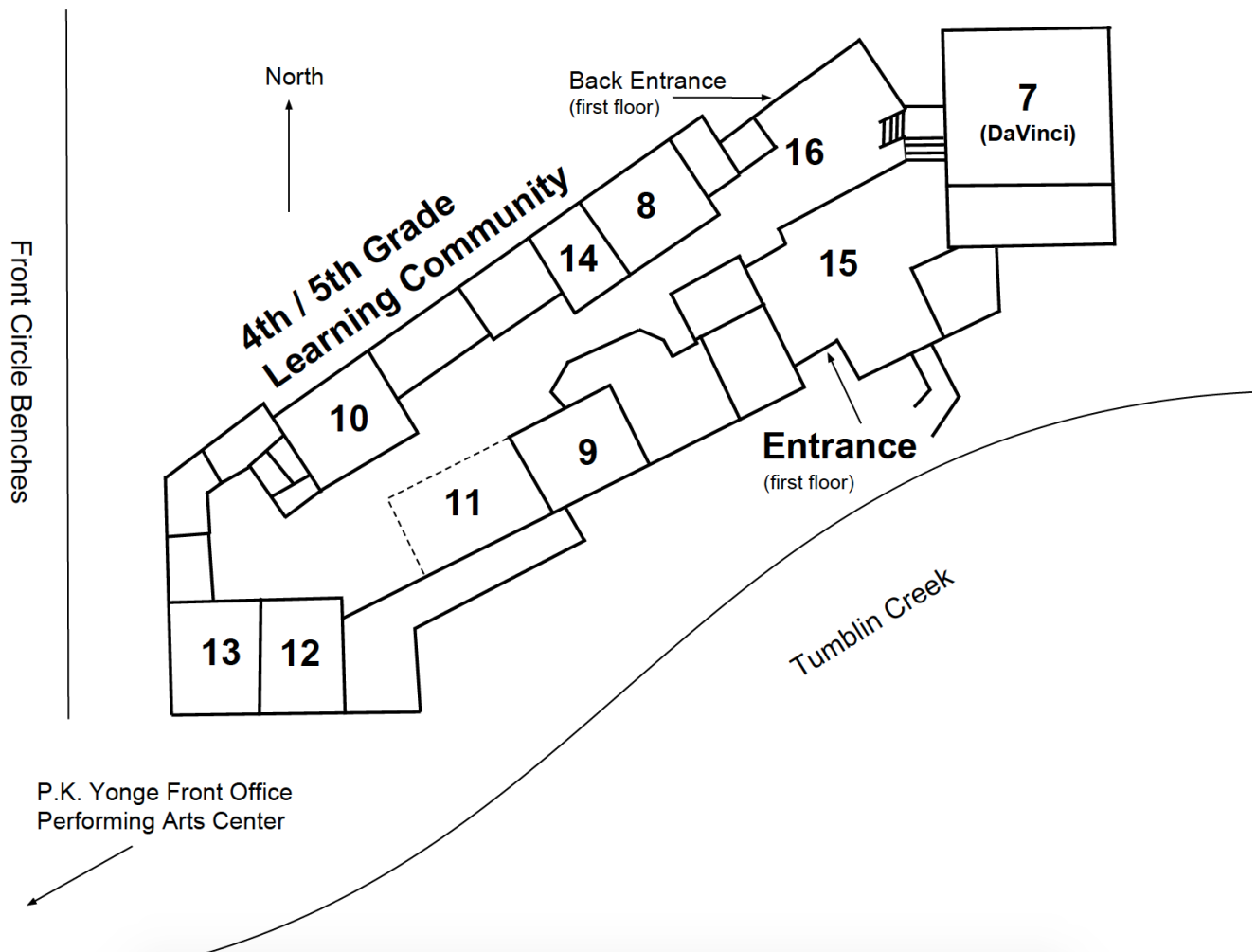Participants reflect on how this presentation format worked for the group.

