Improving Schools From Within

April 18, 2009
P.K. Yonge, DRS
University of Florida
A little bit about our presenters...

Northeast Florida Educational Consortium (NEFEC) Practicing Teachers

Practicing teachers from P.K. Yonge’s elementary and middle school divisions, from Bradford County Middle School and Bradford County High School, and from Union County High School and Lake Butler Middle School presented their classroom inquiries in this Showcase. Gayle Weaver, Rhonda Clyatt and Mickey MacDonald supported first time teacher inquirers through the inquiry process in their respective districts.

Elementary ProTeach Interns

The Unified Elementary ProTeach program is a five-year teacher preparation program that culminates in a Master of Education degree and recommendation for state certification as a classroom teacher. The program is based on broad theoretical and research foundations, emphasizing the preparation of teachers who can teach all children, including those with special needs and with linguistically and culturally diverse backgrounds. Graduates from ProTeach understand that effective teachers are committed to reflective practice, educational equity, student empowerment, that knowledge is constructed by learners, and that effective teaching and learning is grounded in collaboration and teacher inquiry. Twenty-four ProTeach graduate interns presented their inquiry work in this Showcase. Their inquiry journeys were supported by Stephanie Dodman, as well as by their intern supervisors: Reisa George, Ruth Henderson, Sharon Hildebrand, and Minta Napier.

Elementary ProTeach Pre-Interns

The School Board of Alachua County – University of Florida Professional Development Communities (PDC) Partnership was created in response to the national Professional Development School movement and in an effort to provide all students within the University of Florida’s Unified Elementary ProTeach program access to rich field experiences driven by a mission of shared learning goals forged between prospective teachers, practicing educators, and the K-5 students that they share, rather than by university developed course syllabi. The partnership was established between the university and eight elementary schools in Alachua County. These include Littlewood, Williams, High Springs, Newberry, Alachua, Rawlings, Norton, and P. K. Yonge. The PDC concept is designed to acknowledge the unique needs and qualities of each school as well as to create space for each school’s work with prospective and practicing teachers to further the school’s own mission by targeting school improvement goals. One hundred and five prospective teachers from the eight PDC schools shared posters of their inquiries into school improvement at today’s event. Their inquiries were supported by Darby Delane (PDC Coordinator), the PDC principals (Emery Bishop, Jim Brandenburg, Kathy Dixon, Gail Hamilton, Jeff Means, Katherine Munn, Lacy Redd, and Randy Scott), the talented site coordinators at each PDC (Kevin Berry, Dr. Angi Gregory, Jennifer Jessee, Dr. Melody Lozano, Stephanie Nichols, Kim Parsons, Dr. Joanne Pohlman, Dr. Renee Simmons, and Kathy Vance), as well as 53 exemplary mentor teachers whose significant contribution to the growth of our prospective teachers can never be appreciated enough.
SITE Interns

Site-based Implementation of Teacher Education (SITE) is a master’s degree program that was jointly developed by the University of Florida’s School of Teaching and Learning in the College of Education and the School Board of Alachua County. The SITE Program is an Alternative Certification Program with an intense three-semester sequence that includes coursework and classroom teaching under the supervision of a school-based mentor and a university coach. The intensive internship is designed as a co-teaching experience where the mentor and interns teach side-by-side throughout the entire school year. SITE interns have the experience of completing an entire school year with elementary school children prior to assuming their first teaching experience. Eighteen SITE interns presented their inquiry work at this year’s Showcase. Rochelle Robinson Warm, Program Coordinator and Angela Gregory, Intern Supervisor, support the SITE student’s development and inquiries.

UF Technology Interns

Eleven educational technology graduate students from University of Florida’s School of Teaching and Learning presented their inquiries at this Showcase. Focusing on teacher education, instructional design, media literacy, and the production of educational technologies, the Educational Technology Program mission is to help redefine the ways in which teaching and learning take place. This program provides practical and research-based opportunities for students to explore their own unique and cutting-edge approach to technology-based teaching and learning in multiple environments, including K-12, University, and Business-based settings. Each graduate student conducted a classroom inquiry during their elementary placements at either P.K. Yonge or Wyomina Park Elementary School in Ocala. Dr. Kara Dawson, Assistant Professor of Educational Technology, in the University of Florida’s School of Teaching in Learning, guided the educational technology graduate students through the inquiry process.

Schedule at a Glance

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<td>8:00 a.m. – 8:30 a.m.</td>
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<td>Opening Session</td>
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<td>Session 1</td>
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<td>Break</td>
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Opening Session

*Welcome to P.K. Yonge*
Fran Vandiver, Director, P.K. Yonge Developmental Research School

8:30 a.m.
Performing Arts Center

*A Little Bit of History*
Nancy Fichtman Dana, Director, UF Center for School Improvement

*Orientation to Showcase*
Rhonda Clyatt, Lake Butler Middle School
Mickey MacDonald, P.K. Yonge Developmental Research School

9:00 a.m. – 9:50 a.m.  Session 1

Room J306  

*Get Organized: For Those Who Do Not Think They Need It*
Andrew L’Esperance, Intern, Lawton Chiles Elementary School, thehope@ufl.edu

Advancing 4th grade enrichment students’ comprehension of new content material with graphic organizers was the one way my class could focus what they have learned and apply it successfully. This approach could be elaborated on and applied to all class activities. Graphic organizers structured what was being learned for my most literal thinkers to the most challenged learners.

