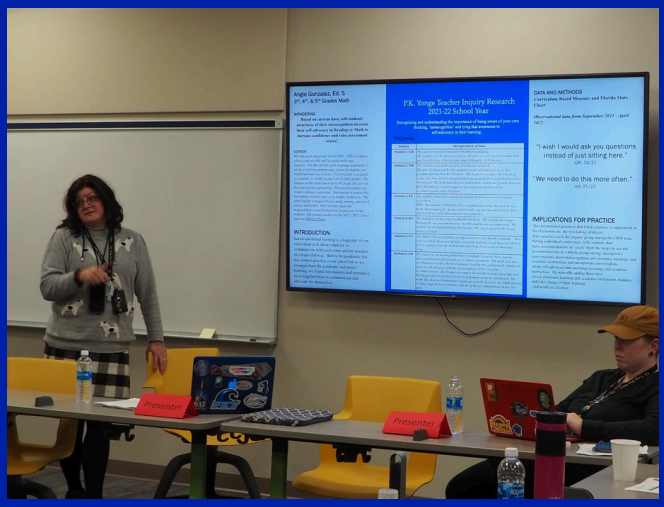
Inquiries & Investigations Symposium

January 7, 2025



UF | P.K. Yonge Developmental Research School
College of Education
UNIVERSITY of FLORIDA

Inquiries and Investigations 2024-25

Teacher Research Symposium

Welcome to the 2024-25 Inquiries and Investigations Symposium — an annual event devoted to bringing together partners from P.K. Yonge and the other three Florida Lab schools, the UF College of Education, 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 and Emily Eubanks, and for the continued support for this event, by our former director Dr. Brian Marchman and our interim director, Dr. Lynda Hayes. Thank you to Dawn Szymanski and Natasha Capes for assisting with the hosting details.

We want to encourage P.K. Yonge faculty inquirers to apply for the **Dennison Teacher Research Outstanding Manuscript Award** and/or the **Dennison Teacher Researcher Excellence Award.** The Dennison Teacher Research Outstanding Manuscript Award recognizes P.K. Yonge faculty who excel in teacher research and collaborative research partnerships with university faculty, as demonstrated by the submission for publication of the annual teacher inquiry manuscript. This award celebrates research at P.K. Yonge that engages K-12 teachers, in collaboration with university faculty, in applying research to practice for the purpose of impacting student achievement, reflecting on professional learning, and maintaining a shift in practice to improve outcomes for all students**.** The Dennison Teacher Researcher Excellence Award recognizes those faculty who 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. The call for this arars will be released in February.

Please join us in thanking our coffee, food, and poster printing sponsors:

- ***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
8:30-9:15	Opening & Welcome	Performing Arts Center	All Participants
9:15-9:25	Break and Transition to Secondary Building		All Participants
9:25-10:15	Session 1: Discussion Sessions	Secondary Building First Floor Blue and Green Wings	All Participants
10:20- 11:20	Partnership Discussions with P.K. Yonge Faculty	Blue 111/112 – UF Center for Precollegiate Education, and Training, UF Lastinger Center, and FSU Education, Health, and Human Services 1st Floor Commons – UF IFAS Extension Programs Green 131/132 – UF Computer and Information Science and Engineering and Electrical and Computer Engineering, UF College of Design, Construction and Planning	All Participants Three Rotations (see name tag for order)
	Florida Lab School Collaborative Planning	Green 133	Florida Lab School Representatives
11:25-12:15	Session 2: Discussion Sessions	Secondary Building First Floor Blue and Green Wings	All Participants
12:15-1:15	Blue Highway Lunch	Westside of Cafeteria & Cafeteria Patio	All Participants
1:15-2:00	Session 3: Poster Discussions	Secondary Building First Floor Commons, Blue and Green Wings	All Participants
2:00-2:15	Cookies and Coffee Break	Main Office Courtyard	All Participants
2:15-3:05	Session 4: Discussions Sessions	Secondary Building First Floor Commons, Blue and Green Wings	All Participants
3:05-3:15	Closing Remarks and Evaluations	Secondary Building First Floor Commons	All Participants

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Teacher Research Symposium

Developmental Research School at the University of Florida

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 Presentations

Keynote: ***Embracing Our Mission***
Presenter: Dr. Lynda Hayes, P.K. Yonge Interim Director
Location: PAC Auditorium
Time: 8:45am – 9:15am

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Teacher Research Symposium

Session 1: Discussions - Secondary Building 1st Floor 9:25am – 10:05am

Room	Presenters	Topic	Abstract
First Floor Blue Room 116	Leigh Anne Brewster Secondary Engineering Faculty	How Peer and Instructor Feedback Using Rubrics Impacts Students' Learning Experiences	This inquiry explores how an instructional tool and its classroom use impacts student success, perception, and connection to learning. I identified a need to improve how I articulate feedback, especially in group collaboration, communication, and building confidence in presentations. I aimed to assess the effectiveness of my rubric-based feedback systems for groups and gauge whether the skills learned are valuable for students. Ultimately, I sought to determine if these practices help students self-evaluate, evaluate peers effectively, and enhance their presentation (transferable) skills.
	Brian Moody Secondary Visual Arts' Faculty	Shifting the Standard: Advisory and the Quest for Student Engagement	Teacher inquiry has emerged as a key element of professional development at P.K. Yonge DRS. In the post-pandemic context, I have focused on the teaching of symbolism in high school visual art classes, which plays a crucial role in enhancing students' visual literacy, allowing them to convey complex ideas, emotions, and cultural narratives through their artwork. My research centered on the implementation of lessons showing how symbolism is used by well-known artists, and a series of learnings about difficult incidents in our cultural history, and helping students use symbolism to express themselves in their artwork. Findings indicate that the students demonstrated significant growth in their ability to incorporate symbolic elements into their work.
			Facilitator **– Lindsey Franklin, HS ELA Faculty**