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Protocol - Collegial Conversations – 50 Minutes

- <u>1 Minute</u> - Facilitator **introduces group topic** and reviews process.
- <u>2 Minutes</u> – Write - Participants **reflect on group topic** making notes in response to <u>one</u> or more stems:
  - Some questions I have related to this this topic/opening statement are…
  - What I've learned about the topic/opening statement is…
  - A project I've been working on related to the topic/opening statement is…
  - What I'm still wondering or thinking about related to the topic/opening statement is…
- <u>2 Minutes per Participant</u> – Share - Opening Whip - Each participant shares, others listen/take notes.
  - My name is….
  - Some questions I have related to this this topic/opening statement are…
  - What I've learned about [topic] through my research, teaching, reading, contemplation…
  - A project I've been working on related to [topic]…
  - What I'm still wondering or thinking about related to [topic] is…
- <u>2 minutes</u> – Write - What connects us? – Participants record reflections in response to Opening Whip
- <u>1 Minute per Participant</u> – Share - Connections Whip – Each participant responds to "What connects us?" Others listen/take notes/record questions.
- <u>Remaining Time</u> – Share - Open dialogue - Conversation on the topic/questions/making connections

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P K Yonge

Developmental Research School
at the University of Florida

Locations (1 of 2)
Elementary Building First Floor

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P K Yonge

Developmental Research School
at the University of Florida

Locations (2 of 2)
Elementary Building – Second Floor

North

Back Entrance
(first floor)

7
(DaVinci)

16

4th / 5th Grade
Learning Community

8

14

15

Front Circle Benches

10

9

Entrance
(first floor)

11

13   12

Tumblin Creek

P.K. Yonge Front Office
Performing Arts Center

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Session 1

Room	Presenter(s)	Description
1		**Focus Area: Goal-driven, Self-regulated Learning** *Facilitator: Charlotte Bolch*
1	Mollie Bryen	My inquiry topic examined individual support around raising SAT scores/Bright Futures attainment. During the 2018-19 school year, I met with seniors that were close to achieving Bright Futures on a bi-weekly schedule to see if this individual support would positively impact the number of students who achieve Bright Futures.
1	Kristin Weller	To gain insight into how I could motivate my struggling students to become independent and active learners in my geometry honors classroom, I used teacher inquiry to examine and reflect on how teaching self-regulatory skills would increase my students' learning. Data collected and analyzed included student work, field notes, student interviews, and teacher journal entries chronicling significant events and actions taken throughout the study. As I reviewed, analyzed, and reflected upon my data, my findings indicated that students can become self-regulated learners and understand the connection between practice and performance on assessments with structured and consistent teacher support and strategies.
3		**Focus Area: Critical Thinking in a Digital Visual Arts World** *Facilitator: Elizabeth Burt*
3	Mayra Cordero	In this presentation, I will share how digital literacy was integrated in a 7th grade climate change unit. Examples of curricular plans and student outcomes and responses will be shared.
3	Greg Linne	A challenge of mine has been to motivate students to utilize digital resources in order to maximize understanding of course material. Although grade averages have risen in my classes over the years, there have always been students who have struggled in my classes for one reason or another. Through this inquiry, I sought to determine the best digital tools for supporting student success in AP World History in and out of the classroom. This is the first time that I have critically looked at my technology implementation and evaluated its effectiveness. My hopes are that this analysis will inform how I move forward in this area of my curriculum.
3	Brian Moody	How do high school art students synthesize what they have learned about contemporary artists to create original artwork? The project asked students to research artists born after 1960, and learn about the techniques and styles of the artists they study, as well as mechanisms used to incite change, ask questions, and challenge ideas. Students were asked to incorporate aspects of their studied artists' conveyance into their own works, informing the way they use artistic voice, and helping them develop a sense of their own unique artistic voice in the creation of art.

