2011 Second Annual

Triad Teacher Researcher Conference

Triad Teacher Researchers

Wednesday, April 27, 2011
5:30-9:00pm
UNC-Greensboro

EMPOWERING EDUCATORS, SUPPORTING STUDENTS

Program Schedule

5:30-6:00   **Registration & Program Review**
Curry Building Lobby
Please take this time to register, socialize, and review your program.
Make a plan for sessions you want to attend.

6:00-6:25   **Welcome**
Curry Building Auditorium
Amy Vetter, TTR Co-founder
Tyronna Hooker, Opening Speaker

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**
Curry Building Auditorium
Joy Myers, TTR Co-founder

About the Opening Speaker

Mrs. Tyronna Hooker, North Carolina Teacher of the Year
Mrs. Tyronna Hooker is an exceptional children's teacher at Graham Middle School in Alamance County, North Carolina. Her prior teaching experience includes teaching middle school social studies and Literacy First.   After graduating from North Carolina Central University with a Bachelor of Arts in criminal justice, she served as a correctional officer, parole officer, and a child protective service investigator. Upon realizing she could make more of a difference in the lives of our youth by entering the field of education she decided to pursue teacher licensure. In December 2005, she completed her North Carolina Teacher Certification program at North Carolina Central University. Mrs. Hooker's dedication to furthering her education did not end with her teacher certification; she went on to receive her Masters of Education with a specialization in Special Education from Elon University in August of 2009.
She views learning as an active process where learners should discover principles, concepts, and facts for themselves by being exposed to the curriculum and engaging in social activities. A teacher should be a guide and facilitator on the students' journey through their educational experience. A teacher tells, a facilitator asks; a teacher gives answers according to the curriculum, a facilitator provides guidelines and creates the educational environment for the learner to arrive at their own conclusion.
In addition to her work at Graham Middle, Mrs. Hooker volunteers at her local church with the youth department and serves on the North Carolina Hemophilia Advisory Board. While serving as the North Carolina Teacher of the Year, she will seize every opportunity to be an advocate for educators and students. In the future, she plans to pursue a degree in Educational Leadership. She enjoys playing softball, working out, and spending time with her husband, Kevin and two sons, Myles and Kendall.

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 or if you would like to join our group, visit our website: www.triadteacherresearchers.com.

Audience Level Key
EL – Elementary
MG – Middle Grades
HS – High School
U – University

Door Prize #

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ROUNDTABLES

Presenter 1 will present from 6:30-6:50.

Presenter 2 will present from 6:50-7:10

Presenters will present their research and engage participants in dialogue about their process. As a courtesy to our presenters, we encourage participants to please remain at their table for both presentations.

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Room 238 _____*Audience Level_*

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TABLE 1

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Sharks with Lasers, Fishbowl Champions and Podcasting: Educating with Edmodo   HS

Adrienne Stumb & Anthony Ross

We used Edmodo---a happy medium between Blackboard and Facebook---as a forum to house an academic social network. In addition, we attempted to redefine the teacher/student teacher interaction to a more collegial one rather than that of master and apprentice.

The Effects of Digital Storytelling on Student Connection to a Text   MG, HS, U

Jaymee Gaskins & Lara Rodman

Through this presentation, you will receive firsthand teaching models and student examples of text to self, text to text, and text to real-world connections made through digital storytelling in a ninth grade English class.

<div align="center">

TABLE 2

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Student Growth & Teacher Accuracy   EL, MG

Alex Ray

This research is focused on answering the two following questions. How accurate can teachers predict formal assessment scores using informal observations and assessments? How does classroom assessments compare with standardized assessment growth? These questions have been explored by examining the use of data in 3rd-5th grade classrooms.

Assessment & Student Growth   HS

David Fulp

This research project looks at the growth of a College Prep US History class at Ragsdale High School. Growth will be measured by a pre and post test assessment as well as other assessments given throughout the unit. My impact on student learning will be analyzed through the collected assessments.