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Teacher Research Symposium

Session 1: Discussions - Secondary Building 1st Floor 9:25am – 10:15am

Room	Presenters	Topic	Abstract
First Floor Blue Room 111	Lissette Monzon Paz Secondary Spanish Faculty Han Zheng UF PhD Candidate	Game-Based Strategies in Spanish Vocabulary Learning: Student Perceptions of Kahoot	Vocabulary acquisition is an essential component of second language learning, particularly for novice-low students who are building the basic interpersonal communication skills (BICS) needed for everyday social interactions in the target language. This research explores Kahoot's role in vocabulary acquisition in an eighth-grade Spanish beginning class. It examines how students interact with technology through multiple modalities, team collaboration, and personalized Kahoot game design. The findings indicate that integrating digital game-based vocabulary learning (DGBVL) through Kahoot significantly enhances language acquisition. This approach highlights students' perceptions of game-based learning as an effective strategy for improving language development while enhancing motivation and confidence in the classroom.
	Dr. Mayra Cordero Secondary Science Faculty	Three Ingredients to Flip an AP Chemistry Classroom	Recent course updates have focused on a flipped classroom model, where students watch videos for homework and engage in activities during class time. To address the challenges of teaching AP Chemistry in a fast-paced schedule, I explored how the flipped model could support mastering the learning objectives for a chemical reactions' unit. This approach included AP daily videos, modified Cornell notes, and inquiry activities. Data was collected from the formative and summative assessments as well as an end of the course survey. Results suggest that this instructional shift led to significant growth in the 2024 AP Chemistry exam passing rate.
Facilitator – Lisa Fabulcih, MS Science Faculty, Science Department Chair			

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Teacher Research Symposium

Session 1: Discussions - Secondary Building 1st Floor 9:25am – 10:15am

Room	Presenters	Topic	Abstract
First Floor Green Room 130	Caley Lape K-1 Elementary Faculty	Pizza by the Creek: A Project-Based Learning Experience in the K-1 Learning Community	Two practitioner researchers collaborated to design a project-based learning experience for students: Pizza by the Creek. This economics unit engages kindergarten and first-grade students in hands-on exploration of economic concepts through the creation of a student-led pizza restaurant. Throughout the project, students collaborate to understand fundamental economic standards. With each lesson, students gain practical insights into economic principles while developing critical skills in teamwork, problem-solving, and communication. Through this engaging and interactive approach, we found that Pizza by The Creek fosters a deeper understanding of economics in a fun, relatable context, setting the foundation for lifelong learning and financial literacy.
	Alison Schackow K-1 Elementary Faculty	Pizza by the Creek: A Project-Based Learning Experience in the K-1 Learning Community	
			Facilitator **– Natalie James, K-1 Faculty**

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Session 1: Discussions - Secondary Building 1st Floor 9:25am – 10:15am

Room	Presenters	Topic	Abstract
First Floor Green 131	Dr. Jon Mundorf Secondary English Faculty	Teaching in The Matrix: AI-Powered Pedagogy in Middle School Classrooms	My inquiry project, titled "Teaching in The Matrix: AI-Powered Pedagogy in Middle School Classrooms," investigates the impact of artificial intelligence on the feedback processes between teachers and students. The study explores student and teacher perceptions of AI, focusing on its use in educational settings. Data collection methods include student surveys, teacher reflections, field notes, and student interviews. The research is framed by thematic parallels to AI in popular culture, examining how AI can enhance or challenge traditional educational practices, particularly in providing and receiving feedback. The findings will inform future practices in AI integration within the classroom.
	Damien Boada Secondary Computer Science Faculty	Teaching Machine Learning to 6th Graders and using AI to help	When you hear about Artificial Intelligence or AI, many different things may come to mind. Most people default to ChatGPT, but there are many more AI technologies that are a part of our daily lives. At the heart of most AI technologies is some form of Machine Learning. Although machine learning involves high level programming, data analytics, and computational thinking, the basic concepts can be taught at a young age. I first introduced machine learning through students investigating its applications in social media and then tracked how their perception of recommendation algorithms changed after they learned more about how they work. I also experimented with how I can use generative AI technologies to aid the planning, implementing, and writing of my inquiry project.
Facilitator – Peggy Roach, HS Math Faculty, Math Department Chair			

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Partnership Discussions with P.K. Yonge Faculty and Attendees 10:20am – 11:20am

Rotation	Partners	Location
A	UF Center for Precollegiate Education and Training • Dr. Hazel Levy, Associate Director Lastinger Center • Dr. Luiz Franco Giovanini, Manager, Data and Reporting • Arnav Agarwal, Graduate Student Assistant • Julie Henderson, Assistant Director of Communications FSU College of Education, Health, and Human Sciences • Gillian Gregory, Program Director	1st Floor Blue 111/112
B	UF IFAS Extension Programs • Bethan Gillett, Director, Fishing for Success • Derby Sale, 4-H Youth Development	1st Floor Commons
C	UF Computer and Information Sciences • Dr. Sharon Lynn Chu, Director, Embodied Learning and Experience (ELX) Lab Electrical and Computer Engineering • Abhishek Kulkarn, PhD Student UF College of Design, Construction and Planning - Florida Institute of Built Environmental Resilience (FIBER), and GatorCorps • Dr. Jason von Meding, Associate Professor, Founder of FIBER	1st Floor Green 131/132

