

Triad Teacher Researchers

First Annual  
**Teacher-Researcher  
Conference**



The University of North Carolina at Greensboro  
May 5, 2010

# First Annual Triad Teacher Researcher Conference

## About the Triad Teacher Researchers

The Triad Teacher Researchers is a network of teachers dedicated to thoughtful teaching and learning.

We began as a group of four teachers who were looking for a supportive network of teacher researchers in the Triad area with the goal of impacting teacher and student learning through research. Our hope is to increase dialogue in central North Carolina about teacher research, create a community of supportive, passionate teachers, and to contribute to the professional body of knowledge about teaching and learning.

Our group is growing, and we are hoping to expand our network of supportive teacher researchers.

To learn more about the  
**Triad Teacher Researchers**

Go to the website:

[www.com](http://www.com)



## Program

### 5:30-6:00 Registration, Food, Program Review

*Please take this time to register, socialize, and review your program.  
Make a plan for sessions you want to attend.*

### 6:00-6:30 Welcome, Auditorium

Amy Vetter  
Elizabeth Chiseri-Strater

### 6:30-7:10 Session 1

### 7:15-7:55 Session 2

### 8:00-8:40 Session 3

### 8:45-9:00 Closing Remarks & Door Prizes, Auditorium

#### About our speaker:

Elizabeth Chiseri-Strater is a Professor of English at the University of North Carolina at Greensboro, where she directs composition and is on the Women's and Gender Studies faculty. She has been colleagues and collaborators with author Bonnie Sunstein for many years, teaching separately in K-12-school and college settings, and together at professional-development workshops and institutes across the country, including Northeastern University's Martha's Vineyard Summer Institutes and the University of New Hampshire's summer programs.

*At the end of the conference, please take time to complete the evaluation form insert. Your ideas and suggestions will assist us in planning future conferences.*

## SESSION 1 6:30-7:10

### ROUNDTABLES

Room 247 (tables 1-3), Room 204 (tables 4-6), Room 238 (tables 7-10)

#### **Table 1. How Does a Paideia Seminar Shape Students' Writing?**

**Presenter:** Melissa Melvin, Helena Elementary School

**Abstract:** The purpose of this project was to use Paideia Seminars with fourth grade students in the attempt to improve the quality of learning, during a sharing period, after writing activities. Paideia Seminars can motivate students to share what is important to them, while discussing the writing techniques that are taught in the classroom. This presentation will include graphs or charts depicting types of dialogue used and video clips of a seminar in action.

#### **Table 2. Cultivating Writing Lives in a Standardized World**

**Presenter:** Madison Barringer, Northern Guilford High School

**Abstract:** We'll show participants how to structure a language arts classroom in order to facilitate the workshop format, an innovative way to differentiate and foster authentic student-centered learning while mastering state standards. We will be using a PowerPoint to explain the basic format of the workshop and the research study, as well as preliminary research findings. Participants will engage in hands-on activities and will receive many reproducible activities that they can use to promote the workshop.

#### **Table 3. Optimal Foreign Language Scheduling in Elementary School**

**Presenter:** Morgan Sharp, Greensboro Day School

**Abstract:** Foreign language classes are becoming increasingly prevalent in Elementary school systems. With the limited amount of time available that most of our schools make available for foreign language, how can time best be scheduled to afford the most success for our students? Would our youngest learners benefit more from quick, daily lessons, or from longer but less frequent lessons? Come learn about the results in this roundtable presentation.

#### **Table 4. Problem-Based Learning vs. Traditional Methods and Their Effects on Student Learning**

**Presenter:** Misty Evenson, Pearce Elementary School

**Abstract:** This study shows how Problem-Based Learning affects the achievement level of an elementary science classroom. Students were set up with more real-world examples and provided with questions and experiences to research while the teacher becomes the coach. The goal was to see what works better for the students, as well as the teacher; whether it be to teach in a more traditional lecture based classroom, or to provide more inquiry based learning for the students.

#### **Table 5. International Trade and Domestic Decision-Making**

**Presenter:** Jean Kufryn Rosales, UNCG

**Abstract:** Economics has traditionally been taught from an approach that draws heavily skills associated with the left side of the brain: logical, graphical, analytical, deductive, and working step-by-step. In short, it emphasizes the "science" side of social science. This presentation will suggest ways to cover the concepts of beginning economics using the right "creative" side of the brain through simulations and discovery-based techniques that bring the "social" back into this social science.