Room 214 _____*Audience Level_*

<div align="center">

TABLE 1

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Improving Student Writing through Revision and Writing Groups   HS

Alexander Wertz

Students can improve their fiction writing by focusing on one area of improvement per draft. One revision will focus on imagery, while the next will focus on dialogue. Using writing groups will also help the students to see where to add imagery and dialogue to "show" their reader their story rather than to just "tell" them about it.

Voice & Writing Workshop   HS

Michael Ranew

I want to learn whether or not students can become better writers through workshop with other students. Can working with other group members improve the student's writing? Does it help each student to develop their own sense of voice, or can working with other students blur the line of individuality?.

<div align="center">

TABLE 2

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Gender Differences Within 2ndGrade Literacy Stations   EL

Candace Watson

Have you ever wondered how to engage some of your male readers in the literacy activities within your classroom? I discovered that my 2nd grade students respond to literacy in various ways according to gender. Find out how I shaped my literacy stations according to my research!

Motivating Girls in Science   EL

Lisa Schroeder

Research says that girls tend to be less engaged in science related activities than boys. This research takes a closer look at how teachers can motivate more girls in becoming interested in science in an elementary school setting. Select girls were chosen for this study who are not motivated. These particular students will be observed in small group settings, interviewed, as well as surveyed throughout the course of the quarter to determine why they are not motivated in science.

Room 204 _____ *Audience Level*

TABLE 1

Relating to the Past HS
Eric Gal

This round-table presentation proves that students can relate to works in British Literature by focusing on themes and concepts that relate to their own lives and experiences. The study uses several multi-genre projects to assess how students use the theme of relationships to understand this concept in British Romantic poetry.

The Modern Middle Ages HS
Jonah Hill

The unit that serves as the basis for this research is an introduction to the Middle Ages and an exercise in seeing the past in the present. Students interact with a variety of techniques, media, and sources all designed to link this epoch, with its lessons of social justice, to our modern-day civilization.

TABLE 2

Differentiation of Instruction of English Language Learners HS
Jennifer Maynard

Differentiation of instruction for English Language Learners under the One to One Laptop Initiative.

How Phonological Transfer Occurs in ESL Elementary Students EL
Jose Cardoza

The purpose of my research is to find more effective ways for teachers to use students' first language as another tool to help elementary ESL studentstransition to the second language. I will look deep into the advantages and the implications of language transfer that occurs when English language learners have already learned to read in their first language.

Room 331 _____ *Audience Level*

TABLE 1

Peer Editing and Student Writing Projects HS, U
Sam Jones

My presentation will focus on my students creating a Multi-Genre Project. The purpose of having the students do a multi-genre will help them develop their ability to elaborate creatively. Also, I hope to have my students peer edit the project so they will see that writing is a gradual process. I want to determine if peer editing will produce positive growth in my students writing.

Peer Editing and Student Writing Projects HS, U
Ashland Richert

I will be discussing how students, in particular my Honors English IV students, can begin the semester with a lack of ability to think critically about a text without prompting, and how asking them to write discussion questions for the assigned reading can scaffold them into this sort of thought. As I present samples of the students' work, I hope to show that the students begin to ask deeper, more meaningful, and more thought provoking questions.

TABLE 2

Engaging the Disengaged Student EL, MG, HS
Jessica Wagers

This presentation will discuss some engagement strategies and the effect that they had in my classroom. What engages students in learning? That question has caused much frustration and stress in the lives of teachers around the world. Research has shown that students must be engaged and interested in learning otherwise learning will not take place. (Fredricks, Blumenfeld, and Paris, 2004).

PAPER PRESENTATIONS
Presenters will present for the entire 40-minute session, in which they will present their research and facilitate discussion where applicable.

Room 247 _____ *Audience Level*

Qualitative Indicators of Successful Induction: A Beginning Secondary Science Teacher's Meaning Making and Identities-In-Practice
HS, U

Angela Webb

The purpose of this study is to explore the meaning making and identities-in-practice of one beginning secondary science teacher during her first year of teaching. I aim to: (1) characterize available induction supports, (2) describe the meanings she makes of her induction experiences and, (3) describe the identities-in-practice she enacts during her induction experiences and science teaching.

