

The Ninth Annual Triad Teacher Researcher Conference



Triad Teacher Researchers
Thursday, April 26 2018
5:30-8:30 pm
UNC-Greensboro
School of Education Building

Door Prize #

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.

6:00-6:25 Welcome & Dinner

School of Education Building, Room 120

Colleen Fairbanks, School of Education

Amy Vetter, Co-founder of TTR

Opening Speaker: Shanda Hamm

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

7:20-8:00 Session 2: Poster Sessions & Desserts

8:05-8:20 Closing Remarks & Door Prizes

School of Education Building, Room 120

Amy Vetter, TTR Co-founder

About the Opening Speaker

Shanda Hamm was born in Paterson, New Jersey, but she calls Greensboro, NC home. She is a product of Guilford County Schools, where she has been teaching for almost 13 years. Mrs. Hamm pursued her passion to teach at the University of North Carolina at Chapel Hill and graduated with a degree in Middle Grades Education with a major concentration in Math, and a minor concentration in Science. She later added a licensure in high school mathematics. She was recently recognized as Guilford County School's 2017-2018 "Teacher of the Year." Additionally, she was awarded the University of North Carolina's School of Education Outstanding Alumna Award in the fall of 2017.

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.computerresearcher.com

Audience Level Key

EL-Elementary

MG-Middle Grades

U – University

HS-High School

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.

Room 212**Audience Level**

Moderator: Dr. Dale Schunk

Journals, Bribes, and Coffee: Exploring the Tools Beginning Teachers use to Reflect

Mallory Gwyn Foster

EL, MG, HS, U

Reflection is essential for professional growth. In a professional development strand for second year teachers that culminated in a Nominal Group Technique session, I explored the tools teachers use to engage in reflection. Preliminary results suggest that teachers found journaling, conversations, and accountability measures useful in developing reflective habits.

Traditional Geometrical Instruments Vs. Software Programs

Adam Cross

MG, HS

The understanding of the criteria of the triangle, congruence, and similarity is essential in finding solution to real life problems. With the ability to use physical and computational construction tools, geometric models can be created. In this presentation, you will learn about the effects of geometrical instruments and software programs on students understanding of geometry in middle school.

Room 219**Audience Level**

Moderator: Dr. Holt Wilson

Family Math Nights! Parent Engagement for Student Understanding

Virginia Elliott Stanfield

EL

Parents want their child to succeed in math but often struggle understanding “new math” and how to best support their child’s learning. The purpose of my research was to examine the impacts of family math nights on student understanding. Research methods, implications, and math night strategies will be shared.

Room 214**Audience Level**

Moderator: Dr. Heidi Carlone

Integrating Science and Literacy for First-Grade Success

Amanda Pickett

EL

Due to a new prescriptive literacy program, CKLA, we have found ourselves with the challenges and opportunity of redesigning the curriculum so all students can build upon prior knowledge, increase understanding, and apply their learning through real-world situations. Hear one teacher's journey to create a rigorous, creative, and connected curriculum.

Vertical Is The Only Way Up; STEAMING Together a Cohesive Unit

Sarah Stallings

EL

With the transition into the next generation of science leaders in the area of STEM education there are many moving pieces. With limited professional opportunities in science and even fewer opportunities for vertical planning, this project allows us to fill in gaps between the two to create confident educators

Room 202**Audience Level**

Moderator: Dr. Beverly Faircloth

Culturally Relevant Pedagogy and its Impact on Belonging

Jill McClanahan

MG, HS, U

Presenter will share current research findings related to the implementation of Culturally Relevant Teaching practices and its impact on students' sense of classroom belonging.

Fostering Critical Consciousness Through Ethnic Studies: An Exploration with Sixth-Graders

Kia Barrett

MG, HS, U

This inquiry explored the influence of Ethnic Studies content on the critical consciousness of sixth-grade students during an after-school club. Students participated in discussions of inequality, identity, race, and racism. Students were given the opportunity to interrogate and share their own experiences.

Room 110**Audience Level**

Moderator: Colleen Fairbanks

**Gate City Writes: Art and Language Play**

Colleen Fairbanks

EL, MG, HS

This presentation will highlight ways in which teachers can use art as an instructional tool for teaching writing to students in all subjects and grade levels.

Session 2

7:20-8:00

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. Troy Sadler

Stop saying, "You're so smart": Growth Mindset in a Kindergarten Classroom

Elizabeth Church

EL, U

Growth mindset is growing increasing popularity, and more and more teachers are adopting a growth mindset in their classrooms. This research looked specifically at kindergarten students, and how the use of structured lessons and a change of language affect the way that kindergartners feel about themselves, and about learning.

Leveraging Strengths: International Asian Graduate Students in Transition

Deborah Wilson

U

A growing number of Chinese and Asian international students are seeking graduate and post-graduate degrees in the US. The focus of this research is to observe the impact of a pilot program on the way these learners perceive their ability to utilize their strengths in the transition experience.

