

Sixth Annual
Triad Teacher Researcher Conference



Triad Teacher Researchers
Wednesday April 29, 2015
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. Stop by the poster presentations in the lobby given by the following: Victoria Johnson, Shelton Moser, Tori Patterson, and Kristen Vance

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: Wendi Pillars

6:30-7:15 Session 1: Paper and Roundtable Sessions

7:20-8:05 Session 2: Paper and Roundtable Sessions

***NOTE: Some sessions are 90 minutes**

8:10-8:30 Session 3: Poster Sessions & Desserts

8:35-9:00 Closing Remarks & Door Prizes

School of Education Building, Room 118

Holly Wroblewski, TTR Co-founder

About the Opening Speaker

Wendi Pillars teaches English as a Second Language at Jordan-Matthews High School in Siler City, North Carolina. With almost 20 years in the classroom, both abroad and stateside, Pillars strives to "lead without leaving" as a member of the Center for Teaching Quality and a member of the Teacher Leadership Initiative. Her interests in brain-based research and language have led her to write a book based on her action-research. *Visual Notetaking for Educators, a Teacher's Guide* explores the world of visual notetaking within the classroom, "busts a few neuroscientific myths and ignites a creative flame teachers barely knew existed as they discover ways to use it within their own context. Teaching ideas, neuroscience behind learning and understanding the powers of our visual mind will propel you to become **edu-sketchers**, lead learners who foster students' creative and memorable thinking." Pillars, a National Board Certified teacher with Master's degrees in TESOL, Peace Studies and Conflict Resolution, and Philosophy in Research will guide TTR participants in an edu-sketch session during her remarks. Pillars was a finalist for the Major League Baseball, Target and People magazine's "All-Star Teachers" program and Chatham County Schools' Teacher of the Year in 2012 while teaching at Virginia Cross Elementary School.

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

Audience Level Key

EL-Elementary

MG-Middle Grades

HS-High School

U - University

Door Prize #



WORKSHOPS (90 MINUTES)

Presenters will present and interact with audience members about their topic from 6:30-8:00 in a format of their choice.

Room 106**Audience Level****Moderator: Dr. Beverly Faircloth****Using Web 2.0 Tools to Improve Classroom Discourse**

Jennetta Waite

EL, MG

My action research project focuses on using Edmodo as a way to improve and increase classroom discourse. During this presentation, we will discuss types of conversations students engage in, the use of mathematical vocabulary, discussions about misconceptions, how these conversations transfer to the classroom, and other tools available through Edmodo.

Room 114**Audience Level****Moderator: Nancy Poole****"Yes, you can read and have fun at the same time!": Increasing Reading Motivation in Struggling Teenagers**

Mark Fuhrmann

MG, HS

Many high school students receiving special educational services exhibit little motivation to read, either for academic courses or for pleasure. This project increased student engagement/motivation in reading by creating individualized reading plans and providing the opportunity for students to read various texts followed by discussions and assessment of student interest.

Room 206**Audience Level****Moderator: Patrick Hales****Flipping the Script in an Elementary Setting**

Maureen McAuley

EL

This study examines the flipped learning model and how it impacts the school community's involvement in the use of effective technology tools for delivering instruction, increasing engagement among teachers, students and parents and a shift in learning from a teacher-centered approach to a student centered approach in an urban, Title I school. The flipped classroom accomplishes this by having the students, parents and teachers watch videos at home of a teacher teaching new concepts to view on their own time and at their own rate and then go back to school to practice the concepts taught in the video in a small group setting or on an individual need basis.

Room 204**Audience Level****Moderator: Brooke Langston-Demott****Using Math Interventions to Build Foundations that Lead to the Core**

Becky Baylor

EL

Throughout the transition to Common Core Math Standards, students are required to conceptualize, examine, and express mathematics in a new way. The requirement of mastery is no longer just having the right answer. Teachers need a way to reinforce basic mathematics skills to help students reach the goals set by the curriculum.

Room 202**Audience Level****Moderator: Dr. Sam Miller****Literacy Strategies to Increase Success with Math Word Problems on Summative Assessments**

Kylene Thomas

MG

The purpose of this presentation is to share my research regarding the use of literacy strategies to increase the percentage of success on math word problems on summative assessments. The audience will learn four different literacy strategies to be implemented in the classroom. I will share data that shows it did improve my students' performance. I will share suggestions to increase achievement even more.