#### **Table 6. Snapshots of Collaboration for Scholarship and Research**

**Presenters:** Cynthia Shamberger, UNCG, Kim Pemberton, UNCG, Cynthia Wooten, UNCG, Toni Williams, UNCG, Cheri Miller Dyce, UNCG

**Abstract:** Participants will learn how collaboration within and across fields and programs may improve recruitment, retention, entrance, and induction into the classroom, doctoral program and higher education. Collaboration will be defined, various types of research discussed, challenges explored, and examples given of collaborative support provided by peers, faculty and other professionals. Lessons learned that might encourage others in their own research pursuits will be shared. The session will be interactive and participants will receive presentation notes.

#### **Table 7. Effective Vocabulary Instruction**

**Presenter:** Daniel Hanlon, Northern Middle School

**Abstract:** My presentation will explore different strategies of vocabulary instruction geared toward struggling readers. I will discuss the importance of building vocabulary as a way of improving student reading ability. I will present a program that I have had success with. In addition to this I will discuss the importance of, and a method for teaching, inferring meanings of unfamiliar words based on context clues.

#### **Table 8. Improving Student Research Skills**

**Presenter:** Jane Kaelin, Southwestern Randolph Middle School

**Abstract:** With the age of technology and the Internet upon us, school districts across the country are pushing for the incorporation of 21st Century skills. As a seventh and eighth grade social studies teacher, I found that almost all my students lacked the skills to efficiently and accurately use the Internet to research. Therefore, I set out to find what methods I could evoke to help my students to become more skilled and independent online researchers.

#### **Table 9. Wellness Education Course for Dancers**

**Presenter:** Aaron King, UNCG

**Abstract:** In this roundtable, I will discuss the preliminary findings of my research entitled, "The Effects of a Dance Wellness Course on Academic Dance Students' Wellness Knowledge, Attitudes, and Beliefs." In an effort to provide academic dance students with knowledge in personal health and wellness, a semester-long dance wellness course was designed and implemented using a pre-and post-test inventory to measure changes in students' wellness knowledge, attitudes, and beliefs.

#### **Table 10. How do I Incorporate Popular Culture Into my Lessons and How Does this Incorporation Impact Learning?**

**Presenter:** Stacy Greer, Southwest Guilford High School

## SESSION 1 continued

### PAPER PRESENTATIONS

Room 244

#### **6:30-6:40 Writer's Review: A Peer Based Approach to Promoting Academic Writing**

**Presenter:** Jordan Daniels, Northwest High School

**Abstract:** The benefits of collaborative processes resulting from the implementation of writing workshops are going to be discussed as a necessary component of classroom structures. Peer-to-peer interaction fosters development of interpersonal skills as well as an appreciation for processes of writing.

#### **6:45-6:55 A Key, a Closet, a Maze: A High School Teacher and her Students Meet the Daybook**

**Presenter:** Adrienne Stumb, Ragsdale High School

**Abstract:** High school students need to create meaning in response to texts, engage with peers, and exercise choice in their assignments. The daybook provides this outlet. In my study, students expressed a preference for learning through the daybook, and their annotated entries showed a wide variety of thought focused on their personal learning styles.

#### **7:00-7:10 iBook or AlphaSmart: What are Student Beliefs About Word Processors and their Usefulness in Revising Essays?**

**Presenter:** Mark Meacham, Williams High School

**Abstract:** Situated as a high school English teacher, one question I have been interested in and ask in the present study is: Which word processor students (in particular, novice writers) believe is useful for revising expository texts. In addition, a second question is: Do they think metacognitively when revising with word processors? Set in a remedial writing course, the results of the study derive from focus group transcripts, student journal entries, writing samples, and field notes.

### POSTER PRESENTATIONS

Room 241

#### **Poster 1. How Can Students Apply Reading Strategies from Poetry to Better Understand Multiple Genres?**

**Presenter:** Margaret Hinrichs, Southwest High School

**Abstract:** This research is introducing students to a reading strategy in which they "dissect" source material to better understand the text as a whole. Students will feel more comfortable with unfamiliar text by breaking down difficult words or phrases through prior knowledge gained from both inside and outside the academic setting. The participants will be practicing this technique, initially with poetry, while completing work in a normal high school English classroom; no outside work is required.