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Teacher Research Symposium

Session 2: Discussions - Secondary Building 1st Floor 11:25am – 12:15pm

Room	Presenters	Topic	Abstract
First Floor Blue Room 111	Dr. Ross Van Boven K-8 Math Coach	P.K. Yonge K-5 and College of Education Math Preservice Partnership	Partnership planning between UF Professor Melissa Soto's preservice mathematics class and P.K. Yonge's K-5 Faculty and students in fall 2023 led to a school-based experience for collegiate preservice students while also affording P.K. students opportunities for additional small group learning in mathematics. Data were gathered from preservice teachers and from K-5 students.
	Dr. John Bell Secondary Math Faculty	Mathematics for the Non-38%: A Study of Mathematics, Minority Guest Speakers for 6th Grade Students	The academic performance in mathematics of students from minority groups and females has been observed to be lower than that of white males (Baird & Keene, 2018; Lucietto et al., 2020). This led to the hypothesis that exposure to presenters from these underrepresented groups could potentially influence student attitudes, engagement, and academic performance. Both virtual and in-person presenters were invited to elucidate the practical application of mathematics in their respective professions. This initiative provided students with a series of mini-Career Days offering them exposure to diverse professional fields. A systematic collection and analysis of student surveys revealed that these students perceived the guest speakers as positive influences, encouraging exploration of mathematical content and sparking interest in various career paths.
Facilitator – Dr. Tredina Sheppard, Assistant Principal of Academic Achievement			

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Session 2: Discussions - Secondary Building 1st Floor 11:25am – 12:15pm

Room	Presenters	Topic	Abstract
First Floor Blue Room 111	Dr. Mario Toussaint Secondary Math Faculty	Students' Perceptions of Enjoyment in a Geometry Course	The enjoyment of mathematics refers to the extent to which the students like the activities in the course and their emotional response to the learning environment. The purpose of this inquiry is three-fold: (1) to ascertain students' enjoyment of instruction, (2) to determine the students' perceived value of learning mathematics, and (3) to determine whether differences emerge between students' self-perceptions of enjoyment and perceived value of the course. Most of the students reported enjoying the course and seeing value in learning mathematics. The respondents who saw no value in mathematics felt the subject was irrelevant to their lives.
	Amanda Ortiz Secondary World Languages' Faculty	After School Tutoring and Effects on Student Confidence and Achievement	This study examines the impact of one-on-one tutoring on improving core knowledge in seventh-grade math. Over the spring semester of 2024, small-group and individual tutoring sessions were conducted for 27 identified students at P.K. Yonge, focusing on addressing math gaps from prior grades. Sessions, led by certified teachers, included personalized remediation based on individual needs, fostering student confidence and skill mastery. Data collection through classroom assessments, retake results, and state testing demonstrated significant progress, with over 80% of participants improving FAST Math scores. This inquiry highlights the efficacy of teacher-led, targeted interventions in boosting student achievement and confidence in mathematics.
			Facilitator **– Christy Gabbard, Director of Secondary Programs**

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Session 2: Discussions - Secondary Building 1st Floor 11:25am – 12:15pm

Room	Presenters	Topic	Abstract
First Floor Green 130	Peggy Roach Secondary Math Faculty	Restructuring an AP Calculus Course to Ensure Better Student Outcomes	In past years, my students' success rates on the AP Calculus exam have varied greatly. In some cohorts, nearly all students earned qualifying scores, while in others only about a third scored high enough to earn college credit. My research focused on improving student performance in AP Calculus. By increasing my usage of College Board materials and working more closely with the AP teacher community, I was able to better prepare students and predict their performance on the exam. Results suggest that the strategies worked, and that additional systematic restructuring of the course design might further improve student outcomes.
	Angie Gonzalez Elementary Math Learning Coach	Improving Multiplication Fluency with 5th Grade Students Struggling in Grade Level Mathematics	In the 3rd – 5th grade learning communities, many students struggle with multi-step math problems due to a lack of multiplication fact fluency. Observing this during the initial FAST Math assessments, I concluded that direct instruction in multiplication fluency was essential. Research, including Morano et. al, (2020) supports using explicit strategy instruction and mastery practice to improve arithmetic fluency. These methods combine conceptual learning with pattern recognition. My inquiry focuses on how tools like unit cubes, 100s charts, and skip counting could corde three fifth-grade students improve their multiplication fact fluency and overall math skills.
			Facilitator **– Dr. Mayra Cordero, Chemistry Faculty**

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Session 2: Discussions - Secondary Building 1st Floor 11:25am – 12:15pm

Room	Presenters	Topic	Abstract
First Floor Green 131	Rachel Still Secondary Science Faculty	Literacy Block Time in 7th Grade WIN Wednesdays	Literacy skills are essential to the success of students in all subjects. Our teaching team included a weekly 30-minute Literacy Block that integrated differentiated reading passages and tiered interventions with our 7th-grade students. Students were guided through morphology study, informational text analysis, and expository writing practice. The data showed significant growth, with our grade's FAST Reading pass rate increasing from 66% to 81% compared to the previous year. These findings suggest that intentional, leveled literacy instruction within a dedicated time frame can effectively enhance reading proficiency. How we have continued to integrate the literacy block within the 2024-25 school year will be shared.
	Eric Lemstrom Secondary English Factulty	Improving Scaffolding and Process for Analysis Essays	To provide many AP-bound tenth-graders realistic practice with timed composition, I cannot avoid assigning and paying close attention to more than 100 traditional essays. I sought during this inquiry cycle to develop a few ways in which I could more closely unite individual feedback and classroom instruction, so that daily lessons and formative assignments could draw some of the load away from the scoring of summative essays. My research question was, "How will more structured scaffolding and feedback on formative writing assignments improve student performance on summative writing assessments?"
			Facilitator **– Megan Miller, MS Social Studies Faculty**

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PK Yonge Developmental Research School at the University of Florida