Teachers' perceptions towards the application of "Translanguaging" pedagogy

Hanh Nguyen

HS, U

Translanguaging is about using all of your language resources to communicate and learn. This research aims to explore the presence of translanguaging by gathering the teachers' perception towards the application of "Translanguaging" pedagogy in facilitating English language study processes for students from culturally and linguistically different backgrounds.

Can It Alter Performance and Attitudes for High School World History Students?

Nikole Nickerson

HS

My research will investigate the facets of online learning as it pertains to secondary education. The research reviewed will focus on student and teacher perspective of online learning, the differences between traditional learning and online learning, support of online learning, drawbacks of online learning, the digital divide, strategies of instruction, massive open online courses and learning management systems. Additionally, qualitative and quantitative data will be included. Online learning is a relatively new phenomenon in secondary education. One to one initiatives within individual schools and school districts are becoming more of the norm, thus online learning is becoming more prevalent. My research will detail the previously stated facets pertaining to online learning in secondary education.

In Their Own Words: A Study of Creative Writing and Expression with Adults with Disabilities

Audrey Smith

HS

This research project is focused on the opinions of adults with disabilities on the effects of creative writing instruction. This project asks: how does participation in a creative writing group help adults with disabilities better express themselves? This research also has implications for the secondary ELA classroom.

Are Two Minds Really Better Than One?: Exploring Teacher Perceptions of a Team Taught Inclusion Class

Taylor Matthews

HS

This study focuses on teacher perceptions of a team-taught English II inclusion class at a rural high school. The purpose is to gain insight into teachers' opinions in order to inform future instruction and professional development to improve the team-taught inclusion model.

Promoting Authentic Writing

Abigail Stogner

MG, HS

The North Carolina Standard Course of Study emphasizes the importance of authentic student writing. We cannot expect students to produce authentic writing without providing them with an authentic audience. Student writing is impacted greatly by the authenticity of one's audience. Students are more likely to proofread, self-edit, and spend a generally longer amount of time producing quality writing for a real and responsive audience than a teacher audience.

"Let Students Drive with Agency:" Fourth Grade Readers Appreciate Choice, Culturally Relevant Text and Collaboration by Participating in Book Clubs

Amber Fitts

EL, U

With such a focus being placed on reading achievement, what do you do when students do not enjoy reading and are not motivated to become better readers? The incorporation of book clubs into a fourth grade classroom not only raises reading engagement and motivation within students, but it also creates a classroom culture where discussion is rich, and student agency is encouraged. Jump into the world of book clubs, and see how agency impacts the literate world that students fall in love with.

Ambitious Teaching Leads to Ambitious Learning

Daphne Mclaurin

EL

Students often regurgitate textbook explanations and vocabulary as a substitute for understanding. Students are subjected to classes where their experiences and thoughts are not elicited. I present an ambitious teaching experience that uses students' ideas and everyday experiences as resources for reasoning. Students focus on developing evidence-based explanations for real life events.

Room 104**Audience Level**

Moderator: Christy Marhatta

Examining the Effectiveness of Using a Code-Switching Strategy to Support Language Acquisition to Arab and English Bilingual Children

Sahar Alyami

U

In my observations, I have noticed that there are a great number of children from Arab parents who struggle in speaking their heritage language (Arabic) while living in the United States. The focus of this study is to identify the effectiveness of using code-switching strategy to support language acquisition for the children and to identify what roles parents and teachers play in raising bilingual children.

"I Don't Want to Read at Home and You Can't Make Me!" Using Literature Circles to Inspire At-Home Reading for Middle Schoolers

Tameka Webster

MG

The purpose of my research was to see if I could encourage students to read at home through the use of literacy groups in the classroom. The audience may learn what literacy groups are and how they can work with a small group of students within a classroom.

Tutoring/Mentoring to Help African American Males Succeed in Math

Amanda Luck

EL, MG, HS

This presentation focuses on the research of one-on-one tutoring/mentoring between academically successful African American male high school students and younger African American male students at a middle school in central North Carolina. The purpose of this research was to explore whether the tutoring/mentoring program can help the younger African American male students improve academically in math.

Variables and the Mystery Behind Them

Beth Roberts

MG

Students come into middle school with a wide range of experiences and understanding of variables, what they are, and what they represent. Teachers need to find a way to not only understand what students are bringing to the table, but also how to help them move forward.

Blogging in the Elementary Classroom

Ashley Legard

EL

This research focuses on using blogging in the elementary classroom to see how it impacts student writing. In particular, this presentation looks at student attitudes toward writing and their writing development.