Room 110	Audience Level
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Moderator: Aerin Benavides

Scaffolding Success: Interactive Writing with English Language Learners in the Primary Grades

Amanda Andrews, M.Ed. in Teaching English as a Second Language	EL
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With increased expectations of writing quality required by the Common Core, a scaffolded approach is needed when teaching writing to English Language Learners during foundational years. Interactive Writing in a small group setting meets the unique needs of ELLs in a manner that is engaging, encourages risk-taking, and fosters independence.

Room 108	Audience Level
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Moderator: Amy Hewitt

From Tier I to Referral: The Decision Making Process

Jane Green	EL
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This study researched the identification of learning disabled students in general education classrooms of a Title I school where 88% of students receive free-and-reduced lunch. Through revised forms, procedures, and an RTL team, teachers will be able to better identify students in need of referral to special education.

Room 104	Audience Level
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Moderator: Lizzie Oakley

Middle School Metamorphosis: High School Transitional Workshop

Jennie Morris	MG, HS
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The purpose of this action research project is to better prepare 8th graders for successful transition into high school. These students often struggle with the challenging academic workload and increased levels of responsibility that consume them in high school. Middle schools that implement a Transitional Workshop will better prepare their students academically, socially, and emotionally for success in high school.

Room 102	Audience Level
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Moderator: Stephanie Hornback

A Writer's Club to Improve 3rd Grade Written Comprehension

Carol K. Frazier	EL
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This research studies the effects of a Writer's Club to improve written comprehension. Districts across the state use the Reading 3D Assessment to show proficiency in accuracy, oral comprehension and written comprehension. My goal is to provide researched-based strategies that focus on daily writing to improve written comprehension proficiency.

Room 226	Audience Level
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Moderator: Tori Mazur

Utilization of the Understanding by Design Framework for Rigorous Instructional Planning and Alignment at the Elementary Level

Dr. Debra Harwell-Braun	EL
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This study researched the impact of the utilization of the Understanding by Design framework on instructional planning, alignment to the standards, performance assessments, and rigor within instruction vertically. This study hopes to show the increased focus on feedback and revision of planning and the connection to student achievement.

Room 224	Audience Level
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Moderator: Tresha Layne

The Five Domains of Literacy within Guided Reading and Meaningful Interventions

Caitlin Fischetti	EL
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As a primary grades teacher, it is critical for students to read and comprehend on grade level. The action research focused on closing the achievement gap using the five domains of literacy within guided reading and meaningful interventions.

Room 222**Audience Level****Moderator: Holly Wroblewski****Student Journaling and Classroom Management**

Kimberly Thompson

EL, MG

The purpose of the presentation is to share an action research project from a fourth grade classroom. The class participated in a reflective journal project with reference to their daily behavior. The students received a color conduct mark for their behavior on a daily calendar. The student self reflected about the school day and set goals for the next day. The audience will learn about a positive option for classroom management. The journals had a positive effect on student self management and school behavior. The daily journal also helped to build classroom community and positive student relationships.

Room 120**Audience Level****Moderator: Montana Smithey****Reducing Behavior Through Evidence-Based Practices**

Melissa Armstrong

EL, MG

In my experience as a teacher of students with Autism Spectrum Disorder, we are always referred to the Evidence-Based Practices when trying to solve a classroom problem, but sometimes this is easier said than done. Will these practices work in the everyday classroom setting? Will they make an impact on daily non-compliant and off-task behavior? The purpose of this study was to apply several of the evidence-based practices recommended for students diagnosed with an Autism Spectrum Disorder, in order to reduce non-compliant and off-task behavior. To complete this research we incorporated the use of computer/tablet-based activity schedules that incorporate video modeling during transitions and activities throughout the instructional day.

Room 217**Audience Level****Moderator: Erika Gray****Incorporating Student Choice in Assessment: Its Effect on Motivation, Engagement, and Achievement**

Katie Anderson

EL, MG

This action research focuses on the effect of incorporating student choice in assessment format on student engagement, motivation, and achievement. The purpose of incorporating choice is to allow students to demonstrate mastery in a way that matches their learning style. While the initial focus of this research was on the Level 4, Non-AIG subgroup, data analysis has revealed the benefits of this strategy for all learners, including ESL and CCR students

Room 214**Audience Level****Moderator: Dr. Jewell Cooper****Meaningful Problem-Based Learning in Middle School**

Jeanine Lynch

MG, HS

A PBL unit can be a powerful tool in the middle school classroom. Attendees will answer the question: "How does one develop a PBL?" by participating in a PBL constructed to teach them the main components necessary to create a successful one for their classroom.