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6		**Focus Area: Measuring Learning** *Facilitator: Poorya Shidfar*
6	Michael Roberts	Does movement make a difference? How do we know?
6	Willie Powers	Does music make a difference? How do we know?
7		**Focus Area: Behaviors and the Learning Culture** *Facilitator: Kristine Antoyan*
7	Michael Poole	Student contracts effective or not? A case study examining how to motivate students intrinsically or extrinsically.
7	Ross VanBoven	How can the practice of a "Peace Table" impact relationships and help resolve behavioral concerns?
8		**Focus Area: Self-Regulation & Student Agency** *Facilitator: Jessica Socorro*
8	John Bourn	Market influences continue to exert a heavier hand in policy decisions at all levels of the education industry. The ultimate exertion of any consumer based system is choice. Thus the genesis of my wondering: If given autonomy between digital submission of Cornell notes in an Eighth Grade classroom or paper-based submission, how many students would prefer digital, and why? Secondarily, would there be any significant difference in overall class averages for each group? The results were surprising.
8	Kent Johnson	Does music make a difference? How do we know?
8	Jamie Burg	How much formal, teacher-based structure should I incorporate to support student learning, while keeping it meaningful and valuing students' desire for informal learning? Modern Band is a newer class structure being adopted in some schools. Developing best practices is an important piece of the success of this and most student-centered learning environments.
9		**Focus Area: Professional Collaboration to Support Success** *Facilitator: Mangfei Liu*
9	Melanie Harris	The purpose of this research study was to identify ways in which a heterogeneous student population can receive differentiated instruction and support outside the classroom during strenuous classroom rehearsals, and to measure how this individualized support provided to a large number of students with varying age levels from 6th through 12th grade can promote a satisfactory and successful end product. Students need to receive support and meaningful personal feedback that does not detract from the forward motion of teaching a large group in preparation for public performances.
9	Becca Antelis	Advocating for Children of Maltreatment and Abuse in a School Setting This inquiry investigates my role as a school counselor and as an advocate for children in a school setting, with a specific focus on one student who has experienced abuse and maltreatment and was involved in the social services realm.
9	Jill Ozog	Kindergarten is such a big beginning for new PKY Kindergarten families. How can I as the K/1 community leader help incoming kindergarten families understand K/1 communications and summer assessments?

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Collegial Conversation Groups

Room	Topic	Group Members (Facilitators*)
1	*Social Justice: Walking the walk and talking the talk (for real, in schools and classrooms).* Teacher inquiries have discerned that a broad range of strategies are involved in creating a more socially just school culture, from informal (but planned) social connections with students outside of the classroom to groupings within classrooms to facilitate fuller participation by all. Many PKY teacher inquiries demonstrate what teachers know about social justice on a minute by minute/lesson by lesson/question by question/conversation by conversation basis. Join this conversation to explore opportunities and themes related to work underway related to social justice in education **Graduate Student Notetaker: Christina Aulino**	*Carrie Geiger Gage Jeter Julie Brown Chris Busey Elizabeth Washington Catherine Paolucci Caley Rappa Johnnie Bell Karla Haas-Moskowitz
2	*Social Justice: Walking the walk and talking the talk (for real, in schools and classrooms) Group B* Teacher inquiries have discerned that a broad range of strategies are involved in creating a more socially just school culture, from informal (but planned) social connections with students outside of the classroom to groupings within classrooms to facilitate fuller participation by all. Many PKY teacher inquiries demonstrate what teachers know about social justice on a minute by minute/lesson by lesson/question by question/conversation by conversation basis. Join this conversation to explore opportunities and themes related to work underway related to social justice in education. **Graduate Student Notetaker: Hannah Fox**	*Nancy Dana Maria Coady Taryrn Brown Buffy Bondy Dicy Watson Anjum Ahmed Melissa DeLeon Mann Heaven Soto
3	*Standards-Based Assessment: Grading again?* The educational community recognizes how confused we are by grades and how we (all of us, including parents and community) have used them to motivate or punish, compare to peers, provide feedback to parents and other teachers as well as school administrators. Do we actually know what they mean? How do teachers change their grading practices to more clearly capture what students know and to communicate and have conversations with parents and other educators about what students are learning? How do those conversations and practices change when moving from elementary to secondary to postsecondary? **Graduate Student Notetaker: Elizabeth Burt**	*Mickey McDonald Shelley Warm Lori Dassa Elizabeth Davis Sara Montgomery Annamarie Tijerino Rachel Still Brenda Breil Grisell Santiago Dicy Watson Mindi Bates Melanie Harris
4	*Technology has so many purposes for so many people for so many kinds of information: How does the school community use technology effectively?* Adults aren't the only ones overwhelmed by technology. Inquiries are focused on varied expectations that teachers have about students using different technology (Canvas, Google docs, search engines, etc) while others focused on strategies for teaching students to understand and appraise the credibility of internet sites. These, and many other inquiries and investigations, speak to the ways we are playing catch up with technology. **Graduate Student Notetakers: Jessica Scorro**	*Jon Mundorf Dongho Kim Wanli Xing Mark Pacheco Angela Kohnen Nanjie (Jimmy) Rao Kristina Belvin Mayra Cordero Taylor Bainter

