

# Seventh Annual Triad Teacher Researcher Conference



Triad Teacher Researchers  
Wednesday April 27, 2016  
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.

#### **6:00-6:25 Welcome & Dinner**

*School of Education Building, Room 120*

Colleen Fairbanks, School of Education

Amy Vetter, Joy Myers, and Holly Wroblewski TTR Co-founders

Opening Speaker: Silvia Bettez

#### **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

Dr. Bettez teaches about issues of social justice in a graduate program including classes such as Teaching Social Justice and Sociology of Education. Her scholarship centralizes social justice with a focus on fostering critical community building, teaching for social justice, and promoting equity through intercultural communication and engagement. She is active in the American Educational Studies Association including as a former executive council member, serves on the School of Education Faculty Access & Equity Committee, and is a member and the former co-chair of the UNCG Coalition for Diverse Language Communities.

### 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

U - University

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.

**Room 212****Audience Level****Moderator: Dr. Wayne Journell**

I Taught The Law and The Law Won

Colin Mayo

HS

In this project, I explored my students' understanding of laws in America. By analyzing both qualitative and quantitative data, I started to understand how to best teach the concepts of laws, what works well and what does not. I believe my analysis procedures will be of interest to other teachers.

Working With All of History: High School Learners Looking Beyond the Great Men

Caitlin Hamlett

HS

This unit engages high school World History students working with more than simple Great Men approaches. Students become involved in different aspects of Roman life as well as using more than just written documents to explore these different aspects.

**Room 219****Audience Level****Moderator: Dr. Colleen Fairbanks**

Critical Literacy: "Now that I've turned on this way of thinking, I can't turn it off!"

Brooke Langston-DeMott

EL

Come learn how one fifth-grade teacher worked to implement critical literacy practices as a way to address issues of gender inequity with her students. The presenter will share findings from this study such as materials the teacher used and the teacher's approach to community in the classroom.

Controversial Discourse Across Demographics

Ryan C. Carroll

HS

My research looks at student comprehension across different demographics when studying controversial issues. I based my findings on a combination of qualitative and quantitative data in order to reflect upon the effectiveness of my teaching and student understanding. The results of my research may be of interest to other educators.

**Room 214****Audience Level****Moderator: Dr. Barbara Levin**

Learning by Observing: Teacher Leaders' Perspectives on the Use of Instructional Rounds

Jenna Busam

EL, MG

Teachers have few opportunities to discuss shared experiences of teaching and learning. The purpose of this study was to learn about the perspectives of teacher leaders who engaged in instructional rounds, a process which allows a network to observe classrooms and engage in discussion to improve teaching and learning.

Crossing Over: Answering the Need to Support Teachers in their Transition from Successful College Education Programs to Minimally Mentored Full-Time Employment

Crystal Vandiver and David Hildreth

HS

When new teachers face difficulty in the classroom, they lack the one-on-one coaching of a master teacher that they received during student teaching. Through the creation of a two year professional and leadership development mentoring program whose aim is to provide continued instruction, coaching, leadership opportunities, and resources for growth, new teachers develop a greater sense of value in their work, and a desire to better their practice through continual research and application of learning in and outside of their classrooms. This professional and leadership development program for new teachers creates a reason to stay in the profession through its ability to empower its participants to be successful teacher leaders that feel connected to their school and community post college graduation.

**Room 202**

**Audience Level**

**Moderator: Joan Lindley**

Writing for Joy: Using Creative Writing as a Tool to Get Students to Write

Nicholas Goodman

HS

This research focuses on the potential rewards that students may reach through writing creatively. Employing creative writing in the classroom may result in developing foundational writing skills, and help spark a passion for writing for students; hopefully, this will lead to a sense of personal investment in their work.

Using Theatre in the Core

Anna Smith

HS

This research focuses on the effectiveness of teaching math, science, and historical and literature analysis skills through the NC High School theatre curriculum. Student success is measured in two ways: effective verbalization of how theatre academically benefits students and student application of learned skills. With severe cuts to Fine Arts programs happening across the country, this study hopes to prove that arts programs are not only beneficial, but that core subject teachers could benefit from incorporating the fine arts into their classrooms.

**Room 110**

**Audience Level**

**Moderator: Dr. Ye He**

**TABLE ONE**

Bringing the WORLD to the CLASSROOM: Using Your Cultural Experiences to Enrich Students' Understandings of the World

Kimberly P. Sanderlin and Rhonda Washington

MG

Looking for a way to increase your learners' global perspective? This session will explore how two educators used their 2015 Fulbright-Hays China experience to enrich the cultural awareness of their learners. You will leave this session with ideas that will turn your international adventures into meaningful, engaging lessons or units.