#### **Poster 2. Poetry in Three**

**Presenter:** Shannon Thomas, Northern High School

**Abstract:** This presentation explains a three piece poetry unit which focuses on form, theme and student writing. The unit is intended to create a process for students to go through in order to understand poetry as well as create their own original works. Writing is the final and most interesting phase for the students, as they will be showing their mastery of the previous sections in the unit. This unit starts at the base of understanding poetry and ends with a tangible final product, the students' poetry portfolios.

#### **Poster 3. How to Facilitate Discussion in Chinua Achebe's *Things Fall Apart***

**Presenter:** Taylor Eidson, Western High School

#### **Poster 4. The Power of Language**

**Presenter:** Katherin Lazar, Asheboro Zoo School

#### **Poster 5. How to Incorporate Technology Using Limited Resources**

**Presenter:** Audrey Hardwick, UNCG Writing Center

**Abstract:** My presentation will focus on how to incorporate technology in the classroom with limited resources. I will provide information supporting its necessity as well as student work from a successful lesson in which students used Facebook to learn the Greek gods and goddesses. I will have handouts ready for those who'd like to implement these ideas in their own classroom.

#### **Poster 6. Ability Grouping and How it Shapes the Science Experiences of Females**

**Presenter:** Jill Kennington, Randleman Middle School

**Abstract:** This study involves looking at the various ways in which ability grouping shapes the science experiences of females. It also looks at whether being in a science classroom grouped by high achievement ability has any effects on females' science experiences. Other variables are explored, such as self confidence, prior exposures and experiences both in and out of school and parental expectations and involvement, which could be contributors to their feelings about science in general. Many educators and researchers believe that females may be getting shortchanged when it comes to school science and my study explores how being more attune and aware of the various factors which influence females feelings and performance in science can lead to better overall performance and confidence.

## **SESSION 2 7:15-7:55**

### **ROUNDTABLES**

**Room 247 (tables 1-3), Room 204 (tables 4-6), Room 238 (tables 7-10)**

#### **Table 1. Creating Comics with Classic Literature**

**Presenter:** Pa Gra Yang, Asheboro High School

**Abstract:** Do you want to learn a fun yet informative way to get students interested in Classic Literature? If the answer is yes, this presentation is for you. In Creating Comics with Classic Literature, one will be able to understand how to incorporate the arts with literature. By allowing students to visually create their art pieces alongside their interpretations of classic works, they will gain a greater sense of appreciation and understanding for literature.

#### **Table 2. Music as Motivation? Attempting to Access Grammar, Literary Analysis, and Establish Community Through Universal Expression**

**Presenter:** Margie Wiggins, Ragsdale High School

**Abstract:** Music is the universal language and, as such, has the potential to be a perfect complement to the English/Language Arts curriculum. Through this action research project, I will assess how students respond to different musical genres in the classroom both through activities in which they analyze messages portrayed through musical mediums as well the effect of music as a tool for classroom management.

#### **Table 3. Promoting Reading and Vocabulary Comprehension Through Creative Writing**

**Presenter:** Jason Daniel Beam, Northeast High School

**Abstract:** I will be presenting on an activity that I created based on the short story "The Sniper". Rather than merely talking about my lesson I will have my group members actually do the activity themselves. Participants will be given the exact handout that my students received where in they were asked to write their own short story about some sort of civil war and the harmful effects of civil war. I will read them the model that I read to my students then give my group members some time to come up with their own. After they're done, if time allows, they will share their stories with the group. Afterwards, I will talk about the strengths and weaknesses of the activity that I experienced in the classroom.

#### **Table 4. Social Activism: Say What?**

**Presenter:** Amanda Bregel, Ragsdale High School

**Abstract:** In this round table discussion we will be sharing ideas for integrating service learning with classroom content while teaching high school. Many students are apathetic about responsible citizenship and community service; however, they can become engaged in both while learning. During the spring semester three blocks of 10th grade English invested time into the community, learning more about literature and responsibility. Their testimonies and ideas will be shared with the round table.

#### **Table 5. Modern Poetry as a Craft**

**Presenter:** Katie Roquemore, Weaver High School

**Abstract:** Can you teach poetry as a craft in high school? This presentation will try and answer this question by following 21 high school students over a three week period as they analyze, write, discuss, report, and test on Modern and Contemporary poetry as a craft. Writing samples from original poems and papers, as well as evidence from a unit test, will be presented and discussed.