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Room	Topic	Group Members (Facilitators*)
5	*Technology has so many purposes for so many people for so many kinds of information: How does the school community use technology effectively?* Adults aren't the only ones overwhelmed by technology. Inquiries are focused on varied expectations that teachers have about students using different technology (Canvas, Google docs, search engines, etc) while others focused on strategies for teaching students to understand and appraise the credibility of internet sites. These, and many other inquiries and investigations, speak to the ways we are playing catch up with technology. **Graduate Student Notetaker: Poorya Shidfar**	Group B ***Tredina Sheppard** Swapna Kumar Matthew Schmidt Bojan Lazarevic Qing Li John Bourn Greg Linne Mark Magura Andrea Zazo
6	*Self-determination, self-regulation, self-advocacy, and self-efficacy: How does a child or a teenager become an individually distinctive member of the PKY community?* What's the same about a High School Honor's Class and an elementary intervention teacher working with young children on accommodations? The answer seems to be connecting with others in the classroom, while struggling to develop your own voice. K-12 development implies the ability to become a member of the group in an individually distinctive way. What is the right balance between "fitting in" and modulating/moderating students' voices? Teachers realize that their efforts come back to nature of their classroom communities, safety with their teacher and their peers, their management styles, and the ways they converse with their students. Join this conversation to take a deep dive into the challenges and opportunities surrounding the enactment of these values and learning goals. **Graduate Student Notetaker: Michelle Joyce**	***Erin Cooke** Dongho Kim Suzanne Chapman Leigh Anne Brewster Angie Flavin Brian Moody Tara Palmer Michael Poole Jose DeLeon Michele Krank Marci Drury
7	*Excelling or Struggling: Is struggling actually a normal part of learning (for teachers and students).* We have become used to the term struggling learner, as a way of saying these learners struggle and do not often succeed to meet minimal proficiency. But if students struggle, with appropriate support and challenge, then learn, is the struggle acceptable? Do students who struggle to move beyond proficiency struggle as well? Teachers examining Standards Based Assessment and Universal Design for Learning wondered, what level of struggling is part of learning? And, does disaffection have anything to do with it? Teachers are struggling to answer questions about struggling! **Graduate Student Notetaker: Jinna Kim**	***Lynda Hayes** Gayle Evans Danling Fu Kathryn Janicke Clint Kovach Kristin Magar Natalie Andrews Susan Johnson Amanda Ortiz George Pringle Shelli Saraga

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Room	Topic	Group Members (Facilitators*)
8	*The Rules to the Game of College Admissions: What should secondary teachers and staff do the help students gain college admission, financial support, succeed on the SAT or the AP exams?* If you are in a population underrepresented in the college track or in a competitive academic track, what do you need to know to go to college? When secondary faculty know the rules to the game of college admission and financial aid (SAT, etc.), how much can they/should they do to help students play the game and *learn* along the way? Support staff learned that African American students, and other underrepresented populations, have a desire to achieve more, but they need personal connections with staff and explicitly taught strategies for admissions. What's next for P.K. Yonge as we seek to achieve 100% college and career readiness for our diverse high school graduates? How can nurturing a learning culture and providing coaching and support for Habits of Work support future success? Shifting high school students' mindsets from "getting by" to "getting ready." **Graduate Student Notetakers: Lauren Kern**	*Christy Gabbard Kristen Apraiz Chris Curran Kevin Maloney Kevin Fabulich Sara Theiss Kent Johnson Mollie Bryen Tom Beyer Eric Lemstrom Megan Koppitch Renee Andrews Lisa Tillett Chris Cabrera
9	*Student: "It's a bad idea to give teenagers that much freedom … but it is crucial to how the class works." Teacher: "Teaching teenagers is tricky. Being a teenager is tricky."* Teachers in the arts seem to feel as though they have a responsibility to help teenagers find their voice. Through revolutionary approaches such as brainstorming, setting norms, sharing structures, focused use of technology, and structured discussions, teachers learned that the risks of freedom for teens, with support, improved their abilities *"as a group"* and their capacity for independent work blossomed, as did student voices. In what ways can we extend experiences with the arts to fully prepare every student for life beyond high school? **Graduate Student Notetaker: Kristine Antonyan**	*Kristin Weller Alyson Adams Willie Powers Jamie Burg Greg Cunningham Rachel Snyder Brian Mathien Marcus McDonald Robert Marski
10	*Standards Based Grading in secondary Math: What's a teacher to do to motivate students' homework completion to support mastery of learning goals?* Teachers asked, what works well when secondary math teachers use standards-based grading? What gets left out? Can students learn to understand the connection between independent practice at home (homework) to improve learning and performance on formative and summative assessments? How might rubrics and/or discussions of self-regulation strategies support success? As P.K. Yonge continues designing and testing a personalized, mastery-based education system these questions and more will inform our future work. **Graduate Student Notetaker: Charlotte Bolch**	*Jim Bice Catherine Paolucci Pengfei Zhao Bill Steffens Peggy Roach Angie Gonzalez Marty Parks
11	*Technological outreach to families? Overload or meaningful?* Teachers learned that attempts to communicate through technology were more effective when efforts were clear, well-organized, and *reciprocal*. When families/caregivers can respond to teachers and school staff relationships are built. Let's reflect on current strategies and brainstorm about future possibilities for reaching all families at P.K. Yonge as well as the larger community. **Graduate Student Notetaker: Mengfei Liu**	*Macy Geiger Kara Dawson Megan Lanier Jill Ozog Gabe Lee Carla-ann Brown Laura Huffman Michael Roberts

