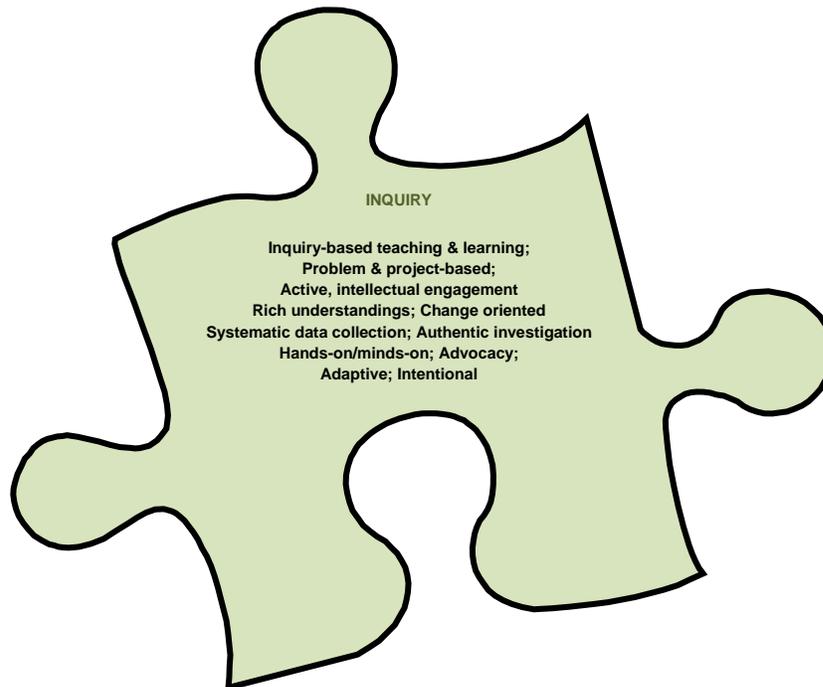




3rd Annual

USF College of Education Inquiry Conference



MONDAY
APRIL 27th, 2015
12:00 p.m. – 6:00 p.m.

Location: MOSI (Museum of Science & Industry)

Planning Committee: Lisa Adkins, Rebecca Burns, Darlene DeMarie, Nell Faucette, Sophia Han, David Hoppey, Jennifer Jacobs, Michele Sebti, Jason Smith, Michael Stewart, Katie Tricarico, Teri Walseth

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Conference Registration

11:15 to 4:00

MOSI FOUNDER'S HALL

Lunch	11:30 a.m. – 12:00	AUDITORIUM
Welcome & Introductions	12:00 p.m. – 12:15	AUDITORIUM

Vasti Torres, Dean, USF College of Education

Diane Yendol-Hoppey, Associate Dean of Educator Preparation & Partnerships
USF College of Education

Key Note Speaker	12:15 – 1:00	AUDITORIUM
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Dr. Darby Delane
7th Grade Civics Teacher

***Follow the Drinking Gourd:
The Emancipatory Power of Inquiry***

Darby Delane recently took a leap of faith by leaving a successful career as a Clinical Assistant Professor at the University of Florida in order to "walk the walk" as a middle school practitioner and activist for the intellectual and socio-political rights of teachers, school-based administrators, and the children they serve. Her research and practice interests include middle school organization, child-led professional learning communities for teacher and school improvement, practitioner inquiry and teacher leadership, Professional Development Schools, and the institutionalized construction of school failure and identity for children living in poverty. She lives with her son in Micanopy, Florida.

Session 1	1:15 p.m. – 2:00	Round Tables in AUDITORIUM Poster Sessions in Welcome Center
Session 2	2:15 p.m. – 3:00	Round Tables in AUDITORIUM Poster Sessions in Welcome Center
Session 3	3:15 p.m. – 4:00	Round Tables in AUDITORIUM Poster Sessions in Welcome Center
Session 4	4:15 p.m. – 5:00	Round Tables in AUDITORIUM Poster Sessions in Welcome Cent
Awards Ceremony	5:15 p.m. – 6:00	AUDITORIUM

Award presentations by Dr. Rebecca Burns and Dr. Katie Tricarico

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| <ul style="list-style-type: none">• <i>USF Outstanding Partnership Award</i>• <i>USF Outstanding Teacher Research Leadership Award</i>• <i>Graduation With Distinction</i> | <ul style="list-style-type: none">• <i>USF Outstanding Alumni Teacher Research Award</i>• <i>USF Outstanding Preservice Teacher Research Awards</i> |
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SESSION 1
Round Table Presentations
1:15 – 2:00

<p>Sight Word Frenzy. Adriana Giral, Elementary Education The purpose of my inquiry is to find interventions or strategies to implement into the classroom to assist the students with learning their sight words. My students are exposed to their sight words in different ways. I want to see if Promethean technology will be beneficial for sight word instruction. Facilitator: Karen Ramlackhan</p>	<p>Auditorium Table 1A</p>
<p>"Get Your Words On!" Strategies to Improve Fluency With 3rd Graders. Natasha Weber, Elementary Education Now I'm interning in a third grade classroom and I've realized that I've missed out on the opportunity to learn how to teach students these basic skills that will allow them to develop into great readers. Phonics is the foundation of all letters and sounds and fluency strategies allow students to become good readers. After observing my students for about a week, I noticed that their fluency was affecting their comprehension of any text they read. It broke my heart to watch these students struggle word by word. This made me wonder about all the different fluency strategies that could help my students become better readers. Facilitator: Karen Ramlackhan</p>	<p>Auditorium Table 1B</p>
<p>Read, Write, and Recognize Words on Sight: Strategies to Help Kindergarten Students Learn. Georgina Fuentes, Elementary Education The key to improving reading ability in Kindergarten is "sight words." To have truly learned a sight word, a student must independently recognize it, read it, and write it. My inquiry will focus on my sight word instruction, as seen through whole group lessons, guided reading, "Word Wizard," and assessments. Facilitator: Aimee Frier</p>	<p>Auditorium Table 2A</p>
<p>Using Checklists to Improve 4th Grade Writing. Emily Sexton, Special Education This research project focuses on the integration and utilization of checklists to improve students' ability to edit their written works. The students were explicitly taught how to review their writing for correct spelling, grammar, punctuation, and capitalization, and then given multiple opportunities to practice this skill independently. Facilitator: Aimee Frier</p>	<p>Auditorium Table 2B</p>
<p>ABCD...Teaching Students How to Read. Monica Stobo, Elementary Education For my inquiry, I am wondered how could I support and accommodate my struggling kindergarten students in reading? Data was collected through implementing strategies in order to bring below level students to the grade appropriate reading level. Facilitator: Vanessa Casciola</p>	<p>Auditorium Table 3A</p>
<p>Effectiveness of Graphic Organizers for Reading Comprehension. Lindsay Girdwood, Special Education The purpose of this inquiry is to assess students' use and examine how students feel about the helpfulness of graphic organizers. The data collected during this 7 week intervention will show several types of graphic organizers and their effectiveness for each student on their appropriate comprehension level. Facilitator: Vanessa Casciola</p>	<p>Auditorium Table 3B</p>
<p>Differentiation Nation. Cara Baute, Elementary Education My inquiry is differentiating classwork for ESE and ELL students. The class that I am placed in is a reading and writing subject classroom. I would like to differentiate classwork and homework for ESE students in reading and writing and see how it helps their scores and comprehension of the content. Facilitator: Joyce Bronteng</p>	<p>Auditorium Table 4A</p>
<p>ABCya Sight Words: Developing Sight Word Recognition. Naomi Daniels, Elementary Education This presentation focuses on my inquiry research within a first grade classroom. My research explored how can I created strategies that will meet the needs of students struggling with sight word recognition. Data findings are based on student work samples. Facilitator: Joyce Bronteng</p>	<p>Auditorium Table 4B</p>
<p>Let's close that gap!: using a variety of small group strategies to improve math skills. Lindsey Clayton, Elementary Education My inquiry studies how I can use a variety of strategies in a math reteach group, with tier 2 and 3 students, to improve math skills and begin closing the gaps in their learning? My data collection includes student work samples, pictures, observation notes and student reflection with third grade students. Facilitator: Julia Hagge</p>	<p>Auditorium Table 5A</p>

Session 1 Round Tables (continued)

<p>Story Telling and Visual Representations in Mathematics. Carissa Leonardi, Special Education The inquiry project is a modified version of the DMLI (Developing Mathematics Literacy Initiative). This modified version focuses on storytelling and visual representations of key mathematics concepts such as adding, subtracting, multiplying, and dividing fractions in a 6th grade general education setting. Facilitator: Julia Hagge</p>	<p>Auditorium Table 5B</p>
<p>Fostering student engagement to deepen the learning of my second grade classroom. Kaila Carter, Elementary Education For my inquiry I studied, "How can I organize cooperative learning more effectively so students are engaged in the task and learn from the experience?" Data was collected through interviews, anecdotal notes, student work, observations, assessments and many other ways. Facilitator: Brian Flores</p>	<p>Auditorium Table 6A</p>
<p>Two Heads Are Better Than One: Facilitating Collaborative Learning To Increase Student Achievement. Jacqueline Grobisen, Elementary Education This presentation focuses on my inquiry research within a fifth grade classroom of 22 students that struggle to stay motivated and engaged. My research explores how I can facilitate collaborative learning that increases student achievement. My inquiry was data driven and based on research. Data was collected through interviews, student feedback, student work, and student test scores. Facilitator: Brian Flores</p>	<p>Auditorium Table 6B</p>
<p>Departmentalization is an Open Door. Casey Diuguid, Olivia Mayer, Gerard Anthony. Elementary Education Our students often find themselves in an open situation that promotes co-teaching and collaboration in the departmentalized classroom. As the three of us work in a fifth grade team we are able to observe how departmentalization impacts not only our students but our collaborating teachers. Facilitator: Devon O'Guinn</p>	<p>Auditorium Table 7A</p>
<p>Utilizing Small Groups to Promote Student Achievement in a Fourth Grade Classroom. Jessica Salmeron, Elementary Education This presentation focuses on my inquiry of, "How Can I Effectively Utilize Small Groups to Increase Student Academic Achievement?" In this inquiry I looked at how specific grouping strategies promoted student academic achievement. Facilitator: Devon O'Guinn</p>	<p>Auditorium Table 7B</p>
<p>Writing for the Minds of Tomorrow: Creating a Mathematics Children's Book. Nicole Leonick, Elementary Education I am the author and illustrator of a children's book in the subject area of mathematics for first grade students. Research has shown that the integration of subject matter benefits students and helps foster understanding. I have written a book that allows myself and other educators to integrate reading and mathematics content through a book that matches the interests and identities of my students. Facilitator: Julie Chappell</p>	<p>Auditorium Table 8A</p>
<p>Communication: Verbalize It, Don't Vaporize It. Te-Anka Williams, Elementary Education For my inquiry I focused my study on finding ways to have effective subject area communication with my second grade students. Data was collected through anecdotal notes, informal and formal assessments, CT observations, video recordings and audio recordings. Facilitator: Julie Chappell</p>	<p>Auditorium Table 8B</p>
<p>Impacts of brain breaks in a 5th grade classroom. Brett Kushner, Elementary Education I am implementing the use of brain breaks in my 5th grade classroom that has not used brain breaks. My focus will be on how behavior and academics are impacted. Facilitator: Andrea Jackson</p>	<p>Auditorium Table 9A</p>
<p>10 Minutes for 6 Hours- The Long-Lasting Effects of Mindfulness. Raymond Spear, Elementary Education My inquiry focused on using yoga and mindfulness routines as an effectual teaching technique. Students participated in a 10 minute yoga/mindfulness routine 5 days a week. Data, in the form of teacher interviews, student surveys, and student scores, was collected over a 6 week period. Facilitator: Andrea Jackson</p>	<p>Auditorium Table 9B</p>
<p>Focusing on the FSA: 3rd Grade Test Taking Strategies. Nelly Moreno, Elementary Education My inquiry focuses on research within a self-contained 3rd grade classroom with 7 ESE students. Strategies to improve test taking skills were investigated and implemented. Facilitator: Arleen Mariotti</p>	<p>Auditorium Table 10A</p>
<p>Does Homework Work? Amber Nickola, Elementary Education Nightly homework is assigned in most classrooms, but does homework even have an effect on student's test scores? Facilitator: Arleen Mariotti</p>	<p>Auditorium Table 10B</p>

Session 1 Round Tables (continued)

<p>Building up the first grade classroom community in order to close the achievement gap. Brook Albrest, Elementary Education</p> <p>Within a first grade classroom there was a very wide achievement gap so I wanted to find ways to close this gap. I collected data through observations, academic records, and interviews in order to find ways to build up a first grade urban classroom community to close the achievement gap.</p>	<p>Auditorium Table 11A</p>
<p>Facilitator: Stephanie Branson</p>	
<p>California is NOT a Country! Cheyenne Lara-Navarro, Elementary Education</p> <p>This inquiry is on the lack of social studies knowledge in fifth grade students and how quick meaningful social studies instruction can improve their knowledge, i.e. learning California is not a county. My data contains student quizzes, anecdotal notes and surveys over a two month period.</p>	<p>Auditorium Table 11B</p>
<p>Facilitator: Stephanie Branson</p>	
<p>Eye Point of View. Margaret Trawick, Elementary Education</p> <p>The focus of this inquiry is how I can better provide resources for a student who has an eye deficiency to improve his academic performance? Data was collected using pictures, student work, and anecdotal notes taken in a first grade title one classroom.</p>	<p>Auditorium Table 12A</p>
<p>Facilitator: George MacDonald</p>	
<p>Dialogue Journals, English Language Learners, and Literacy. Megan Santos, Elementary Education</p> <p>Dialogue journals serve as a meaningful, interactive communication between two participants. Ungraded, students can experiment with language and literacy. Teachers can practice Krashen’s input hypothesis theory of language acquisition. This inquiry examined to what degree does dialogue journaling increases the literacy of second grade English Language Learners.</p>	<p>Auditorium Table 12B</p>
<p>Facilitator: George MacDonald</p>	
<p>Finding What Works: Teaching Students Effective Math Strategies for Solving Word Problems in Fourth Grade. Kaitlin LaRiviere, Elementary Education</p> <p>I worked with a group of students who were hitting a brick wall and becoming discouraged when solving multi-step word problems. Because of this, my inquiry is centered around the question, “How can I help my students find effective math strategies when solving word problems?” One of the key strategies I focused on was using real world connections and application to help students solve the problems.</p>	<p>Auditorium Table 13A</p>
<p>Facilitator: Katie Arndt</p>	
<p>Make Mathematics Meaningful to Me! Steven Brown, Mathematics Education</p> <p>This presentation will discuss strategies that can be used to cultivate student engagement and make connections to students’ lived experiences. Culturally relevant teaching practices will be used to make connections between real world activities and abstract mathematical constructs.</p>	<p>Auditorium Table 13B</p>
<p>Facilitator: Katie Arndt</p>	
<p>Self Efficacy as a Guide for Triumphant Writing: Fostering Confidence in a Kindergarten Classroom to Improve the Quality of Writing. Jacklynn Harp, Elementary Education</p> <p>This presentation focuses on the effectiveness of strategies aimed to improve self-efficacy within the context of writing. My speculation regarding the strength that lies within the relationship between self-efficacy and achievement in writing is something that served as a catalyst for the research that informs this inquiry.</p>	<p>Auditorium Table 14A</p>
<p>Facilitator: Aaron Osafo-Acquah</p>	
<p>Breaking Bad: Coding. Marcus Williams, Elementary Education</p> <p>Coding text is essential in supporting students ability to taking notes that assistant easy reference of read text for key and important information. For my inquiry I researched multiple methods to assist students with new coding strategies. Data findings are based on student work samples observations and assessments.</p>	<p>Auditorium Table 14B</p>
<p>Facilitator: Aaron Osafo-Acquah</p>	