#### **Table 6. Fostering Higher Order Thinking in Low Performing Students**

**Presenter:** Jamie Davis, Northeast Guilford High School

**Abstract:** Higher order thinking is a struggle for traditionally low performing students who do not always bring prior knowledge to the US History classroom. After implementing research proven strategies such as using primary source documents, comparison matrices, and similarities and differences; lower performing were able to move up the hierarchy of Bloom's Taxonomy and go beyond rote memorization of dates, facts, and terms. Data collected includes student interviews, student work, and Benchmark analysis.

#### **Table 7. How journaling changed my classroom: One teacher's journey through reflective journaling**

**Presenter:** Holly Wroblewski, E.M. Holt Elementary School

**Abstract:** A teacher-researcher examines her practice through journaling. This roundtable discussion will focus on a year-long journey into a teacher's daily interactions with students and how, through regular reflective journal entries, she was able to transform relationships with her students, her teaching practice, and herself. This presentation will leave the participant with an inspiring story of how, in less than five minutes each day, reflective journaling can affect the educational and emotional lives of today's students.

#### **Table 8. Kinesthetics in the Classroom**

**Presenter:** Calandria Glover, Smith High School

**Abstract:** Ever wonder why certain students absolutely cannot sit through an entire lesson without jumping up to distract another classmate or asking to go to the bathroom? Most of the time, teachers cater to the students who learn auditory and visually, leaving kinesthetic learners to twiddle their thumbs. This research involves lessons that were designed to explore ways teachers can make sure every child is engaged mentally and physically, allowing kinesthetic learners to wiggle and work simultaneously!

#### **Table 9. Helping Teens Find Voice in Writing: Focus on Adolescent Males**

**Presenter:** Pamela Fitzpatrick, C.W. Stanford Middle School and Orange County Schools

**Abstract:** My research focuses on the value of explicitly focused instruction for male students in writing. Writing is an expressive art that can flower in young men if they are properly prepared for the writing activity. Video clips, humor, dance, music, rich language, and boy friendly readings can help young men jump start their writing. Additionally, students write more and better when they have been part of the lesson planning and their voices and **life experience** is respected. Activated background knowledge is key.

## **SESSION 2 continued**

### **PAPER PRESENTATIONS**

**Room 244**

#### **7:15-7:25 Peer Assessment/Feedback Training and the Effects on Quality of Feedback**

**Presenter:** Melissa Marty, UNCG

**Abstract:** This paper presentation focuses on one part of a doctoral dissertation regarding a peer assessment/feedback training in an undergraduate sports medicine course. Students often practice laboratory skills with each other. The study focused on how a peer assessment/training affected the quality of the feedback that students provided to each other. Perceptions of the students who received the training were also explored.

#### **7:30-7:40 Effectiveness of One-on-one Writing Tutoring for a Student with English as a Second Language: A Case Study**

**Presenter:** Dominique Limprevil-Divers, Wake Forest University Health Sciences

**Abstract:** The one-on-one tutoring sessions were the basis for this research and designed to help an ESL college student learn to use the writing process effectively. She was instructed by examples through guided coaching, which involves clarifying, hands-on activities and explaining. The study provides a narrative on the quality of the tutoring sessions. The findings illustrate how the student's writing samples evolved throughout the 21 weeks, from a lack of structure and direction to current much-developed texts.

#### **7:45-7:55 Understanding the Feedback Provided by Approved Clinical Instructors in the Athletic Training Clinical Education Setting**

**Presenter:** Sara Nottingham, UNCG

**Abstract:** Athletic training clinical education typically includes a one-on-one instructional interaction where students learn and apply information to real patient care situations. Providing feedback is one way to help students develop and refine their clinical skills, however little information is known about giving feedback in athletic training. This study used qualitative research methods to gain understanding of the feedback provided in this setting. Research methods, findings, and implications will be discussed during this presentation.

### **POSTER PRESENTATIONS**

**Room 241**

#### **Poster 1. Homework: How Does Homework Impact Students' Academic Success?**

**Presenter:** Amanda Hamel, E.P. Pearce Elementary School

**Abstract:** My poster presentation will show the results of my homework study. This research took place in a first grade classroom to see what type of homework had the most impact on students' academic success. Three different types of homework were researched. Then based on assessment, homework samples, interview questions, and survey questions, we came to conclusions about homework. By visiting my poster, you will be able to see the results of my research.