Room	Topic	Group Members (Facilitators*)
12	***Communities, communities and more communities: PKY teachers talk about community.*** An elementary teacher creates a writing community to support the efforts of Tier II and Tier III writers; a middle school language arts teacher uses an online book club to improve the climate in one of her reading comprehension classrooms. A performing arts teacher creates musical bands where groups of students work together with a great deal of autonomy to perform and create musical performances. A school counselor opens her office to students needed to practice SAT skills to get into college. PKY teachers talk about how to structure communities, how to foster interactions among students, how to improve relationships. Community building is a sub-text to PKY teacher inquiries. Why is community an underlying theme in so many teacher inquiries? How can we extend and expand our conversations and strategies for enriching our learning communities? **Graduate Student Notetaker: Jiayi Xu**	*<u>Ross VanBoven</u> Caitie Gallingane Tim Vetere Mackenzie Sullivan Nate Courtney Becca Antellis Blake Becket Sue Ireland Kendra Saunders Jalea Turner Kirstin Baltich

Poster Session ~ K-1 Learning Community

Presenter	Poster
Anjum Ahmed	The K/1 team collaborated to design a social studies unit about economics. Within this unit, we saw the opportunity to deepen students' learning through discussion about diversity and justice in our community. We wondered, in what ways can the addition of the Teaching Tolerance Social Justice Standards enrich the instruction of economics in the kindergarten classroom?
Taylor Bainter	Math that Matters: A preliminary analysis of data literacy in an 8th grade Algebra 1 Honors classroom Using the Desmos activity, "What's Going on in this Graph?" I explored how my 8th grade students think critically about data that is presented. Understanding their current levels of data literacy will help me to make curricular decisions to help them develop skills that will connect mathematics to real life and help students survive in 21st century settings.
Erin Cooke	The 4th and 5th Grade Learning Community officially shifted to a standards-based grading framework 3 school years ago. With that move, all grading of participation, turning in homework, etc. was moved under a category of benchmarks we call "Habits of Work" (HOW). With this big shift, we have spent the majority of our time focusing on the systems around academic benchmarks and Assessment for Learning practices. The systems around Habits of Work have therefore remained lackluster. In this process, I noticed that students are not aware of HOWs until report cards go home with their scores. Additionally, I have heard that teachers feel the HOW benchmarks are disconnected from our everyday work, making them feel arbitrary. Most importantly to me, I want to raise student understanding and voice in this process to make the learning and reflecting on HOW more meaningful and impactful. My wondering is: How do students experience the process of learning and reflecting on Habits of Work?