*Picture This! Increasing Vocabulary with Visual Literacy*
Katharine Farrar UF Educational Technology Graduate Student, Wyomina Park Elementary School (Ocala), kfarrar@ufl.edu

Vocabulary study is a key component in the third grade. When working with vocabulary, retention and comprehension becomes pertinent. I wanted to give students the opportunity to demonstrate their vocabulary understanding and to personalize the information to help with retention and comprehension. My wondering became a question of how students could demonstrate their vocabulary comprehension using pictures, text, and audio through PowerPoint.

Poster Presenters:

Lauren Schnebly, *Sentences to Sight Words: An Inquiry into Increased Confidence in Fluency Through Sight Word Building*

Mary Kendrick, *Using Fluency Strategies to Increase Sight Word Mastery*

Monica Ramirez, *Vocabulary for Understanding: An ESOL Study*

Sarah Attermann, *Increasing Fluency through Word Recognition*
Room J307  

1st Grade Math Facts
Deborah Miller, Intern, Joseph Williams Elementary, deborah8@ufl.edu

Moving on to older grades can make it very difficult without having mastered the simple concept of math facts. Can students gain automaticity of math facts without knowing they are doing any work?

Summing Superstars
Corinne Boulos, SITE Intern, Joseph Williams Elementary, Milaya17@ufl.edu
Maria Wallis, Teacher, Joseph Williams Elementary, wallisme@gm.sbac.edu

After observing our math class during the first half of the year, we became concerned that our students were struggling in learning their math concepts. It was evident that their lack of automaticity with their math facts was causing a drop in their scores. We wanted to find out ways in which we could help them achieve greater automaticity.

Poster Presenters:
Carly Wotman, The Development and Application of Basic Math Skills to Promote Successful Learning
Melissa Otero, UFL and Development of Automaticity in Kindergarten
Amanda Kirker, Breaking it Down: An Inquiry into Cracking the Long Division Code
Ashley Zornow, Phonics Interventions to Improve Fluency

Room J309  

Focus Forward
Farrah Khan, Intern, Stephen Foster Elementary School, Farrah86@ufl.edu

After observing my students for several weeks, I came to a realization that the majority needed to refine their focusing techniques. Quality work on homework and grades on tests were decreasing simply because of a lack of attention to details and directions and a tendency for students to lose focus on the task at hand. With that, I wanted to develop key signals and techniques that could be used regularly by students in order to bring them back to focus on the task at hand.

Organization: You Can Do It. We Can Help.
Allie Herrera, SITE Intern, Lawton Chiles Elementary, allieherrera@ufl.edu
Brittany Kiel, SITE Intern, Lawton Chiles Elementary, brittkay@ufl.edu
Lindsay Tatreau, SITE Intern, Lawton Chiles Elementary, lindsayta@housing.ufl.edu

After observing our second grade classrooms we found that many students were consistently attending class without writing utensils, binders, and homework. These actions resulted in the students being unprepared to learn or unable to record assignments accurately. Based on our observations, we wanted to explore which organizational skills we could reinforce that would positively correlate with classroom preparedness.

Poster Presenters:
Kathy Zawadzki, A Focus on Using a Variety of Strategies to Improve Reading Comprehension
Carley Glasser, The Visual Organizer: Reading and Understanding Main Ideas in a Student with ADHD
Allin Sanchez, The Use of Dangle Sentences to Help Focus Writing
Sara Baer Hamilton, Focusing on Families: Learning How to Blend Using Word Families
Room J 310  

_Reading Achievement Intervention: UFLI and Reciprocal Teaching_

**Katherine DiManno**, SITE Intern, Joseph Williams Elementary, [kmd27@ufl.edu](mailto:kmd27@ufl.edu)  
**Petrina Leggon**, Teacher, Joseph Williams Elementary, [leggonkp@qm.sbac.edu](mailto:leggonkp@qm.sbac.edu)

Shortly after the beginning of this school year, we noticed our 3rd grade students’ weekly FCAT practice scores dropping. The drop was consistent among all achievement levels in our class, and the average score dropped to well below the average 70%. We wanted to know if a combination of reciprocal teaching and the phonics-based UFLI program could increase our students’ achievement level.

_Spell Well!_

**Natalie “Brooke” Tindale**, Intern, Alachua Elementary School, [brooket@ufl.edu](mailto:brooket@ufl.edu)

My goal was to increase spelling accuracy in my third grade reading class. I used interactive and partner spelling games daily with students to achieve this goal.

Poster Presenters:  
**Stefanie Garner**, Using Word Study to Improve Spelling  
**Katie Privara**, Reading between the Lines of Testing: A Study in Testing Accommodations and Strategies  
**Tamika Mortimer**, I Don’t Wann Ou: A Journey towards Improving Fluency through Timed Passages with Regular & Irregular Words  
**Heather Fortner**, Working with Nonsense Words

Room J312  

_The After Lunch Slump: Keeping Students Engaged with Hands On Learning Activities for Math_

**Lindsey Holloway**, Intern, Norton Elementary, [lhollow@ufl.edu](mailto:lhollow@ufl.edu)

My concern began after noticing that my students were very tired and easily distracted at the end of the day when math is scheduled. It puzzled me that they were able to correctly complete workbook practice pages and homework, then do poorly on tests. During the inquiry I evaluated using test scores whether or not students made more meaningful connections to content during lessons incorporating hands on, partner, and small group activities.