The Educational Experiences Of Saudi Children And Their Parents At The Elementary School Level

Ghadeer Yaqoub

EL

The NYC Department of Education (2013) stated that the number of the Arabic speaking students has increased 31% in American public schools. It thus becomes vital for teachers and administrators to be aware of the educational experience, expectations, and challenges of Saudi children and their parents at the elementary school level.

## TABLE TWO

### Fulbright-Hays Experiencing China: Reflections on Secondary Education

Teri LaRocque and Meredith Kersting	HS
As part of the Fulbright-Hays Group Project Abroad program to Shanghai in 2016, we studied Chinese education and culture. This presentation will share with fellow teachers the similarities and differences between the Chinese and the American education systems and will suggest ways to promote global awareness in the secondary classroom.	

### From Experience to Instruction: Elementary Students' Interaction with Chinese Culture

Candace Heckstall, Kayla Sizemore, and Crystal Slade	EL
Three educators who participated in the Fulbright-Hays GPA program share their experiences in Shanghai, Suzhou, and Beijing, China. They will discuss: how traveling to China and learning about its culture impacted their classroom instruction; and tips for educators wishing to travel and share their experiences with students and fellow educators.	

## TABLE THREE

### Exploring Special Education Services in Shanghai, China

Mariam Abdelaziz, Perry Flynn, Ratna Sarin, and Michael Maykish	EL, MG
A Fulbright-Hays Group Projects Abroad Program award supported three SLPs and nine special and regular education teachers' travel to China to share information about education practices and co-create teaching modules for regular and special education students. Discussions with teachers and students will be shared. Teaching modules created will be presented.	

### Middle School Voices: Motivating Struggling Readers in the Middle Grades to Take a Stance on a Real World Crisis

Sarah Maykish	MG
A complete English-Language Arts unit plan with a focus on persuasive text will be shared. The unit will include steps from identifying bias and opinions all the way through research and student product featuring persuasive writing and speeches.	

## 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 206

### Audience Level

#### Moderator: Dr. Holt Wilson

Thinking of Implementing the Flipped-Classroom model?

Phillip T. Gerringer	HS
Have you ever considered the flipped-classroom model? Follow a high school teacher as he implements the model in his Discrete Math Classroom. This presentation includes tricks, suggestions, pit falls, and celebrations. The teacher presents his success or failure through test scores and surveys. Come for the curiosity, stay for the entertainment. Leave with ideas on how you too may implement the flipped-classroom model.	

**Room 208****Audience Level****Moderator: Montana Smithey**

Citizen Science

Aerin Benavides

EL, MG

Citizen Science as a tool for science and environmental education outdoors is, as a teacher participant in my study expressed, ". . . easier than you think," to enact, and teachers found it beneficial to students' learning. My study highlights how teachers design and master new ways of doing things.

**Room 204****Audience Level****Moderator: Dr. Dale Schunk**

Promoting social innovation idea generation in classrooms: plant the seeds for change and Growth

HS, U

Dominique Limplevil-Divers

As a teaching assistant in a Global Health course, I witnessed the outcome of teaching and embedding social innovation in a global health lesson. The students were from diverse majors yet, they took an iconic cookie—the famous "Oreo", and used their entrepreneurial minds to create high-quality outcomes that are healthy, environmentally friendly, socially and sustainably viable. The professor taps into the students' key mindsets and skill sets in preparation for a larger team project. She modeled how to develop passion, sensibility, ideas into an effective plan of action and let the students brainstorm and apply their visions to the concept. Regardless of your students' grade level, social, economic status and path, this encouraged them to value innovation. This is a key strategy to build skill sets for well-informed decision-making as future leaders in social change. In this presentation, participants get an overview of social entrepreneurship and strategies for developing social awareness and inspiring action in the classrooms. Participants will also get the chance to work in groups to practice what they have learned and create a social innovation project. Resources and tips will be provided.

**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 106****Audience Level****Moderator: Montana Smithey**

Exploring Student Learning of Rational Functions

Alicia Muller

HS

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.

Engaging High School Students Through Various Types of Learning Activities

Ruquia Khan

HS

In this project, I explored my students' understanding of the Great Depression/Roaring Twenties. By analyzing intensive qualitative/quantitative data, I learned more about the ways students learn about the Roaring twenties, causes of the Great Depression, and my own teaching effectiveness. I believe other teachers will be interested in my findings.