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Presenter	Poster
Jose de Leon	The purpose of this teacher inquiry project was to investigate the impact of using a SBG and UDL blended workshop model to facilitate and enhance the learning of the mathematics standards and learning targets in upper level (high school) courses. The results of this study suggest that implementing and executing this workshop model in the classroom gives the students the opportunity to engage with the content and the learning targets in such a way that allow them to discover, inquire, struggle, and practice from the beginning to the end of the learning process. The workshop model was a success. The model supported my students by igniting their curiosity and allowing them to have hands on experience with real scenarios. It is a learning-by-doing approach instead of a lecture approach, where students passively receive the information and then practice. I took this approach and I investigated the impact of the design elements themselves.
Sue Ireland	"Exploring Acts of Random Kindness Club's Effect on School Climate". It has been established that anxiety and depression in youth is trending up. I see this first hand as I have been providing interventions to increasing numbers of students in crisis. In response, with the help of our middle school students, I started the Middle School Kindness Club at P.K. Yonge. To what extent are Middle School Students aware of the activities of kindness club members? Would Acts of Random Kindness Club activities positively affect school climate and could this be measured?
Kathryn Janicke	SST (Student Success Team) meetings occur once every nine weeks in grades 9-12. The Learning Community Leader collects student data, organizes student data and facilitates SST meetings. There are several challenges related to scheduling, timing and discussions around student needs during these meetings. This has led me to my wondering, "How can I make changes to SST meetings in the secondary level to improve upon the efficiency of the meeting and increase the outcome for teachers and students?"
Susan Johnson	How can I better demonstrate the characteristics of a "Warm Demander" in order to positively influence the development of the learning environment and individual student outcomes? I began to "wonder" about my personal teaching style in the context of what it means to be a "warm demander" in the classroom. What would happen if I examined my current classroom expectations and student success around a greater understanding of my personal teaching practices? Was there a way for me to get feedback from the students so that I could better understand their experience as a participant in the elective classes? How would my own written reflections inform my teaching practice as a warm demander?
Mickey MacDonald	From Science Literacy to Personalized Learning - Designing for student agency and mastery In a continued effort to eliminate tracking in high school Biology, meeting the needs of a more diverse, learner population within a classroom and maintaining rigorous, academic standards for all students continue to be a challenge. During this inquiry cycle, the results of one wondering led directly into a second inquiry cycle. I will share my findings across two cycles as I discuss the ways in which I collaboratively supported all learners with content literacy skills within a standards-based, honors biology course and how the findings from this inquiry led to examining how to design for student agency and mastery through personalization of learning in a detracked, Biology classroom.

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Presenter	Poster
Tara Palmer	To quote Laozi, "A journey of a thousand miles begins with a single step." This was especially true during this school year when I engaged in a practitioner research project about self-efficacy in my fourth grade math block. I focused this inquiry on developing and improving my Tier III instruction to support student's self-efficacy in my math block by asking. "What instructional strategies can positively affect a student's self-efficacy in a mathematics classroom?"
George Pringle	I observe that many students who were underperforming in math did not write during lessons. I wondered in what ways focusing on developing writing skills would improve their mathematics learning and class participation. In this teacher inquiry project, I used writing prompts and other strategies to encourage the development of oral and written representations of mathematics among low achieving 7th grade students. The writing prompts allowed the students to share their thinking and gave me a peek into how to gauge their learning and provide support where needed. Other strategies such as group dynamics and positive feedback supported and encouraged students in their writing and ultimately their math learning.
Caley Rappa	This inquiry focused on the implementation of the Teaching Tolerance Standards within a Social Studies unit. The K/1 team collaborated to design a social studies unit about economics. Within this unit, we saw the opportunity to deepen students' learning through discussion about diversity and justice in our community. We wondered, in what ways can the addition of the Teaching Tolerance Social Justice Standards enrich the instruction of economics in the kindergarten classroom?
William Steffens	My wondering examined how time spent exploring mathematical situations, reflecting on solution methods, and relating these to those used in previous situations impacted students' understanding of mathematical concepts and related procedures? This inquiry attempted to set up a more structured approach for evaluating written evidence for problem solving situations in 6th grade mathematics.
Rachel Snyder	The inquiry purpose was to explore capabilities of CANVAS on-line learning system to determine how recordings on the system would support students learning music. The problem for the school was limited faculty, increased enrollment, and large co-curricular theatre productions. Methods involved recordings of teacher singing students' vocal parts and offering accompaniment tracks with additional recordings, encouraging students to work independently. Results proved better than expected with benefits that extended into dance rehearsals and collaborative instruction. The conclusion lit a fire for further exploration of technology and how enhanced use of CANVAS might include video to support future learning.
Andrea Zazo	Blended learning in Middle School Physical Education, will it benefit all types of learners? In what ways will moving to a more blended learning environment in Physical Education impact students' academic performance?