Room 212**Audience Level****Moderator: Dr. Vicki Jacobs****Math Problem-Solving Made Easy**

Katherine L. Bird, MAT, NBCT

EL

The purpose of this study is to implement a K-5 math problem-solving framework. Participants will learn this vertical, scalable, adaptable framework that incorporates ELA strategies, uses everyday words, not acronyms, and has helped students succeed. We will explore teacher adaptations, teacher and student artifacts, and evidence of its impact.

Room 208**Audience Level****Moderator: Joy Myers****Decoding Webs: Using Neuroscience to Improve Early Literacy Skills**

Karen S. Lambert

EL

Have you ever taught a skill to students and then suddenly realized they could not apply it? I have! Many students who correctly identify words during skill-based activities fail to transfer this knowledge to text reading. Using current brain-based research, I studied the effects of a "decoding web" on literacy skills in early readers.

Room 118**Audience Level****Moderator: Jared Webb****Where the Magic Happens: Small Groups in Upper Elementary Math**

Sarah McConnell

EL, MG

Many upper elementary math teachers struggle with breaking away from the whole-group teaching model. Finish by Friday provides a way for teachers to differentiate instruction, to target instruction to specific student needs, and to meet with small groups of students for formative assessments and hands on activities.

Room 407**Audience Level****Moderator: TBA****"Visualize" the Transition of a Child Reading to Learn**

Jennifer Cranford

EL

The purpose of my study was to transition third graders from learning to read to reading to learn by using visualization strategies. With the new law for third graders that they need to be proficient readers by the end of their year, I felt it was very important that my students become proficient in comprehension not just fluency.

Room 007**Audience Level****Moderator: Edna Tan****Collaboration + Questions = Critical Thinking**

Becky Frisbie

HS

Critical thinking requires powerful questioning. When teachers collaborate with media coordinators to infuse questions into their research assignments, students improve their critical thinking and information literacy skills. Inquiry based research requires students to answer questions in order to construct new knowledge rather than simply gathering information.

Room 221**Audience Level****Moderator: Kathy Matthews****PBLs: Making Classroom Learning Relevant to the Real World!**

EL MG HS

Dr. Carol Moore

Participants will participate in an introduction to creating Project-Based Learning (PBL) units. This same training was used in an Action Research project in conjunction with the Governor's Teachers Network. Results of the research will be shared.

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 share 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 310b

Audience Level

Moderator: Dr. Scott Howerton

The Effects of Project-Based Learning on Gifted Students

Paige Cochran

MG, HS

This action research project examines how project-based learning affects higher-order thinking skills when used as the basis of instruction for Academically/Intellectually Gifted middle school students. The study aimed to improve students' higher-order thinking skills, as well as teach the necessary content for a unit by utilizing project-based learning.

How Affective are Questioning Strategies?

Juan Sun

HS, U

This study focuses on researching the effectiveness of questioning strategies to help Chinese precollege students to improve their reading comprehension and academic thinking. The research is centered on college-aged Chinese students to study their university preparatory program.

Room 302

Audience Level

Moderator: Katie Roquemore

They're Not Going To Get My Best, But They're Going To Get Something

Robert Daniel Wilkes

HS

My research will focus on how to get students to become self-involved in their own learning through activities and projects about the Industrial Revolution. Using both qualitative and quantitative data, I look at how my own teaching and the teaching of others can benefit through letting the students take the reigns of their own education.

PLC's: Why Do We Need Them?

Tiffany Bixby

HS

This research focused on Professional Learning Communities and how to make them more effective for all teachers involved. New strategies will be presented that can easily be implemented into current Professional Communities.

Room 219

Audience Level

Moderator: Dr. Amy Vetter

Bridging Home and School: Increasing Cultural Awareness in the Classroom

Christy Marhatta

EL

This presentation focuses on using culturally relevant texts to increase students' discourse or conversation about the text in the primary grades. Topics that will be discussed are text selection for the primary grades, correlating activities, and online resources to support instruction and student learning.

From Point A to Point B to Point Me: Making Connections Between Texts and Life

Ethan Walsh

HS

This research examines how a group of ninth-grade honors English students developed their ability to make connections between texts. This presentation may be good for teachers who are looking for ideas on how to make a more unified learning experience instead of reading one book and then tossing it to the wayside.