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 Students Attitudes' Towards Math: How Can a Variety of Strategies Change Student Attitudes Towards Math?
 

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Shywanda Surgeon

HS

This presentation focuses on why my students have negative attitudes towards mathematics and what implications helped change their attitudes. To determine what factors contribute to their attitudes, students participated in interviews and surveys conducted at the beginning of the research. Different strategies were implemented throughout the research followed by surveys and interviews to see if the strategies were a success.

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 "Yes, The Civil War Had Guns:" Uncovering Student Misconceptions through Engaging Assessments
 

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Lyndsey Blalock

HS

Using multi-genre activities, I track student comprehension of the prelude to the Civil War. Through analysis of data gathered from formative and summative assessments, I begin to unravel the secrets to not only student learning, but my own classroom efficacy. Teachers should find value in the analytical strategies presented in this project.

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 Relating to the Gilded Age: High School Learners Apply Old Events to Modern Concepts
 

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Kimani Nyante

HS

In this project, I wanted to explore my students' knowledge about topics relating to the Gilded Age. By reflecting on my teaching methods and looking at the quantitative and qualitative data, I have become more aware of the different ways students learn and my own teaching effectiveness.

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 Historic Bombs, Teaching World War I
 

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Bliss, Bradley A. Jr.

HS

For my research I explored my students' understanding of WWI and how it relates to today. By analyzing both qualitative and quantitative data, I was able to understand the different ways my students learn History, and absorb the context of WWI, in the hopes of increasing my own teaching effectiveness. My procedures will be of interest to other teachers concerned with both in class techniques and research analysis.

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 The War of Influence: High School Learners Engage with Multi-Genre Project
 

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Nabeela Farhat

HS

In this project, I examine my students' understanding of the Cold War. By evaluating quantitative and qualitative data, I better understood the ways students learn the Cold War and my own teaching effectiveness. I believe my analysis procedures will be of interest to other teachers.

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 "Like Flying A Kite": High School Learners Engage with Controversial Topics
 

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Michael Burgess

HS

In this project, my students' and I undertook a journey of understanding Imperialism and Progressivism. By analyzing both qualitative and quantitative data, I learned more about the ways students learn Imperialism and Progressivism and my ability to teach competently. I believe my analysis procedures will be of interest to other education professionals.

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 Engaging in With The Past: High School Seniors Explore the Social Movements That Shape Our Past, Present, and Future
 

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Tashiana Reynolds

HS

During this project, I explored my students' understanding of the American Social Movements which took place throughout the 1960s. By analyzing both qualitative and quantitative data, I learned more about the ways students learn and connect to the 1960s Social Movements. In addition, I will also learn about my own teaching effectiveness. I believe my analysis will be of interest to other teachers.

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 Diverse Learning in a Diverse Environment
 

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Juwan McKenzie

HS

In this project, I searched to determine the understanding of my classes' knowledge of World War I. I experienced how students learned and how they saw World War I. I learned about my effectiveness as an educator as well.

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 Civics and Economics for the Responsible Citizen
 

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Brandon Coggins

HS

As a teacher, I investigated my students' comprehension of Civics. Quantitative and qualitative data were both reviewed. During this research, I learned about my effectiveness as a teacher, also, the ways of students learning the topic of Civics. I feel that my data retrieved will be beneficial to other teachers.

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 "A Hard Look in the Mirror": Students Engage with U.S. Imperialism Both in the Past & Present
 

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William S. Edwards

HS

In this project, I explored my students' thoughts and understanding of imperialism and it relates to the present. By analyzing both qualitative and quantitative data, I learned more about the ways students learn about U.S. and international Imperialism and my own teaching effectiveness. I believe my analysis will be of interest to other teachers who wish to teach about Imperialism within their classroom.

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 World War 2: Student Exploration
 

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Elizabeth Morton

HS

During this process I observed my students as they explored and study World War II. By analyzing both qualitative and quantitative data, I learned more about the ways students learn through many activities and stories about World War II and my own teaching effectiveness. I hope that other teachers will be interested in the types of activities I provide in order to my students to best learn and understand the material.

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**Room 104**
**Audience Level**


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**Moderator: Roxanne Patty**

 "What Do I Believe?": High School Learners Engage With Politics.
 

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Cassie Taylor

HS

In this unit I gained an understanding of students beliefs and understanding of American Politics. Through both qualitative and quantitative data I was able to lean about the way that students learn about Politics as well as understand how effective my teaching is. I strongly believe that the information that I have found will be of use to other teachers.

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 Does Differentiating Matter?
 