_Get Smart Science_

**Sarah A. Corbitt**, Intern, Newberry Elementary, [scorbitt@ufl.edu](mailto:scorbitt@ufl.edu)

As student engagement is directly correlated to academic achievement, I decided to further investigate technology as a motivational tool in the classroom. This was accomplished by gauging student interest and engagement through surveys and observations during different teaching formats with and without technology.

Poster Presenters:  
**Stephanie Hart**, Working to Minimize Teacher Involvement While Keeping Advanced Students Actively Engaged in Meaningful Mathematics  
**Jennifer Lynch**, Learning Modifications: The Effect of Organization and Motivation Strategies  
**Jamie Goldman**, Mastering Multiplication  
**Briley Gammell**, Word Working Towards Better Phonics Skills
Many students who struggle with writing have no motivation to write. The focus of this inquiry is twofold: to determine whether incorporating digital storytelling into struggling students’ writing curriculum can both increase motivation and independence in writing while also improving their quality of writing. In particular, my goal is to answer the following question: How can creating digital stories in iMovie increase my first graders’ motivation to write and the overall quality of their writing?

Becoming Better Spellers: Integrating Spelling With Writing
Kathryn O’Sullivan, SITE Intern, Lawton Chiles Elementary, kathrynosullivan@ufl.edu
Fee Chen Waters, SITE Intern, Lawton Chiles Elementary, fcwaters@ufl.edu

We noticed that our language arts students performed relatively well on spelling tests, but that they still had difficulty in transferring their knowledge of spelling over to their writings. We wanted to find out how to help our students apply their knowledge of spelling to their pieces of writing.

Poster Presenters:
Claire Pulignano, Enhancing Writing through Description
Rae E. Robbins, Enhancing Motivation and Success in Reading and Writing
Lisseth Rivas, Improving Writing Thought Planning
Megan Biggs, Reading Instruction: Inquiry in Letter Recognition and Phonemic Awareness

Fluency: Finding Out Something We Weren’t Expecting
Robin Rabb, Reading Teacher, Bradford Middle School, rabb_r@firn.edu
Gayle Weaver, Reading Coach, Bradford Middle School, weaver_g@firn.edu

Students in Intensive Reading often have fluency difficulties. Intrigued by different professional readings that “closed captioning” was a tool to increase fluency, we teamed to use the television series Saved By The Bell to study a different approach to reading.

They Like Me, They Like Me Not: But Did They Learn Anything?
Rebekah (Becky) Raulerson, High School English Instructor, Union County High School, raulersonr@union.k12.fl.us

Overhearing students make comments about liking a particular teacher but not learning anything in his/her class or about disliking a teacher and learning a lot in his/her class made me curious as to what students might be saying about me as a teacher when I was not listening. I wanted to find out if my amiable classroom management practices were affecting my students’ learning in a positive, negative, or neutral direction.

Poster Presenters:
Sarah Harris, The Freedom of Fluency: An Investigation of the Repeated Reading Strategy
Lauren Hunsaker, Making Great Leaps: A Study in Reading Fluency
Leslie Roberts, Motivating the Unmotivated: How to Get Students to Come to School
Jessica Roush, Using Manipulatives to Increase Letter Naming Fluency
Room K327  

Real Life Facts – Motivated to Read by Horrific Events of the Holocaust  
Angela Johnson, World History Instructor, Union County High School,  
johnsona@union.k12.fl.us

As a world history teacher I find that most of my students don’t look past the world they live in. We interact with media, cell phones, and computers on a daily basis and most could not tell you the world news. Reading and comprehension can be enhanced if content area teachers could utilize theme-based instruction. Holocaust is a term used to describe horrific events in our past, to address terrible happenings in our present, and to prevent difficulties in the future. My purpose is to connect reading ability to research based learning using the topic of the Holocaust to help students increase reading comprehension.

“History is Boring”: Using Multimedia Software to Improve Middle School Student Attitudes Toward World Cultures  
Brian M. LaPlant MEd., Social Studies Teacher, P.K. Yonge DRS, blaplant@pky.ufl.edu

Middle grade history students are often a tough crowd. I have frequently noticed students fading in and out of consciousness during activities and projects intended to motivate student excitement and interest into World Cultures class. My goal was to answer the question: How will using multimedia software such as “audacity”, “photostory”, and “movie maker” increase my middle students' motivation to engage in world cultures topics.

Poster Presenters:  
Gabrielle Endreson, Improving Fluency through Reader’s Theater  
Emma Goodwin, Motivating the Gifted Student to Challenge Himself  
Sarah Maguire, Ideas for Easy Problem Solving: How Following a Student’s IEP Affects Their Schooling  
Kellie Fischer, Encode to Decode

Room K329  

Improving Reading Comprehension through Literature Circles  
Wendi Wiggins, Intern, Lawton Chiles Elementary, kitya@ufl.edu

In this inquiry I completed an introduction to literature circles with my class. My goal is to have my students use reading strategies independently. I am hoping that this will help them with their reading comprehension.

Using Digital BookTalks with Advanced Students: Taking the Next Step  
Sara Cameron, Educational Technology Master’s Student, PK Yonge/UF School of Teaching and Learning, sara07uf@ufl.edu

Through working with a 5th grade class reading the book Number the Stars, I noticed that the students were at very different reading levels. To keep the advanced students’ attention and engagement with the book, I decided to work with three advanced boys to collaborate on a Digital BookTalk. I wanted to discover how the process of a Digital BookTalk could take their understanding of the book and literary analysis skills to a new level.