Room 458**Audience Level****Moderator: Dr. Dale Schunk****Bloggin' to Writin': Using 21st Century Learning to Promote Digital Literacy**

Juan Vazquez

MG, HS

The purpose of the presentation is to encourage educators to look at digital resources to enhance the level of writing. Educators will gain different tools, examples, and results of how writing has improved through the use of blogging.

The Game of Love: High School Learners Engaging with Rhetoric in Shakespeare's Much Ado About Nothing

Elizabeth Angermeyer

HS

William Shakespeare is known for his plays about certain topics - the most consistent being love. This presentation will focus on how Shakespeare uses language, rhetorical devices, and other aspects to show the dynamics of love and relationships in the play Much Ado About Nothing.

Room 116**Audience Level****Moderator: Mark Meacham****Historical Thinking: Anyone Can Do It**

Nicole Seymour

HS

I examined, in the study of my students, their understanding of the law in their lives in the course of a Civics and Economics class. Through analyzing the data that they produced, I have been able to better understand my own teaching abilities and their abilities to understand the law in their lives. This study could be very useful to other teachers in my field.

Life, Liberty and the Pursuit of Education: Analyzing Students Learning the Formation of the United States

Logan Macon

HS

With this project, I analyzed my U.S. History students' understanding of the Making of the U.S. Government. To complete my analysis of my students' understanding I considered both the qualitative and the quantitative data from the unit. I not only wanted to see how my students learned the material, but how I learned to teach the material in an effective way. I believe this process will be applicable and beneficial for 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 301**Audience Level****Moderator: Dr. Holt Wilson****Something Creative: Developing the Well-Rounded Writer in the High School English Classroom**

Taylor Kane

HS

This presentation is based on my Undergraduate Senior Honors Thesis that I completed for Disciplinary Honors in English Education at UNCG. My Thesis is about the concept of well-rounded writing in the high school English classroom. Audience members will engage with progressive ways to teach writing to their secondary students, both creative and argumentative. This presentation will focus on the Multi Genre Project (MGP), effective conferencing, and peer reviewing. Audience members will view a successful MGP, learn ways to implement multi-genre writing in their classroom while adhering to state and federal curriculum standards, and engage in discussion about the values of well-rounded writing for students.

Room 401**Audience Level****Moderator: Dr. Wayne Journell****Linguistic Limbo: Long Term English Language Learners' Struggle With Language**

Marchelle Knight

EL, MG

Long Term English Language Learners (LTELLs) are students who have not been able to master English to the level required by state and federal governments for academic purposes, have been enrolled in the United States' educational system for seven years or more, and have received some English as a Second Language services. These students are often overlooked as they have adequate conversational English. Unfortunately, these students' academic track records are often full of D's and F's in primary and secondary grades, which leaves them unprepared for college and the future careers in which they envision themselves.

Room 336**Audience Level****Moderator: Dr. Barbara Levin****Students Unplugged: It Just Makes Sense**

Bernard Joseph Mack II

MG HS

As the range of students from different backgrounds and different approaches to learning gradually increase, many students encounter a disconnect between their life experiences and the current curriculum. This research explores a pedagogical and an instructional approach in response to students' discord.

Session 2**7:20-8:05****ROUNDTABLES**

Presenter 1 will present from 7:20-7:35

Presenter 2 will present from 7:35-7:50

Questions from 7:50-8:05

Presenters will share 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 302**Audience Level****Moderator: Dr. Wayne Journell****Reaching Parents: Increasing Parent Involvement in Highly Impacted Schools**

Emily Anne Price

EL

This research focused on parent and teacher attitudes regarding parental involvement in highly impacted schools. The purpose of this research is to identify and create workable solutions to implement practices and programs in classrooms and schools to increase parent-teacher relations and involvement.

Scaffolding Imperialism in the Modern Day Classroom

Shanice Foye

HS

Using the topic of Imperialism, student data will be analyzed to see how effective teaching a foreign topic in the modern classroom can be. Various teaching methods will be used throughout the course of the unit, but do these various teaching strategies really work?

Room 310b**Audience Level****Moderator: Dr. Amy Vetter****History that Looks Like Us: Multiethnic Reformers in American History I**

Maureen Fischer

HS

I investigated my students' understanding of reform efforts and the multiethnic experience in the antebellum period of the United States on a multitude of levels – both qualitative and quantitative. Students revealed the ways in which they gained this understanding and I learned not only about them, but also about what it takes to be an effective teacher. What I gleaned from this project was not only of interest to me, but could also be useful to other teachers.

