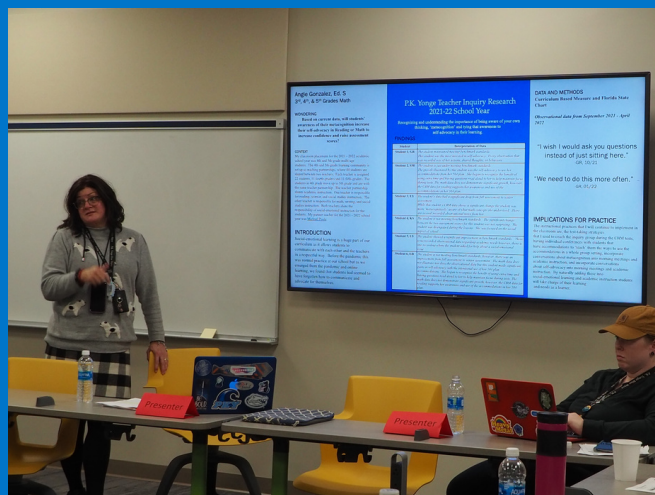


Inquiries & Investigations Symposium

October 20, 2023



Inquiries and Investigations 2023

Teacher Research Symposium



Developmental Research School
at the University of Florida

Welcome to the 2023 Inquiries and Investigations Symposium — 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 are thrilled to be able to engage with each other and our partners outside of P.K. Yonge. 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 a creative, dedicated, and resilient learner who embraces the power of diverse ideas, talents, and cultures to improve our world. Our P.K. "Why" challenges us 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 system's 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, Emily Eubanks, Brian Marchman, Alyson Adams, Blake Beckett, and Angela Kohnen. Thank you to Dawn Szymanski for assisting with the hosting details.

We also recognize Leigh Anne Brewster, this year's 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 coffee, food, and poster printing sponsors:

Glenn Good, Dean of the UF College of Education

Alyson Adams, Director of the University of Florida School of Teaching and Learning

Philip Poekert, Director of the University of Florida Lastinger Center for Learning

P.K. Yonge's **Willis Whittington** Endowment

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Welcome!

P.K. Yonge faculty researchers, COE faculty, and doctoral students choose to share their learning through either a discussion 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 and doctoral students as they discuss their projects, and forge future research partnerships.

Time	Event	Location	Who
8:00-8:30	Opus Coffee & Breakfast Treats	Performing Arts Center Lobby	All Participants
8:30-8:45	Opening & Welcome	Performing Arts Center	Dr. Brian Marchman Dr. Alyson Adams
8:45-9:15	Keynote	Performing Arts Center	All Participants
9:15-9:30	Break		All Participants
9:30-10:45	COE-STL Faculty Meeting	Secondary Building First Floor Green, 133	STL Faculty
9:30-10:45	P.K. Yonge Faculty Meeting Research in Action and IRB	Performing Arts Center	P.K. Yonge Faculty
9:30-10:45	Orienting COE Campus Researchers to PKY Inquiry: Past, Present, and Future	Secondary Building First Floor Blue, 116	All Attendees (not STL or P.K. Yonge Faculty)
10:45-11:00	Break		All Participants
11:00-11:50	Session 1: Discussion Sessions	Secondary Building First Floor Commons, Blue and Green Wings	All Participants
11:50-1:00	Mi Apa Lunch	Cafeteria Walkway & Cafeteria Patio	All Participants
1:00-1:30	Session 2: Poster Discussions	Secondary Building First Floor Commons, Blue and Green Wings	All Participants
1:35-2:25	Session 3: Discussions Sessions	Secondary Building First Floor Commons, Blue and Green Wings	All Participants
2:30-3:00	Session 4: Poster Discussions & Coffee & Cookie Break	Secondary Building First Floor Commons, Blue and Green Wings	All Participants
3:00-3:15	Closing Reflections	Secondary Building First Floor Commons	Dr. Brian Marchman

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Discussion Session Protocol

Group Size: 3 + Audience – 2 Presenters, 1 Facilitator, Audience

Time: 50 minutes

Step One: Presentations

Time: 30 Minutes; 15 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: 10 Minutes Total; 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 two presentations?
- Looking across both presentations, what conclusions can we draw?
- What insights have you gained about your own teaching from the two presentations?
- What insights have you gained about student learning from the two presentations?
- What implications will your learning from the two presentations have for your own teaching practice?

B. Discussion (5 Minutes)

Facilitator leads the group in discussion of their written responses to the questions above.

Step Four: Debrief

Time: 2 Minutes

Participants reflect on how this presentation format worked for the group.

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Featured Presentation

Keynote: *Creating Professional Learning Communities for Information Literacy and Artificial Intelligence*

Presenters: Dr. Albert Ritzhaupt and Dr. Anthony Botelho

Location: PAC Auditorium

Time: 8:45am – 9:15am

Abstract: Creating professional learning communities (PLCs) in our schools enables both researchers and practitioners to advance theory, research, and practice in our K-12 schools. In this short presentation, we will discuss the role PLCs play in assisting both researchers and practitioners in transforming our K-12 classrooms. We will highlight two projects that have been conducted with teachers from PKY and researchers from UF to illustrate. One project focuses on information literacy (e.g., fake news) in middle school education, and the other project focuses on the applications of artificial intelligence in middle school education. As researchers, we will discuss some of the advancements in theory and research that have emerged from these partnerships.



