

# **Fifth Annual Triad Teacher Researcher Conference**



Triad Teacher Researchers  
Wednesday April 30, 2014  
5:30-9:00 pm  
UNC-Greensboro  
School of Education Building

## Empowering Educators, Supporting Students

### Program Schedule

**5:30-6:00**

#### **Registration & Program Review**

*School of Education Building Lobby*

Please take this time to register, grab some food, socialize, and review your program. Make a plan for sessions you want to attend or visit the following poster presentations in the lobby:

What Makes an Effective Reading Tutoring Program? (Elyssa O'Brien, Taylor Phillips, Savannah Smith)  
Effective Reading Techniques for English Language Learners (Emily Fredericks, Victoria Moore, Cailin O'Kelley)

**6:00-6:25**

#### **Welcome & Dinner**

*School of Education Building, Room 120*

Colleen Fairbanks, School of Education

Amy Vetter and Joy Myers, TTR Co-founders

Opening Speaker: Anna Brady

**6:30-7:15**

#### **Session 1: Paper and Roundtable Sessions**

**7:20-7:40**

#### **Session 2: Poster Sessions & Desserts**

**7:45-8:30**

#### **Session 3: Paper and Roundtable Sessions**

**8:35-9:00**

#### **Closing Remarks & Door Prizes**

*School of Education Building, Room 120*

Holly Wroblewski, TTR Co-founder

### About the Opening Speaker

Anna Brady is the Executive Director of the Piedmont Triad Leadership Academy located on the campus of the University of North Carolina-Greensboro. As Executive Director, she has responsibilities in the areas of leadership and supervision, teaching, advocacy and outreach, curriculum development, operations management, and collaborative partnerships at the local, state, and national level. She also serves as an adjunct faculty member in the ELC department of UNC-Greensboro. Brady is a 25-year educator who has served students in a variety of roles. Her leadership interest and experience has been focused on leadership development, the transformation of school cultures, and academic achievement. She was the Wells Fargo-Guilford County Schools Principal of the Year in 2010 and a Regional Finalist for the North Carolina Principal of the Year.

### 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.triadteacherresearcher.weebly.com](http://www.triadteacherresearcher.weebly.com)

### Audience Level Key

EL-Elementary

MG-Middle Grades

HS-High School

**Door Prize #**



**Session 1****6:30-7:15****ROUNDTABLES**

Presenter 1 will present from 6:30-6:45

Presenter 2 will present from 6:45-7:00

Questions from audience 7:00-7:15

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

<b>Room 108</b>	<b>Audience Level</b>
<b>Moderator: Dr. Scott Howerton</b>	
<b>Learn your way!</b>	MG
Shonda Foster	
All students can learn, their way. It all begins with a learning style inventory. How do our students learn? Educators tend to teach through their learning styles, which is not meeting the needs of ALL students. There are many steps to personalize learning for every student. Why not start with tasks?	
<b>All Aboard</b>	MG
Erika Dye	
With the transition to the Common Core Standards and a renewed focus on student justification of answers, we as teachers must realize we are working with students who are transitioning from paper and pencil to everything digital. However, what do we do when we don't always have the computer/computer lab, ipads, tablets, etc.? We get innovative!	
<b>Room 110</b>	<b>Audience Level</b>
<b>Moderator: Tresha Lane</b>	
<b>Diving into Digital Learning: What Happens When We Go Digital and Jump from Paper to Tablet?</b>	MG
Jamie Reep	
In this presentation, the effects of digital and web enhancement in the middle school classroom are explained. The findings focus on the effects it has on classroom management, student perception, engagement and learning, and the implications for future implementation.	
<b>Social Media...Bang or Bust?</b>	MG
Kim Simmons	
In this presentation educators will look at the possibilities of using social media as a method of implementing Scientific Inquiry into their educational practices. As students engage in the scientific inquiry, they will use social media/animations at the discretion of their instructors, to convey their research.	
<b>Room 219</b>	<b>Audience Level</b>
<b>Moderator: Cheryl Ayers</b>	
<b>Bigger is Not Always Better!</b>	MG
Sonji Bell-Sawyer	
How might African American Males respond to instruction that focuses on the following three instructional modalities: visual, tactical and kinesthetic? This presentation focuses on how I utilize small group instruction with six African American students to impact their academic achievement and academic success.	
<b>Preserving the Engagement</b>	MG
Friecka Baldwin	
This research looks at how connecting learning to real world experiences increases student engagement in mathematics. Students' levels of engagement are being observed during APKs and small group instruction. The desire of this research is to increase student engagement.	
<b>Room 217</b>	<b>Audience Level</b>
<b>Moderator: Dr. Dale Schunk</b>	
<b>Navigating Best Practices in Writing Instruction in the Age of the Common Core</b>	EL
Jennifer Belcher & Brooke Langston-Demott	
In this presentation we will address common challenges teachers when teaching writing. Research on best practices on teaching writing will be presented. Additionally presenters will provide resources and strategies for implementing best practices in writing instruction.	