Room 244 _____ *Audience Level*

What Factors Affect Student Retention? HS, U
Elaine Spera Porter

Sunday School lays a foundation for individual and church growth. My study will investigate factors that affect attendance and possible trends. This information can also be a basis for understanding why other voluntary students like college, high school students, or other adult learners continue to attend classes or drop out.

Room 334

Destroying the Oxymoron Embedded in Education: An Analysis of Educational Standards vs. Perceived and Actual Realities (A Mathematical Approach)   HS, U
Marvin Quenten Jones, Jr.
In an ever changing more globalized economy, the facets that define education have rapidly changed since the 1950's when schools began to integrate. In the 1990's when standardized testing took precedence on defining the proficiency of a student, schools began to change from havens of educational fervor to boot camps to pass examinations. In this research we mathematical model productivity of standardized testing and use economic theory as well as mathematical theory to determine the long-term effects of standardized testing on the educational system. We run also analyze educational policy and critique nature of the current system.

POSTER PRESENTATIONS
Participants are invited to peruse the poster session and engage in dialogue with presenters.

Room 241

A Study On: Wealth and Power in the Industrial Age   Not Specified
Anna Foster
An in-depthresearch exploring the impact of various assesments on student learning.

Social Studies Research at the High School Level   HS
Anna Fowler
Through my research, I hope to show the impact that differentiated learning can have on a classroom of high school students. I hope to show that the use of technology is positively reflected in test scores for Goal 3 of the North Carolina Standard Course of Study. I hope to show that student centered learning and activities are effective ways of getting high school students interested in the topic at hand.

Assessing and Preparing for Success in US History   HS
Ashley Alston
The research I've conducted assessed how well students were engaged with presented methods, and also how they were able to apply the information they were presented with and display their newly acquired knowledge.

Using Teacher-Made Activities to Increase Sight Work Recognition   EL
Ashley Belpasso & Lesley Hollaway
Our proposal is to help students increase sight word recognition in isolation and in their reading. Students will trace a sight word on a note card, draw a picture to help them recall the word and reconstruct a sentence containing the sight word.

What Kind of Reading Works Best for Students in Comprehending Text? Does Genre Preference Play a Significant Role in Students Reading Comprehension?   HS
Barry Hawkins
Major components for reading comprehension are reading styles and texts selected. Based on student responses and reflections, this study will help teachers' understand how reading strategies such as independent reading, collective reading, as well as genre of texts, affect students reading comprehension.

Tracking Students' Growth in High School History   HS, U
Bradley Frodge
During the study, student's academic growth was tracked based on gender, race, and academic performance levels. Students were charted based on knowledge of material prior to teaching a unit. Once the unit was complete, students were charted based on the change in knowledge of material.

Does Electronic Work Increase Student Engagement?   MG, HS, U
David Kelly Parrish
A study that compares the amount of engagement and production students have, through the analysis of two six week long journal assignments, when assigned to handwrite their journals for the first six weeks and must electronically write and submit their journals for the second six weeks.

Math Strategies for Middle Grades ESL Students   MG
Erica Bower
As the number of English as a Second Language students increase each year, math teachers need to be able to have resources and strategies that allow them to be successful in teaching students from different countries that have been in the United States for a short period of time. This study looks at five strategies that have been implemented in a math middle grades classroom to determine effectiveness in helping ESL students succeed in a math classroom.

Creative Writing as a Gateway to Reading Comprehension   HS
Heather Jones
A study of the impact and implications of creative writing activities and assignments on student comprehension of literature, using student writing activities from the novel All Quiet on the Western front.

Room 332 _____ _Audience Level_

Our Lived Experiences: Multigenre Research Project in the English Classroom   _not specified_
Various Presenters
This poster session will open with conversation about the project assignment, the process work involved to complete the assignment, and writing workshop. Attendees will have the chance to select, view, and discuss the Multigenre Research Projects with the authors. The session will conclude with questions and discussion.