**SESSION 1
Poster Presentations
1:15 – 2:00**

Facilitated by Darlene DeMarie/ Nell Faucette

<p>Strategies that can increase effective on task student behavior. Jessica Feuer, Elementary Education</p> <p>After observing and analyzing the behaviors of my students, I plan to come up with effective ways that I can manage my students on task behavior effectively. I plan to do this whole group, and also give individual students their own management system that fits best for them to help them succeed.</p>	<p>Welcome Center Table 1</p>
<p>I Got the Power! Samantha Blackman, Elementary Education</p> <p>This presentation will provide what scaffolds and strategies have been tested and applied to help the students in my 2G IRLA group master their power words.</p>	<p>Welcome Center Table 2</p>

Session 1 Poster Presentations (continued)

<p>Solving Multi-Step Problems and Prompts. Courtney Croney, Elementary Education. Multi-step problems and prompts are a constant struggle in my internship class, but through research and data collection I will find different ways to support students in working towards better multi-step answers.</p>	<p>Welcome Center Table 3</p>
<p>Justine Morris and the Classroom of Differentiation. Justine Morris, Elementary Education. The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 4</p>
<p>Speak Up! Let's Discuss! Carey Houston, Elementary Education. The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 5</p>
<p>The Little Things Matter. Sarah Norsworthy, Elementary Education The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 6</p>
<p>1,2,3 Eyes on Me, We're Integrating to Succeed! Samantha Hartman, Elementary Education My inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data-based, differentiated manner. Doing this will influence my instruction to best appeal to my student's instructional needs.</p>	<p>Welcome Center Table 7</p>
<p>Flexing My Mental Muscle. Brandon Johnson, Elementary Education The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 8</p>
<p>Engagement in the Classroom. Maria Maceo, Elementary Education. This inquiry explores the way teachers can promote more student engagement throughout the day. Students are often found bored or with their heads down and I will test and discover ways to change such disengagement.</p>	<p>Welcome Center Table 9</p>
<p>Differentiated Instruction Though Word Works. Kim Chipelo, Elementary Education My inquiry involves using differentiated instruction during word works. The students will practice different writing skills based on learning level. Through observation I discovered where my students needed to excel or need extra practice. Each group received a different focus every week. Data was gathered and recorded.</p>	<p>Welcome Center Table 10</p>
<p>Parent Involvement and the Effect on Student Achievement. Danielle Fowles, Elementary Education The presentation involves a data collection on each student's parental involvement levels and the resulting effect caused on the students overall achievement within the classroom.</p>	<p>Welcome Center Table 11</p>
<p>Learning Sight Words. Samantha Lindsay, Elementary Education How can I help the students who have not yet been able to read their first or second nine-week sight word list through the use of explicit small group instruction of decoding strategies and letter sound recognition as evidenced by oral assessment?</p>	<p>Welcome Center Table 12</p>
<p>Planning/Prewriting as a Strategy to Improve Quality of Composition. Jacquelyn Yglesias-Farris, Elementary Education. In second grade, students are asked to respond to prompts without instruction in prewriting or planning. The result is that the paragraphs they write lack focus and the ideas are jumbled. The explicit teaching of planning/prewriting as a strategy can improve the overall quality of their composition.</p>	<p>Welcome Center Table 13</p>
<p>Get With It: A Study of Student Engagement in a Second Grade Classroom. Caitlyn Foster, Elementary Education. This inquiry is centered on the question, "How can I best keep students engaged during whole group instruction?" Engagement is imperative to student success in the classroom. I implemented several strategies for student engagement and collected observational data during whole group instruction.</p>	<p>Welcome Center Table 14</p>
<p>Staying Motivated. Krystyna Thomas, Elementary Education. The focus of this inquiry is, How to keep Gifted students motivated in the classroom. Motivation is so vital for a student's success in Elementary School. The data collected around this inquiry were; student interviews, student work, observations, student self-assessments, and the implementation of reward strategies.</p>	<p>Welcome Center Table 15</p>
<p>Watch Yourself! Self-Monitoring for Students with Attention Deficit Disorders. Jenna Hancock, Elementary Education. This inquiry is centered around the question: How can I support students with Attention Deficit Disorders to self-monitor and exhibit appropriate classroom behaviors? Data was collected through on-task/off-task observations, self-evaluations, and goal setting achievements. Data findings are centered around student interviews and teacher observations.</p>	<p>Welcome Center Table 16</p>
<p>NOT Stressing the Test. Joli Proffitt, Elementary Education. For my inquiry, I wondered how I could better equip my fifth grade students with strategies found in research to help relieve their testing anxiety. Data was collected in a variety of ways: observational notes, student interviews, questionnaires and student practice test scores.</p>	<p>Welcome Center Table 17</p>

Session 1 Poster Presentations (continued)

<p><i>i can write!</i> Alexandria Forgione, Elementary Education. This inquiry is centered around the question “how can I positively impact the writing of a developmentally delayed student who losses all accommodations in August?” Data was collected through pictures, work samples, a daily check out point sheet, etc. within a Kindergarten classroom.</p>	<p>Welcome Center Table 18</p>
<p><i>Student Self-Assessment: Using Learning Scales and Rubrics in a Fifth Grade Classroom.</i> Savannah Albritton, Elementary Education This inquiry is centered around the question, “How can I incorporate student self-assessment using scales and/or rubrics in my fifth grade classroom, and how can this help me as a teacher fit my instruction to their needs?” I collected data through observations, self-assessment sticky notes, and student work. After analyzing the different forms of data, I was able to adjust my instruction based on student self-assessment results.</p>	<p>Welcome Center Table 19</p>
<p><i>Rural Readers: Supporting a Struggling Second Grade ELL Student in Reading.</i> Casey Creamer, Elementary Education For my inquiry I studied how to support a second grade below level reader who is also an English Language Learner. My research explored different strategies that supported struggling readers whose native language is not English. My data collection included: Istation and Easy CBM reports, report cards, observations, and interviews.</p>	<p>Welcome Center Table 20</p>
<p><i>Get focused; A study on maintaining student engagement in a second grade classroom.</i> Alexandra Camilleri, Elementary Education. The focus of this inquiry is, How can I keep my students engaged in the classroom throughout the day? I saw lack of engagement and have applied different techniques to keep the students focused and ready to learn at times where the classroom engagement might be lacking. Data collection included observation throughout the day and notes taken during independent work.</p>	<p>Welcome Center Table 21</p>
<p><i>Hands on Writing: Implementing Writing and Modeling Strategies for a Second Grade Classroom.</i> Joshua Payne, Elementary Education. This presentation focuses on my inquiry research within a second grade departmentalized classroom. My research focuses on strategies to model writing to students as well as vocabulary acquisition, spelling patterns, and metacognitive thinking. Data was collected through observations, spelling grades, and writing samples.</p>	<p>Welcome Center Table 22</p>
<p><i>Thinking Outside the Box: Creating Strategies to Establish Procedures that Promote Positive Choices in a Fourth Grade Classroom.</i> Rebecca Stone, Elementary Education. The focus of this inquiry was establishing procedures to reduce specific behaviors exhibited by students. The goal was to work collaboratively with the home to promote positive choices to increase academic success. Data findings are based on a series of interviews, behavior charts, etc. in a fourth grade classroom.</p>	<p>Welcome Center Table 23</p>
<p><i>Confidence is Key: Using Motivational Strategies to Improve Self-Efficacy.</i> Brittany Wheeler, Elementary Education. For my inquiry, I studied how to increase motivation during reading. Data was collected through interviews, observational notes, and various forms of assessment to determine the effects each of my three strategies may have on improving self-efficacy in students.</p>	<p>Welcome Center Table 24</p>
<p><i>Changing "I Can't" to "I Can."</i> Chantell Scheel, Elementary Education This inquiry is centered around helping my ESE student stay focused on the task at hand. Through research I have found strategies that will help her set personal academic goals that she can self-monitor. Data was collected through student interviews and conferences to gauge student growth.</p>	<p>Welcome Center Table 25</p>
<p><i>Learning to Focus: Management Strategies to Address Off-task Behaviors for Second Grade Students.</i> Rekha Luciano, Elementary Education. This presentation focuses on inquiry research within a second grade class of 15 below and on-level students. My research explores different strategies that encourage on-task behaviors and foster student behavior accountability. Data was primarily collected through teacher analysis of observations and response to strategies.</p>	<p>Welcome Center Table 26</p>
<p><i>Grades Do Not Define You: The Journey Towards Intrinsic Motivation for Success.</i> Jennifer Giambrone, Elementary Education. This inquiry is focused on helping my students with the transition from extrinsic motivation to intrinsic motivation towards academic success. Data is being collected through self-assessments throughout the lesson, student work, interviews with students, parents and collaborating teacher, exit tickets, scores resulting from differentiated instruction, and intern and student reflections.</p>	<p>Welcome Center Table 27</p>
<p><i>Loving Literacy: creating motivation and comprehension Skills in 3rd Grade Readers.</i> Haley Selman, Elementary Education. This inquiry is focused on increasing 3rd grade students motivation to read on their own while improving comprehension and fluency skills. Student work, running records, and data from the Accelerated Reader program were used to find strategies for the students.</p>	<p>Welcome Center Table 28</p>

Session 1 Poster Presentations (continued)

<p>Get real!: Third graders writing to an authentic audience with purpose. Sophia Maute, Elementary Education. This research presentation focuses on my research within a third grade classroom of 15 students who are lacking any sense of accountability in their writing efforts. I am striving to spark their interest on mundane prompts by providing them with an authentic audience to write to. Data was collected through student writing pieces.</p>	<p>Welcome Center Table 29A</p>
<p>Be The Best You Can Be: Closing the Gap Between Student Ability and Student Performance. Megan Aiton, Elementary Education The focus of this inquiry is resolving the disconnect between student potential and performance due to the lack of motivation that is present in my current internship classroom. Data was collected through teacher and student interviews, existing data, student goal setting, as well as student writing samples.</p>	<p>Welcome Center Table 29B</p>
<p>How can I change my instruction in social studies to increase student interest? Allison Metzger, Early Childhood Education. This presentation examines how student-led projects in Social Studies impact the engagement and interest of the subject. Throughout my research, data were collected in student surveys, sample work, and daily teacher journal entries to observe growth and changes.</p>	<p>Welcome Center Table 30A</p>
<p>Modifying Student Behavior Using Non-Verbal Communication to Maintain Instructional Flow. Caryn Meyer, Early Childhood Education. This presentation examines the effect of non-verbal cues on behavior management in a Kindergarten classroom. Throughout my research, I monitored my non-verbal behavior management strategies. My goal was to explore how to impact student behaviors while maintaining the flow of my instruction. Data were gathered with tallying and anecdotal notes.</p>	<p>Welcome Center Table 30B</p>
<p>Motivational Math: Positively Promoting Progression within a Third Grade Classroom. Jessica Brooks, Early Childhood Education This inquiry presentation presents the instructional techniques used during math instruction and the effect they had on third graders' progression. The data were collected through daily journals and an analysis of lesson plans to determine how the strategies affected teaching and learning in the classroom.</p>	<p>Welcome Center Table 31A</p>
<p>Position, Pose, and Posture: Incorporating Yoga in the 2nd Grade Classroom. Allison Waters, Early Childhood Education This presentation studies the effects of incorporating yoga throughout the day in a class of seventeen students. The goal is to create an environment that allows the children to creatively move as well as practice self-control. Data have been collected through anecdotal notes, videos, student work samples, and student interviews.</p>	<p>Welcome Center Table 31B</p>
<p>Incorporating Community Building Practices to Foster Collaboration in the Classroom Environment. Kiriuxy Ranzola, Early Childhood Education This project focuses on practices that can be incorporated to help enrich student group collaboration. This presentation uses teacher journals, observations, student checklist, and student assessments to gather data on how the students were able to work together in both small and large groups more effectively.</p>	<p>Welcome Center Table 32A</p>
<p>Zumba in the Classroom. Lauren Steinwachs, Early Childhood Education This project presents the findings from a second grade classroom when implementing Zumba for brain breaks. The purpose of this project is to see how providing the students with exciting yet structured movement can help them become more focused during instruction.</p>	<p>Welcome Center Table 32B</p>
<p>How do I keep my pre-first graders engaged by using materials, other than paper copies, within the word work center? Sarah Gold, Early Childhood Education Engaging Pre-first graders with Word Work -Poster board -Data using the information obtained in internship.</p>	<p>Welcome Center Table 33A</p>
<p>The impact of interactive instructional strategies in fostering engagement in mathematics. Marlee Walkup, Early Childhood Education This presentation examines the impact of interactive instructional strategies on the engagement of first grade students. Throughout my research I monitored the engagement of the students in mathematics and how my instruction affected the students' participation. Data were collected through anecdotal notes, video reflection, and student checklists.</p>	<p>Welcome Center Table 33B</p>
<p>Interest Inventories: Invent Interests in Reading. Bailee Kent, Nicole Bellotte, Maria Gowen, Early Childhood Education Our incentive is to determine how the use of interest inventories help teachers or facilitators to better choose books that will grasp and hold the interest of struggling students who are below grade level. We will attempt to show the correlation between book selection and stamina of readers in kindergarten.</p>	<p>Welcome Center Table 34A</p>
<p>Lean On Me. Ashley Sanchez, Lauren Willinger, Haley Futch, Early Childhood Education How will having accountability partners support students who need extra guidance in completing assignments? We will pair a higher student with a lower student to assist them with their work. This will extend the higher students' learning while simultaneously helping the lower students' become more engaged in their work.</p>	<p>Welcome Center Table 34B</p>

Session 1 Poster Presentations (continued)