Poster Presenters:  
Amanda Hepp, Using Chapter Books and Journal Writing to Improve Comprehension and Fluency  
Samantha Mofsen, Decoding Our Way to Fluency  
Bethany Cline, Morphological Generalizations: Unlocking the Door to Comprehension  
Kristen Brooks, Reading Multisyllabic Words Through the Use of Decoding Strategies
**Recruitment and Retention of AP Literature Students in a Small Rural High School**

Lauren B. Richardson, High School English Teacher, Bradford High School
richardson_l16@firn.edu

In the second year of teaching AP literature, I wanted to find out how to better recruit and retain pre-AP and AP literature students in a small rural high school. Faced with limited student exposure and preparation for AP literature, and limited school resources to develop an AP program, I wanted to explore recruitment and retention methods and collect data on student choices and outcomes.

**Story Circle Effects: One Teacher's Transformation as a Result of Participating in a Story Circle Focused on Enhancing Teachers’ Cultural Competence**

Paige Allison, Ph.D., P.K. Yonge Faculty, pallison@pky.ufl.edu

As a teacher focused on social justice issues, while I always make every effort to give each student my best, I also knew that I could be doing more, I just didn’t know how. As part of the P.K. Yonge Diversity Project I elected to work in the story circle. In the story circle we read pertinent literature and then discuss it as a group of educators and as individuals to explore, understand and come to terms with our own racism and our relationship with racism. My wondering was “How has my participation in the PKY Diversity Project and Story Circle affected me, my teaching, my students, and my relationship with parents?”

Poster Presenters:
Julianne Scherker, From Rapping and Rhyming to Fluency
Genevieve Danielle Purdy, What! I Can Read? Looking Into the Journey of Building Fluency and Confidence
Christine Cavallo, Understanding the Text: A Study in One English Language Learner’s Comprehension

Join us for a mid-morning refreshment break.
P.K. Yonge Cafeteria
9:55 – 10:15
Room J306  **Help! My 5th Graders Don’t Know Their Multiplication Facts!**  
Rachel Scott, SITE Intern, Joseph Williams Elementary, rescott85@gmail.com  
Summer Hartley, SITE Intern, Littlewood Elementary, shartley@ufl.edu

In our fifth grade classrooms we have been fighting a battle to accomplish Sunshine State Standards for Mathematics. Through observation, we have noticed that the students have not mastered their multiplication facts, and it is hindering their performance with fifth grade math concepts. We wanted to find out if explicit instruction using several different multiplication strategies would help the students master their multiplication facts.

**I Ate my Eights: Singing My Way through Multiplication**  
Corin Matthews, Intern, Stephen Foster Elementary, corey145@ufl.edu

As students in my 3rd grade classroom struggled to complete their “Mad Minutes” every Friday, I realized that having to count on their fingers and draw pictures for simple multiplication facts would hinder their abilities to perform well in math in the future. I wanted to find out how teaching multiplication through song and counting by the number (8, 16, 24, 32, 40, etc) could affect the automaticity of their simple multiplication facts.

**Flipping Out with FCAT: Increasing Math Skills with Flip Cameras and iMovie.**  
Monica Fernandez UF Educational Technology Graduate Specialist, P.K. Yonge/UF School of Teaching and Learning, mjh008@ufl.edu

After reviewing students’ previous records, I noticed that about half of my third grade students were struggling with several FCAT Math terms. Realizing that written study guides did not work, I decided to take a different approach. I wondered how creating a mathematical study guide using flip cameras and iMovie can encourage the students to improve their FCAT vocabulary and math skills. Preliminary results show that student motivation, application of terms, and test scores dramatically increased. Final results will be presented in the inquiry showcase.

**Poster Presenters:**  
Kristen Safara, Increasing Math Fact Automaticity by Building Self-Confidence Levels  
Jamie Williams, Using Manipulatives to Increase the Automaticity of Basic Math Facts  
Tianna LoFranco, Striving for Fluency  
Marin Jackson, Sight Word Manipulation

**Poster Presenters:**  
Lindsey Gravitz, Mastering the Facts: A Multiplication Fact Study through Daily Practice  
Ryan Galloway, Improving Mathematics Motivation: A Study in Multiplication Skills  
Morgan Martin, Discovering the Meaning of Reading through Fluency Strategies  
Diana Bamberger, Discovering the Secret: A Study in Decoding  
Rebecca Lamb, Using DIBELs to Improve a Kindergartener’s Ability to Segment Phonemes  
Dreysa Celeste Skinner, The ABC’s of Learning: a Journey to Letter Recognition  
Ashley Peterson, Phonemic Instruction to Increase Letter-Sound Comprehension  
Anne Cox, Improving Primer Reading in Six Weeks through Flashcards and Manipulatives
Why Do We Do What We Do?
Christine Anne Ellis, Intern, Newberry Elementary, celegans@ufl.edu

In an effort to improve my 4th grade students’ behaviors and interactions in the classroom and school community, mainly lining up and walking throughout the building, I implemented a series of lessons on Kohlberg’s Six Levels of Moral Development. I gave pre and post surveys to gain insight into my students’ motivations for doing school related tasks. I focused my data collection around the time it took the class to form a line and the amount of times I had to redirect line behavior while walking throughout the school.