**Effectively Teaching Economics: Creating an Economically Literate Generation**

HS

Kelsey Shea

Throughout this project I explored student understanding of supply and demand. By analyzing both qualitative and quantitative data, I learned how to better explore the concepts of supply and demand through the eyes of students. I have confidence that the results this project and the analysis of those results will be of interest to other teachers

**Room 214****Audience Level****Moderator: Dr. Wayne Journell****Historical Thinking through the Civil War: A Modern Unit**

HS

Corey Cohen

In this project, I explored my students' understanding of History. By analyzing both qualitative and quantitative data, I learned more about the ways students learn about the Civil War and my own teaching effectiveness. I believe my analysis procedures will be of interest to other teachers.

**Big Ballin': Understanding the Gilded Age**

HS, U

Alexis Callender

In this project, I explored my students' comprehension of the Gilded Age. By analyzing both qualitative and quantitative data, I learned how students responded to the incorporation of art in the lesson on the political history of the Gilded Age, and my own teaching effectiveness. I believe my analysis will interest other teachers.

**PAPER PRESENTATIONS**

Presenters will present for the entire 45-minute session, in which they will share their research and facilitate discussion where applicable. As a courtesy to our presenters, we encourage participants to remain for the entire presentation.

**Room 224****Audience Level****Moderator: Dr. Holt Wilson****Transformations of Functions**

HS

Shawn Weisner, Kenyatta Ridley, Dawn Harris, Nequai DeCosta

With the transition to Common Core Standards and the increased emphasis on functions across various courses, there is a need to examine students' understanding of functions. We decided to narrow our focus to how students reason about translations of functions across multiple representations, as translations are often misunderstood.

**Room 222****Audience Level****Moderator: Dr. Colleen Fairbanks****"They're just not ready yet!": Teacher and Student Beliefs about Secondary Students' Struggles with Writing**

HS, U

Patrick Hales

Students are perceived as coming into and leaving high school generally unprepared as writers. This participatory action research project, through the development of a professional learning community, reveals teacher and student beliefs about why students, particularly of marginalized populations, struggle with writing. This model shows anyone can start the conversation.

**Room 226****Audience Level****Moderator: Dr. Barbara Levin****What Are They Thinking? Teacher Perceptions of Working with English Learners**

EL MG HS U

Traci J. Bellas

This study examined teachers' attitudes, preparedness and instructional practices regarding English learners in a large school district in the Southeastern United States. Based on survey results, the findings highlighted teachers' self-reported attitudes, preparedness, and instructional practices when working with English learners. The benefits, challenges, and supports in working with English learners were also shared. Implications were provided regarding teacher preparation and professional development.

**Session 2****7:20-7:40****POSTER PRESENTATIONS**

Participants are invited to peruse the poster session and engage in dialogue with presenters. Brownies and cookies will be provided.

**Room 102****Audience Level****Moderator: Tresha Lane****Signs, Symbols, and Society, Oh My!**

HS

Tavia Brightwell

Drawing parallels between texts and the real world can prove to be boring. By identifying signs and symbols in a novel and relating them to modern issues and concepts, one can make analyzing texts much more interesting. From this presentation you will learn strategies for making text-to-world connections more engaging.