Albert Ritzhaupt is a Professor of Educational Technology and Computer Science Education, a member of the Institute for Advanced Learning Technologies (IALT), a research member of the Florida Center for Instructional Technology (FCIT), and the Associate Director for Graduate Studies in the School of Teaching and Learning at the University of Florida. Dr. Ritzhaupt presently serves as the Program Coordinator for the Computer Science Education program, and formerly served as the Program Coordinator for the Educational Technology program.



Anthony Botelho is an assistant professor of Educational Technology in the School of Teaching and Learning at the University of Florida. Dr. Botelho is an expert in developing and deploying technology to study student learning across educational contexts. His research combines theory, methodologies, and application across fields including education, cognitive psychology, artificial intelligence, and computer science.

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Session 1: Discussions - Secondary Building 1st Floor 11:00am – 11: 50am

Room	Presenters	Topic	Abstract
First Floor Blue Room 113	Zhihui Fang	Teaching Reading in the Mathematics Classroom	Learning mathematics is not just about learning to perform operations with numbers and symbols; it also involves learning to consume and produce texts that communicate mathematical concepts, ideas, processes, and reasoning. Mathematics teachers need to recognize the literacy demands of their subject and explicitly teach students how to read, interpret, and write mathematics texts on a regular basis. This presentation describes how teachers can promote mathematical literacy by creating opportunities for students to read and discuss mathematics texts, conducting explicit instruction on the mathematics register, and promoting multiple representations of mathematical ideas and communication of mathematical thinking and reasoning.
	Mayra Cordero	Chemistry and Reading Literacy Connections	Chemistry can be intimidating. However, it plays a critical role in our lives. In this study I investigated the impact of reading articles with real life topics related to chemistry on the development of literacy skills and interest in the subject. Data was collected from 6 female students of underrepresented populations. Students' notes, final project grades and FAST ELA scores were analyzed. The results were promising as 3 out of the 6 students included in the study showed some improvement in the FAST ELA PM3 scores and 80% of all students considered chemistry tremendously related to their lives.
Facilitator – Rachel Still			

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Room	Presenters	Topic	Abstract
First Floor Blue Room 112	Rachel Silva Michelle Commeret Blake Beckett	Arts-Based Methods: A Tool to Support Inquiry	This presentation shares how we, a group of teacher educators, used arts-based methodology when examining our experiences in supporting teacher candidates' use of inquiry for the first time. Sharing some examples of how we used arts-based methods to facilitate our data analysis, we hope to provide insights into how others may use arts-based methods within their inquiries.
	Carrie Geiger	Many Lenses: Engaging Students in African American History as a White Educator	In this presentation, I will share the complexities and rich experiences I have had while teaching African American History to high school students. My passion for history – especially Florida and local history – has grown over time. And I want to help my students develop a passion for history as well. Because of the political complexity in which educators find themselves, navigating issues such as the state governmental ban on incorporating Critical Race Theory and Advanced Placement African American History adds to the uncertainty I feel as a principal, returning to the classroom after a decade as an administrator, teaching a different level student than I am accustomed to (high school), and being white.
Facilitator – Dicy Watson			

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Room	Presenters	Topic	Abstract
First Floor Blue Room 111	Michelle Commeret Jillian Miley	Investigating Informal Mentorship: Collaboration and Co-Designing in a Middle School ELA Classroom	We, a PhD candidate and second-year middle school ELA teacher, explored the possibilities that exist within an informal mentorship. Together we engaged in frequent communication and collaboration to bolster the efficacy of both research and practice. Findings reveal increased efficacy for both new teacher educators and new teachers and suggest the need for teacher educator programs and K-12 schools to reimagine possibilities for new teacher educator/new teacher mentorship.
	Angie Gonzalez	Leveraging the Workshop Model to Meet the Needs of the 5th Grade Math Block	The fifth-grade learning community is intended to be very collaborative. We all share accountability for the students' data as a team. In other words, we experience both the highs and lows of a student's academic accomplishment together. After the math team examined the data from FAST and Progress Monitoring #1 (PM 1), we realized that grouping the students was the most effective method to address their needs. We opted as a group to use a workshop format of instruction. The math block underwent a comprehensive revamp to verify that the five strands of math competency were being met. The group got together to brainstorm a strategy for what would eventually become math's "workshop mode."
Facilitator – Catherine Walker			

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Session 1: Discussions - Secondary Building 1st Floor 11:00am – 11: 50am