Seeing and Hearing Through the Eyes and Ears of High School Students

Elizabeth Teague

HS

For this project, I carefully examined the comprehension levels of several high school students in regards to the Sensation and Perception chapters taught in Psychology. True to the scientific method, I carefully examined the independent/dependent variables within the project while also addressing statistical correlations.

Room 116**Audience Level****Moderator: Dr. Mark Meacham****Men in Charge: The Effects of Black Male Mentorship in First Grade Black Males**

Ria Johnson

EL

This research focuses on how Black male mentorship can positively affect academic achievement among first grade Black males as well as other factors. In this session, you will understand why Black males need mentoring and we will also discuss steps to begin a mentorship program at your school.

B3: Mentorship and Reading Buddies at the Middle School Level

MG

Jordan Hohm and Erin Bondarenko

This research focuses on the social and academic benefits of a reading buddies program in an urban, Title I middle school, where the 8th grade mentors were classified gifted in at least one subject area, and the 6th grade mentees were a conglomerate of ESL-classified and regular-education students.

Room 219**Audience Level****Moderator: Naomi Jessup****How the U.S. Economy Affects Me: Teaching Economics**

Desiree Marcano

HS

The purpose of this project was to create a lesson and analyze how the students interpreted the information and my teaching capabilities.

How Tragic: A Study of Shakespeare's Macbeth and the Composition of Tragedies

Natalie Popovich

HS

This research focuses on how a more comprehensive understanding of what makes up and defines a tragedy can help students to better understand Shakespeare's Macbeth. This project also allows students the chance to compose their own tragedy using elements they have learned from both Macbeth and prior research completed

Room 458**Audience Level****Moderator: Katie Roquemore****Old Maps and New Computers: How High School Learners Engage and Respond to Key Teaching Practices**

Andrew Beckman

HS

This project examines qualitative and quantitative data, in the form of scores, student work and student interviews to examine my teaching abilities and view how students learn about the Middle Ages. This analysis should prove useful to other teachers, as it provides insight into the effectiveness of key practices.

Flipped Instruction 101

Christopher Aureden

HS, MG

Have you considered flipping your classroom? This presentation will discuss how I implemented a flipped classroom approach with my students over the course of two units of study. I will discuss ways to consider flipping as well as the implications this had on student affect and perceptions.

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 301**Audience Level****Moderator: Dr. Scott Howerton****It's a Love-Hate Relationship: High Expectations and Student Engagement reconnecting to promote Student Achievement**

Daylonda Lee

HS

Are you ready for an increase in student achievement? This presentation will discuss the impact that high expectations and student engagement has on student achievement in a high school classroom. The purpose of this study was to culturally reach all students and connect them to the content.

Room 336**Audience Level****Moderator: Dr. Heidi Carlone****Making Research Relevant Using 21st Century Skills**

Jennifer Goodson

HS, U

I have completed an action research project investigating how teachers can make the research paper (Graduation Paper in CMS) both purposeful and relevant for the students using technology and online support. Combining the use of the in-class introduction and further podcast support in combination with blogging, students were able to write without stress or difficulty very engaging and well-supported papers.

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: Dr. Amy Vetter

Exploring Student Learning of Geometric Proofs

Kirsti Burrow

HS

The poster presents findings from an action research project that seeks to understand student learning of Common Core Math III in secondary mathematics. For this project, I will be focusing on the Geometry Unit, which includes the following topics: triangle congruence theorems, parallel line theorems, Angle theorems, and combining these concepts to write proofs. The students' growth, understanding, and retainment of prior math knowledge will be used to evaluate the instruction methods and research mathematical thinking of secondary education students.

Equal Sharing: Fraction Action Research

Lenora McNamara

EL

In an elementary school setting, six K-5 teachers explored the use of equal sharing situations to assess and build upon student understanding of fractions. Teachers kept a reflective journal as they implemented ten problems with small groups or a whole-class. Data from the journals, surveys, and interviews were analyzed.

Learning Fun? Using Innovative Strategies in a High School Classroom

Kelsey M. Simpson

HS

The purpose of my research was to discover what ways students learn best. High School students tend to get bored in Social Studies classrooms, complaining that they will never use that information in real life (which is untrue). The purpose of this project was to uncover ways in which students would feel more motivated to learn about the past so that they may have better futures.