**How Students Do History: An Examination of Student Abilities to Comprehend and Interpret Primary Source Material at the Ninth Grade Level**

HS

Zachary J. Bowers

Student's abilities to interpret and use primary source documents in the classroom are examined concerning specifically the history of Rome and Greece. Students' capabilities to access the documents and their possible validity are accessed.

**How can teachers motivate students in elementary school?**

EL

Laura Clegg

I can hear these words ringing in my ears "I can't do it." I can picture the student in the back with their head down, looking away, and obviously not involved in the lesson. It is not hard to detect or locate students who are unmotivated. As a special education teacher I have had these experiences and I believe that a lot of teachers have had similar experiences in their classrooms. These students lack the motivation necessary to be successful in school but can be successful. I think that motivation will always be a pressing issue in education. My hope is that with this research I would be able to better understand the effects of teachers on motivation and come out with some strategies that would help teachers motivate students who lack motivation in their classroom.

**Exploring High School Students' Understanding of Rational and Radical Functions through Assessment**

HS

Kristin Cudequest

This poster will present the data and findings of an Assessment Plan that seeks to understand how students learn Secondary Mathematics in relation to instruction, assessment, and research on student mathematical thinking.

**Down Syndrome: What Can We Do To Educate Ourselves And Help?**

EL

Britney M. Boles

Down Syndrome is the most common genetic condition in the United States. One out of 691 babies are born with Down Syndrome in the United States, which means that close to 400,000 people have Down Syndrome. Since it's discovery in 1866, great advances in Down Syndrome research have been made.

**Exploring Student Learning of Radical and Rational functions**

HS

Heather Outlaw

This poster presents findings from an action research that seeks to understand student learning of rational and radical functions in relation to instructions and research on student mathematical thinking.

**A New Era of Learning: High School Learners study the American Civil War Using Technology and Primary Sources**

HS

Leonard Stadler

Have you often wondered how effective primary sources, new technology themed lessons, and historical thinking activities really are in a title 1 school? Will having the right resources really capture student's interests and raise their scores? My research shows that it does. Join me as I discuss my research that I have collected, as I explain how schools without the proper tools can excel just giving a chance

**Why Can't These Kids Read: A Case Study of Three Middle School Struggling Readers**

MG

Allison Spooner

The purpose of my research was to explore the educational, social, and affective factors that influence struggling readers at the middle school level. I studied, observed, and interviewed three students to understand why they were struggling with reading and how teachers could best help them.

**An Unforgettable Experience**

HS

Michelle Cobb

I gathered data on my students' understanding of World War I. Through analyzing abstractive formative and summative assignments in the Honors World History classroom, I discovered different ways students learn about World War I through critical thinking, and recreating history in the classroom. My analysis of critical thinking methods in the classroom will be of great interest to teachers trying to a creative approach to learning and teaching World History.

**The Effects of Balanced Literacy Instruction on the Reading Skills of English Language Learners**

EL

Holly Love

This study researched the effects of balanced literacy instruction on the reading skills of first grade English Language Learners in an urban, Title I school. I conducted a case study of six of my first grade ELLs to see what the effect of balanced literacy instruction would be on their reading skills. With my study, I hope to encourage high quality literacy instruction for all students.

**Which Is a Witch?**

HS

Victoria Watson

Arthur Miller's *The Crucible* introduces students to a variety of characters that he narrates through the Salem witch trials. This presentation will instruct the audience on a variety of characterization techniques usable with diverse works like *The Crucible*. In-depth characterization allows learners to enter the mindset and view of a character, allowing each changing perception to modify analysis.

**A Middle Ages Experience: High School Learners Engage in the Middle Ages by Way of Differentiated****Learning Styles**

HS

Katherine Peterson

My students and I journeyed through the Middle Ages in order to gain a better understanding of what daily life was like in the Medieval Period. During our journey, I was able to better understand the different ways students learn as well as my own teaching efficacy as I collected data throughout the unit.