<p>Encouragement Letters. Angela Hernandez, Deshay Burbidge , Early Childhood Education The purpose of this inquiry is to examine our question, “How will having students write encouragement letters build community in a Kindergarten classroom?” We will have a poster that includes students’ notes and our observations from our journal. We will discuss how the students progressed throughout our inquiry.</p>	<p>Welcome Center Table 35A</p>
<p>Forehand Striking with Tennis Rackets. Lucas Wehl, Physical Education In my final internship for Physical Education, I taught a unit on striking with rackets to a second grade class at Clark Elementary School. To monitor my results, I conducted assessments in the psychomotor, cognitive, and affective domains. The results of these assessments will be displayed on my poster.</p>	<p>Welcome Center Table 35B</p>
<p>Striking for Success: An Assessment Project. Wilnie Sonthonax, Physical Education This will be a 3rd grade assessment project on a striking unit. The students were able to learn the techniques for striking with racquets, identifying the skill cues to successfully strike with racquets and also how to display appropriate celebration tactics while participating in small sided games.</p>	<p>Welcome Center Table 36A</p>
<p>Third Grade Student’s Response to a 2 week Striking with Long-Handled Implements. Kassie Lanier, Physical Education As a final intern in Physical Education, I taught a two-week striking with long-handled implements unit to third grade at Cimino Elementary School. To determine the effects of this instructional unit, I conducted psychomotor, cognitive and affective pre- and post-assessments. Results of this assessment project will be discussed.</p>	<p>Welcome Center Table 36B</p>
<p>Special Education Teachers’ Beliefs about Least Restrictive Environment. James Jacobelli, Special Education Least Restrictive Environment, where students with disabilities learn, is one of the most important issues in special education because it determines how students are taught. A 25 question electronic survey was sent to Hillsborough County’s ESE teachers to determine their beliefs about least restrictive environment and how LRE benefits students.</p>	<p>Welcome Center Table 37A</p>
<p>Using Reader’s Theater to Increase Reading Fluency. Laura Mroczo, Special Education As beginning teachers, we will have individual students that will learn at different rates and will need additional support. To support my students who struggle the most, I implemented reader’s theatre to increase my 6th graders’ reading fluency. My inquiry allowed my students to gain confidence and develop their reading fluency in an active learning environment.</p>	<p>Welcome Center Table 37B</p>
<p>Efficient and Practical Modes of Mindfulness-Based Practices for the Classroom. Debra McCarthy, English Education. The focus of the inquiry is on mindfulness-based practices for the classroom. The purpose of the inquiry is to learn efficient and practical modes of mindfulness-based approaches. By researching mindfulness-based practices, I will develop knowledge and understanding of effective and practical mindful-based practices for the classroom.</p>	<p>Welcome Center Table 38A</p>
<p>Nature of Science! The learning of science through investigations. John Michael Dominguez, Elementary Education This presentation is based on my inquiry of how investigation science affects students learning compared to lectures in two third grade classrooms with a total of 36 students. Over 2 months data was collected to see how students understanding of content were affected when they had self-exploration labs compared to classroom lectures and discussions.</p>	<p>Welcome Center Table 38B</p>
<p>Enhancing a Web-based Learning Environment with Synchronous Communication Tools: Implications for Teaching and Learning. Kimberly Wheeler, Kristine Hogarty, Ann Barron, Instructional Technology The purpose of this study was to examine cognitive presence, teaching presence, social presence, perceived learning, and interaction in both synchronous-enhanced and asynchronous online courses. Additionally, it was deemed important to explore students’ perceptions of synchronous and asynchronous distance learning environments. Results and implications for practice and future research will be discussed.</p>	<p>Welcome Center Table 39A</p>
<p>Utilizing Item Response Theory to Enhance Grading Practices. Angbeen Moghal, Mathematics Education. Identifying a suitable scale to evaluate students learning can be challenging. For example, deciding how many points should be assigned for each item on a test requires great thought. Therefore, I will demonstrate how item response theory can be used to enhance the reliability and validity of teachers’ grading practices.</p>	<p>Welcome Center Table 39B</p>

**SESSION 2
 Round Table Presentations
 2:15 – 3:00**

<p>Behavior Systems in Primary Classrooms. Jennifer Mugavero, Megan Moyer, Elementary Education Knowing how to manage students or situations that threaten the academic focus of the classroom is a critical component to preserving the integrity of the classroom and maintaining a positive culture, attitude, and community among students.</p>	<p>Auditorium Table 1A</p>
<p>Facilitator: Crista Banks</p>	

Session 2 Round Table Presentations (continued)

<p>How Valuable is Your Time? Helping First Graders Learn to Manage Their Own Behavior. Brianna Simpson, Elementary Education.</p> <p>“How can I improve my student's time on task during ELA (English Language Arts) to eliminate behavior distractions?” I have designed a system of managing the time on task that incorporates a variety of research and show how my students learned to value their time by managing their own behavior.</p>	<p>Auditorium Table 1B</p>
<p>Facilitator: Crista Banks</p> <p>Self-Monitoring Behavior. Carrie Frank, Elementary Education</p> <p>I will be researching and implementing a self-monitoring behavior checklist to determine whether or not the students' behavior improves.</p>	<p>Auditorium Table 2A</p>
<p>Facilitator: Diane Yendol-Hoppey</p> <p>Motivate Me! Increasing Motivation in a Third Grade Classroom. Kaley Pitman, Elementary Education</p> <p>The focus of this presentation was to increase motivation in my students during independent work time. Strategies included: video recording and transcription, interviews with students, setting timers and recording how much work was turned in on time, and monitoring notes home that pertained to lack of motivation.</p>	<p>Auditorium Table 2B</p>
<p>Facilitator: Diane Yendol-Hoppey</p> <p>Can Morning Meeting Increase Positive Behavior in the Classroom? Stephanie Cooper, Elementary Education</p> <p>The demand to teach more rigorous academic content leaves minimal time for teachers to devote to specifically teaching social skills that are necessary for students to possess. This inquiry investigates the relationship between Morning Meeting and positive behavior and a sense of community in the classroom.</p>	<p>Auditorium Table 3A</p>
<p>Facilitator: Andrea Bennett</p> <p>Be Aware: Know Your Actions and Select Right from Wrong. Justin Pelliccia, Elementary Education.</p> <p>For my inquiry I studied, how can I utilize behavior management strategies to get my students to make better behavioral decisions? Data was collected through observational notes, interviews, data walls, pictures, and videos. Findings will be concluded after implementing a variety of strategies and gauging their effectiveness.</p>	<p>Auditorium Table 3B</p>
<p>Facilitator: Andrea Bennett</p> <p>4th Grade Power of Fun: Working with Classroom Management While Still Having Fun. Courtney Keedy, Elementary Education.</p> <p>For my inquiry I studied how to use my student’s social abilities and needs to my own advantage during classroom management. Observations of interactive and cooperative lessons with formative and summative assessments were the main source of data collected.</p>	<p>Auditorium Table 4A</p>
<p>Facilitator: Julia Hagge</p> <p>Stop Lecturing! Administering to Various Learning Styles in Math Lessons For an Intermediate Classroom. Sabrina Schaller, Elementary Education.</p> <p>For my inquiry I studied, “How can I differentiate to various learning styles within my math lessons to struggling learners?” Data was collected through interviews, student work, learning survey, pictures, and recorded observation.</p>	<p>Auditorium Table 4B</p>
<p>Facilitator: Julia Hagge</p> <p>Let’s get it Right: Helping Pre-service Teachers Become Self-Directed Learners. Joyce Bronteng Esi, Early Childhood Education</p> <p>This self-study seeks to examine the ways through which the researcher can use post-conferencing to move supervisees to self-directed learning in supervision. Data collection tools will be videos, post conference data, reflection notes by interns, and questionnaire. Qualitative approach using themes and patterns will be used for data analysis.</p>	<p>Auditorium Table 5A</p>
<p>Facilitator: Teri Walseth</p> <p>Multicultural Courses: Infusion, Integration, or Erasure? Terri Mossgrove, Educational Leadership.</p> <p>In the current era of standardization and accountability, teacher preparation programs are tasked with closing the achievement gap for diverse student populations by increasing teacher candidate content knowledge. If pre-service teachers know their content but do not know their students, will they be able to close the opportunity gap?</p>	<p>Auditorium Table 5B</p>
<p>Facilitator: Teri Walseth</p> <p>Let's Get Moving in Third Grade. Kayla Consolver, Elementary Education.</p> <p>For many gifted learners remaining focused in a general education classroom can be a challenge. To improve the engagement of gifted students’ in a self-contained third grade classroom, I implemented movement throughout all subjects. Data was collected through student work, test data, observational notes and interviews.</p>	<p>Auditorium Table 6A</p>
<p>Facilitator: Arleen Mariotti</p>	

Session 2 Round Table Presentations (continued)

<p>Thinking about thinking: Assessing and supporting fifth-graders' diverse metacognitive needs and abilities in math. Brittany Zurschmit, Elementary Education</p> <p>The author utilized research-based methods to assess and support her fifth-grade students' metacognition in math. Her goal was to facilitate their performance on word problems and constructed responses as well as their metacognitive development.</p> <p>Facilitator: Arleen Mariotti</p>	<p>Auditorium Table 6B</p>
<p>Using Differentiation to Engage Students in Math. Devon Johnson, Elementary Education</p> <p>This inquiry is focused on the question, "How can I differentiate my lessons in order to increase the amount of student engagement in a self-contained third grade classroom during math?" The data findings are based on observational notes and unit tests.</p> <p>Facilitator: Karen Ramlackhan</p>	<p>Auditorium Table 7A</p>
<p>Journey into Discovering Differentiation. Michelle Lopez, Elementary Education</p> <p>In my second grade classroom, I noticed students not actively engaged during mathematics instruction. I decided that my inquiry would be focused on my journey learning about and implementing differentiation in my classroom, specifically in mathematics.</p> <p>Facilitator: Karen Ramlackhan</p>	<p>Auditorium Table 7B</p>
<p>Sí se puede, Read! Scarlett Davis, Elementary Education</p> <p>This presentation focuses on improving the Developmental Reading Assessments of the fifteen English Language Learners in my first grade class. These assessments are one of the most influential reasons for promoting a student and are extremely important. Data will be collected by student work, interviews, observations, and anecdotal notes.</p> <p>Facilitator: Amanda Mohn</p>	<p>Auditorium Table 8A</p>
<p>The Power of Technology in ELL Student's Performance with Sight Words. Kellye Smith, Elementary Education</p> <p>For my inquiry I studied, How does using technology increase the success rate of ELL student's performance with sight words? Data was collected through interviews.</p> <p>Facilitator: Amanda Mohn</p>	<p>Auditorium Table 8B</p>
<p>How To Increase Students With Disabilities Success In Mathematics Class. Devin Bradford, Special Education</p> <p>The Developing Mathematics Literacy Initiative (DML-I) is an instructional framework for effectively developing number sense, operations, and algebraic thinking abilities with low achieving students in mathematics. The DML-I is an integration of best practices in mathematics education and special education for students with high incidence disabilities.</p> <p>Facilitator: Ann Cranston-Gingras</p>	<p>Auditorium Table 9A</p>
<p>Incorporating Math Centers to Decrease Learned Helplessness and Avoidance, While also Increasing Motivation and Confidence. Megan Jarvis, Special Education</p> <p>The amount of which my students were engaging in learned helplessness and avoidance tasks was affecting their mathematical development. By incorporating more hands-on learning, via math centers/tasks, students gained the opportunity to receive more one-on-one feedback and positive reinforcement, leading to an increase in student motivation and self-confidence.</p> <p>Facilitator: Ann Cranston-Gingras</p>	<p>Auditorium Table 9B</p>
<p>Comprehending Mathematics. Carlye Carson, Elementary Education</p> <p>I have noticed that many of my students struggle in math. After I found out why the students struggled with math word problems I decided, I wanted to research comprehension strategies that could be used when reading math word problems.</p> <p>Facilitator: Katie Arndt</p>	<p>Auditorium Table 10A</p>
<p>I agree! Math is Fun. Chelsea Hager, Elementary Education</p> <p>The focus of this inquiry is to focus on "How I can engage my Kindergarten students during math time without becoming disconnected? Data was collected through testing through student work, interviews, testing data, and anecdotal notes. This data showed me if the strategies being implemented were working or not.</p> <p>Facilitator: Katie Arndt</p>	<p>Auditorium Table 10B</p>
<p>Inclusion: Differentiation For Students With Special Needs. Jessica Cook, Elementary Education</p> <p>This inquiry took place in a kindergarten classroom of 14 students, 4 of which are students with special needs. Having never worked with students that required extra accommodations, my inquiry was "How can I offer more and/or better differentiation for ESE students?" I collected data through interviews and student work samples.</p> <p>Facilitator: Karen Colucci</p>	<p>Auditorium Table 11A</p>

Session 2 Round Table Presentations (continued)

<p>Gifted and High Achieving Students. Alyssa Ugas, Elementary Education I am implementing new strategies and resources into the classroom to continually challenge and engage gifted and high achieving students. Facilitator: Karen Colucci</p>	<p>Auditorium Table 11B</p>
<p>Let's Get Regulated!: Creating Self-Regulated Third Graders Through Independent Practice. Chasity Anderson, Elementary Education This presentation focuses on my inquiry research regarding "How can I get my third grade students to become self-regulated learners during independent practice?" Data was collected through surveys, student work samples, interviews, test scores, etc. in a third grade classroom. Self-regulating learning is a beneficial skill for students and adults. Facilitator: Stephanie Branson</p>	<p>Auditorium Table 12A</p>
<p>Ready, Set, Goal!: Fifth Graders who Set Goals Improve their Reading! Kelli Williams, Elementary Education For my inquiry, I studied how I can facilitate goal setting in the classroom in order to improve reading accuracy, fluency, and comprehension in a culturally and academically diverse group. The focus is goal setting in an individualized fashion, in order to guide each student to his or her potential. Facilitator: Stephanie Branson</p>	<p>Auditorium Table 12B</p>
<p>In the Eyes of the Beholder. Wendy Baker, Rebecca Burns, Elementary Education What structures are needed to align missed opportunities in teacher preparation programs to help pre-service teachers develop general pedagogical knowledge through focused observations? The lens through which PSTs see teaching and the complexity of classroom spaces, we can engage pre-service teachers in systemic and intentional observation of others and themselves. Facilitator: Maggie Saturley</p>	<p>Auditorium Table 13A</p>
<p>Who is in Charge? A Study in Management Beliefs, Practice, and Coaching. Tracy Wulf, Elementary Education One challenge that preservice teachers face is managing the classroom. This inquiry is a study in how a supervisor can improve coaching practices in the field experience to help preservice teachers develop management skills. Facilitator: Maggie Saturley</p>	<p>Auditorium Table 13B</p>

SESSION 2
Poster Presentations
2:15 – 3:00

Facilitated by Darlene DeMarie/ Nell Faucette

<p>Ahoy Mate, Let's Differentiate! Silmarie Diaz, Elementary Education The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data-based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 1</p>
<p>Teach me and I remember. Involve me and I learn. Kaitlyn Montes, Elementary Education The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 2</p>
<p>A Collaborative Quest. Akshita Sathe, Elementary Education The purpose of this inquiry is to discover how to efficiently integrate content in literacy, math, and social studies through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 3</p>
<p>Where the Sidewalk Ends, Differentiation Begins. Bailee Murphy, Elementary Education The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through date-based, differentiated instruction. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 4</p>
<p>Breaking it Down: Tearing Down the Language Barrier. Nicole Rivera, Elementary Education The focus of this inquiry is implementing strategies for differentiating instruction and homework for the benefit of pre-production ELL students. Data was collected through teacher and student interviews and student work.</p>	<p>Welcome Center Table 5</p>
<p>Today you are you! That is truer than true! : Building Self-Confidence in a Kindergarten Classroom. Robin Garvin, Elementary Education For my inquiry I studied, How can I use community building activities, such as morning meetings, to help build self-confidence within individual student learning? Data was collected through student surveys, observations, morning meetings, student work, etc in a kindergarten classroom.</p>	<p>Welcome Center Table 6</p>

Session 2 Poster Presentations (continued)