The Steps to Learning: Following Directions
Erica Palm, Intern, Stephen Foster Elementary, elpalm@ufl.edu

When reflecting on classroom procedures I realized that my students have a tendency to ask several questions regarding directions and procedures. The students also have a tendency to ask questions which have already been answered. As my students are beginning middle school next year I wanted to provide them with the tools to succeed in school. I attempted to achieve this goal by supplying the students with strategies for remembering directions and procedures or clarifying information that they misunderstand.

Poster Presenters:
Mary Lynn Heekin, Keep Up the Good Work!: A Study in Behavior Modification
Brittany Fix, ABC, Do Re Mi: Using the Right Side of the Brain to Teach a Left Brain Skill
Megan Shepherd, Building the Bridge of Fluency
Sarah McGarrah, Building Confidence through Blending

Transitioning to Higher Achievement
Kyle Albert, Intern, Stephen Foster Elementary, kylepalbert@hotmail.com

I began to notice that the majority of my students were taking too long to transition between reading centers and their reading grades were decreasing because of it. I wanted to find a way in which I could make transitions more efficient so that everyone would reach their center on time so they had plenty of time to complete the required work.

Mary Ellen Britten, SITE Intern, Littlewood Elementary School, meg721@ufl.edu
Vicki L. Bullion, SITE Intern, Littlewood Elementary School, vbullion@ufl.edu
Heather Burkett, SITE Intern, Littlewood Elementary School, Hburk23@ufl.edu

Concerned with our students’ handwriting, we developed a plan using a range of strategies and activities that targeted their fine motor skills. We explored the effectiveness of our strategies for a kindergarten student, a first grade student and a second grade student.

Poster Presenters:
Denise Low, Beating the Game: A Multiple Game Approach to Encouraging Fluency with a Struggling Kindergartener
Andrea Hayden, Improving Writing Skills through Use of Spacing and Raised Line Paper
Tami Levine, Using Tactile Tools to Enhance Letter-Writing Skills
Kaitlyn Story, Using DIBELs Activities to Increase Automaticity in Pre-Reading Skills: Letter to Sound Correspondence
**Take Note! Learning How to Take Notes and Use Them**  
*Tina Guthman*, Intern, Lawton Chiles Elementary School, *tguth71@ufl.edu*

Note taking is a skill that students need to know how to do and be able to utilize beyond copying the teacher’s words off the board. Many of my students asked for help in learning how to take notes and how to use them to help prepare for their current tests and middle school. I investigated how to effectively teach note taking skills and monitored student use of their notes.

**Motivating My Munchkins**  
*Sandro Palacios*, Intern, Joseph Williams Elementary, *spalaci@ufl.edu*

Observing my students from the first day I arrived I noticed a lack in motivation to learn. They wanted everything given to them. I decided to write positive letters to students whom demonstrated quality work that day or tried exceptionally well to succeed. I wanted to see if writing personal notes to the students and sending it home for the parents to see will motivated them to work hard in class.

Poster Presenters:  
*Sara McCann*, *Saved by the Bell: Using Timers as a Writing Strategy*  
*Tess Palmer*, *Self-Correction’s Role in Improving Phonological and Phonemic Awareness*  
*Samantha Hopper*, *Movement towards Motivation: Strategies for Fluency Improvement*  
*Marschar Alexis*, *Lost in the Sounds: Short and Long Vowel Production*

**Flexible Performance-Based Grouping: Will This Improve Academic Performance?**  
*Laura Leydig*, Intern, Westwood Middle School, *L Leydig@ufl.edu*

During the analysis of my students’ homework and test grades, I noticed a poor performance among many of the students. I became increasingly concerned, so I took it upon myself, with the help of my cooperating teacher, to group the students according to their performance level. I wanted to find out if different level homework for each group and having smaller groups for instruction would help the overall grades of my math students.

**Vocabulary Counts**  
*Linda Bennett*, Middle School Math Teacher, Bradford Middle School, *bennett_linda@firn.edu*  
*Karen Bowen*, Middle School Math Teacher, Bradford Middle School, *bowen_k@firn.edu*

What effect will more frequent exposure to math vocabulary have on struggling readers in the mathematics classroom?

Poster Presenters:  
*Ariannie Sanchez*, *Making a Difference in a Child’s Mathematics Learning through Motivation, Support and Manipulatives*  
*Jillian Lindsay*, *How Can Consciously Choosing Partners/Groups Increase Peer Interaction for Socially Struggling Students?*  
*Chelsea Boyette*, *Destination: Summarization*
**Room K326**  
*An Inquiry in Inquiry-based Science Instruction*  
**Stephanie Lee**, Intern, Westwood Middle School, s123085@ufl.edu

Upon observing the level of engagement of my 6th grade science students, I noticed that students were motivated to learn when partaking in hands-on activities. I wanted to find out if investment in the curriculum and learning process through inquiry-based learning would lead to not only increased motivation but also active construction of meaningful knowledge.

*Text Messaging in Math Class... Are you Serious?  
**Emilee Mecusker**, Middle School Math Instructor, Lake Butler Middle School, mecusker@union.k12.fl.us

Motivating students to work hard in math and have a continued desire to learn is very challenging at the middle school level, pushing me in the direction of finding out what I can do to better motivate my students. I wanted to find out if giving quizzes/tests using the CPS, Classroom Performance System, would motivate students to work harder and attempt all of the problems compared to doing the standard paper/pencil quizzes/tests.