Inquiries and Investigations 2019
Teacher Research Symposium

PK Yonge

Developmental Research School
at the University of Florida

Session 2

Room	Presenter(s)	Description
1	**Focus Area: Engagement and Learning in the 21st Century**	*Facilitator: James Rigney*
1	Tom Beyer	Reading comprehension--AP Exam reading After discussing possibilities concerning how we might help students with the AP exam multiple-choice section, we settled on the following wondering to investigate: How can I help students comprehend the difficult passages and improve performance?
1	Clint Kovach	My inquiry focused on engagement and motivation in 11th grade U.S. History. With three similar, yet unique, work submission requirements, I tracked students' ability to manage their time, meet deadlines, and looked into what motivated and frustrated them in the learning process. The idea behind the inquiry was to increase student agency by creating a student centered learning environment around the use of technology. Wondering: How does educational technology affect an 11th grade student's engagement level, and what is the impact on the student's perceived comprehension of information when the environment requires student-centered production?
1	Sara Montgomery	Implementing Flexible Seating in a Middle Grades Science Classroom: How does the inclusion of flexible seating options and student choice affect student engagement?
3	**Focus Area: Improving Home-School Communication** *Facilitator:*	*Michelle Joyce/Hannah Cox*
3	Macy Geiger	How 6th-Grade Families Experience School Technology: Breaking Barriers and Building Opportunities My inquiry work began by seeking to understand how middle school students and families interact with technology. Does the technology build connections or construct barriers between home and school? For this roundtable presentation, I will share how this inquiry has evolved and the steps I have taken to teach families how to navigate the various technology platforms so that they can best support their student outside of school.
3	Carla-Ann Brown	The influence of student-led conferences: A close look at the impact of student-led conferences on communication and dialogue with parents. After reflecting on student analysis of their work from last year, one of the challenges I noticed was that after the unit, students would rarely take ownership of their own reflection. Parents would look at students' grades out of context and students were not able to take ownership of their successes as well as areas where they needed to growth. I began to wonder how I could create a system of dialogue and communication where students could reflect on their growth throughout a unit and demonstrate ownership of their work with their parents and teachers. I identified student-led conferences as a strategy that would empower students in my World Cultures class to share their progress, achievements, strengths, and areas of growth with their parents in both formal and informal settings. My inquiry wondering was: What is the relationship between participation in student-led conferences/conversations and student involvement and agency in the reflection of their individual work and progress? In what ways, if any, does this framework for student-led conferences/conversations influence student communication and dialogue with parents?
3	Megan Lanier	The Effect of the Remind App on Communication with Caregivers How will use of the Remind mobile app affect communication between teachers and caregivers of 4th and 5th grade students?

6		**Focus Area: Student Agency and Assessment** *Facilitator: Elizabeth Burt*		
6	Tredina Sheppard	In embracing ways to provide support and accommodate individual students' assessment needs, efforts were made to adapt a more personalized learning approach. This included flexibility in the date and the types of assessments- multiple choice, scientific explanation, or modeling. But, as a classroom teacher, I wondered if such flexibility and choice would improve students' performance on an end of unit assessment. I conducted a teacher inquiry project to investigate the following question: In what ways can I adjust my teaching practices to better support students' learning?
6	Brian Mathien	What happens when students design their final project to demonstrate what they have learned in a graphic arts class? Does student agency make a difference? If so, in what ways?
6	Angie Flavin	My inquiry focus was on increasing self-determination and self-advocacy skills for elementary aged students identified for exceptional student education services. I chose two students identified with a specific learning disability and strategically focused on increasing their self-advocacy and self-determination skills in relation to the accommodations listed on their individual education plans. This included students working either within their classroom or taking assessments in my small group room. My wondering was: How can I better support the introduction and building of accommodation usage for students with individual education plans, hence beginning their journey of self-determination?
7		**Focus Area: Habits of Work for Success in High School and Beyond** *Facilitator: Charlotte Bolch*		
7	Renee Andrews	"Improving Completion and Submission Rates for Formative Assessments in Heterogeneous High School Science Classes" With the Standards Based Grading (SBG) system at P. K. Yonge in 2018-19, formative assessments were all in the "Habits of Work" category in the gradebook, which means that they accrued 0% of the semester grade. I wondered initially if this would impact the turn-in rate for formative work, and it did—significantly. During the first quarter of the 2018-19 year, submission of formative assessments fell to less than 50% in my Marine Science classes. Thus, my wondering became, "How can I improve the completion and submission rates for formative assessments (in the Habits of Work area) in my heterogeneous Marine Science classes?"
7	Jim Bice	Aligning the work in pre-calculus to help students learn the material. My main objective this year was to tie the standards down to the specific types of problems, have the students self-assess to the learning targets, and have them focus on learning the portions that they do not understand. Wondering: How can I get the standards, learning targets, tests, and retake process set up and aligned in such a way that they help students be successful in my pre-calculus class?
7	Brenda Breil	Restructuring to Support the Success of a Diverse Student Population in a High School Anatomy & Physiology Honors Course Wondering: In what ways can I support the academic success of my first period Anatomy and Physiology Honors students? Strategies applied included simplifying learning goals and connecting them more directly with assessments, chunking learning into smaller parts and assessing more frequently, and making learning more visible to allow more frequent and on-the-spot feedback. Students reacted favorably to the new structure and were more academically successful.