Using Parent/School Collaboration to Increase Student Buy-In

Emily Jackson

MG, HS

Does parent contact really matter? The purpose of this study is to share findings regarding whether or not parent and teacher contact correlates in student achievement. It's important for teachers to know that their time working with parents is well spent. A handout will be provided.

Language of Mathematics: Not Really That Universal

Anthony Sparks

HS

This presentation focuses on strategies to keep English language learners at pace with other learners in a regular classroom setting. Participants will engage in a variety of strategies that will aid in their specific language needs. Handouts will be provided for participants.

From the Articles to the Constitution: Learning American History Through Diverse Projects

Kylie Holland

HS

Throughout this project, I evaluated and assessed my students overall progress with the unit on the Articles of Confederation and the Constitution. I did this through using both qualitative and quantitative data to back up my assessment and research on the progress of my students. Throughout this process I gained insight on both my overall teaching style and ability as a teacher, as well as what helped students to learn throughout the unit. I hope that the information I have gathered will be helpful to all teachers.

It's My Choice: Students Learn By Completing Self-Selected Projects

Antwaniece Williams

EL

Do you think first graders can work on self-selected projects? You will learn that this is not only possible, but also how self-selected projects can be implemented in your classroom. I will share the projects that my students selected and completed during our space unit.

Beneath The Surface

Brittany Salers

HS

This study focuses on students' ability to successfully and efficiently execute a close reading analysis of a text. Students will participate in a baseline reading, mini lessons on close reading strategies, writers' workshops, teacher conferences, and a finalized revision of a close reading graded by a rubric. This study hopes to enable and empower students to independently construct and revise a close reading.

Measuring the Cycle of Learning

Rachael N. Smith

HS

Throughout this project I challenged myself to explore my students understanding of The Great War and It's Legacy. This process was carried out by actively measuring both quantitative and qualitative data. By doing so, I have gained an understanding of how my students progressed throughout the instruction of the unit, my own growth, and overall teaching effectiveness. It is my intent to gauge the interest of my peers with my analysis procedures.

Effects of Peer-Teacher Observation On Professional Learning Community Collaboration

Marissa Messiano

MG, HS

Researcher analyzed effects of peer-teacher observations among teachers within a professional learning community to evaluate its affect on collaboration. A high school PLC teacher group completed multiple classroom observations over a three-week period and recorded reflective thoughts and feedback. Researcher then evaluated the process' affect on PLC collaboration.

Making Sense of Macbeth

Morgan Villafranca

HS

In our high-speed world it is easy to lose students at the mere mention of Shakespeare. This research project was designed to make sure students grasped the most important elements of Macbeth all while developing valuable skills in literary analysis composition.

Parabolas and Circles

Megan McElroy

HS

The poster presents findings from an action research project that seeks to understand student learning of Common Core Math III in secondary mathematics. For this project, I will be focusing on the part of the Quadratics Unit which includes the following topics: finding the vertex, finding the center of a circle, writing a parabola as conic section, and applying all they have learned to real world problems. The students' progress, comprehension, and retainment of prior math knowledge will be used to evaluate the instruction methods and research mathematical thinking of secondary education students

Student-based Critical Analysis

Tyler Ham

HS

The purpose of this research is to evaluate the best practices for having students to be able to comprehend and summarize a historical content in order to analyze the arguments of interpretation, evaluate the justification for such interpretations based on evidence, and respond with their own personal interpretation using evidence to support their claim. This research can be useful for others to understand how students can engage fully with the process of constructing historical knowledge and take ownership of their learning by including themselves in the construction of such knowledge.

Moderator: Brooke Langston-Demott**A Different Angle: High School Students Learn through Real-Life Scenarios and Primary Source Materials**

Lindsey Bowers

HS

In this research, I will examine students' ability to learn about historical concepts through a variety of teaching strategies. These strategies will include interactive technology, creative writing, reading primary source materials, and relating content to real-life notions. Students will explore these strategies by learning about "Manifest Destiny" and "Westward Expansion" in an American History I course. This research will also examine my ability as a teacher to effectively teach the content through the strategies mentioned above.

Equal Sharing: Fraction Action Research

Anna Smith

EL

In an elementary school setting, six K-5 teachers explored the use of equal sharing situations to assess and build upon student understanding of fractions. Teachers kept a reflective journal as they implemented ten problems with small groups or a whole-class. Data from the journals, surveys, and interviews were analyzed.