Poster Presenters:  
**Patricia Florial**, How Can I Help Charles Learn to Monitor His Progress through the Use of Self-Monitoring Tools and a Science Fair Project?  
**Alexandria Gandolfo**, Becoming Self-Motivated and Accountable in Mathematics  
**Melissa Ohel**, Investigating Fluency: Does Practice Make Perfect?

**Room K327**  
*No Child Left Without a Blog: What Happens When all Students in a First Grade Class Begin Blogging?*  
**Florence Bason**, UF Educational Technology Graduate Student, P.K. Yonge/UF School of Teaching and Learning flo.bason@gmail.com

I was given an opportunity to help incorporate technology into Ms. Tillis's first grade class. She has an excellent blog she uses to communicate with the parents and it inspired me to work with the class to find out if blogging can be used to benefit each individual student. I created blogs for each student with the goal of determining how blogs can be used to help first graders become more comfortable with technology while also helping them grow as writers.

*Increasing Writing Independence and Fluency in a Multiage Classroom*  
**Meagan Gaffney**, Intern, Glen Springs, mgaffney@ufl.edu

Looking at the daily academic schedule, I started to notice an imbalance between the amounts of self-autonomy given to my students. Given a free-choice but structured schedule, I wanted to find out if students in a multiage K-2 classroom could responsibly choose their academic activity and follow through with the expected classroom behaviors independently. I also wanted to use the extra time I had to hold in-depth writing conferences to foster writing fluency.

Poster Presenters:  
**Colleen Simone**, Critical Frustration: A Study in Writing Development  
**Kara Mitchell**, Using a Reading Guide to Improve Fluency  
**Chelsea Ewer**, Looks Like, Sounds Like: A Study of Letter/Sound Associations
Room K329

*Writing for Success: Can Writing Help to Improve Reading Comprehension and Fluency?*

Jennifer Frick, SITE Intern, Lawton Chiles Elementary School, jfrick15@ufl.edu

After completing my reading case study my target student had made substantial gains. However, after winter break, many of the gains the student made were lost. I wanted to find out what strategies I could teach this student to maintain and improve her fluency and comprehension. Would daily writing, along with using other intervention strategies, accomplish this goal?

*Let's Blog! Increasing Perspective in Writing and Pictures through Blogging*

Renee Fox, UF Educational Technology Graduate Specialist, P.K. Yonge/UF School of Teaching and Learning, renee23@ufl.edu

Working with a class of third graders on documenting daily activities in a blog, I soon noticed that students were lacking detail in their writing, and pictures were taken too close up to students’ faces because students lacked understanding in perspective. That is, many students knew what happened in class and assumed that their viewers would too. Understanding that the format of a blog promotes collaboration through viewer comments, this led me to my wondering: How can the format of blogs aid struggling writers in understanding the concept of perspective in writing and in pictures, and will this transfer to overall writing skills? Preliminary results suggest that blogging can aid in understanding perspective.

Poster Presenters:

**Sarah Myhre**, *Fluency with James*

**Megan Freeland**, “SQRRL” to Soar on the Sunshine State Standardized Test: Reading Comprehension Written Response

**Ashley Medosch**, *Making Students Be Comfortable Readers*

Room K332

*I Have Confidence In Me!*

Gina Liz Rivera, Intern, High Springs Community School, ginaliz@ufl.edu

When talking to several parents in the classrooms, I noticed that they wanted their students to be more confident. I incorporated journals for students to express both their feelings in a free topic environment, and to respond to teacher-given prompts. A confidence survey was given every week to monitor the progress. Comparing the students’ grades before and after the inquiry provided extra evidence of success through higher confidence.

*Let’s Get Physical! Using Activ Studio to Increase Fluency*

Brittany Shepherd, UF Educational Technology Graduate Student, P.K. Yonge/UF School of Teaching and Learning, shepba2@ufl.edu

This inquiry focuses on two male students and increasing their fluency. I wanted to find out if having the students create podcasts using Activ Studio (interactive white board software) would increase their fluency. Looking at the data, both students’ fluency scores are increasing, while errors are decreasing.

Poster Presenters:

**Yuka Noguchi**, Increasing Automaticity through Genre Studies

**Caroline Koehler**, Adding the Juicy Details: Work in Elaboration

**Veronica Bradford**, Rhyming for a Reason: Using Rhyming Texts to Help Increase Fluency
Room J306  
**When Perfect Becomes a Problem: Can A Perfectionist Be Encouraged To Take Risks?**  
Kate Smith, SITE Intern, Lawton Chiles Elementary, winniec@ufl.edu

After observing one student in my language arts class, I noticed that he exhibited tendencies toward perfectionism that hindered some of his academic achievement. In addition, I observed that this student was much less willing to participate in social activities or personal encounters with his peers. I wanted to find out if I could help this student feel more comfortable with risk-taking in both an academic and a social context.

**Positively Participating: How Can I Achieve A Change?**  
Robyn Andres Bell, Intern, Lawton Chiles Elementary, androb@ufl.edu

Looking at student participation and attitudes in class, I realized that something was wrong. My students were not treating each other or themselves with the respect necessary to learn all that they could in school. My goal was to increase positive participation in my first grade classroom and decrease negative interactions. I wanted to find out the effects of positive reinforcement and increased discipline on participation.