Room	Presenters	Topic	Abstract
First Floor Blue 116	Pinyi Wang	Forging Research Partnerships to Enhance K-12 Education Equity and Cultural Diversity	Emergent Bilingual Learners (EBLs), formerly known as English Language Learners (ELLs), often experience opportunity gaps in K-12 educational settings when compared to their native English-speaking peers. This study assessed the effectiveness of Two-way Immersion (TWI) programs using Culturally Sustaining Pedagogy as a guiding framework. A mixed-method approach, including case studies and surveys, examined academic outcomes and gathered stakeholder perspectives. By forging research partnerships in K-12 education, this study seeks to empower EBLs with a more inclusive learning environment, promoting equitable opportunities and fostering positive academic outcomes. The research contributes to dismantling educational inequities and enhancing teaching and learning in the K-12 context.
	Leigh Anne Brewster	Developing Strategies to Encourage Participation of Underrepresented Populations in STEM	As a teacher in the PLTW classroom, instructional delivery can look and feel a bit different. A more student-centered approach to learning encourages teachers to take a step back from the traditional method of lecturing, thus encouraging discovery through a learn and lead by doing approach – which lends itself to more active and engaged learners. Teachers are challenged to lay the groundwork and provide the basis for student learning when they introduce the problem in which students will be tasked to solve. Rather than expecting students to absorb provided information, teachers position their students to look for the “why” that’s embedded within the problem for each unit of study. In this inquiry, my focus has shifted to what I can learn from students who have remained in the Engineering Pathway through their senior year as I continue to develop and implement strategies to encourage participation of underrepresented populations in engineering.
Facilitator – Christy Gabbard			

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Room	Presenters	Topic	Abstract
First Floor Green 136	Amanda Ortiz	Work, Work, Work: Using the Math Workshop Model in 6 th Grade Middle School Math	Explored how making classroom shifts in lesson structure, small groups, and delivery made impacts to student progress in 6 th grade math
	Mario Toussaint	Promoting Students' Engagement in Geometry with Web Technology	Engaging students in the mathematics classroom continues to be a significant challenge in many educational settings. This problem may have worsened since the outbreak of the COVID-19 pandemic. An increasing number of students struggle to engage with course content both inside and outside the classroom. Mathematics courses including Geometry require students to be fully present cognitively to reap the benefits of instruction. This study seeks to discern whether the insertion of the web-based program Nearpod enhanced behavioral engagement in the geometry course and the students' perceptions of the effectiveness of other instructional strategies utilized in the course on engagement.
Facilitator – Peggy Roach			
First Floor Green 133	Xuanya Zhou (Amy)	Understanding Embodied Criticality through Affect Intensities in One Chinese Rural Student's Storyworlding	While traditionally critical literacy focused on rational analysis of power relations, this study turned to affect theory to understand how my participant Yi, a Chinese rural student, "read the world" critically through moments of emotional intensity. We conclude that for marginalized youth, criticality often means transformed relationships with social discourses and social values and criticality can be understood from inside the flow of emotional intensities in students' worldmaking. We advise k-12 educators to create opportunities for marginalized students to tell their life stories that touch the full complexity, depth, and fluidity of their embodied experiences.
	Jon Mundorf	This Matters to Me: Lessons in Listening to Teenagers About Meaningful Learning Experiences	The study tells the story of the author's teaching journey during and following the pandemic, grappling with student hopelessness and indifference, leading to a shift in classroom dynamics. The inquiry delves into the importance of students finding meaning in their learning, leveraging the UDL Guidelines to enhance comprehension, engagement, and internalization, ultimately emphasizing the significance of understanding students' perspectives for creating meaningful learning environments.
Facilitator – Ashley Pennypacker Hill			

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Room	Presenters	Topic	Abstract
First Floor Green 132	Heather Roessler	Understanding the Current Role of 504 Accommodation Plans at PK Yonge DRS	Currently 18% of students at PK Yonge DRS have 504 Accommodation Plans. This inquiry evaluated a change in student GPAs before and after receiving formal accommodations for nine students who received new 504 Plans in grades 7 through 11 in the 2022-2023 school year. Findings indicate that students' GPAs fell slightly year-over-year. It is possible that GPAs in the semester/year that students received a plan could have been depressed by the impact of the disability for which the student was seeking an accommodation plan.
	Ross Van Boven	Parent and Student Experiences at Exceptional Student Education Gatherings	Participant feedback and 'voice' is an essential part of success and improvement at Special Education gatherings. Special education or 504 plan meetings have the potential to be stressful situations for families and students. When gathering, families are entering an unfamiliar environment where the team discusses their child and there may be a feeling of power imbalance between families and the school, including unfamiliar language and documentation processes that occur as part of an IEP or Section 504 meeting. School personnel can ease the burden on families for advocacy while simultaneously empowering families and school personnel to remain focused on the students' needs in a proactive and structured manner.
Facilitator – Kathryn Janicke			

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Room	Presenters	Topic	Abstract
First Floor Green 131	Lisa Fabulich	Moving Students from Reflection to Refraction: Supporting Students as Self-Regulated Learners in a Middle School Science Classroom	As a continuation of my previous inquiry, I asked: <ul style="list-style-type: none">• How can I continue to support my students' ability to reflect on their learning experiences in Science?• How can I provide my students opportunities to meaningfully reflect on their work and make decisions based on their reflections? (refraction) Moving students from reflection to refraction of learning will require that our classroom has clear shared outcomes, formative practice requiring critical thinking, and frequent opportunities for self-reflection. Students should be able to use their reflective observations as well as formative data to make decisions on next steps needed to meet the shared learning outcomes. This practice was well-received by students, particularly those with 504 plans for ADHD and anxiety.
	Clint Kovach	I Need to Listen to Music while I Work....and Other Student Musings	What happens when you take away a student's wireless communication device? Increasingly students are under the assumption that doing work (e.g., reading, writing essays, or answering questions) needs to be done while listening to music and they become agitated when they cannot have AirPods/Beats in their ears and their phones on their desks. Where does this idea come from and why the perception of listening to music with wired headphones is negative.
Facilitator – Christie McElroy			