Exploring Student Learning of Polynomial Functions

Eric T McKenzie

HS

The poster presents findings from an assessment plan that seeks to understand student learning of polynomial equations in an honors precalculus class in relation to instruction and research on mathematical thinking. In this unit we assess such topics as; polynomial division, finding the zeroes of polynomial functions, graphing polynomial functions, what it means to get complex roots, and other topics on polynomials. The project looks at how student learning is affected by various methods of assessment. The data follows three students representative of different demographics as they progress through the unit. The assessment process begins with a diagnostic assessment and ends with a summative unit assessment.

Words with Friends: Incorporating Dialogue Journals in the Algebra I Classroom

Joy Walters

MG

Middle-school math is a crossroads for students at which they decide if math is "their thing." This research considered the effects of using dialogue journals on the experience of eighth grade students in Algebra I. Did corresponding with their teacher through email journals help students gain confidence and retain material?

World War II and the Mind of High School Students

Nikole Nickerson

HS

In this project, I analyzed in-depth how the various levels of high school students absorbed information as I taught in various ways. The topic of World War II can be extremely interesting or the complete opposite for high school students. By analyzing both qualitative and quantitative data, I learned more about my students and myself as a teacher. I truly believe the data will be helpful to myself in the future, as well as other teachers.

Measuring Growth through Writing and the Multi-Genre Project

Erica Spry

HS

Traditionally, student writing is graded based on their ability to use correct spelling, appropriate grammar, write arguments, and use textual evidence. However, the Multi-Genre Project allows for students to not only express their creativity that is otherwise inhibited by traditional writing assignments, but also exercise their writing abilities in a variety of literary forms.

Tackling Science through Literacy Development: Closing the Minority Achievement Gap at the Secondary Level with the use of Interactive Notebooks and Common Core Literacy Strategies

Stacy M. Brown

HS

This presentation will show the effectiveness of practicing Common Core Literacy Strategies with the use of science interactive notebooks to support increase student achievement in reading proficiency at grade level and science. The audience will learn about literacy techniques used in classrooms and their success with students exhibiting reading challenges.

The American Revolution from Those There: Teaching High School History Using Primary Source Documents

Garrett Owens

MG, HS

During this project I relied heavily on primary source documents to broaden my students' understanding of history, specifically the American Revolution. Analyzing data from multiple assessments, I broadened my understanding of how students learn from using primary sources and how to make my teaching more efficient. I think that my data will help other educators see the benefits of using primary source documents.

Examining Empowering Science Education with middle grades youth

Gina DiFrancesco & Emma Linn

MG

In this presentation we share our experiences in the co-construction of what we term "Empowering Science Education" with our middle grades students - one at the 6th grade level (Gina) where students co-planned a fieldtrip and in the 7th grade (Emma) where students co-planned lessons and activities focused on body homeostasis.

Student Journalism: Using the Writing Process to Foster Authentic Writing for Student Publications

Elizabeth Rodgers

HS

This study focuses on ways in which we can teach students the proper ways to find and collect information about current events for the purpose of writing a newspaper article. I focused my research on a High School Journalism class in which the students write for various student publications, and have to incorporate factual and unbiased accounts of current events into their writing.

Let's Get Talking: Math Discussion in the Elementary Classroom

Ashley McLeod

EL

With the shift to Common Core Mathematics, there has been a stronger push for student-centered learning and thinking. Students are expected to critique others and explain their thinking. My research focused on mathematical discussion in a fifth-grade classroom and the format in which students participate.

Growth In A Diverse Classroom Setting

Emily Bock

HS

The purpose of my presentation is to show the growth of my students in a particular unit in Civics and Economics. This is a diverse group of students with a variety of learning styles.

Are Two Heads Better Than One?: A Collaborative Co-teaching Approach

Greta Traxler

EL

Does co-teaching increase depth and rigor in a math classroom? Using a co-teaching approach in a fifth-grade math class, a classroom teacher and curriculum support instructor analyzed the level of engagement and growth throughout various fraction lessons and studied how students' perception of mathematics may have changed.

Room 106

Audience Level

Moderator: Nancy Poole

Can students understand Political Conflict, Industrialization and Reform?

William Bell

HS

This project allowed me to see how well my students could understand Political Conflict, Industrialization, and Reform as it relates to the 1790's to 1870's. By looking at various types of data, quantitative and qualitative, I can see my effectiveness to convey these ideas to students. This analysis should intrigue other American History teachers.