<p>All kinds of minds: accommodating Kindergarteners multisensory learning needs. Dina Giaimo, Elementary Education</p> <p>For my inquiry, I studied, “How can I change my instruction styles in order to accommodate the learning styles of my students, such as auditory, visual, or kinesthetic styles?”.</p>	<p>Welcome Center Table 7</p>
<p>Hocus Pocus, Time To Focus! : Kindergarten Motivation For Staying On Task. Elisabeth Hutter, Elementary Education</p> <p>For my inquiry I studied, What are some strategies I can use to motivate my students to get started on their work and keep them on task? I collected data on 5 focus students which included class work, interviews, time points, attention getters, and pictures of class work in a kindergarten class.</p>	<p>Welcome Center Table 8</p>
<p>Dare to Differentiate: How to Make Informed Decisions During Math Instruction. Rebecca Hawken, Elementary Education</p> <p>This inquiry focuses on flexibility in math instruction, including knowing when to pull small groups as well as knowing when a lesson needs to be re-taught. Research was collected in the form of formative tests, observational check points, class work, chapter tests, and mid-chapter check points.</p>	<p>Welcome Center Table 9</p>
<p>Will you succeed? You will indeed! Increasing productivity of students with ADHD. Amber Rodriguez, Elementary Education</p> <p>For my inquiry I studied how I can increase the daily productivity of students who have ADHD through strategies and interventions.</p>	<p>Welcome Center Table 10</p>
<p>Thinking Caps On: Developing critical thinking skills through scientific inquiry. Tori McNealy, Elementary Education.</p> <p>This presentation focuses on my inquiry research within a first grade classroom. My research explored how can I create higher order thinking questions into group discussions and guided inquiry activities in order to develop students’ critical thinking skills during science instruction. Data findings are based on student work samples.</p>	<p>Welcome Center Table 11</p>
<p>Jump into learning! Engaging reluctant learners. Monica Radd, Elementary Education</p> <p>This presentation focuses on a study of how to engage one of my kindergarten students that is a reluctant learner. This inquiry contains strategies and methods that can be used in a kindergarten classroom to jumpstart engagement. Data is based on observational notes and work samples.</p>	<p>Welcome Center Table 12</p>
<p>From the Inside Out: Increasing Student Engagement in a Second Grade Classroom through Community Building. Taylor Trent, Elementary Education</p> <p>This inquiry is about increasing student engagement through community building. After implementing strategies, students began to develop the confidence on the inside to talk about their learning with others in the class. This inquiry is focused on building up student engagement from the inside out!</p>	<p>Welcome Center Table 13</p>
<p>Checking it twice in Kindergarten. Dorothy Trudel, Elementary Education</p> <p>The focus of this inquiry is to improve the academics of my higher level students by using self-monitoring strategies and efficiently using time during independent work. Findings will be conducted through interviews, student work, student self-assessment checklists, observational and anecdotal notes.</p>	<p>Welcome Center Table 14</p>
<p>Digging Deeper: Encouraging Students to Use Text Evidence. Kayleigh Hearn, Elementary Education</p> <p>My inquiry focused on using higher-order thinking questions to encourage my students to use text-based evidence. I focused on finding strategies to motivate my second grade students to find support for their answers. I collected data through observations, student work, and assessments.</p>	<p>Welcome Center Table 15</p>
<p>Eyes on Me; Student Engagement in a Fourth Grade Math Curriculum Setting. Hannah Mildan, Elementary Education</p> <p>This presentation focuses on my inquiry research within a fourth grade math setting. I focused on student engagement, and how I may approve upon this within our classroom, using strategies found throughout literature. Data for this was collected through interviews, observations, summative data, and formative data.</p>	<p>Welcome Center Table 16</p>
<p>Kindergarten Kids: Creating a positive and more supportive classroom at the kindergarten level. Renee Zura, Elementary Education</p> <p>This presentation focuses on my research inquiry that has been taking place in a kindergarten classroom. My main focus during this research period was to see how I could create more of a positive supportive classroom community at the kindergarten level. Each week I would implement new strategies in the classroom and begin each day with a morning meeting. Data findings are based on the outcome of student’s behavior and how well these strategies helped create the positive atmosphere for students.</p>	<p>Welcome Center Table 17</p>
<p>Differentiation in behavioral strategies: Deciding which behavior modification strategy is most effective for certain kindergarten students. Ellesse Spadoni, Elementary Education</p> <p>This presentation focuses on my research within a kindergarten classroom of 18 students, one of who receives exceptional student education services. My research investigates how to target behavioral strategies that are appropriate for certain students in this classroom.</p>	<p>Welcome Center Table 18</p>

Session 2 Poster Presentations (continued)

<p>Building a Community Amongst Students. Ashley Mannino, Elementary Education</p> <p>I noticed a growing resentment amongst the students with whom I am currently completing my internship. I was astounded to see the relationships between students steadily declining. I created an action plan that I hope will simultaneously discourage negative interactions while promoting positive ones, and open effective channels of communication.</p>	<p>Welcome Center Table 19</p>
<p>Got comprehension? Mia Peck, Elementary Education</p> <p>My inquiry project is focused on increasing students' reading comprehension through short answer questions, multiple choice questions, multiple step questions, and text dependent questions. The other component of my inquiry is increasing students' chance of success on the Florida Standard's Assessment through the type of questions mentioned.</p>	<p>Welcome Center Table 20</p>
<p>The Game Plan. Cortney Grayless, Elementary Education</p> <p>My presentation will highlight behaviors of a student in my classroom that is having difficulties both inside the classroom and outside. My anecdotal notes and observations have recorded many things that are however, show progress of the students behavior. Through my presentation you will see the changes that were made to the students classroom procedures and how it affected them both at school and at home.</p>	<p>Welcome Center Table 21</p>
<p>Context Clues. Ashley Rogers, Elementary Education</p> <p>The action plan put in place helped students improve their vocabulary but specifically learning how to use context clues to find the meaning of a word.</p>	<p>Welcome Center Table 22</p>
<p>The Schizophrenic Self: A Supervisor's Journey to Implement Cognitive Coaching. Denise Donahue, Elementary Education</p> <p>Would students perceive that cognitive coaching based post-conferences are more beneficial than those with a directive, evaluative approach? Would students benefit more from a cognitive coaching model than a directive model? My inquiry is designed to explore the dissonant journey as I reconcile these two disparaging factions at war in my professionally developing psyche.</p>	<p>Welcome Center Table 23</p>
<p>Coaching Conversations: Let's Talk Math? Lakesia Dupree, Elementary Education</p> <p>This inquiry was designed to explore the coaching conversations conducted with preservice teachers during the pre-lesson conference portion of mathematics coaching cycles. Through coding and analysis of the conversations, the topics of the coaching conversations were further explored. This presentation will highlight the themes that emerged during the conversations.</p>	<p>Welcome Center Table 24</p>
<p>Super Student: Positive Role Models and Positive Relationships. Nicole Crawford, Elementary Education</p> <p>The purpose of this research is to better understand the process of building a positive relationship with a student who has had a difficult and unstable home life. I hope to find an effective way to help this student build confidence in himself both academically and emotionally in order to help him control behavior impulses and to help him feel comfortable and safe at school.</p>	<p>Welcome Center Table 25</p>
<p>Making Learning Meaningful: Integrating Instructional Strategies/Approaches for Students with Disabilities to Increase Engagement and Lessen Behavioral Problems. Maria Padilla, Elementary Education</p> <p>The focus of this inquiry is, "How can I better meet the needs of students with disabilities (specifically Autism) in my classroom to enhance their learning during instruction?" My research explored how can I create meaningful learning experiences that meet the needs of students with disabilities through the use of instructional strategies such as visual, auditory, social, or physical approaches in order to increase student engagement and lessen behavioral problems.</p>	<p>Welcome Center Table 26</p>
<p>Differentiation in the Classroom. Camille Fulbright, Elementary Education</p> <p>I plan on discussing different strategies to differentiate a elementary classroom while working as a whole group. There is a lot of research based on individual differentiation as well as small group. But in a large class it can be difficult to use those strategies as often as you would like without outside support. This inquiry provides sident ways to reach all students regardless of their level in whole group.</p>	<p>Welcome Center Table 27</p>
<p>Fraction Master. April Figueroa, Elementary Education</p> <p>How can I best teach "Timmy," a 4th grade student with a severe learning disability, appropriate math concepts and skills on his level?</p>	<p>Welcome Center Table 28</p>
<p>Can I manage negative emotional reactions when students struggle with comprehending concepts new to them? Mary Cruz, Early Childhood Education</p> <p>This presentation examines strategies to manage a teacher's negative emotional reactions when students struggle. I will record verbal and non-verbal communication with students using reflective journaling, video recording, checklists, and feedback from supervisors. By using these methods, the analysis will show growth in comprehension and engagement from the students.</p>	<p>Welcome Center Table 29A</p>

Session 2 Poster Presentations (continued)

<p><i>The Importance of Implementing Strategies to Promote Phonemic Awareness Skill.</i> Cindy Ibarra, Early Childhood Education</p> <p>This presentation examines the impact that phonemic awareness has on students' ability to become fluent readers and writers. Throughout my research I developed and implemented research-based strategies that would assist students master phonemic awareness skills. Data were gathered through reflective journaling, student samples, and feedback from supervisors.</p>	<p>Welcome Center Table 29B</p>
<p><i>How Do I Phrase Higher Order Thinking Questions During Reading Instruction To Promote Critical Thinking?</i> Johanna Phillips, Early Childhood Education</p> <p>This presentation explores ways to foster critical thinking through the use of higher order thinking questions. The purpose of this teacher research is to phrase questions to the students that will allow open ended responses. I collected data through video observations, teacher reflection journals, and CT feedback.</p>	<p>Welcome Center Table 30A</p>
<p><i>Phrasing Higher-Order Thinking Questions during Reading.</i> Eboni Pitts, Early Childhood Education</p> <p>This presentation examines how phrasing higher-order thinking questions during Reading promotes critical thinking skills. The goal was to use H.O.T questions in a second grade classroom, instead of solely close ended questions. Data were gathered through video footage, reflective journaling, and feedback from my cooperating teacher.</p>	<p>Welcome Center Table 30B</p>
<p><i>The Impact of Research-Based Transitions on Students' Behaviors.</i> Eloah Ramalho Caldas, Early Childhood Education</p> <p>This presentation examines the effect of research-based transitions on students' behavior in a preschool classroom.</p>	<p>Welcome Center Table 31A</p>
<p><i>Math Can Be Fun: Implementing More Engaging Math Lessons Through the Use of Math Centers.</i> Ashley Parkhurst, Early Childhood Education</p> <p>This presentation examines the engagement of students in a first grade classroom during math instruction. Throughout my research I implemented math centers to help make math instruction more interactive. Data were gathered through anecdotal notes and an engagement checklist designed to document the students' interaction during math instruction.</p>	<p>Welcome Center Table 31B</p>
<p><i>Embedding Teacher Individuality Into Scripted Extended Reading Time Curriculum.</i> Patricia Gillezeau, Early Childhood Education</p> <p>This presentation highlights my journey as a teacher developing teacher individuality while delivering a scripted curriculum. Using research informed strategies, I began my quest to embed my teaching philosophy into prescriptive lessons. Data were gathered through comparing lesson plans and reflective journaling.</p>	<p>Welcome Center Table 32A</p>
<p><i>Learning is My Choice.</i> Lexus Bontrager, Early Childhood Education</p> <p>The purpose for this presentation is to explore the question, "how will student engagement be impacted when students select the book for read aloud?" Once a week, one student will pick the book for a read aloud to see if the involvement during the read aloud increases over time.</p>	<p>Welcome Center Table 32B</p>
<p><i>Revamping the read-to-self center.</i> Angelique Alvarez, Kendall MacKay, Early Childhood Education</p> <p>The purpose of this inquiry is to strengthen the read-to-self center by using differentiated activity sheets in order to encourage students to visit the center on their own. We hope that this will build our students confidence with reading.</p>	<p>Welcome Center Table 33A</p>
<p><i>Mastering Math Through Tiered Activities.</i> Alicia Garrett, Tierra Frederick, Early Childhood Education</p> <p>Math is a topic that some of our kindergarten students struggle with while others master quickly. Because of this, we have decided to research the effectiveness of tiered math activities, exploring the question: How do tiered activities help our students better perform on math concept assessments?</p>	<p>Welcome Center Table 33B</p>
<p><i>Honing in on the Home.</i> Megan Lewis, Simone Gibson, Early Childhood Education</p> <p>Our inquiry presentation is focused on discovering the home experiences of our students through journal prompts. Our presentation will include the data we collect about our students and how it assisted teacher planning. We plan to gain information to help us engage the students in a more intentional manner.</p>	<p>Welcome Center Table 34A</p>
<p><i>Clark Elementary Dribbling, Passing, and Shooting with hands assessment.</i> Scott Heffner, Physical Education</p> <p>I assessed the progress made by a specific 3rd grade class who practiced basic basketball skills over a two week period. To assess their results, students were given a pre and post assessment to see their progression of skills by the end of the unit.</p>	<p>Welcome Center Table 35A</p>
<p><i>Macfarlane Park Elementary Striking with Long Handled Implements Assessment.</i> Scott Westlund, Physical Education</p> <p>I am going to be presenting my assessment results of my fifth grade class striking with long handled implements. I am going to assess my students using a checklist for my psychomotor and affective objectives. I am going to use a pre and post assessment for my cognitive objective.</p>	<p>Welcome Center Table 35B</p>
<p><i>KWS Math in a Renaissance School.</i> Danielle Meyer, Special Education</p> <p>My inquiry focused on using the KWS (Know-Want to Know-Solve) Math strategy as an instructional approach to breaking down word problems and attacking unfamiliar math situations.</p>	<p>Welcome Center Table 36A</p>

Session 2 Poster Presentations (continued)

<p>Spalding: Sign Language for Sounds. Yamily Vargas, Special Education Spalding is a sound and motion combination method designed to help students who struggle with reading. During my session, I will be sharing how I implemented a revised version of the Spalding method with two students on different levels. I will share data and provide examples of the instruction.</p>	<p>Welcome Center Table 36B</p>
<p>Self-Determination in a Transitional Program. Mackenzie Clark, Special Education I have chosen to work with students in the Transition Program at Pepin Academies to increase their self-determination skills during independent work. Students monitor their progress with a checklist to determine their self-determination skills.</p>	<p>Welcome Center Table 37A</p>
<p>Assessment of YA Literature in Secondary Language Arts. Laura Sabella, Julia Aguilar, Malinda Fusco, Carissa Gibson, English Education In a Young Adult Literature class for English Ed majors, three pre-service teachers reflect on strengths and challenges of assessment practices. The students describe how to incorporate accompanying texts, cite textual evidence, support various learning styles, and create alternative assessments for secondary language arts. Samples and lesson plans included.</p>	<p>Welcome Center Table 37B</p>
<p>Inquiry-based Lessons for K-5: Reading Content for a Purpose. Deborah Kozdras, Allison Papke, Gus A. Stavros Center for Free Enterprise and Economic Education Close reading is ubiquitous throughout Florida. During Literacy blocks, students read and re-read complex texts to answer questions. However, in science, reading for inquiry needs to be more focused. We describe effective strategies teachers have used to make reading more focused and engaging as students complete real-world inquiry projects.</p>	<p>Welcome Center Table 38A</p>
<p>A Behavioral Intervention for Autism. Sharlene Smith, Vernon Leo Stanley Smith, Adult Education-Cognate in Autism Spectrum Disorder In this presentation, we will discuss a behavioral intervention that can be used for high functioning elementary students diagnosed with autism. The behavioral intervention seeks to reduce problematic behavior and replace it with alternative skills. Additionally, the intervention seeks to develop social and communication skills.</p>	<p>Welcome Center Table 38B</p>
<p>Science Methods Course for Preservice Elementary School Teachers. Barbara Spector, Lois Ball, Science Education Instructors' reflections on teaching this methods course revealed factors consistent with Lewin's formula for human behavior(1936, 2008): $B = f(P, E)$. (B is behavior, P is Person, and E is the environment) influenced participants to resist learning to teach in the holistic paradigm consistent with the Next Generation Science Standards (2013).</p>	<p>Welcome Center Table 39A</p>
<p>Math Rocks: With Technology. Rebecca Nguyen, Cynthia Curbelo, Mathematics Education Technology can be used to enhance the teaching and learning of mathematics. It can increase students engagement and cultivate conceptual understanding .We will showcase technologies that highlights mathematics rocks!</p>	<p>Welcome Center Table 39B</p>
<p>Cultivating Successful Students Through Enhancing Reading Comprehension Strategies. Hayley Shockley, Special Education Through the use of comprehension strategies students are able to visualize and comprehend text that they once struggled with. The strategies helped the students cultivate authentic connections to the text to become successful readers.</p>	<p>Welcome Center Table 40A</p>
<p>Lab based instruction and teacher perception changes. Lauren King, Noyce Master Teacher Fellowship. After initially wanting all science teachers to increase their utilization of science lab-based lessons, I shifted to trying to understand teacher perception of lab-based instruction to have a better understanding of how to support them in the goal of giving students hands on knowledge construction. The presentation will detail this journey</p>	<p>Welcome Center Table 40B</p>