Session 2	7:15-7:55

ROUNDTABLES
Presenter 1 will present from 7:15-7:35.
Presenter 2 will present from 7:35-7:55.
Presenters will present their research and engage participants in dialogue about their process. As a courtesy to our presenters, we encourage participants to please remain at their table for both presentations.

Room 238 _____ _Audience Level_

TABLE 1

Does Technology in the Middle Grades Math Classroom Impact Student Achievement?   MG
Heather Sheffield
Growing up in the fast paced world of instant access to information and communication, students expect their teachers to integrate technology into their teaching and be able to use it in an appropriate way. But what are the positive or negative effects of technology use on middle school math students?

Using Amazon Kindles in the Reading Classroom   MG
Jerolyn Brown
How do you motivate reluctant readers? Treat them to the latest in reading technology! This research chronicles the implementation of Amazon Kindles in a remedial reading classroom at the middle grades level. The main focus is assessing the effects of Kindle use on students' reading achievement and motivation.
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TABLE 2

The European Middle Ages   HS
Julie Greene
Most teachers would like to think they are doing a good job at teaching the required curriculum. Through my research, I will find out how well I am doing and just how much my ninth grade students learned about The European Middle Ages.

"Between the World Wars" in Honors World History   HS
Michelle Settle
While studying at UNCG I have learned multiple techniques that I believe will aid me in becoming a highly effective teacher. I created this unit using the ideas that Dr. Journell had shared with us in our final Social Studies methods course. This unit will show that students have developed an understanding of what events happened throughout the world between World War I and World War II.

Room 214 _____ _Audience Level_

TABLE 1

Research on Student Learning   HS
Michael Watson
I will have tracked student learning during one unit during my student teaching.

Effective Teaching Methods and Results   HS
Sharity Bannerman
In order to assess the effectiveness and productivity of my teaching, I am conducting quantitative and qualitative research on my U.S. Civil War Unit. I will record, compare, and contrast summative and authentic assignment results. With these results, I can determine successful and unsuccessful aspects of my pedagogy.

TABLE 2

Looping in the Elementary School Classroom   EL
Laurie Gibson
This study investigates looping, as defined by remaining with the same teacher and peers, for a period of two years. This study was conducted on third grade students who previously looped in a first and second grade classroom. The study evaluates the strengths and weaknesses of the looping environment on the aspects of academics, behavior, relationships, and readiness.

Looping in the Elementary School Classroom <div align="right">*EL*</div>
Tawana Lemon
This study investigates the importance of teaching students content knowlegde that will help them in the next grade and so forth. It is thinking that if you had to loop with your students for a period of two years what would be the outcome. This study was conducted with K-5 teachers who think it is good to teach students more than the average. The study evaluates the strengths and weaknesses of teaching content area for advancement in academics, behavior, relationships, and readiness.

Room 204 _____*Audience Level*_

TABLE 1
Effective Grammar Assessment & Application in an Enrichment Region <div align="right">*not specified*</div>
Tim Rotolone
To accurately meet the needs of students in an enrichment region grammar must be effectively assessed to be effectively taught. This research project would discern effective and efficient means by which students can be assessed and how the results can be applied to the students for maximum benefit.

Writing to Increase Grades <div align="right">*HS*</div>
J. Chad Trantham
Can writing increase grades? Writing corresponds with reading. If we can increase the student's ability to write, reading should also be increased. With these two skills developed, students' grades could increase.

TABLE 2
Using Cooperative & Interactive Learning to Develop Students as Thinkers, Writers, and Questioners <div align="right">*All Audience Levels*</div>
Dana Lee
I plan to study the ways in which cooperative learning engages and motivates students to think about and complete the assignments they are given in a way that the individual execution of tasks sometimes lacks. Assessing cooperative learning is important research because it aids teachers in understanding whether students are growing as thinkers, writers, and questioners throughout the semester.

Reading Groups: Not just for Honors <div align="right">*HS*</div>
Emily Marsh
The idea of the presentation is to determine if reading groups work as well in a College Prep class setting as they have in an Honors class.