Poster Session – Secondary Building 1st Floor 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
Main Commons #1	Ellie Umpierre 2-3 Elementary Faculty	Zoning In: How Feelings Found Their Place in Our Classroom	During the 2023-2024 year, I grappled with the challenge of helping my second-grade students navigate their emotions and interactions in a way that supported their academic and social success. Collaboration with the school speech and language pathologist led me to the Zones of Regulation program for teaching social skills. We implemented the program, collaborating to deliver weekly lessons and reinforce new skills throughout the school day. The results were encouraging. Students demonstrated improved emotional awareness, empathy, and the ability to employ self-regulation strategies, leading to a more positive learning environment and better academic outcomes. This research suggests that integrating emotional regulation instruction into the classroom can be beneficial for other educators, offering a framework for creating supportive, empathetic learning spaces that foster both emotional well-being and academic success.
Main Commons #2	Dr. Gayle Evans Assistant Professor, UFTeach Dr. Mayra Cordero Secondary Science Faculty Bella Cherin UFTeach	Identifying Content Gaps in AP Chemistry Through Examining Released Exam Information and Teacher Perceptions	This study began with a wondering about how AP released exam data could better inform teachers of AP courses as they make curricular decisions regarding how to emphasize or de-emphasize particular topics from the course description. Inspired by a collaboration between an AP chemistry teacher and a UFTeach undergraduate, released data were analyzed through coding each multiple choice or free response questions from selected exam years to determine the breakdown by topic. Score reports were consulted to determine topic-based score distributions and to identify topics where content knowledge gaps were prevalent. Our teacher collaborator provided insight throughout the process.

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Poster Session – Secondary Building 1st Floor Commons 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
Main Commons #3	Gabrielle Amirin 2-3 Elementary Faculty	Enhancing Motivation for Mastery: Integrating Self-Assessments with Teacher Feedback to Improve Student Writing Skills	This research explores the integration of student self-assessment with teacher feedback to enhance motivation and mastery in third-grade writing. Conducted in a third-grade classroom at P.K. Yonge Developmental Research School, the study examined how self-assessment tools helped students understand writing benchmarks, engage with feedback, and take ownership of their learning. Results indicate that structured self-assessment, combined with detailed teacher feedback, significantly improved studentsâ€™ motivation to revise and their overall writing skills. The findings suggest that incorporating self-assessment into the curriculum can foster greater student engagement and mastery, particularly in expository writing.
Main Commons #4	Natalie James K-1 Elementary Faculty	Exploring Children's Literature to Foster Self-Regulation and Social-Emotional Growth	As a first-grade teacher, I conducted an inquiry focused on addressing emotional regulation challenges in my classroom, particularly targeting a student who exhibited intense emotional outbursts. I implemented a strategy using children's literature, specifically Diana Alber's "Little Spot" series, to enhance emotional vocabulary and support self-regulation. The research involved one-on-one meetings, whole-group lessons, and visual aids. Results indicated significant improvement in the student's emotional understanding and regulation, highlighting the importance of integrating emotional literacy into daily classroom practice. This approach underscores the role of targeted strategies in fostering emotional growth among young learners.
Main Commons #5	Lindsey Franklin Secondary English Faculty	Shifting Perspectives: Student Success in AP Literature and Composition	The purpose of my study was to investigate the students taking AP during the 2023-2024 school year, the first year of the PK AP for All initiative, to examine their perspectives on the AP curriculum, the strategies implemented by the teacher to help students complete the course, and the areas where students showed growth throughout the year. The findings revealed that while students felt optimistic about the course by the end of the year, preparedness and support only led to success for some. More research and changes must be adapted school-wide to give students equal opportunities for AP success.

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Poster Session – Secondary Building 1st Floor Commons 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
Main Commons #6	Dicy Watson 2-3 Learning Community Leader	Empowering Student Achievement through Self-Monitoring: Integrating Intervention Strategies with Core Classroom Learning	This inquiry explores the use of self-monitoring checklists to help students transfer intervention strategies to their core classroom learning. As the 2-3 Learning Community Leader at P.K. Yonge DRS, I provide tiered interventions and ESE services while teaching SIPPS reading groups. My goal is to help students apply the skills they develop in small groups to independent work. By using self-monitoring checklists, students can take ownership of their learning and bridge the gap between interventions and classroom performance, promoting sustained academic achievement.
Main Commons #7	Ewelina Czyz Secondary English Faculty	Writing Process 2.0: Guided Peer Editing	I began with the question: *How can I optimize peer and teacher feedback for both formative and summative writing tasks with 9th-grade learners who struggle with writing, but are receptive to using feedback to improve, all while maintaining a safe classroom environment?* In previous years, my inquiry involved about 70 students across three classes. However, as my focus narrowed, I concentrated on four students who were struggling with writing, based on their FAST Testing and classroom grades. Some of these students had an IEP or 504 plan. To address their needs, I modified the writing process by introducing two rounds of peer editing, a self-reflection activity after receiving teacher feedback, and allowing resubmissions. These changes led to significant improvements. Student writing grades increased, the quality of their writing improved, and their FAST reading and B.E.S.T writing scores showed growth. The students shared that these additional steps helped them become better writers.