A Break from Tradition: Focusing on Primary and Secondary Sources in the Classroom

Kyle Pope

HS

This research is meant to judge the impact of primary and secondary source activities on student learning in a unit of instruction covering religion and reform movements in America during the early-mid 1800s. Results should help teachers determine if they wish to use similar activities in the future.

Math Talk: Increasing Discourse Between First Graders

Amanda McClain

EL

This research will demonstrate the structure used to increase discourse between first graders in math. The purpose of this research was to help students share their math with their peers and to evaluate peer work compared to their own. The audience will learn about the scaffolding that was used to guide the students to share and compare more.

The Do's and Don'ts of Teaching Precedents and Changes of the U.S. Constitution

Colleen Mills

HS

Through qualitative and quantitative research in a regular high school civics and economics classroom, this presentation reveals students' growth in understandings of amendments and pivotal court cases throughout American history. This research is particularly of interest to other teachers with highly diverse learners.

How to Argue 101: High School Freshmen Engage in Argumentative Writing and Analysis

Taylor Renee Kane

HS

Engaging our students in argumentative writing can sometimes be tricky. In a classroom setting and with students of multiple backgrounds and experiences, it is often challenging to teach argumentative writing without adhering to the standard "five-paragraph" systemic response. The purpose of this study was to examine the argumentative writing levels of 9th grade Honors students and to see how we, as teachers, can effectively incorporate additional methods of instruction to produce competent and confident rhetorical writers.

Mentoring: Shaping the Pedagogical Identity of Novice Teachers

Stephanie Vaccaro

EL, MG

This study researched the specific strategies mentors employ to provide emotional and instructional support and challenge novice teachers' initial conceptions and practices. Mentors were observed as they utilized specific language and methods to increase novice teachers' instructional knowledge, improve their practice and instill a sense of confidence and capability in the classroom.

Teaching the Nuclear Option

Gareth Stearns

HS

This project highlighted my students' understanding of President Truman's thought processes during WWII. Through both quantitative and qualitative analyses of student performance, new and creative ways of learning were discovered. My own methods and effectiveness were also challenged. I believe that the results can be of interest to other teachers.

Construct it up

Paige Norton

MG, HS

In the classroom today, students are constantly being asked to answer constructed response questions and to provide reasoning for their answers. This study focuses on teaching students to respond to constructed response questions in a way that provides textual evidence for their answers and/or a real world example in a high school English classroom.

How It All Works: High School Learners Engage with Government

Tara Cook

HS

In this project, I inquired and explored my students' knowledge of the federal government system, as well as the local government system of North Carolina. Through analyzing data, I have discovered effective learning methods in teaching the checks and balances of government that will be shown through student growth.

Paraphrasing, Quoting, and Summarizing! Oh My!

Demario Greene

HS

This research focuses on how to ensure that students know how to paraphrase, summarize and use quotes in written format. Most students' know about paraphrasing and summarizing but they have trouble distinguishing the two when they are expected to write an essay. Thus, this presentation focuses on how to help my students successfully write a research paper.

The Secret to Creating a Strong Mentor/Mentee Relationship

Ashley Clark

EL, MG, HS

Are you a mentor who is trying to improve your mentorship skills? Then this presentation is for you! It revolves around a case study between one mentor and their mentee. The purpose is to examine the relationship between the two and understand what affects the relationship between them.

Reformation in the Classroom: High School Learners

Mirtha Aranda

HS

I sought to inquire my students' understanding of the Age of Reformations, including the Renaissance and Protestant Reformation, through analyzing both qualitative and quantitative data from this unit. My goal is to understand how students learn the material and how to better improve myself as an educator.

Making Sense of Macbeth: Close Reading to Help Students Understand Shakespeare

Lacey Williams

HS

Students will begin a Shakespeare's Macbeth unit with a close reading assignment to evaluate their baseline ability to understand Shakespearean language. As we read the unit, discuss plot, and perform activities to help develop understanding, students complete a midway and final close reading assignment to measure their growth over time.

Closing Remarks & Door Prizes

Room 118

8:35-9:00



Triad Teacher Researchers

Empowering Educators, Supporting Students

A special "Thank You" to our moderators:

Traci Bellas
Aerin Benavides
Heidi Carlone
Jewell Cooper
Colleen Fairbanks
Beverly Faircloth
Erika Gray
Patrick Hales
Amy Hewitt
Scott Howerton
Vicki Jacobs
Naomi Jessup

Wayne Journell
Brooke Langston-Demott
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Kathy Matthews
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Nancy Poole
Katie Roquemore
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