Room 331 _____*Audience Level*_

TABLE 1
Understanding Students Struggling With Behavior Management <div align="right">*not specified*</div>
Karson Anderson
Reflecting on a teacher's inner landscape will render appropriate tools when dealing with troubled students.

Impacts and Changes in Psychology <div align="right">*HS, U*</div>
Kelsey Andrews
I plan to study the positive correlation of students' progress from their pre-test on Motivation and Work to their post-test at the end of the unit.

TABLE 2
How do Teachers Use Online Teacher Communities to Plan and Implement Lessons? <div align="right">*EL*</div>
Leslie Palm
Online communities for teachers have been very popular in recent years. I am conducting a study on how teachers in one school district use online communities to help plan and implement their lessons.

Critical Thinking and High School History <div align="right">*HS*</div>
Arley Ward
This presentation will deal with some of the challenges that student-teachers face while preparing high school students for standardized tests.

PAPER PRESENTATIONS
Presenters will present for the entire 40-minute session, in which they will present their research and facilitate discussion where applicable.

Room 247 _____*Audience Level*_
Co-Teaching as a Strategy to Support Inclusion <div align="right">*MG, HS*</div>
Monica Gabriel & Joyce Jones
Can co-teaching meet the learning needs of students involved in an inclusion setting and how can it be a positive experience for two teachers and their students?

Room 244
Audience Level

Silencio en Ciencia: A Longitudinal Case Study of Julio's Silencing in School Science   *EL, MG, HS, U*
Jean Rockford & Dr. Heidi Carlone

Julio, an excellent Latino science student in 4th grade, became thwarted into silence in science by 7th grade. The incorporation of Latino values and practices into school science may have enabled Julio to identify with science. The subsequent lack of Latino incorporation may have led to Julio's later silencing.

Room 334
Audience Level

The Impact of Wiki Usage for the AP English Literature and Composition Learner   *HS*
Kathleen Saunders

As an Advanced Placement (AP)English teacher, I have always struggled with the issue of tailoring instructional methods to meet the needs of the classroom dynamic, learner profile, and curriculum goals. I experience an ongoing conflict in trying to elevate the advanced learner while meeting the needs of the developing learner. I want to evaluate and assess the incorporation of a classroom wiki to improve writing, creative a collaborative classroom culture, and improve student performance on the AP English Literature and Composition exam.

POSTER PRESENTATIONS
Participants are invited to peruse the poster session and engage in dialogue with presenters.

Room 241
Audience Level

Will Sticky Notes Help Monitor Comprehension For an LD Student?   *EL*
Heidi Lynn Watren

Research Studies have indicated (Montgomery and Hayes, 2005) "more than 80% of students with special needs have language learning disabilities and more than 20% of these students will have lifelong challenges in learning to read" (p.89).Language Disabled Learners need effective strategies and I attend to show through my research that sticky notes can help monitor comprehension for language learning disabled students (Miller, 2002).

K-1 Teacher Perspective on Success For All Reading Program   *EL*
Inh Chanthakham

SFA is a prescriptive and comprehensived reading program developed by Dr. Robert Slavin and his associates at the center for Research on Effective Schooling for Disadvantaged Students at Johns Hopkins University (Wells, Blendinger, Green, 2000). Research for SFA has been conducted in England, Australia, Canada, Mexico, and Israel. Not every study has found positive outcomes but the great majority have- especially when program implementation is adequate (Slavin & Madden, 2001). Unfortunately, there have been little to no research conducted from a teacher's point of view. Most articles are either about the components SFA or the effectiveness of the program but few have included the teacher's perspective. This qualitative study will examine how teacher beliefs and expectations impact reading instruction in their classroom.

The Impact of Oral Presentations on Written Fluency   *not specified*
Katie Roquemore

Does written focus increase over time if students write with an oral presentation in mind? Each week students read an article from the newspaper, write a summary, and prepare an oral presentation. Writing for an audience, their peers, increased the focus of the written summary.