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Session 3 Poster Session – Secondary Building 1st Floor Blue 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Blue Open Spaces #1	Kelly Barrett Secondary Physical Education Faculty	Utilizing Non-Traditional Sports to Enhance the Culture of a Physical Education Classroom	This study examines the impact of integrating non-traditional sports into a Team Sports class on student engagement and community dynamics in a secondary physical education class. Data was collected from 11 students with varying athletic backgrounds. Findings reveal that offering non-traditional sports, such as floor hockey and pickleball, significantly enhanced student participation and camaraderie, fostering a supportive classroom environment. Pre- and post-unit surveys indicated a marked increase in interest and enjoyment, demonstrating that students thrive in settings emphasizing inclusivity and shared learning experiences. The study underscores the importance of diverse physical activities in promoting lifelong engagement in sports.
First Floor Blue Open Spaces #2	Lauren Sheppard K-1 Elementary Faculty	Manipulatives and Fact Fluency: How Directed Intervention Impacts Math Confidence in Young Learners	In the K/1 community, Eureka Math Squared manipulatives and fluency "sprints" require vigorous routines and practice to be applied effectively in the classroom setting. Students need instruction in how to care for, attend to, and strategize with new curriculum materials and "sprint" activities. I employed a pre-test and post-test design to track how using teacher-led math manipulatives and "sprints" impacted at-risk student learning. Findings included an increase in mathematical confidence among participating small group students, a need to differentiate math "sprints" to each student's level of conceptual understanding, and increases in end-of-year STAR test scores.
First Floor Blue Open Spaces #3	Greg Linne Secondary Social Studies Faculty	Varying Summative Assessments in a High School World History Class.	Since the COVID-19 lockdown, I overhauled my summative assessments so that they were all essay-based. This seemed to help boost the writing skills of the students. However, students would only learn about topics tied to the specific essay prompts that they chose. Additionally, student engagement in class dipped when reviewing the broad content of the course. As a result, I reintroduced multiple choice summative assessments that were tied to guided notes that covered the major topics of each unit. I found that the quizzes incentivized students to remain engaged in class. Also, students that mastered the content but were poor writers had more opportunities to demonstrate their mastery of the content.

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Session 3 Poster Session – Secondary Building 1st Floor Blue 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Blue Open Spaces #4	Michael Poole Secondary English Faculty	Artificial Intelligence, Benefitting the Classroom	Writing is a vital skill that impacts both academic achievement and future professional success. Many students struggle with organizing their ideas and maintaining coherence in their writing, particularly those who need more structured support and guidance. The rise of artificial intelligence (AI) offers innovative solutions, such as AI-powered graphic organizers, to address these challenges effectively. This paper explores how AI graphic organizers can help struggling writers by providing structured frameworks, personalized learning experiences, and immediate feedback, ultimately improving their writing skills and confidence.
First Floor Blue Open Spaces #5	Bryce Stevenson Elementary Counselor	Vibe Check: Measuring School Climate in an Elementary School	This study evaluates school climate in an elementary school using a student survey. Although overall scores were slightly below the national average, individual responses showed generally favorable perceptions. This indicates that aggregate scores may not fully capture positive student experiences. Future research should explore factors driving positive feedback and investigate strategies to enhance overall climate, given its significant implications for student academic success and overall well-being.
First Floor Blue Open Spaces #6	Neal Haines 2-3 Elementary Faculty	Preparing for B.E.S.T. Writing and Beyond: Introducing Mentor Texts and Rubrics as a Strategy for Improved Writing	This inquiry project explores strategies to enhance third-grade students' writing skills to prepare them for the B.E.S.T. Writing assessment in fourth grade. By introducing mentor texts and rubrics, the project aims to bridge the gap between creative expression and the mechanics of writing, focusing on text organization, grammar, and clarity. Through structured writing lessons, personalized feedback, and self-assessment tools, the inquiry evaluates the impact of these interventions on student writing proficiency and confidence, setting a foundation for long-term academic success.
First Floor Blue Room 111 #6	Kathryn Janicke Secondary Learning Coach	Designing, Implementing and Documenting Academic Interventions in a High School Classroom	Developing a Multi-Tiered System of Supports (MTSS) in a high school involves a strategic approach to enhance student outcomes through layered support structures. MTSS systems integrate academic, behavioral, and social-emotional interventions, offering varying levels of intensity based on individual needs. This inquiry focuses on supporting high school teachers to design, implement and document interventions in high school classrooms. At the end of the school year, classroom teachers

			completed a survey to document their comfort level in implementing and documenting student interventions.

Session 3 Poster Session – Secondary Building 1st Floor Blue 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Blue Room 111 #7	Michelle Mills 4-5 Learning Community Leader	Fostering Self-Advocacy in Students with Learning Disabilities: A Contextual Inquiry at P.K. Yonge	This study, conducted at P.K. Yonge Developmental Research School, explores strategies to empower fourth and fifth-grade students with learning disabilities to actively participate in their Individualized Education Program (IEP) meetings. With a focus on inclusive education, the research aims to enhance students' self-advocacy skills and awareness of their classification as Exceptional Student Education (ESE) students. The study draws on the educator's professional experience in special education to design and implement approaches that promote academic success and social-emotional growth for all students, highlighting the importance of valuing diverse abilities and fostering a culture of empowerment and inclusivity within the educational community.
First Floor Blue Room 112 #8	Josh Hammond 4-5 Elementary Faculty	Devising Feedback Strategies for Mastery Based Learning	This inquiry explores effective feedback strategies in mastery-based learning within a 4th/5th grade math context at PK Yonge Developmental Research School. As a veteran teacher with diverse experiences, I faced challenges in communicating student progress to parents and students amidst a complex grading system. By implementing immediate feedback techniques and using tools like IXL for practice, I aimed to enhance clarity and engagement. The study reveals that frequent, actionable feedback and clear communication improve student motivation and performance. Insights include the importance of timely reassessment opportunities and effective parent-student feedback mechanisms, which will be applied in upcoming teaching practices.
First Floor Blue Room 112 #9	Jean Sterner-Bolejack Secondary Math Faculty	Are Workshops Groups Effective in the High School Mathematics Classroom?	Teacher inquiry is a key element of professional development at P.K. Yonge DRS. This was my first year participating in the inquiry cycle at PK Yonge. I strive to make my classroom more student-focused with collaborative structures, various activities, and teaching strategies. The students that participated in my inquiry cycle were Algebra II students, with many who struggle or have gaps in their mathematical learning. One strategy I used in my classroom to help students gain a deeper understanding is workshop groups. The findings found that workshop groups helped students learn the material.