**Room 104****Audience Level****Moderator: Brooke Langston-Demott****Measurement of Student learning in Civics and Economics Unit 3: Political Parties, Voting, and Campaigning**

HS

Christopher Smith

Since the early 2000's the idea of getting away from the simple I.D.s and focusing more on Critical Thinking in Secondary Social Studies has become the norm. In this project, I examine my students' understanding of Unit 3 in Civics and Economics, which is the process of electing the President. I will be using a variety of activities and technology focused activities in order to study my student's ability to use Critical Thinking Skills. By analyzing both qualitative and quantitative data, I learned more about the ways students learn Unit 3 and my own teaching effectiveness.

**Where the Heck Did You Get That?**

HS

Anna Smith

Have you ever had a student express their opinion after reading a novel and thought... where the heck did you get that? Providing textual evidence when expressing a written or spoken opinion is a crucial skill all students must have for future success. You will leave this session with strategies for teaching students the importance of using textual evidence.

**The Effectiveness of Learning Word Parts (Prefixes, Suffixes, and Root Words/Stems) to Access Science****Content Knowledge.**

MG

Cory Bentley

The difficulty of scientific vocabulary can often prevent students from being able to fully access grade level appropriate science content. Teaching word parts (prefixes, suffixes, and root words) or stem words is the key to helping students access their science content.

**Why? Because It Builds Character**

HS

Graham Horne

Using lessons and assessments that incorporate an emphasis on characterization, students in twelfth grade English classes are better encouraged to approach and dissect a text by understanding the complicated dynamics of its characters. Whether tacitly or intentionally weaved into instruction, a developed understanding of characterization aims to make a text more relatable, and therefore more accessible, to students.

**Procedure Makes Peerless**

HS

Chris Lucas

When is the first time you thought about race?: Daybooking and informal writing practice such as Writing Into The Day, Dialoguing, Summarizing, and Written Exploration's impact on students' writing skills. What can my experiences inform in your classroom?

**Straight to the Core! : Implementing the Common Core State Standards through Mathematical****Problem Solving**

MG

Sonya West

This research focuses on how to successfully implement a system to help students attend to precision with mathematical computation while building a direct connection between abstract conceptual knowledge with the mathematical practices contained in the Common Core Standards.

**Exploring Student Learning of Functions**

HS

Daphne McLaughlin

This poster presents findings from an action research project that seeks to understand student learning of secondary mathematics in relation to instruction and research on student mathematical thinking.

**Word Up! Effective Vocabulary Instructional Strategies for the Middle School Student**

MG, HS

Frankie Santoro

The purpose of this presentation is to provide effective vocabulary instructional strategies that our students can use to learn new vocabulary. The strategies that were researched proved that the students were able to retain the meaning of the word and understand how to use it. The audience will understand the effects of sound vocabulary instruction in hopes that theory can easily be put into practice within their own classrooms.

**Pediatric Bipolar Depression: So it Does Exist?**

EL, MG

Sydnie Dale

Before the nineties, pediatric bipolar disorder did not exist, or perhaps it was misdiagnosed or not diagnosed at all. Since then, pediatric BD is seen in classrooms across the world. In this presentation, I will be discussing research I have collected to explain and introduce pediatric bipolar disorder in classrooms.

**Making Sense of the Past – Measuring Progress, Motivation, and Learning Differences Between Honors****U.S. History Students**

HS

Rachel Sanders

Project-based learning and guided reading are two methods that I have found particularly useful while teaching the Roaring Twenties and the Great Depression. Using qualitative and quantitative data, I have assessed the progress and challenges that my students faced while learning about this tumultuous period and the growth that students experienced as a result of targeted historical inquiry through a variety of formats.

**To See or Not to See—That is the Question**

HS

Jarrett Hanks

William Shakespeare's *Romeo and Juliet* is a valid cornerstone of every student's learning, but how does it compare to today's times? I challenged my students to create multiple representations of these connections through different forms of learning. Explore with me how differentiation in teaching is important to all types of classes.

**The Essentiality of Inclusive Characters and Stories in an ELA Classroom**

Tyler Anderson and Katie Roquemore

MG, HS, U

A growing interest in the role of Young Adult Literature in the Language Arts classroom presents an opportunity for the inclusion of voices who are muffled or muted in canonical literature. Novels that include queer characters and characters with disabilities, as well as resources and activities for these novels, will be available for attendees.