Connect the D.O.T.S.   *HS, U*
Jamila Jones

Technology serves several purposes in the 21st century; however, there are some institutions of learning with limited technological resources. In a trifold presentation, I will showcase the correlation between a lack of provided resources in the classroom setting, literacy skills and student participation.

Impact on Student Learning Through Teacher Effectiveness   *MG, U*
Jason Morgan

As a UNCG Secondary Social Studies Student Teacher, information will be provided and data collected through different forms of research. Data will be collected from a CP World History class at Southeast Guilford High School in both quantitative data and qualitative data. The data will show, through effective teaching student learning should increase.

Self-Monitoring Reading Comprehension for English Language Learners   *EL, MG*
Jennifer Estes

Struggling readers often spend so much time trying to understand what they are reading that they do not have the chance to think about the processes that they are following in order to try to comprehend the text. In this study, I use explicit strategy instruction, particularly the self-monitoring strategy Click and Clunk (Klingner and Vaughn, 1999) with a group of fourth grade English Language Learners in order to help the students understand and monitor their own comprehension.

Blogging for Connection   *HS*
Jessica Kimrey

One Honors English class' journey into the world of blogging for connection--connections between themselves and the text, the text and other works, the text and what interests them, and between theirselves and their classmates. Through blog posts and comments, students discover what the text can really mean to them.

EOC Practice Through Creative Writing HS, U
Joshua Terrell
I am researching the use of creative writing to help improve understanding of literary terms tested on the ninth grade End of Course Test.

Technology Use in the Classroom EL
Karen Ostwald
Technology is an ever present element in our lives and the lives of our students. What role does technology play in educating our students today? In my research study, I have explored how good teachers teach using technology in their classrooms by observing and interviewing students and teachers to find out how technology has impacted their teaching and learning.

Co-teaching in a first grade classroom: Modeling success in meeting state and national reading standards EL
Katie Sedgwick
In the spirit of No Child Left Behind, co-teaching is becoming an increasingly more feasible option in the classroom with the likelihood being, that through the joint planning and instruction, that instruction outcomes will increase for all students in the classroom.The purpose of this study is to ascertain what significance collaboration between teachers can have on reading instruction and how it guides emergent readers towards reading proficiency.

Publication Effects on Kindergarten Student Motivation in Writer's Workshop EL
Linda Wright
This publication will share one way that educators can expand their Writer's Workshop to encourage, excite and promote future writing by their primary students through the use of a web based publishing tool.

Session 3 8:00-8:40

ROUNDTABLES
Presenter 1 will present from 8:00-8:20.
Presenter 2 will present from 8:20-8:40.
Presenters will present their research and engage participants in dialogue about their process. As a courtesy to our presenters, we encourage participants to please remain at their table for both presentations.

Room 238 Audience Level

TABLE 1
Writing and Social Studies HS
Trent Lackey
In this presentation, I propose to analyze levels of competency in students' capacity to communicate in both written and spoken formats.

The Poignant Purpose of a Playful Parody HS
Tyler Anderson
Students grew in the understanding of what parodies aimed to accomplish, as well as increased their ability to craft their own parodies about the society in which they are immersed.

TABLE 2
Small Group Instruction in a Second Grade Classroom EL
Lisa Durchik
Is small group instruction really beneficial to support student progress? This research takes a closer look at the benefits from small group instruction in an elementary classroom setting. Students from different genders and abilities are observed in small group settings and surveyed about working in small groups. In addition, other elementary school teachers were surveyed on their opinions and feelings regarding small groups in their classrooms.

The Impact of the Leapfrog Letter Factory on Student Achievement EL
Suzanne Schmidt
This presentation will explore the impact of the Leapfrog Letter Factory DVD on student acheivement in kindergarten. Students that are engaged in pleasurable activities are more motivated to attempt challenging tasks and more likely to become life-long learners. I have experienced and measured the growth in the first six weeks in my classroom as connected to this DVD. The students are motivated and confident due to their early mastery of the alphabetic principle. This confidence launches them into a successful and rewarding year in kindergarten.