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Teacher Research Symposium

Session 3 Poster Session – Secondary Building 1st Floor Blue 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Blue Room 116 #10	Megan Koppitch K-12 Media Specialist	Mind the Gaps: Exploring Diversity in School Library Collections	In the spirit of Dr. Rudine Sims Bishop's windows, mirrors, and sliding glass doors, I examined the P.K. Yonge Mead Library collection to see if it reflects the diverse backgrounds and experiences of our elementary school population. Through my involvement in an IMLS-funded grant project, I was introduced to the Diverse Book Finder and its Collection Analysis Tool. The tool analyzes both who (which racial/cultural groups) is featured in their picture book collections and how (which thematic categories) they are represented. Library collection audits, along with informed selection practices, are essential elements in achieving a well-rounded school library collection.
First Floor Blue Room 116 #11	Sara Montgomery Secondary Science Faculty	Combining UDL and AI to Remove Barriers in Middle School Science	In the era of rapid technological advancement, educators face new challenges and opportunities in integrating digital tools in the classroom. In a partnership with the University of Florida's College of Education, teachers in P.K. Yonge's middle school studied the impact of artificial intelligence (AI) in education. My area of study examined the use of Adobe Firefly, an AI image generator, in a sixth-grade science class to enhance students' understanding of scientific modeling, particularly in Newton's Laws of Motion. By integrating AI as an assistive technology and focusing on the principles of Universal Design for Learning (UDL), I hoped to remove barriers, foster creativity and collaboration, and improve conceptual understanding.

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Teacher Research Symposium

Session 3 Poster Session – Secondary Building 1st Floor Green 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Green Open Spaces #1	Susan Johnson Secondary Visual Arts' Faculty	Using ChatGPT to Create Literacy-Enhanced Rubrics and Lesson Plans for 7th Grade Art	My teacher inquiry explores how ChatGPT can be leveraged to create user-friendly rubrics and lesson plans for a 2D Middle School Art class, with a focus on enhancing 7th-grade student literacy in English Language Arts (ELA). By integrating ELA standards with art instruction, ChatGPT can assist educators in developing engaging, interdisciplinary lessons that strengthen reading and writing skills through visual arts. The AI's ability to generate tailored educational materials ensures that both art and literacy goals are met, promoting a deeper understanding of language and creative expression. This approach fosters a holistic learning environment that supports students' academic and artistic growth.
First Floor Green Open Spaces #2	Lisa Fabulich Secondary Science Faculty	Is This Good Enough? Harnessing AI to Foster Self-Regulated Learning in Gifted Students Exhibiting Perfectionistic and Anxious Traits	This study explores the challenges faced by teachers in balancing the needs of struggling students with the demands of high-achieving, yet feedback-dependent, gifted students. By integrating AI tools to facilitate self-regulated learning, the research aims to reduce the burden on educators, enabling them to provide targeted support without compromising the autonomy of advanced learners. The use of AI offers immediate feedback and reassurance to high-achieving students, fostering independence while allowing teachers to focus on those who require more direct intervention.
First Floor Green Open Spaces #3	Sanil Nadar Secondary Science Faculty	Impact of Team-Based Learning on Cognitive Engagement in a 9th-Grade Biology Unit on AMR.	This study explores the impact of Team-Based Learning (TBL) on the cognitive engagement of 9th-grade students in a biology unit focused on Antimicrobial Resistance (AMR). Using a mixed-methods approach, the research study evaluates student engagement through individual and team assessments, collaborative problem-solving, and group presentations. Results demonstrate a significant improvement in cognitive engagement, with students gaining a deeper understanding of AMR and One Health. This also highlights TBL as an effective instructional strategy for fostering active learning, critical thinking, and collaboration, offering valuable insights for improving biology education and enhancing student outcomes in complex scientific concepts.

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Teacher Research Symposium

Session 3 Poster Session – Secondary Building 1st Floor Green 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Green Open Spaces #4	Dr. Kristina Belvin 4-5 Elementary Faculty	How Can I Better Use the Writing Rubric?	With over 30 years of experience in English Language Arts education for fourth and fifth graders, I have consistently observed students struggling with statewide writing assessments despite their potential. Teaching at PK Yonge Developmental Research School, a K-12 institution affiliated with the University of Florida, has allowed me to explore innovative teaching practices. My commitment to culturally responsive teaching and equitable education drives this study, which investigates the use of the state's writing rubric as an instructional tool to enhance student performance on standardized writing assessments.
First Floor Green Open Spaces #5	Jillian Miley Secondary English Faculty	Shifting Writing Assessment to Improve Student Achievement and Address Learning Gaps	This poster presentation examines the impact of shifting writing assessments to improve student achievement and address learning gaps in a 7th-grade ELA classroom at P.K. Yonge Developmental Research School. In response to post-COVID learning disruptions, a scaffolded approach was implemented to prepare students for the Florida Assessment of Student Thinking (FAST) writing test. The intervention included explicit instruction, increased writing practice, and tailored feedback, culminating in an in-class expository writing assessment. Results showed an increase in on-time submissions and enhanced student confidence. This study demonstrates the effectiveness of scaffolded approaches in bridging learning gaps and promoting equity in diverse educational settings.
First Floor Green Room 131 #6	Dr. Jamie Burg Secondary Performing Arts' Faculty	Coaching Strategies to Foster Collaborative Songwriting	As we build the Modern Music component of the Performing Arts Center Pathway at P.K. Yonge, I value giving students a well-rounded music making experience including culminating experiences with original songwriting. My past experiences teaching songwriting has resulted in some students sharing negative feelings including nervousness, vulnerability, and lack of confidence. This inquiry focuses on building a safe environment for students to engage in meaningful songwriting within their modern music course.