#### **Poster 2. The Tutor's Perspective: The Effects of Training on the Tutoring Session**

**Presenter:** Shawn O'Neil, Learning Assistance Center UNCG

**Abstract:** This presentation is a summation of my research on the peer tutor training program instituted at the Student Success Center at UNCG. I attempted to ascertain the effect of the training on the tutor's comfort and self-concept as a tutor, and whether the material presented had a positive impact on their interactions with students. The data seems to suggest that tutors do feel more comfortable and knowledgeable as a result of training, even when they may not be able to directly relate the material to their sessions.

#### **Poster 3. Integrating Advance Placement Questions Effectively into the Literature Classroom**

**Presenter:** Katie Shepherd, Southwest High School

**Abstract:** The looming cloud that is the Advanced Placement exam can inevitably prevent daily growth in the classroom. However, by preparing students with tips and tricks for success when working with difficult texts can help them become life-long readers, writers, and learners as well as improve the overall classroom atmosphere. This session offers practical techniques and methods to assist with test preparation based on research from a student teacher's perspective in an A.P. English 11 classroom.

#### **Poster 4. Increasing Comprehension Through the Use of the Graphic Image in the English Classroom**

**Presenter:** John Spillman, Southeast High School

**Abstract:** The use of the graphic image within the classroom can give students the extra push they need to store away important information and not just memorize it. Through the use of graphics and excerpts from various graphic mediums, (graphic novels, comics, paintings, etc.) students, as a whole, "learn" the material covered within class. Implementation of graphics in the classroom can stretch from images to accompany vocabulary to graphic novel versions of texts and poems.

#### **Poster 5. The Effects of Comprehension-Based, Skill-Based Instruction, and a Combination of Both on Second Language Learning in the High School Foreign Language Classroom**

**Presenter:** Lee Ann Freeze, South Rowan High School

**Abstract:** The purpose of this study was to discover if skill-based instruction, comprehension-based instruction, or a combination of the two is more effective for second language acquisition in a high school classroom. The three strategies were used to teach three different units that are similar in difficulty. Qualitative and quantitative data in the form of pretests, posttests, student surveys, and field notes were compiled to reach the findings.

#### **Poster 6. An Epic Adventure**

**Presenter:** Heather Dunlap, Asheboro High School

**Abstract:** "An Epic Adventure" is a project that allows students inside the adventure by creating their own epic. After reading an epic and watching an epic students are asked to create their own. To verify their understanding of key factors such as hero, villain and an epic journey the students have to create movies in groups that they will share. This is a nice break from the norm and is a lot of fun too!

## **SESSION 3 8:00-8:40**

### **ROUNDTABLES** **Room 247 (tables 1-3), Room 204 (tables 4-6), Room 238 (tables 7-10)**

#### **Table 1. The Write-Along: Encouraging Student-Led Discussion of Literature**

**Presenter:** Jeff Brubaker, Northern High School

**Abstract:** This presentation is on the "write-along," a classroom technique used to facilitate discussion of poetry. Students are arranged in a circle and given individual copies of a poem, which they make written comments on before passing them to their neighbor. This way, students all work together to build an interpretation of the poem, and students that may ordinarily never talk out loud in class have the opportunity to engage with poetry in a non-threatening manner.

#### **Table 2. Paideia Seminars and Critical Thinking**

**Presenter:** Matthew Frillici, Northwest High School

**Abstract:** This round table discussion will have a focus on the seminar style learning experience, in particular that of the Paideia School. I will provide some materials pertinent to the Paideia seminar and will share with you both the procedures for holding a seminar in your classroom as well as the potential benefits of the Paideia seminar.

#### **Table 3. Parenting, Identity, & Education From "Over There"—Creating a Neighborhood School**

**Presenter:** Ashlea Hitchcock, Boys & Girls Clubs; Raleigh, NC

**Abstract:** The purpose of this roundtable discussion is to bring together teachers, pre-service teachers and school administrators to discuss qualitative data from parents in a low-income neighborhood and their relationships with the schools their children attend. As school districts debate between bussing children and creating neighborhood schools, we will share a current project with parents living across from a school, their experiences and ideas for improving relationships between parents and schools to enhance student experiences.