Room 214 _____ _Audience Level_

TABLE 1

Twitter Me This: Connecting Social Media and Student Writing   HS
Victoria Laurita
This study will examine ways that educators can bridge traditional literacy curriculum with developing digital literacy practices in the English classroom. The aim is to make literacy instruction more relevant to students, motivate students to develop literacy skills and prepare students to deal with the challenges of social media.

Teaching Social Studies   HS
Thomas Bogucki
This presentation will discuss effectiveness of current social studies methods of teaching. I will gather data on how well students do based on their test scores after teaching them through the current methods made available for teachers.

TABLE 2

A Study of the Great War in Honors World History   HS, U
David Perryman & Dr. Wayne Journell
The purpose of this study is to prove that through effective and innovative teaching methods, students are able to learn the necessary material in ways that make it important to them.

Student Research   HS
Elizabeth Evans
I believe that my teaching strategies will help students become productive lifelong learners. I believe that every lesson should incorporate all types of learning styles and reach every individual in the classroom.

Room 204 _____ _Audience Level_

TABLE 1

Effective Reading Comprehension Strategies for English Language Learners   EL
Meghan Joyce
This study explores five specific reading comprehension strategies that, when explicitly modeled, taught, and practiced, are beneficial to English language learners and will assist them in improving their reading comprehension abilities.

Reading Comprehension   HS
Melissa Holcomb
Can every one of our students really get it? When teachers present an older text, it can be hard for a student to relate to a composition from the middle ages. I feel that many students need different types of pedagogy to keep them engaged. The teaching of literature should reach all students, whether they are kinesthetic, audio or visual learners. A teacher's lesson plans should reflect this with varied teaching styles.

Room 331 _____ _Audience Level_

TABLE 1

Student Mentoring: What Are the Effects?   EL
Kara Winicki
The purpose of this research is to find out the effects of an elementary school student mentor program on student behavior. The targeted behaviors are: school and class conduct, peer relations, and social skills. The mentor program includes staff volunteers who met with students that were referred to the program by their classroom teachers. The mentors helped students develop personal behavior goals and worked with the students to achieve these goals. Important feedback and data was collected by the use of questionnaires, interviews, and observations of the students.

Book Clubs: Helping All Students Establish a Reading Identity   HS
Melissa Ferguson
Come discuss how book clubs can help teachers introduce students to life-long literacy skills and help students develop a reading identity.

TABLE 2

Vocabulary Instruction Concerns and Visions   MG
Todd Cayton
This research considers what middle school ELA teachers say matters about vocabulary instruction and what questions they have regarding effective instruction. In conjunction with system district-level support and support provided by teacher resources, conclusions are drawn about what additional professional development needs exist based on current understandings of effective vocabulary instruction.

Using Graphic Organizers to aid in Comprehension   EL
Cindy Roberts & Jenee Ford
In this presentation, we will discuss how to use graphic organizers as a way to help students with their comprehension skills. There will be examples of graphic organizers used in both a 2nd and 4th grade classroom.

Presenters will present for the entire 40-minute session, in which they will present their research and facilitate discussion where applicable.

Room 247 _____ *Audience Level*

Short Story Revision   HS
Kelsey Van Vleck
In my presentation, I will discuss my findings on my assessment in which I required my students to revise a short story three times. This is a process that will show their increasing understanding of the construction of fictional literature and the literary elements within it.

Room 244 _____ *Audience Level*

Effect of Explicit Genre Instruction on Elementary English Language Learners' Reading   EL, MG
Kyra Raphaelidis
Research has shown that for expert readers, familiarity with text genre affects reading comprehension. However, genres are culturally defined, and English language learners are often unfamiliar with the genres found in the classroom. This study asks whether explicit teaching of genre features improves the reading comprehension of English language learners.

Room 334 _____ *Audience Level*

Looping in a Middle School Math Classroom   MG
Lee Ann Snyder
Successful schools throughout the world implement looping for up to six years. Why is looping a big deal and how does it benefit students? This presentation will share my experience looping with middle school students and what my data suggests about the benefits of looping.

POSTER PRESENTATIONS

Participants are invited to peruse the poster session and engage in dialogue with presenters.