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Session 1: Discussions - Secondary Building 1st Floor 11:00am – 11: 50am

Room	Presenters	Topic	Abstract
First Floor Green 130	John Bourn	Targeted Teacher Literacy Intervention Impact on the Performance of Two Underperforming 8th Grade Students	I seek to help low performing students increase their comprehension skills as measured by the newly implemented FAST Reading Assessment. To use a sports metaphor for my impression, the rules of the game are changing considerably for PK Yonge students. My fear is that all the changes will absolutely steam roll over a significant portion of our current population of learners. As a teacher who cares for these challenged learners, I want to develop strategies to more secure learning.
	Carla-Ann Brown	A Fulbright Experience: Examining Cross-Atlantic Black Educator Experiences in Post-Pandemic Racialized Compulsory School Environments	A Black Fulbright Distinguished Teacher will share her 6-month international journey researching Black educator narratives in Spring 2023 at the University College London (UCL). This work is a multi-phase comparative research study of Black educators of compulsory-aged students in the United States (U.S.) and the United Kingdom (U.K.). Reflective data describes Black teachers' critical perspectives on challenges faced while teaching in spaces that target aspects of their racial identity, within the context of political controversies. Participants will gain an inside look into the experiences of Black educators through an international lens and how these educators are navigating current tumultuous times for educators across the globe.
Facilitator – Angie Flavin			

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Session 2: Posters – Secondary Building 1st Floor 1:00pm – 1:30pm

Location	Presenter	Topic	Abstract
Commons #1	Peggy Roach	Designing and Implementing an Effective High School Advisory Program	As a school, P.K. Yonge has implemented various versions of an Advisory program. As a member of the Advisory Committee, I wondered how I could help to create an Advisory curriculum that balanced social and emotional learning and community building with hard skills such as standardized test prep, study skills, and career and college readiness. How could I use feedback from teachers and students to make adjustments to the Advisory curriculum so that all stakeholders would be more engaged?
Commons #2	Hannah Miller	Supporting Students with Chronic Illness Facing Difficulties in Educational Settings	Approximately one quarter of students in the education system are diagnosed with a chronic illness that impacts their daily life. Students with chronic illnesses face many hardships in education settings due to high rates of absenteeism and illness and treatment effects. This poster presentation will highlight the unmet academic, social, and emotional needs of students with chronic illness in school settings. Additionally, this presentation will share resources and ways in which educators can support this population of students to improve their school outcomes, including the use of consulting with school psychologists.
Commons #3	Neal Haines	Increasing Multiplication Fluency: Introducing the Method of Skip Counting as a Strategy for Fluent Multiplication	This inquiry focuses on the introduction of daily multiplication fluency practice with a small group of students who are underperforming in math. This small group of students also completed weekly self-reflections and tracked their own data. I recorded student fluency, self-reflections, and observations.

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Session 2: Posters – Secondary Building 1st Floor 1:00pm – 1:30pm

Location	Presenter	Topic	Abstract
First Floor Blue #1	Chris Curran	Factors that Relate to Elementary School Science Learning Trajectories Among English Language Learners	Prior work has found that students whose primary home language is not English are not a homogenous group. This study uses nationally representative data from the Early Childhood Longitudinal Study to document trajectories of elementary school science test performance among subgroups of multilingual learners. Results demonstrate that elementary science test score trajectories vary as much across ML subgroups as they do between MLs and non-MLs. Furthermore, MLs who speak a language other than Spanish close the science test score gap with non-MLs by the end of elementary school.
First Floor Blue #2	Kathryn Janicke	Supporting Students with Disabilities with the Transition from High School to College by Increasing Self-Advocacy Skills through Student-Led IEP Meetings	In recent years, there has been a push to increase student involvement in the IEP (Individualized Education Plan) process. Additionally, IEP components have been updated to include areas involving student self-advocacy, self-determination, post-secondary planning and required transition assessments. The required student involvement and increased transition planning components of the IEP have led me to my wondering, how can I support students with disabilities with the transition from high school to college by increasing self-advocacy skills through student-led IEP meetings.
First Floor Blue #3	Ali Schackow	A Real-World, Project-Based Learning Experience: The K/1 Coffee Company	How does a real-world, project-based learning experience shape K/1 student's conceptualization of economic standards? The K/1 community opened the K/1 Coffee Company to provide students with a real word example to learn economics standards.
First Floor Blue #4	Marci Drury	Mitigating Disruptive Behaviors in the Elementary Art Room with UDL	I will share strategies that I implemented to deal with disruptive behaviors in my Elementary Art classes based on the Universal Design for Learning framework and changes I made as I collaborated with a core elementary teacher and behaviorists from the University of Florida

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Session 2: Posters – Secondary Building 1st Floor 1:00pm – 1:30pm