#### **Table 4. Grade Fix-Its and Engaging the Checked Out**

**Presenter:** Stephanie Perry, Guilford College Middle School

**Abstract:** The purpose of this round-table discussion is to talk about different ways to troubleshoot issues with children whose grades have fallen behind and seem to be effectively "checked out" from the class. It is aimed at students that have troubles turning work on time or at all due to a lack of motivation. It examines extrinsic and intrinsic motivation and discusses how best to reestablish motivation in the classroom.

#### **Table 5. Educating for the 21<sup>st</sup> Century: Experiential Critical Communication for Secondary Public Education**

**Presenter:** Delilah White, Center for Youth, Family, and Community

**Abstract:** Experiential Critical Communication (ECC) serves as an interdisciplinary approach to strengthening educational outcomes of learners through communication education. The philosophies of experiential education, critical pedagogy, and critical communication pedagogy are explored. Using Introduction to Communication Studies (CST 105), a required communication course for all students at The University of North Carolina Greensboro, as an instructional guideline, the praxis application section demonstrates how experiential critical communication can be implemented into secondary public education.

#### **Table 6. Using the Daybook as a Tool to Integrate Literature and Writing**

**Presenter:** Amanda Carter Rorrer, Rockingham High School

**Abstract:** My research focuses on ways to use the Daybook as a tool to help students make connections between literature and writing. The Daybook will be used to give students the opportunity to practice writing on a daily basis in a low stakes environment while helping students make meaningful connections to literature.

#### **Table 7. Bothered by the Brits? A Lesson on *Wuthering Heights***

**Presenter:** A. Churchill Young, Northwest High School

**Abstract:** Teaching 12th grade? Most students approach British Literature like they do a root canal, but it has so much to offer. Join this roundtable discussion and we'll dive right into how to make a Victorian British novel like *Wuthering Heights* appeal to seniors of the modern age.

#### **Table 8. Math Literacy: Reading, Writing, and Reflecting in a Primary Classroom**

**Presenter:** Joy Myers, Our Lady of Grace School

**Abstract:** During this roundtable, a classroom teacher will detail how reading and writing were incorporated during math lessons, where traditional teaching was the norm. Discussion will focus on children's literature and connecting math and writing in the early grades. Participants will examine student math journals, book titles that could be used to teach math concepts, and share strategies of incorporating math literacy in their classrooms.

#### **Table 9. Valuing and Promoting Student Voice**

**Presenter:** Amanda Wall, Canterbury School

**Abstract:** A teacher group at one Triad middle school has sought to meet adolescent needs for independence and self-determination by collaboratively planning instructional tasks designed to promote: valuing of schoolwork, autonomy, belonging, and identity development. Inspiration for this project came from two sources: the literature on adolescent development and motivation, and our school's renewed commitment to advisory. Come hear what we are finding out about our project and ways teachers can do research in their schools.

## **SESSION 3 continued**

### **PAPER PRESENTATIONS**

#### **Room 244**

#### **8:00-8:10 How Self-Efficacy Affects Mathematics Achievement in 7<sup>th</sup> Grade**

**Presenter:** Tracy Kukwa, Hanes Magnet School

**Abstract:** The purpose of this research is to find out how much a middle school students' self-efficacy in math affects their math achievement. Students lose confidence in their math skills from elementary to middle school and I looked at how much that may affect their grades in math. If self-efficacy has a major impact, then how can we raise it so our students' grades and mathematical understanding will increase?

#### **8:15-8:25 RESTART: Jumpstarting Adolescent Academic Engagement and Success Through Sense of Classroom Belonging**

**Presenter:** Kelly Krepelka & Alice Verstrat, Garner High School

**Abstract:** Many students enter the ninth grade lacking the essential tools of foundational literacy and motivation for independent work. Often this dearth results in these students repeating classes in core subject areas in which they experience the same lack of success. In this study we identify a student's sense of belonging in the classroom—fostered by classroom environment, instructional strategies, and meaningful activities—as a great contributor to enhancing literacy and motivation.

#### **8:30-8:40 Use Data to Help Students Identify and Achieve Their Personal Goals**

**Presenter:** Scott Ertl, Ward Elementary School

**Abstract:** Participants will receive a free and reproducible "Progress Book" to use with students to help them identify their strengths and weaknesses. Participants will learn how to help students rate their progress on a weekly or (bi-weekly) chart to help them see incremental improvements over time. This information provides necessary feedback to maintain their motivation and continued efforts. Scott Ertl, M.Ed., NBPTS, is a counselor at Ward Elementary School in Winston-Salem. His website is: [www.ProgressCards.com](http://www.ProgressCards.com) for more information.