Poster Presenters:
- **Dana Rapacz**, *One Day at a Time: A Study of the Relationship between Behavior and Fluency*
- **Katelyn O’Neal**, *Too Cool for School: A Study in Motivating an Under-Achieving Student*
- **Gloria DeCourcey**, *Motivating to Read: A Study on How Teacher Attention Increases Intrinsic Motivation*

Room J307  
**Staying Green: Improving Behavior Through Routines and Encouragement**  
Jessica Roden, Intern, Ward Highlands Elementary, ufljk@ufl.edu

In the beginning of the semester, I noticed an increase in misbehavior in my students. I saw that they were loud on the rug and leaving the rug and they argued in line. I wanted to find a way to implement a new classroom structure and provide encouragement that allowed them to behave at their best with minimal distractions and began to insert routines into our everyday activities, send home positive notes, and implemented a class reward.

**Decreasing Disruptions Through Movement**  
Roxanne Anderson, Teacher, Kimball Wiles Elementary, andersr@sbac.edu  
Karen Malloy, SITE Intern, Kimball Wiles Elementary, kmalloy@ufl.edu

We became concerned that the number of disruptions occurring throughout the day was a direct result of our schedule which requires our kindergarteners to sit for over an hour at a time. We decided to implement one to two minutes of movement for every 15 minutes of instruction in hopes that the disruptions would decrease.

**John Giddo**, *Do Rewards = On Task Behavior?*  
**Alyssa Adams**, *Movement and Its Influence on the Development of Phonemic Awareness in a Kindergartener*  
**Kathryn Burghardt**, *Using Word Work to Improve Vowel Sound Recognition*
**Room J309**

*Don’t Skip the Directions and Questions! Double Check!*

Jamie Guffey, Intern, William S. Talbot Elementary, guffeyje@ufl.edu

The second grade students in my class seemed to have some difficulty with reading the directions and skipping questions on worksheets. I developed a system that would help my students remember to double check their work before turning it in. After a five-week inquiry, I documented how the system worked and if the number of skipped questions was reduced.

*Technology Integration: Does Using Podcasting Help to Improve Females’ Reading Fluency in First Grade?*

Jamie Boykin, First Grade Technology Intern, P.K. Yonge, jboykin@ufl.edu

In determining how to best help struggling readers, my partner and I explored the usefulness of using podcasting as a tool to motivate and assist students in strengthening their reading fluency. I focused on female students while my partner focused on male students. I will present my results and highlight differences, if any, between genders.

Poster Presenters:
Rebecca Ross, *Beat the Clock: Looking at Test Anxiety and Confidence*
Holly Mitchem, *Sticky Business*
Brittany Wilson, *Sounds and Symbols: An Inquiry into Graphemic Awareness*

**Room J310**

*Actively Absorbing Information through Journaling*

Melissa Dominey, Intern, High Springs Community School, melly87@ufl.edu

During mathematics in my fourth grade classroom, I noticed that my students were very inattentive and showed low participation and test scores. Through journaling, I hoped to teach my students the proper skills and strategies for note keeping, organization, and to increase their engagement during mathematics' lessons.

*On the Flash Track to Math Facts!*

Kelly Browe, Intern, Newberry Elementary School, kellyb85@ufl.edu

Anytime the class needed to do simple addition in math, I noticed the students did not have many math facts memorized and could not quickly answer the problems. I decided to implement the use of addition flashcards five to ten minutes a day with various games. My goal was that the students would be able to answer addition math facts quickly.

Poster Presenters:
Kathryn James, *Increasing Strategy Use in Mathematics*
Dhanistha Delaney, *Conscious Math: Using Self-monitoring Strategies to Improve Mathematic Skills*
Heather VanPuymbrouck, *Fluency: A Tool for Improving Comprehension*
Room K324

“A Pocket Full of Motivation”
Patti Mesnard, Middle School Reading Teacher, Lake Butler Middle School, mesnardp@union.k12.fl.us

Year after year, one of the biggest issues that I have encountered among my reading students is a profound lack of internal motivation when it comes to academic achievement. It is a constant struggle to find effective strategies with which to successfully motivate these Level 1 readers. This year, my wondering has led me to many successful strategies that have significantly altered the motivational atmosphere within my classroom and led to student growth.

Getting Course Recovery Organized Using “IPS” Cards
Cindy Palmer, Teacher, Bradford Middle School, hinson_c@frrn.edu

While working with my students in a first-time course recovery class, I became interested with personalizing their assignments. I wanted to know if personalizing each student’s assignment, using self-developed “IPS” cards would make any difference in the number of submissions turned in by that student.

Poster Presenters:
Kathleen Schaffer, Focusing on the Goal: Applying Positive Attitudes to Academic Work
Rachel Bell, Staying in Focus
Britney Swink, Lets Pay Attention: A Study on Focus Strategies Really Can Help

Room K326

Boys & Their Brains
Rhonda K. Clyatt, Reading Coach, Lake Butler Middle School, clyattr@union.k12.fl.us

Through using our data to make curriculum decisions, we noticed an obvious pattern over the past several years. We seemed to be missing the mark with our adolescent boys. Looking over FCAT scores, Thinklink scores and numbers of discipline referrals, many of our boys seemed to be falling through the cracks. Since one of my responsibilities as a reading coach is to lead book studies, I decided to use the book The Minds of Boys by Michael Gurian for our focus this year. I wanted to see if we could use the book as a guide for ideas on how to change or revise our teaching strategies to meet the needs of our “middle school” boys.