Location	Presenter	Topic	Abstract
First Floor Green #1	Jalea Turner	The K-1 Coffee Company: Encouraging Entrepreneurship through Project-Based Learning in the Early Grades	This practitioner research is a collaborative product created by the K-1 Learning Community inspired by Jill Ozog's vision. We embedded best practices regarding project-based learning and early childhood learning acquisition to create a meaningful learning experience for K-1 students. Using the literature on both topics, we embedded the K-1 Coffee Company within an interdisciplinary social studies unit, encouraging an entrepreneurship spirit toward our goal of visiting Disney's Animal Kingdom. Our students used practical skills to learn about running a business, saving and spending, applying for a job, job training, and being a responsible worker within the communal workspace.
First Floor Green #2	Rachel Still	Literacy Education in 7th Grade Science Course	Knowing that struggling readers were also the students scoring lower in my 7th grade science course, I chose to focus on explicit literacy instruction within my science class. My wondering was: How can differentiating texts by reading level and assessing specific reading strategies in science texts support literacy growth for my 7th grade science students performing slightly below grade level? With the aid of the websites NewsELA and ReadWorks, I provided students with readings that cover the same concepts as their textbook readings, but that also allow for adjusted lexile levels per student and/ or assessed reading skills as well as science-content understanding.
First Floor Green #3	Dicy Watson	Enhancing 2nd Grade Student Outcomes: Data Chats and Collaborative Insights	This project explores using data chats to help 2nd-grade students on Renaissance STAR assessments. The results reveal that data chats promote teamwork among teachers and students, giving useful insights. This study emphasizes the value of including students in data discussions and goal setting in a way that suits their age.
First Floor Green #4	Greg Linne	Structured writing tools to improve the quality of thesis-driven essays grounded within historical context.	In order to address writing deficiencies in my AP and Honors World History courses, I implemented two major tools to help students structure their essays and to self-assess. The first tool was an essay planning sheet that students could use to provide structure for their essays. The second tool was an updated self-assessment rubric that was designed specifically for thesis-driven historical essays. Both of these writing tools became the centerpieces of my writing instructions during the 2022-2023 school year.

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Session 3: Discussions - Secondary Building 1st Floor 1:35pm – 2:25pm

Room	Presenters	Topic	Abstract
Blue 113	Blake Beckett	Critical Reading in an Eighth-grade Language Arts Class	Dr. Beckett wanted to better understand how critical thinking was at play in her eighth-grade language arts class. After consulting educational research and resources connected to critical reading, she created a framework with questions for her students to engage with before, during, and after reading texts. Bound by one unit, she collected data in anonymous student surveys, lesson planning materials, student work samples, and standardized test scores. Data analysis yielded three claims which illustrate how students experienced the critical reading framework and how they connected to the language arts class and beyond.
	Kristin Weller	Using Differentiated Structures and Strategies in 6th Grade Math	Only 39% of the incoming 6th graders passed the 2022 FSA Mathematics test and only 32% attained a passing score on the F.A.S.T. Mathematics test (PM1). Students struggled to understand new content, because they had not mastered their foundational skills, and over 46% of the students had grades at the Beginning and Not Meeting levels at the end of quarter 1. While teaching Algebra 1 and Geometry, I used differentiated instruction to help my students succeed – could this instruction help in 6th grade math? I wondered, “What structures and strategies used in Algebra and Geometry classes can be translated to a 6th grade math class to improve math learning for students performing below grade level in math?”
Facilitator – Carrie Geiger			

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Session 3: Discussions - Secondary Building 1st Floor 1:35pm – 2:25pm

Room	Presenters	Topic	Abstract
Blue 112	Geoffrey Kellogg	The Science of Reading and the Teaching of Literature	Lately there has been a renewed push to base educational policy and curriculum around the "science of reading." The theories of reading that undergird this movement have intermittently been updated, but nevertheless they are inadequate for guiding the teaching of literature. Because these theories tend to focus on meaning at the word level, they overlook text-based challenges. Additionally, they give insufficient priority to many reader-based factors such as background knowledge and strategy use. This theoretical study explores how these shortcomings obscure the ways that successful students of literature make use of prior knowledge, affective involvement, and literature-specific reading strategies to overcome the special challenges presented by literary text and construct textual meaning. Implications for classroom teaching are discussed.
	Eric Lemstrom	Designing Support for Literary Analysis	My work last year focused on building a consistent method for scaffolding literary analysis. After my first semester teaching English 2, I realized I needed to slow down and provide explicit practice for the skills students needed to create strong, original interpretations. How could more explicit instruction in literary analysis better prepare students to analyze complex short fiction? How could I revise analysis assessments to better reflect the discrete skills I expected students to learn?
Facilitator – Rachel Still			

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Session 3: Discussions - Secondary Building 1st Floor 1:35pm – 2:25pm