**Re-Writing the Books: Understanding World War I through Alternative**

HS

Tom Melvin

The use of alternative historical thinking sheds light on the major implications and consequences past historical events have on today's society. In this case, analyzing the possible alternative precedents and outcomes of WWI will greatly aid in students' understanding and knowledge base of major 20<sup>th</sup> Century wars.

**Finding Your Voice: Persuasive Writing in the Classroom**

HS

Topaz Ross

This research focuses on the growth of two Honors English II classes at a Title I high school during a persuasive writing unit. Students will be observed and coached throughout the writing process and are encouraged to find their own voices in a writing assignment that allows them to consider which issues they are passionate about.

**Room 106****Audience Level****Moderator: Traci Bellas****Understanding Divide and Disunion: Students engaging in the lead up to and the results of Civil War**

HS

Tyler James Harvey

I evaluated my students understanding of the Civil War and Reconstruction by looking at varying types of assignments (both summative and formative), but also demographics. This data also helped me to evaluate my classroom instruction and I believe that this method will be of interest to other teachers.

**Tourette Syndrome: What Can We Do to Help?**

EL, MG

Leanna Donato

Tourette Syndrome affects 6 in every 1,000 individuals, most being between the ages of 2 and 12. It can be embarrassing for students, and cause disruption in the classroom. What is Tourette Syndrome, and how can we, as educators, help these students feel comfortable and included in our classrooms?

**Re-visioning the Revision Process: Writing about Divergent**

Holly Setzer

By highlighting the ways we implemented the revision process and writer's workshop into an honors ninth grade classroom, I will explain how students developed and strengthened their writing, which was based on the young adult novel, *Divergent*.

**Teaching Reading Through Proficiency and Storytelling in the Middle School Classroom**

MG, HS

Rose Griffin

This presentation will offer a glimpse at a technique that has increased the literacy skills in my world languages classroom.

**Learning the Industrial Revolution**

HS

Anna Ralston-Asumendi

After the American Civil War the United States was left with pieces of a country and the task of picking them up and putting them back together. Through this process the country went from a farming dominated economy to an industrialized machine! This presentation focuses on how students learn and understand the industrial revolution in the United States.

**It's As Easy as A B C**

MG, HS

Noelle Holloway

Students are not the only ones susceptible to falling asleep during a boring lecture. My research demonstrates how hands-on activities help students obtain better understanding of history. With the data I have obtained learn not only about your students but your own teaching styles, by finding out what actually works in the classroom.

**Signs of Growth: What Are my Students Learning?**

HS

Justin Paige

In this project, I examined my student's understanding of Political Parties and Interest Groups in a variety of ways. By looking at the data I was able to show how my students learn and how effective my teaching strategies were.

**Your History Skill Has Increased One Level: How Well do Simulations Affect Student Learning?**

HS

Ted Podlesni

This study researches the effects of games and simulations on student comprehension and retention in high school Social Studies classrooms. Students are observed using a small selection pre- and post-game questionnaire. This study quantifies the utility of engaging student agency in the classroom.

**Bringing Light to the Dark Ages for High School Students**

EL

Colin E. Milroy

Through technology, students are given the opportunity to use primary sources, secondary sources, and visual aids that contribute to understanding the Middle Ages. In this presentation, I will discuss the ways that students are able to learn about the Middle Ages using these different methods.

**Digging Deeper into the Text: Using *Divergent* as a Guide**

HS

Sacia Listenbee

Heard of *Divergent* by Veronica Roth? Using this text, students worked to improve their understanding of theme within literature to spur a deeper understanding and discussion of this very relevant and popular dystopian novel. You will learn how I used this text to engage students' reading interests and help them dig deep into complex texts with multiple themes.

**Learning Article I of the United States Constitution**

EL, MG

Colton Ballard

The system in which laws are made in America is a process that involves Congress, voting, and elections. By relating these concepts to the everyday lives of students this material will enhance their civic knowledge and make them more aware of their roles as Americans. This presentation focuses on teaching high school students the law making process in the federal government.