Let’s Do Something Novel: An Exploration in Helping Advanced Fifth Graders Think Deeper About Social Studies through Historical Fiction
Cary C. Kirby, Instructor, Fifth Grade, PK Yonge, ckirby@pky.ufl.edu
I often have several advanced readers in my fifth grade classes. I push these students to read increasingly complicated non-fiction text through our Social Studies and Reading blocks. However, I always feel they can go deeper. The focus of this inquiry is determine how using historical fiction, literature circles, and a wiki can increase the students’ depth of knowledge of the time period and knowledge of literary devices.

Poster Presenters:
Leah Levin, The Importance of Personal Relevance when Increasing Reading Fluency and Accuracy
Jessica Funk, Integrating Interesting Text: Reading Enjoyment’s Effect on Fluency
Christa Murphy, Concentration for Comprehension
Room K327  **Lights, Camera, Action! Using Digital Storytelling to Increase Motivation and Quality of Writing**  
**Patricia Jacobs**, UF Technology Graduate Specialist, P.K.Yonge/UF School of Teaching and Learning, patrjac@bellsouth.net

How does writing for digital storytelling affect motivation and quality of boys’ writing? During a digital storytelling unit in a fourth grade class, I investigated the writing of three boys in several areas of focus—an engaging story starter, interesting verbs, and ‘showing’ instead of ‘telling.’ In addition, I wanted to learn if boys were motivated to revise and improve their writing because they used Google Images, Garage Band, and iMovie to create their final digital presentation.

**Fostering Friendships: One Workshop at a Time**  
**Brook Carter**, SITE Intern, Lawton Chiles Elementary, carter.brook@gmail.com  
**Dorothy Wehrly**, Site Intern, Lawton Chiles Elementary, dorothy5@ufl.edu

Noticing negative behaviors and relationships among the 4th grade females, we became concerned with how this affects their learning and development. The students displayed poor social skills when dealing with friendships and resolving conflicts, therefore teachers spent a significant time correcting their behavior. We wanted to teach our students to work cooperatively together, develop positive relationships and focus on learning and encouraging each other.

Poster Presenters:  
**Jacquelyn C. Lansdale**, *Improving Writing through Reading, Writing & Speaking*  
**Anna Harageones**, *Be Drawn into Writing: Using Illustrations as Strategy*  
**Brittney Mckinney**, *Mapping Out Success: A Study in Writing Strategies and Motivation*  
**Mary Reid**, *Thinking about Thinking: A Study in Metacognition and Comprehension*

Room K329  **Increasing Reading Comprehension through Strategy Instruction**  
**Kathryn Hill**, Intern, Lawton Chiles Elementary, katie421@ufl.edu

With such a big focus on answering questions on tests, I wanted to see what would happen if students were taught to focus on what they are reading, even if they weren’t going to be tested on the text. Students were quick to admit that sometimes their focus was elsewhere while reading and that they had found themselves just reading the words on the page without thinking about them. As a class we talked about how to monitor our comprehension and the benefits of reading strategically.

**iMovie Inspiration and Integration: Using digital booktalks to increase reading analysis skills for advanced readers**  
**Sandy Klickstein**, UF Educational Technology Graduate Student, P.K. Yonge/UF School of Teaching and Learning, snk917@ufl.edu

Looking at my 5th grade class, I became concerned that my advanced students were becoming bored and apathetic during our language arts block. I wanted to find a way to use technology integration to increase their motivation, keep them on task, and increase their reading analysis skills (i.e. inferencing, predicting, etc.). Working with a group of three girls, we used iMovie to create a digital booktalk for Lois Lowry’s *Number the Stars*, which allowed the students to improve their reading comprehension and reading analysis skills.
**Poster Presenters:**

**Megan Shimandle,** *Rapid Reading: An Inquiry into Fluency*

**Alexis Quevedo,** *Comprehension: Getting There with Fluency Development*

**Hannah Howell,** *What Does This Mean? A Study on Improving Comprehension*

**Room K332**

**Direct Grammar Instruction and Practice: Will It Carry Over Into Student Writing?**

**Tiffany Wheaton,** SITE Intern, Joseph Williams Elementary, twheaton@ufl.edu

The students in my class are expected to compose narrative and expository writing. While their writing contained creativity and complexities in thought and paragraph structure, they were difficult to read because of the lack of appropriate grammar usage. I wanted to find a way to introduce structured grammar lessons that the students would be able to retain and then apply to their own writing.

**Powerful Presentations: Using Custom Search Engines and PowerPoint.**

**Michelle Marika,** UF Educational Technology Graduate Specialist, PK Yonge/UF School of Teaching and Learning, mmarika@ufl.edu

After noticing my 3rd grade students had limited experience with technology in their writing curriculum, I began to wonder how I could integrate tools to help them become more engaged and organized. The students were participating in a school project about animals around the world and were struggling with a creative way to research and present their learning. I developed this wondering: How can a Google customized search engine and a creative use of PowerPoint help the students learn about animals in a more engaging and productive way?

**Poster Presenters:**

**Alexandra Upton,** *Explicit Phonics Instruction to Build Reading and Writing Skills*

**Veronica Williams,** *Breaking the Barrier: An Inquiry into Writing for Reading and Language*

**Nicole Kalamaras,** *Back to the Basics: Improving Literacy through Decoding*

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**Closing Session**

*A Celebration of Practitioner Inquiry*

**Mark Bracewell,** NEFEC Program Development & Training Specialist

**Rhonda Clyatt,** Lake Butler Middle School

**Mickey MacDonald,** P.K. Yonge Developmental Research School

**P.K. Yonge Performing Arts Program: Opening Scene**

*Ragtime* ☆ *The Musical* ☆
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