Exceptional Students and Centers

Heather Bontrager

EL

This research focuses on the collaboration between exceptional students and regular education students and ways these students can feel successful in reading groups and centers. My research will hopefully find ways that exceptional students can receive support or provide strategies for them so they can complete their center activities independently.

What are the perceptions of using mobile devices in the classroom?

Toyrie McPhaul

EL, MG, HS

As education leans more towards technology do we know how educators and students feel about using it or if anyone would rather not see the changes occur. As technology and education advance flexibility and change seem to be seconds away from being required as second nature. However, is every party in agreement when it comes to technology? The purpose of my research is to get an understanding of how educators and learners perceive using technology such as mobile devices in the classroom.

The Power of Linguistic Recognition and Person Narratives

Emily Elaine Vines

HS

Students wrote personal statements of their "American Dream" using both English and Spanish to communicate and build meaning. I evaluate the tricky process of starting these statements, and end with the final results that beautifully demonstrate the importance of incorporating students' first languages in the classrooms as more than just a way to learn English.

Learning to Teach Fractions: A Preservice Teacher's Perspective Based on Cross-Cultural Experiences

Christina Santiago

EL

With fractions being a challenging concept to teach and learn, it is important that elementary school teachers explore effective instructional strategies as they introduce this concept in the classroom. Considering a pre-service teacher's cross-cultural experiences may provide relevant practices for other teacher candidates and educators to effectively prepare our students.

Room 106

Audience Level

Moderator: Tierney Foley

Peer Tutoring, Off-Task Behavior, and Autism Spectrum Disorder in Kindergarten

Katie Tuttle

MG

The purpose of this study was to determine if a peer-mediated intervention procedure would yield a reduction of off-task behaviors in a high-functioning ASD student in a Kindergarten classroom. The majority of the research is centered on a multiple-baseline study designed to track off-task behavior and the effects of a peer-mediated intervention.

Graphic Novels Increase the Engagement of Reluctant Readers in the Classroom

Brandon Scott

HS

Many students insist that they "don't like to read." The implementation of graphic novels in the classroom will heavily increase the engagement of these students. Teachers and students alike should understand that reading now comes in a variety of forms.

SIOP in Middle School Social Studies

Alisha Croghan

MG

This presentation will discuss the effects of implementing SIOP strategies in a Middle School Social Studies Classroom with ESL students.

What is the Difference Between a Prepackaged Meal and a Prepackaged Curriculum?

Brit'ny Towns

EL, MG, HS

The purpose of this study is to examine in what ways does the support of data-driven decision impact the implementation of a prepackaged curriculum. Attendees will learn about the effectiveness of strategies put in place to encourage teachers to make continual instructional improvements based on data.

Teaching Approach: The Use of Funds of Knowledge to Promote ELLs' Learning

Xingyi Zhao

EL

Using funds of knowledge in curriculum can connect academic content with ESL students' previous experiences and empower them. The purpose of my research project is to learn how teachers use students' funds of knowledge to work with ELLs who have different levels of English proficiency in after school programs.

No Need to Fear Controversy in the Classroom

Brianna Wilson

HS

With the right tools, teaching our students to discuss controversial issues can lead them to have more productive and respectful conversations. This presentation consists of reasons to discuss controversial issues in the classroom, and it equips teachers with the tools and information needed to address these issues productively.

Girl Power: The Influence of Diverse Female Authors in American Literature

Hannah Baggenstoss

HS

With our current political climate, it is crucial now more than ever that our secondary English students engage in discussions about issues not only alluded to in major works of literature but also in everyday life.

Students as Stakeholders: Unlocking Social and Emotional Learning through SMART Journaling

Karyle Miller

HS

In an effort to empower and encourage students to shift their thinking from fixed to growth-mindset, and support the idea that students are stakeholders in their personal education, students in English class worked to complete weekly prompted journal entries during remediation. These journal entries asked students to consider why they were assigned enrichment, generate a SMART goal to help them in their future classroom endeavors, and record what strategies/techniques they will utilize both in, and outside of the classroom to achieve THEIR goals. Ultimately, Social and Emotional Learning skills were unlocked as students developed an understanding of what it is that they need in the classroom.

Quality vs. Quantity: What counts more?

Katie Fox

HS

I will research the benefits focusing more on assigning fewer assignments of quality versus assigning many assignments.

Closing Remarks & Door Prizes

8:05-8:20

School of Education Building, Room 120; Amy Vetter, TTR Co-founde



A special "Thank You" to our moderators:

Heidi Carlone

Ayesha Coleman Swinton

Colleen Fairbanks

Beverly Faircloth

Tierney Foley

Laura Gonzalez

Ye He

Brad Johnson

Christy Marhatta

Troy Sadler

Jamie Schissel

Dale Schunk

Holt Wilson

Melody Zoch

Event Organizers

Joy Myers, TTR Co-founder

Amy Vetter, TTR Co-founder

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Ghassan's