SESSION 3
Round Table Presentations
3:15 – 4:00

<p>Meeting of the Minds: Grouping Students By Multiple Intelligences. Gavin Baker, Elementary Education Learning styles such as Howard Gardner's Multiple Intelligences always interested me. I previously analyzed a lesson and assessment that focused on each students' MI. The impact of the differentiation was noticeable and promising. I hope to gain a better understanding of how students are affected by their multiple intelligence.</p>	<p>Auditorium Table 1A</p>
<p>Facilitator: Wendy Dickinson</p>	
<p>Put Me in, Coach! Taylor McMahan, Brittane Larsen, Elementary Education During the final year of our internship, a large amount of our time is spent within the classroom working with multiple content coaches. These three content coaches, offer specialized content support in cycles. The inconsistency in each cycle triggered our initial interest into how different coaching strategies impact our teaching.</p>	<p>Auditorium Table 1B</p>
<p>Facilitator: Wendy Dickinson</p>	

Session 3 Round Table Presentations (continued)

<p>POWER Writing for Students with Intellectual Disabilities. Jacqueline Posada, Special Education The POWER Writing strategy focuses the writing process. I worked with three students with intellectual disabilities and addressed their instructional writing goals as they relate to the Access Points Curriculum. Throughout the process students measured their success in completing the assigned writing task as well as their writing attitudes.</p>	<p>Auditorium Table 2A</p>
<p>Facilitator: Diane Porat</p> <p>Implementing S.P.O.R.E at Corr. Kelsey Schubel, Special Education Reading Comprehension can be very difficult and overwhelming for students. S.P.O.R.E uses mnemonic strategies to aid students in identifying story elements through the use of a graphic organizer to frame their thoughts and help answer comprehension questions.</p>	<p>Auditorium Table 2B</p>
<p>Facilitator: Diane Porat</p> <p>Using RARE In Your Writing. Alexandra Delrio, Special Education My inquiry focused on implementing the RARE Writing strategy to improve short response writing for students with varying exceptionalities in a seventh grade, single-gendered classroom.</p>	<p>Auditorium Table 3A</p>
<p>Facilitator: Jeany McCarthy</p> <p>Will the use of Smart Board and iPad technology during ELA increase sight word recognition and reading fluency rate of kindergarten students? Kristina James, Special Education The ability to fluently read sight words is an indicator of future success in the classroom. What can be done inside the classroom to help them develop these imperative skills? Through my inquiry project I tracked the progress of 3 specific students to determine if the implementation of Smart Board and iPad technologies would increase their sight word recognition and reading fluency.</p>	<p>Auditorium Table 3B</p>
<p>Facilitator: Jeany McCarthy</p> <p>Extrinsic Motivation: Participation and Success in Small Group Settings. Kathleen Cerjan, Elementary Education Elementary Education A research study that looks into the use of extrinsic motivation tactics to help promote attentiveness and participation in small group settings. The target students in this study are those who are academically challenged/perform poorly in the reading and writing content area, and whom often lack confidence in their abilities.</p>	<p>Auditorium Table 4A</p>
<p>Facilitator: Joan Kaywell</p> <p>Sustained Silent Reading: Methods to Make it Work. Angela Ghaly, Elementary Education I implemented research-based strategies to increase my students' stamina to read independently during a 30-minute reading block.</p>	<p>Auditorium Table 4B</p>
<p>Facilitator: Joan Kaywell</p> <p>Quality questioning: A supervisor's quest to help pre-service teachers use formative assessment. Aaron Osafo-Acquah, Early Childhood Education The study is being conducted to find how I could help interns use formative assessment during their final internship to promote children's learning. Data will be collected using videotaping of pre-observation and post-observation conferences with interns. Data analysis will be done using content analysis to derive themes.</p>	<p>Auditorium Table 5A</p>
<p>Facilitator: Joshua Patterson</p> <p>Technology in Social Studies Education. Brittany Daoust, Elementary Education Technology in Social Studies can improve motivation and interest in students. However, technology in Social Studies can only be effective if the teacher knows how to properly integrate the technology. This inquiry researches the types of technology available and how to effectively use them in the Social Studies classroom.</p>	<p>Auditorium Table 5B</p>
<p>Facilitator: Joshua Patterson</p> <p>Learning How to Make a Culturally Responsive Classroom. Maria Balazy, Elementary Education While implementing the school's behavior management system, I noticed some inconsistencies between the system and my personal beliefs. I believe that there is a better way to handle the misbehavior of my students. I am interested in finding behavior management systems that coincides with my student's cultures and experiences.</p>	<p>Auditorium Table 6A</p>
<p>Facilitator: Bea Green</p> <p>Promethean Technology: Using Data to Inform Instruction. Kimberly Pridgen, Elementary Education The U.S. Department of Education is calling on educators to make classroom decisions that are based on data. I conducted this inquiry to find ways that Promethean technology could be utilized in the classroom to collect data and inform instruction for kindergarten students in language arts, math, and science.</p>	<p>Auditorium Table 6B</p>
<p>Facilitator: Bea Green</p>	

Session 3 Round Table Presentations (continued)

<p>Tech Teaching! An Inquiry into the Effect of Technology on Student Achievement. Stacy Reyerse, Elementary Education My interest in technology for this inquiry was sparked by the donation of a class set of KUNO Android tablets from USF to my grade level. The tablets have capabilities to search, download educational APPS, and push and receive assignments and assessments from teacher to student. My goal for this inquiry is to determine how the integration of these tablets in my 5th grade classroom will affect student achievement.</p>	<p>Auditorium Table 7A</p>
<p>Facilitator: Jeni Davis</p>	
<p>Science Attitudes in Fifth Grade Students: A Small Group Intervention. Monica Mukherjee, Elementary Education This inquiry investigated the effects of various research-based science education techniques on science attitudes among students identified as most at risk of losing interest in the sciences in a fifth grade classroom. The techniques implemented include outdoor instruction, aesthetic science activities, engineering design-based science, and a science and society intervention.</p>	<p>Auditorium Table 7B</p>
<p>Facilitator: Jeni Davis</p>	
<p>I'm done! What can I do now? Malorie Flynn, Elementary Education I am interning in a class of 18 first graders, many of which are above level in all subjects. When higher order questions are asked, many of the same hands go up. We also have many students who frequently display off task behaviors and seem to be disengaged. The purpose of this inquiry was to attempt to achieve total participation in all lessons while providing appropriate differentiation.</p>	<p>Auditorium Table 8A</p>
<p>Facilitator: Ozge Ozel</p>	
<p>Classroom Management. Scott Ponder, Elementary Education A unique a look at classroom Management</p>	<p>Auditorium Table 8B</p>
<p>Facilitator: Ozge Ozel</p>	
<p>Classroom Management: Finding Tools That Work. Shannon Murphy, Elementary Education The focus of this inquiry is to test classroom and behavior management. It is one of the toughest skills as a new teacher to learn. This inquiry is to test different strategies and see what works well and what does not.</p>	<p>Auditorium Table 9A</p>
<p>Facilitator: Raven Robinson</p>	
<p>One, Two, Three, Eyes on Me: Grasping the Attention of Second Graders. Christina O'Connor, Elementary Education This presentation focuses on my inquiry research within a second grade classroom. I studied "How can I grasp the attention of my second grade students and motivate them to complete their work?" Data was collected through field notes, student surveys, conferences, student work, and assessments.</p>	<p>Auditorium Table 9B</p>
<p>Facilitator: Raven Robinson</p>	
<p>Students in Poverty and Inquiry Based Learning. Alana Mount, Elementary Education I have based my inquiry goal off of a question that I am currently struggling you answer at my final internship placement. I am on a quest to determine if it is possible to have a community driven, student-inquiry based classroom, using research based practices in a Title One setting.</p>	<p>Auditorium Table 10A</p>
<p>Facilitator: Melody Elrod</p>	
<p>Mix Match Blues: Differentiation Tools. Derquisha Roach, Elementary Education The focus of this inquiry is on ways to differentiate instruction in a classroom of students with mixed abilities. Honing in on strategies to meet all students' needs, data was collected through observations, interviews with both Collaborating Teacher and students, test scores from both FCAT and in-class unit assessments.</p>	<p>Auditorium Table 10B</p>
<p>Facilitator: Melody Elrod</p>	
<p>5th Grade Teacher Talk. Nicole Hester, Melanie Petrillo, Elementary Education Our internship settings have provided us with the opportunity to see diverse classroom management strategies, but we noticed one thing missing: language. After discussions with our colleagues we questioned how to develop a student-centered classroom. Implementing student-centered language strategies from Conscious Discipline trainings became our new goal.</p>	<p>Auditorium Table 11A</p>
<p>Facilitator: Denise Donahue</p>	
<p>Thinking Critically About Critical Thinking. Kelly Rosado, Elementary Education Critical thinking includes a multitude of skills pertaining to our thought processes. While interning in a fifth grade classroom, it was noted that the students' critical thinking skills were lacking across subjects. This inquiry seeks to identify effective strategies to engage students in critical thinking.</p>	<p>Auditorium Table 11B</p>
<p>Facilitator: Denise Donahue</p>	

Session 3 Round Table Presentations (continued)

Too much reliance on past data for FSA? Melissa Hernandez, Elementary Education. Auditorium
 How heavily do we, as teachers, rely on data when it comes to what needs to be retaught in our classrooms? Table 12A
Facilitator: Lakesia Dupree

It Begins Now: Setting a Strong Foundation for a Successful Teaching Career. Mercedes Nunez, Elementary Education Auditorium
 This inquiry project examined the effectiveness of continuous professional development as an educator. Considering Table 12B
 the diversity and demographics of American schools, I decided I needed to embrace and adopt effective, research-based techniques into my teaching. Ultimately, the goal is to help students succeed academically and develop a passion for learning.
Facilitator: Lakesia Dupree

Where Are They Now?: Finding Out PDS Graduates' Performance in their First and Second Years of Teaching. Marc Auditorium
 Summa, Tracy Wulf, Debbie Mills, Kerri Levey, Elementary Education Table 13A
 The purpose of our inquiry is to examine UTRPP graduates from the University of South Florida's College of Education, in their first and second year of inservice teaching, utilizing their reflections (surveys and interviews) on their performance on formal/informal district evaluations. It is our goal to initially study the program's graduates through qualitative data collection instruments, in order for current Partnership Resource Teachers, Collaborative Teachers, and School District personnel to better support future UTRPP graduates.
Facilitator: Elizabeth Shaunessy-Dedrick

Developing Teacher Leaders Together: Revitalizing PLCs as a Mechanism of Educational Change for Schools and Universities. Amanda Bellas, Francesca Perrone, Amber MacDonald, Amber Mueller, Teacher Leadership Auditorium
 This presentation will offer insight into how we developed and funded a differentiated professional development plan for teachers and residents in an urban teacher residency program and how professional learning communities became a core feature of graduate course work and a uniting mechanism for educational change in a failing school. Table 13B
Facilitator: Elizabeth Shaunessy-Dedrick

A Partnership: Cooperating Teachers and Pre-Service Teachers Work Together To Cultivate An Inquiry Stance. Auditorium
 Kimberly Simpson, Janine Hall, Mellissa Redman, Kristin Banga, Elementary Education Table 14A
 Pre-Service Teachers are expected to practice inquiry throughout the various levels of their internship experience. As cooperating teachers we recognize that it is our responsibility to guide and assist the pre-service teachers with this process. During this presentation we will share how our school supports both the process of inquiry and how we share that process with our pre-service teachers.
Facilitator: Judith Ponticell

Inquiry-Based Learning in Mathematics: Can Talking Heads Create Inquiring Minds? Barbara Emil, Noyce Master Auditorium
 Teacher Fellowship Table 14B
 Some secondary mathematics teachers use teacher-directed instructional methods because they consider them effective. Others use them because they don't know how to develop more student-directed lessons. This Roundtable examines job-embedded professional development (JEPD) designed to help teachers convert existing lessons to an inquiry-orientation. Qualitative data collected during the initial implementation will be shared.
Facilitator: Robert Dedrick

SESSION 3
 Poster Presentations
 3:15 – 4:00

Facilitated by Darlene DeMarie/ Nell Faucette

Integrate Before It's Too Late! Ashley Bator, Elementary Education Welcome
 The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a Center
 data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional Table 1
 needs.

If You Integrate a Class... Darryan-Daychelle Fitzpatrick, Elementary Education Welcome
 The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a Center
 data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional Table 2
 needs.

Flexing our Mental Muscle. Brandon Johnson, Elementary Education Welcome
 The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a Center
 data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional Table 3
 needs.

Session 3 Poster Presentations (continued)

<p>1, 2, 3, 4 Integration at the Core. Beth Landy, Elementary Education The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data-based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 4</p>
<p>Oh I Just Can't Wait, To Teach! Gerard Anthony, Elementary Education The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 5</p>
<p>Exploring Mathematics to make real world connection using the inquiry method. Sophia McMorris, Elementary Education This presentation focuses on my inquiry research within a fifth grade classroom of 23 students. My research involves using the inquiry method to teach mathematics. I have collected data through interviews, informal observations, formal and informal assessments and the viewing of student's previous assessments.</p>	<p>Welcome Center Table 6</p>
<p>Sizzling Science: Creating Lessons That Increase Student Interests. Danielle Shorten, Elementary Education This presentation focuses on increasing the use of hands on and technology based learning to extend students application of objectives or standards. My research data was collected from student interviews, observational notes, and student assessment data. I believe that there is a correlation between the student's interest and their performance.</p>	<p>Welcome Center Table 7</p>
<p>Bringing out the Best in Them: Strategies to Aid in Positive Classroom Behavior. Chelsy DeCotes, Elementary Education This inquiry focuses on creating an environment with procedures, routines, and motivation for students in order to aid myself with behavior management. My research focused on positive reinforcement and incentives with hopes of increasing positive student behavior. I collected data through multiple behavior charts throughout the internship.</p>	<p>Welcome Center Table 8</p>
<p>Raise Your Hand: Self-Monitoring Strategies for your Distracting Students. Danielle Wert, Elementary Education This inquiry is centered around the question, "How can I help my talkative 1st grade student to stop calling out during instruction and decrease his talking and off task behavior during independent work time so that he is not distracting those around him." I implemented self-monitoring strategies to help bring attention to my students behavior. Observational data, student interviews, and behavior monitoring chart were all collected to inform this inquiry.</p>	<p>Welcome Center Table 9</p>
<p>Bad Boy, Bad Boy Whatcha Gonna Do? Try a Behavior Chart, See If They Improve! Amber McBride, Elementary Education For my inquiry I studied: How can I encourage positive behaviors for individuals who are not motivated with the class behavior chart? Data was collected through interviews, behavior charts, rewards, observational notes, and records of reminders during the day. For my inquiry I studied: How can I encourage positive behaviors for individuals who are not motivated with the class behavior chart? Data was collected through interviews, behavior charts, rewards, observational notes, and records of reminders during the day.</p>	<p>Welcome Center Table 10</p>
<p>"The more books you read the more things you'll know: Increasing reading motivation in a fifth grade classroom." Courtney Trudell, Elementary Education This presentation focuses on my wondering if how can I increase my students self-motivation to raise reading scores and reach individual goals. This research takes place within a fifth grade classroom. The data that I collected includes mock FSA assessment scores, I-Station data, fluency checks, AR data, etc.</p>	<p>Welcome Center Table 11</p>
<p>Ready, Set, Focus!: Strategies to Motivate Students to Stay on Task. Angela Sfraga, Elementary Education This presentation is about second grade students who are off task during independent work. My research inquiry explores using different strategies to motivate my students to stay on task. Data findings are based on interviews, rewards, and samples.</p>	<p>Welcome Center Table 12</p>
<p>Shoring for Success From The Superheroes That Love Super Students The Most. Leizzy Aguado, Elementary Education The focus of my research is how can teachers involve and work with parents to achieve the outmost academic success for each and every student. My data collection is a perfect blend of student data collection. Letters, newsletters and surveys that welcome and invites parents to help guide their student to academic success. Part of my research is to individually set goals based on individual needs for each student, communicate these goals to the parents and work together towards these goals. I will monitor and record benchmarks and achievement through diverse graphs and maintain open communication with parents to assist with the particular benchmarks.</p>	<p>Welcome Center Table 13</p>
<p>Science Rocks! : Meeting All Student Needs Through Differentiation. Tereza Roubalova, Elementary Education My inquiry is based on a 1st grade classroom of 17 diverse learners. My research is based on differentiation in science in order to meet all of my student's individual needs. The data and evidence I collected for my wondering was comprised of anecdotal notes, assessment data, a survey, and an interview with a collaborative teacher.</p>	<p>Welcome Center Table 14</p>