#### **Room 247**

#### **8:00-8:20 Viewing School-Based Parental Involvement Through the Ideals of Educators and Parents of Low Socioeconomic Status**

**Presenters:** Cynthia Shamberger, UNCG, Kim Pemberton, UNCG, Cynthia Wooten, UNCG, Toni Williams, UNCG, Cherel Miller Dyce, UNCG

**Abstract:** This session will include research based information related to school-based parental involvement of parents of low socioeconomic status. The current UNC-G doctoral candidate and former Guilford County School's elementary educator of a Title I school environment will share both the school's & the parents' perspective on perceptions, roles, and responsibilities of parents and how both are looking to achieve the same goal—competent students ready for the real world.

#### **8:25-8:40 Fitting into a Student's Shoes**

**Presenter:** Bryan Mitchell, Ragsdale High School

**Abstract:** My program is focused on how teachers can reach students who are struggling. It is about teaching students how to become independent learners and how to work through adversity.

### **POSTER PRESENTATIONS**

#### **Room 241**

#### **Poster 1 Incorporating Creative Ideas into Writing Through Different Forms of Literature**

**Presenter:** Kelli Mendenhall, Southwest High School

**Abstract:** This research will suggest that students are more successful in the classroom when they have a chance to create their own pieces of work, instead of just reading texts and answering questions. The presentation will display the incorporation of creative writing assignments into different forms of literature. Therefore, this demonstrates that by making writing interesting and creative, students will better understand their tasks at hand, and in using different literary forms, students are also able to make connections to their texts.

#### **Poster 2. Technically Testing: Lessons Made Applicable to Life Beyond the Classroom**

**Presenter:** Jonathan Clark, Smith High School

#### **Poster 3. Filling in the Gaps: Incorporating Current Events in the Classroom**

**Presenter:** Ashley Dorsett, Northeast High School

**Abstract:** This presentation will discuss the effects of incorporating current events in a classroom. It is illustrated through an exercise that I am performing with an eleventh grade AP class called, "What's Going on in the World". I will be displaying work that illustrates a process which helps students learn about the world around them, and how they are able to relate to it, while also using it as support in papers they may be assigned throughout the year, and on the AP exam. The more you know about the world around you, the more support you can provide in the developing opinions. This is key to being adequately prepared for a successful college experience.

#### **Poster 4. The Link Between Handwriting and Student Achievement**

**Presenter:** Kristie Atkins, Jones Elementary School

**Abstract:** During my time as a classroom teacher, I noticed that students with good handwriting tend to perform well academically. This prompted me to think about a possible relationship between handwriting and academics. Handwriting instruction has become an "extra" in many classrooms. Given curricular demands, many teachers feel they cannot sacrifice instructional time to teach handwriting. In this study, I examine student writing samples and compare handwriting to academic achievement in order to examine this relationship.

#### **Poster 5. Implicit Versus Explicit Grammar Instruction in the Elementary School**

**Presenter:** Ayesha Coleman, New Hope and Grady A. Brown Elementary School

**Abstract:** This study compared and contrasted the uses of explicit and implicit grammar instruction in the second language elementary school classroom. The purpose was to inform my instruction and that of other world language teachers as we search for the most effectively creative and imaginative way to teach our students how to successfully communicate in a second language. Additionally, this study could help improve students' long-term retention as a result of being more effectively taught and consistently engaged.

*"Teacher Research empowers teachers to make a positive difference in terms of classroom practice; it enables us to provide relevant information about teaching and learning in actual classrooms. Most importantly, by engaging in reflective practice, the Teacher Researcher improves the lives of students by always seeking to discover better, more effective ways of implementing teaching/ learning." (Gail Ritchie)*

**Event Organizers**

Madison Barringer  
Ashlea Hitchcock  
Melissa Marty  
Joy Myers  
Amy Vetter  
Holly Wroblewski

**Sponsors**

UNCG School of Education  
UNCG School of Health and Human Performance  
UNCG Athletic Training  
First Carolina Delicatessen

**Door Prize #**