Room	Presenters	Topic	Abstract
Blue 111	Ewelina Czyz	Writing 2.0	For our students to demonstrate growth in writing, they must get ample opportunities to edit their work, talk about the edits, and reflect on the changes they make throughout the writing process. The traditional writing process encourages students to plan, draft, edit, and proofread; however, it does not include teacher and peer conferences or self-reflection. By including teacher and peer conferences in the writing process, students are encouraged to talk about their writing with peers and their teacher, which provides the students with an opportunity to further improve their work. When students are asked to reflect on the changes/edits they made in a written form, this added step minimizes some of the mistakes in further written assignments. Adding these two structures to the common writing process improves writing and promotes student growth.
	Renee Andrews	Teaching Rubric Use to Improve the Quality of Student Work	In many situations, rubric use is good pedagogy if the rubric is specific and assigns scores for what is valued as “mastery”. The assumption is by utilizing well-written, accurate rubrics, students will know what is expected of them and deliver a better product. This is only valid if students read and understand the rubrics being used to grade them. Andrews used examples of laboratory reports with varying degrees of mastery to teach students how to use rubrics. She gave them protected time to self-score their lab reports before submission. This instruction resulted in improved quality of student laboratory reports.
Facilitator – Christie McElroy			

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Session 3: Discussions - Secondary Building 1st Floor 1:35pm – 2:25pm

Room	Presenters	Topic	Abstract
Blue 116	Kevin Fabulich	Observations on AP Microeconomics Curriculum and Assessment in Regular Economics Classes	Students in non-AP classes were exposed to one unit of AP Microeconomics. After revising lesson plans, unit support guides, and retake pathways, student scores on the summative assessment were near the Florida state average pass rate. In part, this success was due to students' perceived confidence and willingness to work at something that they did not know was AP level material. This success was limited by the decision to not time the assessment, raising interesting questions about the objectives the College Board pursues when timing assessments.
	Grisell Santiago	How can I expand my knowledge about the colonization in Latin America from Spain and how can I help my AP Spanish Literature and Culture Class with this topic?	For this work I investigated colonial documents and read many books about the colonization period in Latin America. I read and study many historical documents from the colonization period and watch experts in the topic via zoom and in video. My presentation would be about my findings and how this helped me expand my knowledge and find materials for the class.
Facilitator – Carla-Ann Brown			

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Teacher Research Symposium



Developmental Research School
at the University of Florida

Session 3: Discussions - Secondary Building 1st Floor 1:35pm – 2:25pm

Room	Presenters	Topic	Abstract
Green 136	Melissa Soto	Engaging in Lesson Study to Support Young Children Solving Compare Story Problems	Young children can solve a variety of mathematical story problems by modeling the action that occurs within the problem (Carpenter et al., 1993). But what happens when there isn't an overt action of joining or separating, rather, students are asked to compare two different sets? This presentation will share how three kindergarten teachers engaged in a Lesson Study (Lewis & Hurd, 2011) to support their students in solving compare story problems. The teachers planned a lesson that adjusted the wording of a compare problem to connect to their students' backgrounds and that encouraged the kindergarteners to use a matching action.
	Michael Poole	Combatting the World of On-Line Assessment to Level the Playing Field	Lessening any kind of barrier for testing is a challenge, but when the State of Florida adopted an on-line assessment, those barriers increased for students who struggle with reading assessments and navigating such a different format. To help level the playing field, I researched an online reading app to assist students in developing strategies to navigate through online assessments and becoming familiar with the format. How can using the CommonLit App in 6th grade ELA reduce the barriers of online assessment in reading and increase student performance on the FAST PM3 for students who are performing below grade level? I found that most of my students did improve, but I also found that 16 of my level 1 students did increase their scale scores, but not enough to change their reading levels. I will share other barriers that may have contributed to these students remaining below grade level in reading.
Facilitator – Christy Gabbard			

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Session 3: Discussions - Secondary Building 1st Floor 1:35pm – 2:25pm

Room	Presenters	Topic	Abstract
Green 133	Hank Samuels	Preservice Perspectives on Arts Integration	While students and teachers often experience engagement and joy when arts are integrated into other content areas in school, it can be challenging work for those learning how to teach. This roundtable is an ethnodramatic experience based on a dissertation study that sought to explore the perspectives of preservice teachers (PST) on arts integration. Findings will be presented as an ethnodramatic script that captures the arts integration experiences of two PSTs, which includes topics such as belief in their own artistic capabilities, supportive structures in place within student teaching placements and teacher education programs, and challenges presented by arts integration. Participants will engage in a reader's theater workshop to act out short excerpts of a play and brainstorm ways that mentor teachers and teacher educators can support the imagination-intellectual development of PSTs. Through this experience, teachers can reflect on their own beliefs and practices related to arts integration and how they can support preservice teachers in their classrooms.
	Brian Moody	Cultures and Classes Colliding: Utilizing Art to Synthesize Knowledge in an African American History Course	I teach with a cross-curricular view in mind, helping students make connections with other classroom learning and life experiences. At the beginning of Spring semester, 2023 my Principal, Dr. Geiger, came to me to discuss a cross-curricular activity I might be willing to do with her African American History class to help process and decompress from heavy learning they were doing in class. This led me to my wondering: How can Art instruction be embedded into an African American History course to deepen student understanding of content as well as their connection to that content?
Facilitator – Jon Mundorf			