Room 241 _____ *Audience Level*

Teacher for a Day   HS
Kiara Blye
I plan to study the development of independent learning while preparing students to become their own teachers. It is apparent that students actively pursue their education and learning progress. In doing so, I will use daybooks to model how writing out thoughts and introducing new topics can not only be a learning process but a teaching process as well. Once students understand thoroughly, how daybook topics can provoke critical thinking and learning through the sharing of ideas, I will gradually allow students to introduce their own topics for writing and discussion. Students will research, present and explain any topic that catches interest and enlighten the class on a broad or specific topic. With this, students will present a question for the class to address and/or propound. I will model these behaviors weeks before giving the class the opportunity to be the instructor of conversation.

Teaching Goal 2   HS
Kim Jones
This presentation will detail how I taught the U.S History Goal 2 and the impact my methods had on student learning.

Creative Writing with Contemporary Examples and Peer Revision   HS, U
Kimberly Fluck
Students too often view writing as onetime endeavor. It's my goal to present writing as a process that must be practiced and refined to obtain the best results. My students will write a personal memory piece that I will grade based on their portfolio of completed personal and peer revisions.

How Effective Have I Been As APre-Service Educator?   HS
Michael McNair
Through the use of teaching strategies ascertained during my time at the University of North Carolina at Greensboro, I will examine how well students achieved through the course of a Unit in U.S. History. The design of the research in tells a pre and post Unit summative assessment of students as well as qualitative evaluations. The research will also in tell a detailed case study of three students that are representative of the high, middle, and low achievers with in the classroom. The study will also have a breakdown of students' achievements based demographic characteristics.

Active Reading Through Dialectic Journals   MG, HS
Monica Collazo
Researching how to increase reading comprehension through dialectic journals - an active reading tool.

ESL Co-Teaching at the Elementary Level-What Works and What Doesn't   EL
Paige Abernethy
The purpose of my research is to determine what works best for elementary school ESL teachers that must work with intermediate level English language learners (ELL) and multiple content teachers. Elementary schools traditionally use the pull-out model for ESL students. Co-teaching is increasing in popularity among schools with high populations of English language learners. My school has developed our current program on our own and myresearch goal is to explore what works best for elementary ESL co-teachers by exploring teacher interviews, observations, and field notes based on teacher lesson plans.

Teaching Methods and Results   *HS, U*
Robert Mitchell
My presentation examines different methods of teaching and analyzes the results. The results are broken down to display how each student progressed throughout the unit.

Motivating Struggling Readers   *EL*
Stephanie Garrett
Motivating struggling readers is a daunting task for teachers. Without reading motivation, struggling readers are unlikely to develop into successful readers. This study investigates three struggling readers in the third and fourth grade and the effects of blogging on their reading motivation.

Teaching Poetry by Writing Poetry   *HS*
Silas Burke
Many students are asked to write poetry as part of a poetry unit in English Language Arts classrooms, but is it really an effective way of gauging their progress?

Powerful Paragraphs: Responding to Tween/Teen Tribune Articles to Promote Effective Paragraph Formation   *EL, HS*
Stacy Dillon & Jonathan Dillon
We plan to use age-appropriate, online news articles to prompt students to write summative and/or argumentative paragraphs on topics that interest as they enhance skills in formulating main ideas and providing supporting details. Students will write a series of paragraphs and have their progress monitored; modifications will be provided as needed.

Using Literature Circles in an English Classroom   *not specified*
Stacy Feredinos
Literature Groups can be used as an effective tool in the high school English classroom to help enhance reading comprehension and discussion.   I am researching the effects of literature groups on 10th grade English students. The students will be placed into semester-long Literature Groups. They will meet weekly to talk about what they have read as well as answer questions provided by the instructor. Most of these questions will be discussion-based which will help foster discussion amongst students as well as self-teaching. Teachers often pose questions to students in the classroom, but rarely do they allow students to explain their answers to each other. Splitting students into semester-long Literature Groups will also create a sense of responsibility amongst students.