**A House Divided and Promises of a Better Tomorrow: An Analysis of High School Learners Studying the Civil War and Reconstruction Era**

HS

Cassandra Lackey

The purpose behind focusing on this specific unit is to engage students in a more in-depth Unit plan on the Civil War and Reconstruction by using more hands on approaches. The audience will learn that this era did not help to end the sectionalism that plagued our country before it but created a country ready for a new change.

**Analyzing Point of View in 140 Characters or Fewer**

HS

Mandy Widmark

How can social media sites like Twitter and Facebook help students understand dynamic characters and shifting perspectives? In my unit on *To Kill a Mockingbird*, I challenged my students to "crawl into the skin" of a character of their choice and walk around in it, as per Atticus' advice to Scout. The catch? They have to do this using Tweets and Facebook status updates.

**Session 3****7:45-8:30****ROUNDTABLES**

Presenter 1 will present from 7:45-8:00

Presenter 2 will present from 8:00-8:15

Questions from 8:15-8:30

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

**Room 108****Audience Level****Moderator: Dr. Melody Zoch****"Let's Start At The Very Beginning, A Very Good Place To Start." Impacting Struggling Beginning Readers Through Tutoring**

EL

Stephanie Dawn Hornback, M.Ed.

This project includes determining a student's greatest area of need in literacy and where to go with that information to make the biggest impact with each student. Included are diagnostic testing(s), analysis, and data-driven instruction to impact the literary development of struggling beginning readers through the avenue of one-on-one tutoring.

**"Carousel Reading": Helping Middle Schoolers Read Large Portions of Text**

MG

Charlie Silver

One thing middle grade students struggle with is maintaining focus of reading large portions of informational text. Will this new carousel idea I have impact how students view large text?

**Room 110****Audience Level****Moderator: Dr. Barbara Levin****Reaching Heritage Language Learners in a Public High School**

HS

Sibela Pinochet

This research identified factors affecting heritage language learners' academic performance, the role teachers play for engaging HLLs in class, and strategies teachers may use to engage HLLs in basic Spanish classes. Understanding the challenges HLLs face in the language classroom, including environmental factors, labeling, language placement, and attitudes are discussed.

**¡Sí se puede!: Using the target language 90% in the world languages classroom**

MG, HS

Cristen Ontiveros Bullock "Cappy"

With an increased focus on meaningful communication in the world languages classroom teachers need to find activities, authentic text, tasks and assignments that increase and support the use of the target language.

**Room 217****Audience Level****Moderator: Naomi Jessup****Preparing Future Presidents: High School Students and the Executive Branch**

HS

Victoria Allen

In this project, I study my student's understanding as of the executive branch of our government. In my Honors Civics and Economics class I collected both qualitative and quantitative data. The analysis of this data demonstrated my students' grasp and understanding of the material, as well as my effectiveness as an educator. I believe my findings and analysis will be of interest to other educators.

**Ready, Aim, Fire: Preparing Students to be Civically Engaged**

HS, U

Madison Sampson

In this project, I explored my students varying levels of interest in politics. By analyzing both qualitative and quantitative data, I learned more about the ways students engage with the idea of being "civically responsible" members of society. I believe this study will spark interest in other teachers.

**Room 212****Audience Level****Moderator: Jared Webb****An Administrator's Impact on School Climate**

EL, MG, HS

Rachel Sanchez

What is it that makes one school so much more pleasant than others? Even with factors such as student population and parent support being even, two schools may have drastically different emotional atmospheres. When I joined the faculty at my current middle school, it was evident that the new administrative focus was on creating an atmosphere where faculty and staff wanted to work. In an attempt to understand this underlying force that can impact student performance, teacher morale, and staff turnover, I conducted qualitative research from August through November. What I found was a myriad of factors that worked together, or against each other, to create the overall feeling of the school.

**Student Generated Higher Level Thinking With Literature Circles**

HS

Katie Roquemore

Do you wonder how to foster higher-level thinking while students are reading and discussing novels? Literature circles may be the answer. Join in this discussion of how one teacher found higher-level thinking dominating discussions when she used literature circles.