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Room	Presenters	Topic	Abstract
Green 132	Hyunyi Jung	Empowering students with choice through equitable and interactive mathematical modeling	The objective of this session is to introduce the Equitable and Interactive Mathematical Modeling (EIM2) program, designed to empower students as active decision-makers in their own educational journey. Although there is significant merit in connecting students' real-life experiences with their mathematical education, practical implementation in a classroom setting has posed challenges. EIM2 addresses this challenge by providing students with the tools to engage in equitable mathematical modeling—a process that employs mathematics to analyze and assess situations from an equity perspective. The EIM2 program entails partnerships with sixth and seventh-grade students, a professional learning community series involving their math teachers, and the creation of a dynamic online platform housing EIM2 modules. This platform enables students to readily select scenarios aligned with their interests, engage with visual and animated scenarios, and compare, synthesize, and refine their mathematical concepts.
	Kailey Downing	Increasing Multiplication Fluency Among Third Graders Receiving Tiered Support in Mathematics	The purpose of this study was to provide a brief, 5-minute, daily intervention to third graders who needed to increase their multiplication fact fluency. As a third-grade team, we reviewed data across the upper elementary grade levels (3rd - 5th) that indicated students were struggling with their basic multiplication facts (0x0 up to 12x12). Through discussions with our team, 4th and 5th grade teachers, administration, and our math specialist, we nearly universally concluded many students continued to struggle in 3rd grade and beyond due to a lack of fluency in their basic math skills. Through observational notes related to student engagement and motivation around goal setting and score tracking, we observed that all students showed growth and progress throughout the intervention and showed clear excitement at being able to see their work paying off.
Facilitator – Ashley Pennypacker Hill			

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Session 3: Discussions - Secondary Building 1st Floor 1:35pm – 2:25pm

Room	Presenters	Topic	Abstract
Green 130	Christine Wusylko	Exploring young people's visual attention and credibility assessment of climate change content on social media: an individual differences perspective	Adolescents, like adults, struggle to assess the content they see on social media. Some of the content young people see is socioscientific, or social issues related to science, like climate change. Understanding how young people assess posts like these can help educators and researchers design materials and lessons to help young people with this skill. This work in progress study uses eye tracking to objectively measure which parts of social media posts on climate change young people look at to help them decide if the post is credible or not. We also capture young people's differences in cognition (inhibitory control and working memory capacity) and metacognition, to see if these differences mediate how young people look at and evaluate posts.
	Rebecca Schlafke Megan Koppitch	"ME"dia, Myself, and I: Engaging High School Students in College-Level Civic and Media Literacy Lessons	In the era of Tik Tok and Instagram supremacy in which we live, where "Gen Zers" are consuming media at an astounding rate, high school students are interestingly uninformed on general civics and the importance of other forms of media, especially print. Additionally, they lack basic research and writing skills. This study focuses on how scaffolding a university-leveled media course for Junior and Senior high school students can lead to mastery of learning objectives. Exit surveys taken at the end of each teaching semester demonstrated that students were more engaged when local issues and journalism topics were introduced through games, guest speakers, field trips, and other unique instructional methods. Comparing pre- and post-test average scores, which were implemented in the final two teaching semesters, also demonstrated mastery of content by the end of each semester whereas daily journal entries proved a successful method of instilling proper writing mechanics.
Facilitator – Lisa Fabulich			

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Session 4: Posters – Secondary Building 1st Floor 2:30pm – 3:00pm

Location	Presenter	Topic	Abstract
Commons #1	Chuck Commeret	Building Confidence with Fraction Fluency to Successfully Access Higher Level Problems	Algebra 1 is a course beloved by some and bemoaned by many. For the first time, students consistently engage concepts that are more abstract than in the past. Everything from variables to quadratics presents brain bending problems that require higher level thinking and creative problem solving. To access Algebra 1, students need to be proficient in a variety of mathematical skills. One of those skills is the manipulation and computation of fractions. In my teaching, I found that any time we did a problem with a fraction as one of the components, students would audibly be frustrated and even paralyzed by the mere presence of a fraction. I was fascinated by this phenomenon and wanted to explore the root cause.
Commons #2	Susan Johnson	Setting the Tone with Positive Feedback	As an elective art instructor, I began to investigate how I could more effectively communicate with my students' households. I wanted to make use of existing opportunities by figuring out how to combine my love of teaching art with proactively communicating what was going on in the classroom with family members.
Commons #3	Christine Wusylko Sara Montgomery	Paradoxical Perceptions of 6th Graders Who Participated in a Social Media Literacy Curriculum	Social media uses mechanisms like machine learning to keep users engaged and is blamed for pushing users down rabbit holes and exacerbating negative health outcomes in teens. While nearly all teens use social media, this age group struggles to critically use these platforms. In this study, we explore the perceptions of 6th graders who have participated in a social media literacy curriculum. We found students held paradoxical views and perceived the mechanisms that govern social media as both creepy and useful, can both narrow and expand their worldview, and spending time on social media can be both helpful and problematic.
Commons #4	Amery VanDeGrift	Kindergarten students embarking on an economic adventure through a Coffee Company!	Learners delve into the basics of economics through Project-Based Learning. They grasp concepts like buying, selling, and creating a product - in this case, a delightful cup of coffee. It's an engaging way to introduce economic literacy while nurturing creativity and teamwork. As these little baristas brew up fun, they're laying the foundation for a future where financial smarts and business acumen will be as familiar as their morning cup of joe.