Session 3 Poster Presentations (continued)

<p>Breaking Down Barriers: Fostering Accountable Talk. Carly Castro, Elementary Education</p> <p>This inquiry focuses on fostering accountable talk between students with language and communication barriers in kindergarten to help them learn and explore concepts. Peer to peer communication helps students build knowledge and work with ideas to increase learning. Data will be collected through observation, field notes, and assessment scores.</p>	<p>Welcome Center Table 15</p>
<p>No Student is a Low Student: Attempting to Bridge the Gap in a Fourth Grade Mathematics Class. Sarah Lukacik, Elementary Education</p> <p>The focus of this inquiry is to demonstrate strategies to help bridge the gap between on level and below level fourth graders in mathematics regarding multiplication. Evidence for this inquiry, will be exhibited using a collection of interviews, photos, as well as multiplication factor exams.</p>	<p>Welcome Center Table 16</p>
<p>The Pathway to Developing Motivation: The Effects of Incentives on Student Intrinsic Motivation. Holly Welvaert, Elementary Education</p> <p>For my inquiry I explored how one can help develop self-esteem in students in a first grade classroom while increasing their intrinsic motivation. While creating a positive learning environment I collected data through anecdotal notes, student work, and student interviews throughout course of my internship.</p>	<p>Welcome Center Table 17</p>
<p>Rise with Reading: The Implementation of Different Strategies to Improve Reading Acquisition in First Grade. Jordyn Davidove, Elementary Education</p> <p>This inquiry focuses on reading acquisition. My research explores different strategies to implement during reading instruction to help the below level readers. One essential strategy included in this research is the importance of systematic phonics instruction.</p>	<p>Welcome Center Table 18</p>
<p>Behavior Strategies in the Classroom. Mollie McDermit, Elementary Education</p> <p>How do different behavior strategies effect students' behavior in the classroom?" Implementing different strategies to help students stay on track and focused.</p>	<p>Welcome Center Table 19</p>
<p>Co-Teaching: Two Teachers, Twice the Success. Kelcee Walsh, Elementary Education</p> <p>Through the practice of education, co-teaching is becoming an instructional practice that increases student success. Though my internship my collaborating teacher and I instruct through the co-teaching model. This offers more teacher student instruction, resulting in more effective lesson implementation. Students are taught through differentiation, behavior management, and ongoing assessment.</p>	<p>Welcome Center Table 20</p>
<p>Metacognition: The Key to Academic Achievement. Jessica Contreras, Elementary Education</p> <p>Through my internship I have implemented the concept of self-assessment; metacognition. This concept is strewn throughout all subject areas resulting in the students having to use critical thinking skills, improve work product, ultimately providing outstanding work. The assessment process is through collecting data, peer discussions and student reflection rubrics.</p>	<p>Welcome Center Table 21</p>
<p>The Joy of Reading: Building Student Engagement in Second Grade ELA. Chelsea Mayhew, Elementary Education</p> <p>Student Engagement is a crucial factor in a student's academic success. Building engagement in the ELA block during the day can significantly improve students' success in reading and other subject areas. Strategies that can help engagement includes modeling, high expectations, and increasing student ownership during ELA.</p>	<p>Welcome Center Table 22</p>
<p>Examining Use of Supervisory Approaches with Pre-Service Teachers. Suzanne Roberts, Elementary Education</p> <p>I am studying my intern pre-conferences to answer the following questions: To what degree do I employ different supervisory approaches; what intern behaviors influence my choice of approach; how do interns respond to each approach; which approach do interns identify with my coaching; and which do they find most helpful?</p>	<p>Welcome Center Table 23</p>
<p>Incorporating different interact activities in the classroom for student engagement and success. Morgan Meola, Elementary Education</p> <p>My presentation will cover how incorporating different activities can be fun, engaging, and used for success.</p>	<p>Welcome Center Table 24</p>
<p>Cooperative Learning: Taming a Three-Ring Circus. Madeline Montaldo, Elementary Education</p> <p>This inquiry is centered around the question "How can I better organize cooperative learning opportunities to increase the effectiveness and focus during differentiated reading centers in a first grade classroom?" Data includes strategies for creating a seamless flow of literacy centers while maintaining a positive classroom atmosphere.</p>	<p>Welcome Center Table 25</p>
<p>ALL ABOARD! Next Stop: Motivation Station! Sierra Gonzalez, Elementary Education</p> <p>This inquiry focuses on the question, how can I effectively motivate and increase student engagement in my second grade classroom? Data comprises of strategies that encourage positive engagement throughout the lesson. The findings of this data are based on anecdotal notes, a behavior management plan, personal experience, and assessment scores.</p>	<p>Welcome Center Table 26</p>

Session 3 Poster Presentations (continued)

<p>TechKnowledgey. Jordan Vaca, Elementary Education How technology infused, small group math lessons can affect a student’s performance.</p>	<p>Welcome Center Table 27</p>
<p>Is standardized testing on a computer beneficial to students? Nicole Radler, Elementary Education I did research on whether or not taking the FCAT/FSA is beneficial for students</p>	<p>Welcome Center Table 28</p>
<p>Keeping the peace. Melaine Buxton, Elementary Education This project will deal with the techniques and strategies in keeping students engaged in class through the whole day. I want to showcase ways to transition from subject to subject and also what to do when are tired and behavior is declining. I also want to build on behavior strategies for the class as a whole group and individually.</p>	<p>Welcome Center Table 29A</p>
<p>The Impact of Choice Boards to Foster Student Engagement and Reading Comprehension. Sara Finitz, Early Childhood Education This presentation examines the effect of promoting the use of choice boards for students in the second grade classroom. Throughout my research I monitored student engagement and reading comprehension scores by taking student surveys, anecdotal notes, and reviewing students’ comprehension scores.</p>	<p>Welcome Center Table 29B</p>
<p>Gamifying ELA Lessons to Promote Student Learning. Brenda Thomas, Early Childhood Education This presentation examines the effect of gamifying ELA lessons. I focused on student engagement and performance. Throughout the implementation, I used teacher journaling, student performance data, and anecdotal notes to determine the effectiveness.</p>	<p>Welcome Center Table 30A</p>
<p>What Impact Does Differentiation Have on the Effectiveness of Instruction During Reading. Morgan Infinger, Early Childhood Education This presentation explores the effect of differentiating student work during reading in hopes of increasing student engagement. Data collected reflects the outcome differentiating has on teacher instruction.</p>	<p>Welcome Center Table 30B</p>
<p>Slide, Slither, and Skate into Story Time: Incorporating Creative Movement into Read-Aloud Instruction. Holly Osborne, Early Childhood Education This project presents findings from teacher research in a Voluntary Pre-Kindergarten classroom. The goal was to design creative movement lessons that would be implemented during story time in order to keep students engaged. Video-observations, research journaling, and lesson plan analysis were used to gauge students’ attentiveness during this instructional period.</p>	<p>Welcome Center Table 31A</p>
<p>Shaking Up Science: Engaging Students Through Hands-On Lessons. Michelle Moore, Early Childhood Education This presentation will demonstrate how various instructional strategies can impact student engagement during science. During my research, I implemented more hands-on, collaborative science lessons to see if students would be more engaged. I collected data by looking at lesson plans, daily journal entries, and checklists of off-task students.</p>	<p>Welcome Center Table 31B</p>
<p>Boosting whole group engagement with struggling learners. Davia Nelson, Early Childhood Education This project presents my findings as an early childhood education pre-service teacher looking to enhance whole group instruction strategies with a class of struggling learners. The main goal was to increase engagement by changing current strategies. I collected data through use of video, anecdotal notes, and teacher journaling.</p>	<p>Welcome Center Table 32A</p>
<p>Integrating Deaf and Hard of Hearing Students with Typical Peers to Foster Positive Social Interactions. Jennifer Madden, Early Childhood Education This research presents the findings of a pre-service Kindergarten teacher's journey to find the best strategies to foster social interactions among deaf and hard of hearing students with typical peers. I collected data through observations of parallel play and collaborative interactions following scaffolded interventions.</p>	<p>Welcome Center Table 32B</p>
<p>Bonding Levels to Seek Success!. Kendra James, Early Childhood Education My presentation focuses on combining lower level students with higher level students during Daily Five Word Work centers. The study seeks to answer the question: How does pairing lower level learners and higher level learners impact the word work center?</p>	<p>Welcome Center Table 33A</p>
<p>Visual Behavior System. Kylie Agius, Jamie Streicher, Early Childhood Education The purpose of this inquiry is to examine the question, “How does a visual behavior system promote positive action in the classroom?” We will collect data associated with behavior using a sticker chart that will be displayed in the classroom.</p>	<p>Welcome Center Table 33B</p>
<p>Creating Community. Amy Alonso, Jennifer Xiong, Early Childhood Education The purpose of this study is to seek the impacts of group activities in a socially diverse kindergarten.</p>	<p>Welcome Center Table 34A</p>

Session 3 Poster Presentations (continued)

<p>Elementary Assessment Project: Striking with Bats. Sheree Werner, Physical Education An assessment project on a 3rd grade class on their progression with striking with bats. Rationales include: foundational information, identification of striking with bats and its relationship to the curriculum, selection of appropriate learning objectives, selection of assessment strategies, development of the instructional plan, and a reflection.</p>	<p>Welcome Center Table 34B</p>
<p>Second Grade Students' Responses to a 2-week Step Throwing Unit. Cody Moros, Physical Education As a final intern in Physical Education, I taught a two-week throwing unit to a second grade class at Foster Elementary School. To determine the effects of this instructional unit, I conducted psychomotor, cognitive and affective pre- and post-assessments. Results of this assessment project will be discussed.</p>	<p>Welcome Center Table 35A</p>
<p>Hoop - There It Is. Colton Hudson, Physical Education This poster is a description of a basketball shooting assessment project conducted at the fifth grade level. The content includes objectives for the lesson, pre and post assessments, and results from each objective.</p>	<p>Welcome Center Table 35B</p>
<p>F.O.C.U.S. Elizabeth Johnston, Special Education I implemented a F.O.C.U.S. cue card system to determine if there is a correlation between students' observed behaviors and their assessment scores. The goal for this project was to see a decrease in off task behaviors, specific for each student, as well as an increase in their assessment scores.</p>	<p>Welcome Center Table 36A</p>
<p>Improving Student Engagement boost the knowledge and confidence of the students. Krista Smith, Special Education The students were explicitly taught different strategies such as Think, pair, and share, Manipulative interactions, and public speaking with positive peer feedback to enhance their classroom engagement. These strategies became accustomed overtime which has led the students to become more engaged.</p>	<p>Welcome Center Table 36B</p>
<p>Improving Student Engagement through Action Research. Karina Bletsch, Science Education I will be presenting the Study of Student Engagement through Action Research. The presentation will include important information on how to conduct an Action Research as well as an example of an Action Research conducted with High School Chemistry students on increasing student engagement using Kagan Structures.</p>	<p>Welcome Center Table 37A</p>
<p>Sharpening Reasoning and Communication Skills within a Proof Framework. Andrew Bassila, Mathematics Education Students and teachers alike shy away from proof-related concepts and oftentimes the supporting elements of reasoning and communication. In order to provide student-centered opportunities to build reasoning and communication skills, teachers may implement a proof framework. Through six steps, students start with counterexamples and work towards constructing complete mathematical arguments.</p>	<p>Welcome Center Table 37B</p>
<p>Quality Questioning: Where the Magic Happens. Nakia Sturup, Noyce Master Teacher Fellowship The purpose was to increase the usage of Quality Questioning. The intended outcomes were: 1) Student use of Accountable Discourse to increase. 2) Increased rigor and 3) Help to build a culture for learning necessary for active based learning and argumentation. Through various site-based professional development, the action research continues.</p>	<p>Welcome Center Table 38A</p>
<p>Magnet Programs and At-Risk students. Lynn Prichard, Kristi Weg, Kerri Shashack, Noyce Master Teacher Fellowship Senate Bill 850 focuses on identifying at-risk students in middle school. Magnet programs are designed specifically to enhance student learning and achievement. This research project will look at how Magnet programs, specifically International Baccalaureate MYP, identify at-risk students and provide support for academic success. Students will be identified and tracked to determine the success rate of the program.</p>	<p>Welcome Center Table 38B</p>
<p>Planning, Rigor, and Achievement - Moving from NGSSS to MAFS. Dorothy Schroeder, Chad Dorrell, Noyce Master Teacher Fellowship How can your PLCs help make this happen? Teachers have been given PLC trainings in order to learn the proper procedures for a PLC. However, this is not always enough to increase the level of rigor and student engagement in the classroom especially when the standards are rewritten for the entire course.</p>	<p>Welcome Center Table 39A</p>
<p>Implementing Standards of Mathematical Practice in the Classroom. Robert Cooper, Noyce Master Teacher Fellowship Teachers took part in a year-long professional development plan to learn about the expectations of the Florida Math Standards (MAFS). Activities included a book study, examining student work, lesson writing and video lesson study.</p>	<p>Welcome Center Table 39B</p>
<p>Reading Through Math. Marsha Copeland, Noyce Master Teacher Fellowship Professional development course aiding fellow math teachers in finding and using reading strategies in mathematics. This increases fluency in reading and deeper understanding in mathematics.</p>	<p>Welcome Center Table 40A</p>
<p>T.I.E.S.: Technology Integration to Engage and Support. Lori Bartholomew, Noyce Master Teacher Fellowship As states move towards measuring school accountability via computer-based assessments, many educators seek additional resources to engage and support new learning's. By first focusing on hardware and digital platforms and then transitioning to the application of these resources, teachers will gain valuable experiences to meet the needs of their twenty-first century learners.</p>	<p>Welcome Center Table 40B</p>