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Teacher Research Symposium

Session 3 Poster Session – Secondary Building 1st Floor Green 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Green Room 131 #7	Jennifer Bennett Secondary Entrepreneur Faculty	Fueling Fresh Minds: Motivating 9th Grade Design and Entrepreneurship Pathway Students Through Collaborative Food Truck Branding Using Project-Based Learning	This inquiry explored the transformative effects of project-based learning (PBL) on my 9th grade students in a Digital Media Foundations Pathway class, where they developed a branding package for a fictitious food truck business. By intentionally restructuring interaction methods, I aimed to foster a growth mindset, encouraging students to embrace challenges and learn from constructive feedback and hands-on experience. The supportive classroom environment I aimed to cultivate was instrumental in promoting collaboration and significantly enhancing student motivation. My findings revealed that these strategies not only elevated the quality of their work but also nurtured essential soft skills critical for their future success in both post-secondary education and the workforce. This experience reaffirmed my commitment to creating dynamic learning experiences that empower students to thrive.
First Floor Green Room 132 #8	Kamie Hemmerich Secondary Performing Arts' Faculty	Using Peer Critiques to Improve Performance	This inquiry explores the impact of peer critiques on improving student performance in a high school performing arts class. Students selected and performed monologues, receiving structured feedback from peers and the instructor in a safe, supportive environment. Training emphasized respectful, constructive critique, focusing on character development, vocal and physical mannerisms, and blocking. Students applied feedback, rehearsed, and re-performed, showcasing notable growth in their craft. Rubric scores consistently improved, with students demonstrating deeper character connections and refined performance techniques. This study highlights the transformative power of peer critiques in fostering confidence, collaboration, and skill development in performing arts education.
First Floor Green Room 132 #9	Greg Lincoln Secondary Math Social Studies Faculty	Using AI for Student Feedback on Written Assignment	We all know Pandora's Box of AI has been opened, and students are adopting and using the technology for schoolwork. As teachers, we need to adapt to new technology as well and do our best to guide and instruct the use of said technology. Can AI help teachers give students feedback on written assignments? How is this feedback received?

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Teacher Research Symposium

Session 3 Poster Session – Secondary Building 1st Floor Green 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Green Room 136 #10	Brad Bell Secondary Math Faculty	Impact of Consistent After-School Study Hall Attendance on Middle School Academic Outcomes	My inquiry project investigates the impact of consistent attendance during after-school study hall and extended school day programs on middle school students' academic outcomes. Afterschool study hall/extended school days are designed to enhance student performance, improve study habits, and foster a sense of academic ownership. By analyzing key metrics including attendance rates, improvements in state assessments, and teacher satisfaction, this project aims to provide a comprehensive understanding of how after-school support initiatives contribute to student success. The findings will offer valuable insights into the effectiveness of these programs and their role in shaping academic achievement and student engagement.
First Floor Green Room 136 #11	Amery VanDeGrift 2-3 Elementary Faculty	Small Groups, Big Gains: Transforming Math Mastery with Mini-Workshops	This study explores the effectiveness of a structured, independent 20-minute math block designed to provide tiered support within homogeneous small groups in a second-grade classroom. The research, conducted at P.K. Yonge Developmental Research School, focuses on improving addition and subtraction fluency among students through targeted interventions. Data collection included formative assessments, summative assessments, and reflective journaling. Results showed increased student engagement, enhanced problem-solving skills, and improved test scores. Challenges included managing exit ticket grading and maintaining student accountability during independent work. The findings highlight the importance of differentiated instruction and peer-supported learning for mathematical success.

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Teacher Research Symposium

Session 3 Poster Session – Secondary Building 1st Floor Green 1:15pm – 2:00pm

Location	Presenter	Topic	Abstract
First Floor Green Room 133 #12	Dr. Jon Mundorf Secondary English Faculty Megan Miller Secondary Social Studies Faculty	The Wayfinders: Summer Literacy Intervention for Middle Grades	The Wayfinders Summer Literacy Program addresses the challenge of preventing literacy loss through an inquiry-driven, thematic curriculum. The program's four-week structure—focused on self-discovery, goal-setting, overcoming obstacles, and future preparation—engages students in meaningful reading and writing tasks. Using qualitative methods, including student work samples, reflections, and teacher observations, the study examined how thematic learning impacted literacy skills and student engagement. Results showed increased student motivation, improved literacy outcomes, and strengthened goal-setting abilities. Implications suggest that thematic, inquiry-based programs can effectively combat summer learning loss while fostering critical thinking and personal growth through literacy-centered exploration.
First Floor Green Room 133 #13	Megan Miller Secondary Social Studies Faculty Jillian Miley Secondary English Faculty	Finding Hope through Painful Histories with Connection: Collaboration between ELA and Civics to Teach Holocaust Studies	This teacher inquiry examined how cross-curricular Holocaust education fosters historical empathy and critical thinking in middle school students. Collaborating across A/B classes with Ms. Jillian Miley, we integrated historical analysis, literary study, and reflective writing using primary sources, survivor testimonies, and inquiry-based discussions. This interdisciplinary approach maximized student learning by deepening content connections and promoting civic understanding. Data from student work samples, discussions, and surveys revealed increased historical comprehension, empathy development, and civic engagement. Findings suggest that cross-curricular Holocaust education enhances student experiences, enabling them to explore complex historical and ethical issues with greater depth and personal relevance.