**Room 208****Audience Level****Moderator: Dr. Wayne Journell****Using the Present to Teach the Past: Comparing the Great Depression and the Great Recession**

HS

Jenny Berggren

Eleventh grade students taking one U.S. Standard and three U.S. Honors History classes at a predominantly white, middle class Southern suburban high school wrote short papers comparing the severity of the Great Depression to the contemporary Great Recession. A comparison of baseline pre-unit, mid-unit, and post-unit multiple choice measures demonstrating student knowledge of the Great Depression provided a way to measure instructional effectiveness across, as well as controlling for, course difficulty. While student demographic diversity is greater in the Standard class, outcomes for most student demographic categories still yielded fruitful comparisons.

**A First Approach to World History**

HS

Thomas Moore

In this project, I explored my students' understanding of World History. By analyzing both qualitative and quantitative data, I learned more about the ways students learn The Renaissance Period and my own teaching effectiveness. I believe my analysis procedures will be of interest to other teachers due to my first person approach

**PAPER PRESENTATIONS**

Presenters will present for the entire 30-minute session, in which they will present their research and facilitate discussion where applicable. As a courtesy to our presenters, we encourage participants to remain for the entire presentation.

**Room 214****Audience Level****Moderator: Dr. Scott Howerton****Comprehending Graphica: Comics Grow Up**

EL, MG, HS

Tori Mazur

A case study was conducted with seventh grade English Language Learners to determine what literacy strategies students use to comprehend "graphica". This presentation highlights how comics and graphica were used to practice comprehension strategies and assess the depth of cognition needed to "make sense" of visual literature.

**Room 222****Audience Level****Moderator: Dr. Heidi Carlone****Improving your Instructional Practices Using Self-study Research Techniques: Learning From Your Students**

EL, MG, HS, U

Cheryl Ayers

Participants will learn one way to conduct a self-study of a course they teach with the ultimate goal of learning what instructional practices were and were not effective from their students' perspective. Developing teachers' pedagogical content knowledge unique to K-12 subjects will also be discussed.

**Room 224****Audience Level****Moderator: Dr. Colleen Fairbanks****Have You Lost Your Mind: A College Professor's Perspective on Teaching Middle School**

EL, MG, HS, U

Dr. C. P. Gause

This case study presents the results and insights into being embedded as a 6th grade public school teacher in a "high impact" magnet middle school while still serving as a College Professor. The results are startling and provides specific insights into the difficulty classroom teachers face when striving to increase student achievement under Common Core and the North Carolina Essential Standards.

**Room 226****Audience Level****Moderator: Dr. Vicki Jacobs****Students' Connections Among Multiple Representations of Functions**

MG, HS

Michelle McCullough, Kristen Bowles, Martha Ray

This study investigated the connections students made among various representations of functions. We used a written assessment and an interview task to test our conjecture that students might use key features of functions to relate multiple representations and to ascertain other methods students use to make these connections.



# Triad Teacher Researchers

*Empowering Educators, Supporting Students*

---

## **A special "Thank You" to our moderators:**

Cheryl Ayers  
 Traci Bellas  
 Colleen Fairbanks  
 Scott Howerton  
 Vicki Jacobs  
 Naomi Jessup  
 Wayne Journell  
 Brooke Langston-Demott  
 Barbara Levin  
 Jeanie Reynolds  
 Dale Schunk  
 Jared Webb  
 Holt Wilson  
 Melody Zoch

## **Event Organizers**

Joy Myers, TTR Co-founder  
 Amy Vetter, TTR Co-founder  
 Holly Wroblewski, TTR Co-founder  
 Tyler Anderson  
 Laura Cameron  
 Dominique Limplevil-Divers  
 Tresha Lane  
 Mark Meacham  
 Katie Roquemore

## **Event Sponsors**

Teacher Education & Higher Education Department UNCG  
 Caribou  
 Hand and Stone Spa  
 Spring Garden Bakery  
 Tate Street Coffee

## **Event Volunteers**

The Teaching Fellows

## **Caterer**

The Iron Hen