8		**Focus Area: Reading and Student Agency** *Facilitator: Jinna Kim*
8	Jon Mundorf	Passionate Readers: Independent Reading & Learner Agency in 8th Grade ELA This inquiry project tells the story of how my students responded to the addition of an independent reading component in our 8th grade ELA class. My wondering was, "How will 15 minutes of daily, protected, uninterrupted, independent reading time affect my students?"
8	Michelle Krank	In my first grade classroom, it is my goal to develop a lifelong love of reading. Through this inquiry cycle, I explored how to best motivated and inspire the readers in my classroom by providing them with increased access, relevance, and choice in our class library. In what ways can I increase my first graders' motivation in reading through more access, relevance, and choice in their classroom library?
8	Megan Koppitch	My inquiry topic focused on the library program guiding seniors in directed research projects. When students' information literacy rises, their anxiety about research and libraries decreases. In what ways can the school library media program help students, particularly seniors, develop research skills and increase independent library use?
9		**Focus Area: Curriculum Adjustments to Increase Success** *Facilitator: Poorya Shidfar*
9	Eric Lemstrom	Reading comprehension--AP Exam reading After discussing possibilities concerning how we might help students with the AP exam multiple-choice section, we settled on the following wondering to investigate: How can I help students comprehend difficult passages and improve performance?
9	Dicy Watson Amanda Ortiz Sheli Saraga	Redefining Math Workshop: The third grade team formed "Math Clubs" to provide targeted support and enrichment for students. Wondering: In what ways will restructuring our math workshop help students master mathematics standards?
9	Grisell Santiago	During the 2018-19 school year, I worked with my students in Standard Based Grading and developed speaking activities than could be useful in the real world. At the beginning of the semester, we focused on the Five Modes of Communication to help students practice grammar and build confidence. For the second semester, the main purpose was to help students communicate in the target language under different scenarios that we called "Real Life Situations". When learning another language the main focus should always be communication, and learners need to feel comfortable making mistakes in pronunciation and sentence structure.

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Teacher Research Symposium

10		Focus Area: Strategies for Developing Relationships *Facilitator: Christina Aulino*
10	Blake Beckett	Classroom Relationships with Peers, the Teacher, and the Content: How are they influenced by online and face-to-face interactions in a Sixth-grade Language Arts Class? When one sixth grade language arts class out of five started the year with a negative classroom culture, I began to wonder if I could help it become more positive. This led to two related wonderings: In what ways will the introduction of online book club discussion forums affect students' in-class relationships with each other, the content, and me in our face-to-face interactions? What are some strategies I can use to support my students' online book club discussion participation to help them connect with each other respectfully and to interact with the content critically?
10	Nathaniel Courtney	Culturally Responsive Pedagogy in Middle School Research suggests that culturally responsive pedagogical practices, such as creating mentorship programs, may enhance the social and schooling experiences of African-American males by helping to develop digital and physical literacy, civic engagement, and positive racial identity. Using a 7th-grade Civics classroom, we examine how a mentorship program-led by an African-American male teacher, utilizing black male historical figures as role models, helps to build cultural identity in adolescent Black boys.
12		Focus Area: Supporting Young Writers *Facilitator: Jiaya Xu*
12	Heaven Soto	How can I help support Kindergarten students develop as authentic writers using self-assessment tools? The goal of this inquiry was to support Kindergarten students' development as writers with the use of self-assessment tools. The self-assessment tools would help students to independently self-monitor their writing skills.
12	Mackenzie Sullivan Rachel Saraga Mindi Bates	In what ways does individualized writing support impact Tier III writing students and their work? A team of second grade teachers utilized individual writing strategies to support students needing Tier III supports in the writing community.