SESSION 4
 Round Table Presentations
 4:15 – 5:00

<p><i>Is silence really golden?</i> Summer Danet, Elementary Education My inquiry focuses on how the improvement of social skills affects the academic achievement of an ELL student who is a silent mute. Facilitator: Wendy Dickinson</p>	<p>Auditorium Table 1A</p>
<p><i>Self-regulated Motivation and the Elementary Mind.</i> RaeChel Superville, Elementary Education The impact of self-regulated learning and motivation on the quality of completed work will be examined in an elementary setting. Through research and practice, ways to enhance self-regulated learning will be explored in an effort to increase overall academic performance. Facilitator: Wendy Dickinson</p>	<p>Auditorium Table 1B</p>
<p><i>Does Character Really Count?</i> Ashley Augustine, Elementary Education My inquiry stemmed from my curiosity about whether our new character-based behavior management system and use of Promethean Technology, which requires collaborative teamwork, helped to build student’s social skills through their language use in social settings. Facilitator: Lindsey Williams</p>	<p>Auditorium Table 2A</p>
<p><i>Change Your Brain.</i> Marissa Brookes, Elementary Education The question I am researching is how can the implementation of Conscious Discipline affect student behavior. I chose to research this question is because my school implemented a new behavior system after the beginning of the school year. I want to see if the change can be harmful to behaviors. Facilitator: Lindsey Williams</p>	<p>Auditorium Table 2B</p>
<p><i>Small Group with Big Possibilities.</i> Risa Aldana, Elementary Education Struggling students often get left behind during whole group instruction. Some of these students are struggling because of behavior issues, learning disabilities, and/or because of a low IQ that has a negative impact on student learning. Regardless of the reason these students are considered “below level,” small group instruction can increase student. Facilitator: Lakesia Dupree</p>	<p>Auditorium Table 3A</p>
<p><i>Better Questions, Better Discourse.</i> Rachel Cohalla, Keyisha Cornell, Varvara Savouidakis, Elementary Education We want to find out how we can contribute to student discourse by using effective questioning in our internship. Our question of focus is, “How can we contribute to student discourse by using questioning strategies in our instructional practice?” Facilitator: Lakesia Dupree</p>	<p>Auditorium Table 3B</p>
<p><i>Don’t Coach from the Sidelines, Get in the Game... Improving Coaching One Play and Player at a Time.</i> Michele Detwiler, Mindy Pearson, NOYCE Master Teacher Fellowship In this roundtable discussion, the roles of the site-based science coach will be explored in order to diagnose professional development needs in preparation to meet the criteria of the new instructional coaches rubric and to improve our schools and student achievement. Facilitator: Kenneth Butler</p>	<p>Auditorium Table 4A</p>
<p><i>AP Content Support for Science Teachers: Structure, Review, and Results.</i> Julie Sackles, Megan Faliero, Noyce Master Teacher Fellowship During the 2014-2015 school year several experienced Advanced Placement (AP) teachers provided content and laboratory support for the teachers of Science AP courses in the form of evening workshops. Dr. Megan Faliero of Durant High School provided training and support to new and experienced AP Biology teachers. Julie Sackles of Tampa Bay Tech High School (in cooperation with Jenny Fritz of Hillsborough Virtual School) worked with AP Environmental Science teachers. We will look at the structure of these support sessions, the AP exam review strategies that were emphasized, and the results of their work. Facilitator: Kenneth Butler</p>	<p>Auditorium Table 4B</p>
<p><i>How repeated readings help increase students' fluency.</i> Morgan Howell, Special Education In this project, I wanted to see if repeated readings helped increase students' fluency. I used various research based strategies such as partner reading, choral reading, listening to a story on audio, and modeled reading to see if this helped increase overall fluency for elementary students. Does repeated reading make a difference? Facilitator: Joan Kaywell</p>	<p>Auditorium Table 5A</p>

Session 4 Round Table Presentations (continued)

<p>Implementing Guided Reading in Middle School to Meet the Needs of Struggling Readers. James Jacobelli, Special Education</p>	<p>Auditorium Table 5B</p>
<p>I implemented guided reading groups to motivate and address the reading needs of my 7th grade students. Working at Pepin, the students I work with have disabilities and reading levels ranging from 1st – 8th grade. These focus groups enabled me to teach various comprehension strategies to my students who struggle the most in an environment that celebrates their learning gains.</p>	
<p>Facilitator: Joan Kaywell</p>	
<p>How to Increase Alphabetic Recognition in Students' First Names using Tiered Instruction. Kalli Holland, Special Education</p>	<p>Auditorium Table 6A</p>
<p>Using a combination of American Sign Language, Direct Instruction Flashcards, and Model-Lead-Test Procedure with students with exceptionalities to facilitate alphabetic recognition in students' first names. Strategies are research based and combined to create an intensive learning environment for three students in a self-contained pre-kindergarten classroom.</p>	
<p>Facilitator: Bea Green</p>	
<p>Slow and Steady Passes the Test. Mary McMenemy, Elementary Education</p>	<p>Auditorium Table 6B</p>
<p>My inquiry's main focus is centered on the fourth grade student's competitive nature when it comes to completing assignments in a rushed manner. The research includes three strategies that were chosen and modified for the student's areas of Struggle. Data findings are based on student work samples and grades.</p>	
<p>Facilitator: Bea Green</p>	
<p>Manipulatives in First Grade Math. Taquila Mallary, Elementary Education</p>	<p>Auditorium Table 7A</p>
<p>For my inquiry I studied, how can the use of manipulatives in math benefit my students who have an average below 70 percent? The information provided is based on a first grade class. The data was collected through interviews, anecdotal notes, video, and students work. The findings are coming soon.</p>	
<p>Facilitator: Heather Kuhla</p>	
<p>KWPs are the New Black. Sarah Arreola, Special Education</p>	<p>Auditorium Table 7B</p>
<p>Adapting a favorite reading comprehension strategy (KWL) to help our students with important mathematical concepts. The purpose of this inquiry is to use KWPs (Know, What, Plan) to improve evaluative thinking and promote mathematical independence.</p>	
<p>Facilitator: Heather Kuhla</p>	
<p>Motivation Within the Classroom: Tales From First Grade. Cristiana DeHoyos, Elementary Education</p>	<p>Auditorium Table 8A</p>
<p>This presentation focuses on my inquiry which was conducted in a first grade classroom made up of seventeen very culturally diverse students. The research implemented centered around how can I motivate my students to complete their in class assignments? I collected a variety of data ranging from videos and field notes to student work and assessment data.</p>	
<p>Facilitator: Wendy Baker</p>	
<p>Rising from the Ashes: Preventing Pre-Service Teacher Burnout. Rebecca Fiore, Chelsea Olson, Elementary Education</p>	<p>Auditorium Table 8B</p>
<p>In the midst of the first semester as Final Year Residents, we became aware of a widely felt shift in attitude, motivation, and health due to the perceived pressures and expectations of our program. The goal of our inquiry is to support current and future pre-service teachers that may experience similar circumstances by providing resources and strategies.</p>	
<p>Facilitator: Wendy Baker</p>	
<p>Strategies for Engaging Students Diagnosed With ADHD and ASD at a Title I School. Samantha Beattie, Elementary Education.</p>	<p>Auditorium Table 9A</p>
<p>This study focuses on my research within an inclusive third grade classroom of eighteen students, four of which are diagnosed with Attention Deficit Hyperactivity Disorder and one who is also diagnosed with Autism Spectrum Disorder. My research explores student-centered, teacher-led, and environmental strategies that increase engagement within students with exceptionalities.</p>	
<p>Facilitator: Stefanie Lynch</p>	
<p>ELL differentiation. Tina Singh, Elementary Education.</p>	<p>Auditorium Table 9B</p>
<p>English Language Learners being more successful in school. By allowing differential instruction for English Language Learners enable them to learn more in school and in various lessons. By allowing the classroom to be a community may allow English Language Learners to grow and learn.</p>	
<p>Facilitator: Stefanie Lynch</p>	

Session 4 Round Table Presentations (continued)

<p>Defusing Explosive Students: Strategies for Helping Defiant Students Succeed. Erin Heath, Elementary Education My goal is to facilitate learning and harmony with students with defiant personalities. As more students come into the classroom with defiance and conduct issues, it behooves us to become versed in learning how to negotiate a classroom that contains students who wish to engage us in power struggles.</p>	<p>Auditorium Table 10A</p>
<p>Facilitator: Nicholas Bardo</p>	
<p>Self-reflection and student achievement. Chelsea Simpson, Elementary Education This inquiry investigates how self-reflection impacts at risk students. Research has demonstrated that metacognitive awareness improves students learning and achievement. In this inquiry, students gain metacognitive awareness through self-reflection and discussion.</p>	<p>Auditorium Table 10B</p>
<p>Facilitator: Nicholas Bardo</p>	
<p>Are You Working? . . . How to Increase a Student's On-Task Behavior. Suzanne Abou-Elkhair, Elementary Education A fifth grade class can be distracting at times, but I noticed one particular student was more easily distracted than others. I implemented several strategies in an attempt to increase her focus in class. I wondered which strategy would help this student the most.</p>	<p>Auditorium Table 11A</p>
<p>Facilitator: Shetay Ashford</p>	
<p>Defiant: Built Tough. Ayanna Fullwood, Elementary Education Defiant behavior is something no teacher desires in their classroom. However, students come in with different attitudes, perspectives, and personalities. After looking at a plethora of strategies to eliminate defiant behavior, only a couple of them actually made a difference.</p>	<p>Auditorium Table 11B</p>
<p>Facilitator: Shetay Ashford</p>	
<p>Promoting On Task Behavior for a Student Demonstrating Disruptive Classroom Behaviors. Brandy Wonderly, Elementary Education Self-monitoring strategies have been shown to be effective for increasing on task behavior in a variety of academic settings. This study examines the effect of teacher-taught self-monitoring strategies on on-task behavior and completed work for a male third grade student exhibiting off task and disruptive classroom behavior.</p>	<p>Auditorium Table 12A</p>
<p>Facilitator: Katie Tricarico</p>	
<p>Collaborative and Shared Responsibility to Structure Classroom Management. Gloria Wong, Elementary Education This project is focused on collaborative and shared responsibility strategies amongst students to better facilitate a cooperative and supportive classroom management.</p>	<p>Auditorium Table 12B</p>
<p>Facilitator: Katie Tricarico</p>	
<p>Grammar: To Teach or Not to Teach? Improving Students' Conventions Usage. Sara Gossman, Elementary Education While reading my student's writing, I observed that my students struggled within the area of conventions. They were misspelling sight words, forgetting to include punctuation, and forming sentences that were not coherent. Conventions usage makes an impression on readers, and in my opinion, is one of the most important aspects of writing. After conducting research, I discovered two methods of teaching grammar: error-based grammar instruction and sentence combining. I used a combination of these two methods to construct 30 minute grammar lessons that I incorporated 3 days a week for 6 weeks. In order to track progress, I used a conventions rubric to grade and track their weekly progress.</p>	<p>Auditorium Table 13A</p>
<p>Facilitator: Maggie Saturley</p>	
<p>Dialogue Journals and the Struggling Writer. Eric Miller, Elementary Education How can dialogue journals between a struggling ELL student and a teacher improve motivation to write and overall writing ability when given an opportunity to write about topics that genuinely interest the student?</p>	<p>Auditorium Table 13B</p>
<p>Facilitator: Maggie Saturley</p>	
<p>Writing Academy: Utilizing A Writing Approach To Impact Student And Teacher Capacity. Meighan Osmun, Jennifer Waselewski, Danielle Varcadipone, Educational Leadership Based on elements of the National Writing Project, Literacy Specialists in Pasco County have worked with teachers a cross the district in both the K-5 and 6-12 settings to improve teacher practice. This experience includes opportunities to develop as a writer and engage in research-based practice that includes the standards, 21st century learning, and social emotional competencies.</p>	<p>Auditorium Table 14</p>
<p>Facilitator: Elizabeth Shaunessy-Dedrick</p>	
<p>Diversity, The Cornerstone of A Strong PDS. Lynn Spaulding, Janine Hall, Cruz Albiter, Leanne Smith, Elementary Education In this presentation we will share how we incorporate a purposeful focus on equity at our school. We will share how administration supports this process and how we collaborate with interns to share the importance of equity within the educational setting. We will also share how this process promotes inquiry.</p>	<p>Auditorium Table 15</p>
<p>Facilitator: Robert Dedrick</p>	

Session 4 Round Table Presentations (continued)

STEM Practitioners as Secondary Teachers. Laura Sabella, Robert Jordan, English Education Auditorium
Table 16
 What happens when practitioners originally trained in STEM take on careers later in education? This session presents key findings of qualitative research examining challenges with identity formation and practice for STEM practitioners (N=7) entering careers in secondary education. Self-discrepancy theory frames key quotes, findings, and discussion.

Facilitator: Jeni Davis

**SESSION 4
Poster Presentations
4:15 – 5:00**

Facilitated by Darlene DeMarie/ Nell Faucette

Mathematics is the poetry of logical ideas. Rosa Vela, Elementary Education Welcome
Center
Table 1
 The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.

Oh, The Things You Can TEACH! Grace Madden, Elementary Education Welcome
Center
Table 2
 The purpose of this inquiry is to discover how to efficiently integrate content in Literacy, Math, and Social Studies through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.

See You Can, Believe You Can, So you Can: Using Self Tracking Tools to Generate Motivation. Marlene Vizcaino, Elementary Education Welcome
Center
Table 3
 For this inquiry I studied how to help my student gain confidence in order to rely on her own thinking and take risks in her learning. To do this I observed her, analyzed data, and maintained a student kept data folder. The folder helped my student see her growth.

Calling all parents!!!! Anything you do helps them too. Ryan Galligan, Elementary Education Welcome
Center
Table 4
 This presentation focuses on my inquiry research within a first grade of 18 students. I focused on studying students different logs and other parent types of involvement. My research involves what different activities parents can use besides homework to help out their child.

Enrichment Through the Socratic. Diana Wagner, Elementary Education Welcome
Center
Table 5
 For my inquiry project I decided to focus on finding ways to increase enrichment and engagement in my students' learning. I wanted to use a method that was more student focused where the students are in control of their learning and the teacher acts as a facilitator. The use of the Socratic Method and "Accountable Talk" were the primary focus on ways to try to reach this goal.

Which Seat is Better? Grouping Students to Maximize Their Learning. Laura Randall, Elementary Education Welcome
Center
Table 6
 I investigated a 4th grade class to see how grouping students impacted their performance. I analyzed different ways to group students and implemented strategies to help students gain a better understanding of the curriculum. Doing this, allowed me to see change in the students' performance on assessments.

Eyes and Ears, a Mouth and Nose; multi-sensory motivation for power words. Jennifer Bryant, Elementary Education Welcome
Center
Table 7
 This inquiry is on five focus students, below level with power words. Through interviews, small groups and data collection I am seeking ways to motivate and engage these students to increase power word recognition in multi-sensory ways. Studies have shown how musical, visual and tactile elements improve retention for students.

Being the popular kid: How a good rapport with your students effects their academics. Nikita Mandalou, Elementary Education Welcome
Center
Table 8
 As a friendly outgoing individual, I wondered if a healthy student/teacher relationship actually affected their academic scores; and if so, to what effect? The majority of the data collected was anecdotal through conversations and impromptu interviews typically outside of instruction. You cannot measure rapport, but you can measure its academic achievement.

School is not over yet: Regaining Students Focus After Lunch. Shalynda Carithers, Elementary Education Welcome
Center
Table 9
 For my inquiry studied, "how can I regain students focus and best efforts after lunch." The research provided strategies to boost students morale and engagement. Data was collected through interviews, surveys, existing data, student work samples and anecdotal notes.