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Session 4: Posters – Secondary Building 1st Floor 2:30pm – 3:00pm

Location	Presenter	Topic	Abstract
First Floor Blue #1	Andrea Ramirez- Salgado	Cultivating hardware engineering interest in high school students using hands-on learning	A matter of national security for the US is supporting the development of the semiconductor workforce. However, high school students interested in computing engineering often opt for software-related degrees. In this regard, we have undertaken an NSF-funded project to explore the feasibility of hands-on hardware activities for high school students. These activities aim to balance circuit design, IoT boards, and Field-Programmable Gate Arrays (FPGA)-based applications. By offering varied approaches to hands-on learning, we aim to cultivate interest in hardware. In this round table, we will report the results of a summer implementation of the activities with high-school students entering their senior years.
First Floor Blue #2	Kamie Hemmerich	Increasing Success within Sectionals by Appointing Leaders	It is easy for one to assume that a high school student in Musical Theatre would be self-motivated to stay on task with their vocal group so that they can learn their musical part faster. I found that this is not always the case. After realizing that there was good quality time being wasted that could be spent leading and learning, I decided to give each vocal section a leader to help keep their group focused and motivated.
First Floor Blue #3	Angela Flavin	Maximizing Collaboration: Understanding the Benefits of a Reading Support Teacher Can Create For Both Students and Faculty	A federal grant provides funds to create a new position to support student academic loss created by the COVID era. Upon seeing the benefit of this position, I decided to study how beneficial this position could be. This led to the wondering, “How does the collaboration between intervention teacher and learning community leader benefit student acquisition of skills and teacher instructional focus?” Participants will hear of the collaborative relationship between reading teacher and community teachers and the academic success their students achieved.
First Floor Blue #4	Robert Marski	Online, In Person, or Hybrid?	This project aimed to find out how students scored based on how they turned in their assignments. The three choices were online, in-person, and hybrid (combination of the two).

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Teacher Research Symposium



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Session 4: Posters – Secondary Building 1st Floor 2:30pm – 3:00pm

Location	Presenter	Topic	Abstract
First Floor Green #1	Willie Powers II	Literacy Wednesdays in PE	How does giving students a chance to read 50 minutes extra in elective classes help them on the FAST test reading section? Students were given a chance to read passages of choice in class on Wednesdays and write a paragraph summarizing what they read in the passage. Insights from this extra reading time on lower achieving students' reading comprehension and overall perspective on reading will be shared.
First Floor Green #2	Jill Ozog	Project Based Learning (PBL) in the K-1 Learning Community	In this cycle of inquiry, I asked, "How does a real-world project-based learning experience shape K-1 students' conceptualization of economic concepts? As the K-1 learning community leader, I was interested in how this unit would impact students' understanding of economics and teacher practice.
First Floor Green #3	Bryce Stevenson	COVID Kindergartners: Differences Between on Campus Students and Virtual Students	During the 2020-2021 school year, the COVID-19 forced PK Yonge into offering in-person classes alongside virtual classes. Virtual classes were implemented and developed on the fly, offering much of the typical academic experience without almost all of the social experience. The in-person school experience shifted to prioritize student safety and other structural changes to make isolation and quarantining sick students an effective tool to keep people healthy. The class of 2033 experienced kindergarten in these two vastly different environments. I wonder what impact such a contrasting developmental experience would have on the long term academic and social-emotional success of those students.
First Floor Green #4	Michael Roberts	Perceptions of Singing as Pedagogy in the Elementary Music Classroom	Singing is the fundamental tool/pathway to access elementary music education. During the pandemic, it was necessary to conduct music lessons at school without using singing to keep everyone safe in a "closed" environment inside the building. Young elementary-age students sing naturally as a part of their childhood. Singing is a natural part of an elementary student's actions as much as running or throwing a ball; it is that fundamental. Students expect to sing in music class as a logical conclusion of study of the art form. Singing in music is comparable to knowing the numbers in arithmetic or knowing the letters in language arts.

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2022-2023 Dennison Teacher Researcher Award Recipient

Ms. Brewster has been engaging in multiple cycles of teacher inquiry to increase numbers of underrepresented students in the engineering pathways. Initially, she examined how student experiences in Project Lead the Way Engineering courses influenced their overall perceptions of engineering courses offered at P.K. Yonge. After a year of examining how to navigate remote teaching and learning in collaboration with Dr. Karen Kilgore, Ms. Brewster resumed her inquiry focus to draw female students into the Engineering Pathways at P.K. Yonge. In her most recent inquiry cycle, she has asked what she can learn from students who have remained in the Engineering Pathway through their senior year as she continues to develop strategies to encourage participation of underrepresented populations in this STEM field. Because of the continuous examination of her practice through teacher inquiry to build the Engineering pathway at P.K. Yonge, alongside the work she has accomplished through building and mentoring the First Robotics Team, Ms. Brewster exemplifies a Teacher Researcher of Excellence. She truly engages in research into her practice to improve outcomes for all her students.



Promoting Future Partnerships



PKY Partnerships
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Please take a moment to complete this form: <https://bit.ly/PKYPartnerships>.

The goal of this effort is to facilitate partnerships between teacher researchers who currently work at P.K. Yonge Developmental Research School, COE faculty and doctoral students, and other UF faculty and doctoral students to align their shared interests to design, test, and disseminate best practices in education.