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Teacher Research Symposium

Session 4: Discussions - Secondary Building 1st Floor 2:15pm – 3:05pm

Room	Presenters	Topic	Abstract
First Floor Blue Room 111	Kevin Fabulich Secondary Social Studies Faculty	Examining The Factors Motivating Highly Effective Teachers at P.K. Yonge	Research demonstrates that, within a school, the greatest contribution to student achievement comes from the quality of teaching. Therefore, maintaining a staff of highly effective and motivated teachers should be the top priority of any administration. The primary goal of this study was to identify opportunities to motivate and reward highly effective teachers while improving student outcomes and creating efficiency for the administration. Eight highly effective secondary faculty were interviewed regarding extrinsic and intrinsic motivating factors. Findings suggest that increased bonuses for performance evaluations, STEM field teachers, or for increased class sizes were poorly received. For these faculty members, intrinsic motivation was significantly more important than extrinsic rewards.
	Dr. Ashley Pennypacker Hill Elementary Principal	How can we create a feedback system that empowers teachers, promotes growth, and enhances instructional practice while addressing efficiency and accessibility?	This inquiry explores the ongoing development of a feedback system that attempts to promote authentic growth and enhance instructional practice while addressing challenges such as efficiency and accessibility. The inquiry delves into ways for providing efficient and asynchronous feedback, ensuring that feedback goes beyond drop-down options and numerical ratings to drive meaningful instructional shifts, and identifying the most effective observation approaches for administrators given time constraints. Additionally, the study examines how diverse learning and feedback methods can be implemented to cater to teachers' needs, safeguarding their efficacy while fostering ownership, self-reflection, and collaboration to improve student achievement.
			Facilitator – Dr. Carrie Geiger, Secondary Principal

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Teacher Research Symposium

Developmental Research School at the University of Florida

Session 4: Discussions - Secondary Building 1st Floor 2:15pm – 3:05pm

Room	Presenters	Topic	Abstract
First Floor Blue Room 111	Grisell Santiago Secondary World Languages Faculty	Reading for Success in the Spanish Classroom Using Vertical Alignment	After we changed to the 4 x 4 schedule it was challenging for me to prepare the students for higher levels of Spanish. I decided to integrate novels and short stories in the Spanish classes early on to help the students in acquiring new vocabulary and expose them to more complex sentences in which the vocabulary that they were learning was being used. My research examines students' work and how the novels helped them in the class.
	Clint Kovach Secondary World Languages Faculty	I Want my… I Want my… I Want my Music from Historyyyyyy	After previous inquiries unrelated to music, students continually expressed the importance of music to their perception of their ability to learn and stay focused. Students were not necessarily advocating for more Ragtime, Jazz, or Alternative jams in class, but there was the misguided idea that listening to music while reading helped them focus. To compromise the no music in class rule with the love of music conundrum, I decided to create 10 musical days corresponding with the lessons in the class. Throughout the year, we listened to music from different eras and connected culture with historical curriculum. The idea was to see if connecting curriculum to music helped increase engagement and retention of material and content.
			Facilitator **– Lissette Monzon Paz, World Languages Faculty**

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Teacher Research Symposium

Session 4: Discussions - Secondary Building 1st Floor 2:15pm – 3:05pm

Room	Presenters	Topic	Abstract
First Floor Green 130	Susan Hansen 4-5 Elementary Faculty	Leveraging Exit Tickets for Tailored Instruction in Fifth-Grade Literary Elements	This inquiry explores how exit tickets can enhance instruction on literary elements in a fifth-grade classroom. Transitioning from middle school to elementary education, the researcher introduced exit tickets to assess student understanding in reading. The focus was on using data from these tickets to support both core instruction and Tier 2 interventions. Initially targeted at students needing additional support, the scope was expanded to include the entire class when many students struggled. The findings indicate that while exit tickets were effective for guiding reteaching and monitoring progress, their utility for in-depth learning assessment was limited. The study highlights the importance of targeted Tier 2 support and iterative assessment in improving student outcomes.
	Angie Flavin 4-5 Elementary Faculty	Increasing Self Awareness of Distracting Behavior to Maximize Academic Learning	Presented with the daunting task of implementing several new curriculums, I chose to highlight maximizing my instructional time to ensure academic learning was the main focus during classroom time. Working along with my students, we designed a way to build their self-regulation abilities to monitor off task behaviors, with the eventual goal of increasing the amount of time I had for instruction. My focus was to positively support my students as they increased their awareness of how off-task behaviors affected the entire class. This eventually led to a small group who needed more intensive help improving their self-regulation.
Facilitator – Dicy Watson, 2-3 Learning Community Leader			

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Teacher Research Symposium

Session 4: Discussions - Secondary Building 1st Floor 2:15pm – 3:05pm

Room	Presenters	Topic	Abstract
First Floor Green 131	Megan Miller Secondary Social Studies Faculty	AI Generated Feedback to Support Self-Regulation in the Middle Grades Civics Classroom	Artificial Intelligence (AI) is transforming teaching and learning by personalizing instruction and enhancing educational experiences. My research with the Shewey Foundation at the University of Florida focused on implementing an AI Study Guide in a 7th-grade civics classroom at P.K. Yonge DRS. The study explored how students used the AI tool, their emotional responses, and its impact on assessments. Results showed that while students faced some frustration with the feedback, many recognized the tool's benefits for learning and test preparation. The findings underscore AI's potential to improve learning while highlighting the need for better integration and support.
	Dr. Brenda Breil Secondary Science Faculty	Supporting Sixth and Seventh Grade Students in Learning About AI and Medical AI	Wondering: How can I, as a middle grades engineering teacher, learn about and simultaneously support my students in learning about AI and appreciating AI's application in biomedical engineering? Students were guided in learning about AI and developed prompt generating skills. Students then learned about medical AI innovations. They identified an innovation that could help remediate a medical problem of a loved one and created a slideshow that they presented to the class. Through the unit, students learned about the power and pitfalls of AI and developed skills in using AI.
Facilitator – Rachel Still, MS Science Faculty and Grae 7 Team Leader			

Closing Session: 1st Floor Common 3:05pm – 3:15pm