Minimizing the Mathematical Performance Gap with Third Grade ESE Students. Victoria Edmond, Elementary Education Welcome
Center
Table 10
 The focus of this inquiry is to implement strategies to increase student mathematic performance on class work for a large third grade ESE population. Differentiation strategies will be used to bring students to the point of mastering mathematical topics, as evidenced by improved performance on class work.

Hocus Pocus, Everybody Focus: Helping One Distracted Student Stay On Task. Alex Chaney, Elementary Education Welcome
Center
Table 11
 This presentation focuses on my wondering of how a student who has great difficulty staying on task in the classroom can be more engaged during instruction. My inquiry research takes place within a third grade classroom. The data was collected through anecdotal notes, observations, classwork, and test scores.

Session 4 Poster Presentations (continued)

<p>Getting Motivated to Write Right in Third Grade. Angela Colonello, Elementary Education</p> <p>This inquiry is based upon the question: "How can I bring motivation and engagement to third grade writing?" Data has been collected through implementing research-based strategies, such as: incorporating music, peer-reviews, teacher feedback, and report writing. Findings within this inquiry have shown student growth and engagement in the writing process.</p>	<p>Welcome Center Table 12</p>
<p>Motivated to Read: unlocking the world of reading comprehension. Daniel Barahona, Elementary Education</p> <p>This presentation focuses on my inquiry research within a third grade class of seventeen students. My research explores how intrinsic motivation improves reading comprehension for struggling students. Data are collected through a variety of surveys, interviews, ELAs item analysis, student work, etc., to drive instruction.</p>	<p>Welcome Center Table 13</p>
<p>Differentiating Instruction for Struggling Readers and Writers. Erika Batchelder, Elementary Education</p> <p>For my inquiry I studied, How can I differentiate instruction for my below level students during the Language Arts block in a first grade classroom? My data collection included analyzing different artifacts to identify, which students are struggling. The data findings led me to make accommodations for my students.</p>	<p>Welcome Center Table 14</p>
<p>Post Conferencing: A Cognitive Coaching Approach. Crista Banks, Elementary Education</p> <p>This inquiry examines the application of the Cognitive Coaching Method in post conferencing. The purpose of this inquiry was to determine effective strategies and data collections methods to apply in post conferences in an attempt to assist preservice teachers in the process of learning to self- reflect and self-redirect their growth as a professional.</p>	<p>Welcome Center Table 15</p>
<p>Plugging In To Education: Integrating Technology Into A Second Grade Classroom. Molly O'Meara, Elementary Education</p> <p>This inquiry focuses on integrating different types of technology into a second grade classroom. By using multiple types of data, such as student reflection, teacher reflection, comparing student data, and observational notes, I worked to find the most successful ways to integrate several kinds of technology into the classroom.</p>	<p>Welcome Center Table 16</p>
<p>Let's Make Reading Fun: Whole-Group Reading Instruction Strategies to Engage First Grade Students. Hannah Knoke, Elementary Education</p> <p>This presentation focuses on the question, "How can I integrate strategies in whole-group reading lessons to increase engagement in my first grade classroom?" Data was collected through observations, interviews, surveys, etc. My goals through this experience were to instill reading enjoyment in students, enhance learning, and improve academic achievement.</p>	<p>Welcome Center Table 17</p>
<p>Finding the Disconnect: Third Graders Use Of the Correct Conventions Throughout Their Writing. Megan Cullen, Elementary Education</p> <p>This inquiry focuses on 18 third grade students, two are diagnosed with Autism, one has EBD, and 7 ESE. Problems range from omitting all conventions, using them in the wrong places, or using the wrong conventions in the wrong places. Strategies used: Identification skills practice and the peer review process.</p>	<p>Welcome Center Table 18</p>
<p>Engage, Facilitate, Support: Routinely Strengthening Positive Behaviors in Second Grade. Leah Wolfe, Elementary Education</p> <p>For my inquiry, I studied how to manage student behavior throughout the entire day while meeting all of my student's needs as well as limiting loss of academic time. I focused on a group of 18 students in a second grade classroom while encouraging and implementing positive student behavior strategies.</p>	<p>Welcome Center Table 19</p>
<p>Word Study: The Impact of a Daily Differentiated Phonemic Awareness and Spelling Curriculum. Lauren DiPiazza, Elementary Education.</p> <p>The following research was conducted in a third grade, Title I classroom, with a total of fifteen students. This presentation focuses on how a daily differentiated word study curriculum, planned around students' specific spelling stages, can impact student phonemic awareness and spelling.</p>	<p>Welcome Center Table 20</p>
<p>Getting ready for third grade! Jordan Weaver, Elementary Education</p> <p>Presentation will provide the findings from a three month period inquiry based on a second grade classrooms readiness to transition to third grade. Including assessment and behavior when moving into intermediate grade.</p>	<p>Welcome Center Table 21</p>
<p>Days with Variety: Differentiated Guided Instruction. Jalina Pittman, Elementary Education</p> <p>This research will determine differentiation's frequency during school hours. In using Santangelo and Tomlinson's (2012) survey and research on readiness, interest, and learning profile to collect and analyze data, I will determine the best method to use differentiation during a time constrained school day.</p>	<p>Welcome Center Table 22</p>
<p>Motivation Is Key. Nichole Carter, Elementary Education</p> <p>A student who is at the top of his class academically may be at risk of repeating Kindergarten because he has no motivation to show what he can do.</p>	<p>Welcome Center Table 23</p>

Session 4 Poster Presentations (continued)

<p>Igniting Motivation. Amanda Cooper, Elementary Education</p> <p>In a classroom, teachers must find a way to motivate their students. This inquiry is focused on implementing strategies to motivate a focus student to complete independent work classwork and homework. The focus student went from completing 25% of assignments to 80%.</p>	<p>Welcome Center Table 24</p>
<p>Stimulating Motivation. Veronica Uzar, Elementary Education</p> <p>The purpose is to teach a student to become more self-motivated. I have learned that by using hands on activities, and modeling the appropriate strategies, the student will become more involved in his work. Ultimately, motivating him to complete the task in hand correctly on his own.</p>	<p>Welcome Center Table 25</p>
<p>Permanent Learning. Paola Lopez, Elementary Education</p> <p>I strive to not only teach my students but to help my student’s master the material. It is crucial that students are able to recall, reteach, and initially master the information learned throughout the year. By infusing different engagement and retention strategies I believe students will show significant improvements.</p>	<p>Welcome Center Table 26</p>
<p>Promethean Technology: Using Data to Inform Instruction. Audra Kondash, Susan Persbacker, Elementary Education</p> <p>We recognize the need for pre-service and in-service teachers to collect data in order to make instructional decisions. Thus, we conducted an inquiry into how we could use Promethean technology to gather data that informs instruction. The purpose of this presentation will be to share how the PDS model has helped to support data collection using Promethean technology and how the data is being used to inform instruction for kindergarten students in math, language arts, and science</p>	<p>Welcome Center Table 27</p>
<p>The Road to Success. Ana Siu, Elementary Education</p> <p>The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 28</p>
<p>Oh, the things you will learn! Brianna Sortino, Elementary Education</p> <p>The purpose of my inquiry is to discover how to efficiently integrate content in literacy, math, social studies, through a data based, differentiated manner. Doing this will influence my instruction to best appeal to my students instructional needs.</p>	<p>Welcome Center Table 29A</p>
<p>Strategies That Promote Students to Self Assess Their Writing. Amanda Rigby, Early Childhood Education</p> <p>This presentation focuses on a first grade teacher’s journey to help motivate students to revise and edit their writing. During my research I implemented new strategies and tools that my first graders could use to improve their writing. Data were gathered through anecdotal notes, student checklists, and student writing samples.</p>	<p>Welcome Center Table 29B</p>
<p>How Do Providing Hands-On Activities Help Struggling Learners Engage and Improve in Science? Samantha Quintero, Early Childhood Education</p> <p>This presentation examines effective instructional practices to engage struggling learners during the science instruction in a 2nd grade classroom. Throughout my research, I monitored the students’ engagement during science. Data were gathered through reflective journaling on each lesson implemented, student work samples, and performance on end of unit tests.</p>	<p>Welcome Center Table 30A</p>
<p>The Impact of Differentiation on Student Engagement During Guided Writing. Kristyn Skwiera, Early Childhood Education</p> <p>This presentation focuses on a first grade teacher’s journey to bring differentiation into guided writing in order to foster student engagement. Data takes the form of teacher reflective journaling, anecdotal notes, and sample lesson plans that I implemented during differentiation.</p>	<p>Welcome Center Table 30B</p>
<p>Improving Students’ Fine Motor Skills to Benefit Their Writing. Chelsea Fredrickson, Early Childhood Education</p> <p>This presentation examines findings of teacher led inquiry in a Pre-Kindergarten classroom. The goal was to assist students in developing their fine motor skills to benefit the progress of their writing development through research based strategies. Data were gathered through anecdotal notes, checklists, student work samples, and feedback from supervisors.</p>	<p>Welcome Center Table 31A</p>
<p>Planning for the Unknown. Firdaws Ali, Early Childhood Education</p> <p>This project examines how a preservice teacher dealt with transitions from one grade level to another. My research compared the types of learning experiences, developmental levels of the students as well as individual needs in the classroom. Data were gathered through a reflective journal, anecdotal notes, photography, and lesson plans.</p>	<p>Welcome Center Table 31B</p>
<p>Enhancing Science Engagement and Schema through Creative Writing. Brienne Weatherhead, Early Childhood Education</p> <p>This presentation examines the impact the introduction of creative writing has on students’ engagement and schema building in scientific explorations. Data were collected through anecdotal records and student work samples prior to and after the introduction of creative writing.</p>	<p>Welcome Center Table 32A</p>

Session 4 Poster Presentations (continued)

<p>Understanding How Authentic Assessments Elevate Student Success in the Areas of Reading and Writing. Cristan Johnson, Early Childhood Education</p> <p>This presentation demonstrates how student-teacher journals elevate student’s progression in the challenging subject areas of reading and writing. These journals encourage student involvement by establishing a bond between the student and teacher while evaluating student growth.</p>	<p>Welcome Center Table 32B</p>
<p>Art For Site Words. Stefany Granda, Lydia Stone, Early Childhood Education</p> <p>What happens when we incorporate art to learn sight words with students in varies reading levels in small group contexts?</p>	<p>Welcome Center Table 33A</p>
<p>Revamping Read-to-Self Center! Angelica Thomas, Lauren Rivera, Early Childhood Education</p> <p>Through observation and documentation, we noticed that some children struggled with focusing during the Read-to-Self center. We believe it is due to various reasons such as lack of guidance or self-accountability. In light of our findings, we will be using visualizations to prompt children to be engaged during Daily 5.</p>	<p>Welcome Center Table 33B</p>
<p>Strategies for Improvement. Anna Miranda, Sara Chapman, Aladaise Liburd Harrigan, Early Childhood Education</p> <p>Based on our findings of lower level readers, we will inquire about which strategies will be most effective in improving their reading skills.</p>	<p>Welcome Center Table 34A</p>
<p>Who am I? Hessa Alsuhail, Early Childhood Education</p> <p>This self-study is done by a novice university supervisor as an attempt to investigate her professional identity. Coming from a different part of the world, Hessa tries to explore how she fits in a newly cultural context. She used self video-taped conferences and meetings as her third eye, an eye that would enable her to discover the values and beliefs reflected in her practice with preservice teachers within an American institution.</p>	<p>Welcome Center Table 34B</p>
<p>Checking for Understanding. Farrell Rogers, Noyce Master Teacher Fellowship</p> <p>The use of in-class Checking for Understanding (CFU) Strategies by educators is receiving more and more attention in recent times. The intended outcomes of this research were to improve student assessment by 1) improving teacher awareness of CFU strategies, and 2) providing CFU implementation feedback via the coaching cycle.</p>	<p>Welcome Center Table 35A</p>
<p>Why teach the Why? Gail King, Noyce Master Teacher Fellowship</p> <p>With the changing standards, math students are being asked to do more than just recall information or memorize formulas. Teachers and students need to understand the "why" behind mathematical concepts to truly learn, teach, and understand them. For some this is a huge transformation in their current teaching and learning methods but the shift is crucial for teacher and student success.</p>	<p>Welcome Center Table 35B</p>
<p>FORE! Third Grade Students' Striking With Long-Handed Implements Using Putters and Chipping Wedges. Preston DeVall, Physical Education</p> <p>During my final internship in Physical Education at Cimino Elementary School I taught a three week unit on striking with long-handed implements using both putters and chipping wedges. I conducted a Pre- and Post-Assessment in the psychomotor, cognitive and affective domains to determine the effectiveness of my instruction.</p>	<p>Welcome Center Table 36A</p>
<p>"Stepping:" Third Grade Students' Responses to a Two-week Dance Unit. James Rue, Physical Education</p> <p>As a final intern in Physical Education, I taught a two-week step dance unit to a third grade class at MacFarlane Park Elementary School. To determine the effects of this instructional unit, I conducted psychomotor, cognitive and affective pre- and post-assessments. Results of this assessment project will be discussed.</p>	<p>Welcome Center Table 36B</p>
<p>Second Grade Students' results to a 2-week Golf Unit. Klarissa Rankin, Physical Education</p> <p>As a final intern in Physical Education, I taught a two-week golf unit to a second grade class at Foster Elementary School. I administered psychomotor, cognitive and affective pre- and post-assessments to establish the outcome of this instructional unit. Results of this assessment project will be discussed.</p>	<p>Welcome Center Table 37A</p>
<p>Clashing cultures and the relationship to inquiry. Barbara Spector, Science Education</p> <p>Sixteen years of data from studies of instructors’ reflections on science methods classes structured as inquiries revealed a clash between the culture of science and the culture of undergraduate elementary majors learning to teach science. This clash provides insight to instructional innovations necessary for learners to attain national standards.</p>	<p>Welcome Center Table 37B</p>
<p>Engaging the Students of Today. Andria Keene, Noyce Master Teacher Fellowship</p> <p>Several methods for catching the attention of today's students will be discussed. The results of an NSF funded pilot project between USF and Hillsborough County Schools will be presented.</p>	<p>Welcome Center Table 38A</p>
<p>Mission Inclusion. Mery Yanez, Special Education</p> <p>Have you ever wondered what some of the benefits of inclusion are? What are some of the social cues that students are able to pick up in different environments? Explore the difference between students interacting and learning in a self-contain classroom compared inclusion in a general education classroom.</p>	<p>Welcome Center Table 38B</p>

Session 4 Poster Presentations (continued)

What did I just read? Samantha Perlman, Special Education

Ever have student who doesn't use reading strategies? The focus of my inquiry is to use multiple reading strategies with my students to enhance their reading comprehension. I chose to implement four strategies: text coding, summarizing, repeated reading, and graphic organizers. For this presentation, I will go over examples of the lesson and student's work.

**Welcome
Center
Table 39A**

Enhancing Writing Through Graphic Organizers. Jessica Zander, Special Education

The students were explicitly taught how to use and create various graphic organizers to aide in framing their thoughts in developing and improving their expressive writing skills. They used these organizers to draft their ideas prior to responding to specific prompts. A variety of writing genres and methods were explored.

**Welcome
Center
Table 39B**

Mathematics: The Language of Science. Catlin Cartmell, Noyce Master Teacher Fellowship

Mathematics isn't confined to a realm of abstraction - it also exists as the language of science. Using NASA resources and current space science events, mathematics and science can be linked in ways that benefit students across disciplines and engage them in both mathematical content and the methods of science.

**Welcome
Center Table
40A**

***Your input for the success of next year's Inquiry Conference is valuable.
Please take a minute to complete the survey at this link:***

<https://www.surveymonkey.com/r/inquiry15>