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Nicolas Simonetti

HS

This study examined different uses of effective differentiation strategies and grouping in a high school mathematics class to determine if it has an effect on student growth.

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 Exploring Student Learning of Quadratic Equations
 

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Kany Whitehead

HS

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.



### Heterogenous? Homogeneous? How Should I Group My Students?

Meg Smith

MG, HS

The idea of student grouping is emphasized in every pre-service teacher program. My question was how to best group students. Over three chapters and three months of data, I explored various grouping methods in my Math I classroom. I will discuss which grouping method resulted in increased student achievement scores.

### Essential Elements to a Successful Math Problem Solving Classroom

Kristen Breedlove

EL, MG

Do your students have trouble making sense of math word problems? My research will offer insight on how my students used concrete, representational, and abstract strategies with the combination of accountable talk to make sense of varieties of math word problems. You will walk away with immediate, practical classroom applications for your math problem solving classroom.

### Exploring Trigonometric Functions

John Wesley Sanders

HS

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.

### Parents' Involvement in their Children's Education

Ali Altamimi

EL, MG

This research focuses on the role of parents' involvement in their children's education among Saudi and immigrant families (Hispanic) in the U.S. public schools who have children either in primary (elementary), middle (junior high), and secondary (high) schools. In this study I am aiming to find out the role that cultural differences, level of education, and language barriers play among participants that could affect the process of parents' involvement with their children in the school.

### Exploring Student Learning of Circles

Anna Burton

HS

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.

### Argumentative Writing Is Easy...or so You Thought

Lindsay Moffitt

HS

This research focuses on how students will use controversial research topics to compose clear and coherent argumentative and persuasive writing. The evidence found from close observations and teachings will demonstrate students' growth in their learning of how to write effectively.

### How Does Exploring Word Problems Support Fraction Instruction In 4th Grade?

Frederique Yova

EL

This research focuses on how 4th grade students may benefit from exploring fraction problems in a way that makes sense to them, in parallel with the formal instruction they receive on fraction equivalence, comparison of fractions, and addition of fractions.

## Stand Up, Stand Out, Speak Loud!: Reducing the Invisibility of English Language Learners in the School with Culturally Relevant Teaching Practices

Ricardo Bernal

EL, MG

English language learner's school invisibility is a construct that has been minimally studied, specifically in the middle school context. Following a case study methodology, and through surveys, observations, and interviews, this study sheds light on those culturally relevant and responsive practices that may take ELLs out of the ESL ghetto.

## Way to Make it Stick

Drew Bowman

MG, HS

This project shows the findings from a student impact project that measures the growth of students throughout the semester on the subject of MLA formatting. The project takes place in a small title one school in a rural county.

## Challenging High Achievers

Dan Wheeler

EL

This research focuses on the impact that ability grouping combined with modified tasks has on the achievement and attitudes of the most able fourth grade math students. These students were grouped by ability to collaborate on enrichment tasks. A handout highlighting grouping strategies and student work samples will be provided.

## Bringing 'I' into Argumentative Writing with High School Students

Christine Fry

HS

Universities are saying that the incoming freshman classes have been struggling with argumentative writing and establishing a voice that is separate from the evidence they provide. By working on the common error of evidence replacing one's voice and stance, we will work through writing workshops to strengthen student's argumentative writing.

## Let's Talk: Developing Math Talk in Elementary School Classrooms

Arren Duggan

EL

How does Math Talk develop in the classroom? Using qualitative research methods, I analyzed data to find examples of how Math Talk develops in elementary school classrooms. From the data collected, I will share methods used and teacher approaches related to the development and implementation of Math Talk.

## Teacher-Student Relationships

Lisa Randall

HS

This study is researching the effects of implementing strategies that can be used in a high school classroom to build student-teacher relationships. This study hopes to show an increase in student achievement in mathematics from incorporating various methods to make connections with students to help increase motivation and achievement in the classroom.

## 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. Wayne Journell**

Rock the Vote: Politics and Voting for Beginners

Chelene Stone

HS

Student's knowledge of political parties and the election process were analyzed during this project. Data was collected and evaluated to determine my effectiveness as a teacher, as well as the best ways to teach students about politics and voting. I believe this study will be of interest to other teachers.

Turning Mirrors into Windows

Tyler Mavity

HS

In this project, I explored my students' understanding of economics within the United States government. Specifically, I attempted to bridge the gap between what is known as modern day economics and how it applies to their lives as individuals. By analyzing both qualitative and quantitative data, I learned more about the ways students learn economics within the United States government and my own teaching effectiveness. I believe my analysis procedures will be of interest to other teachers and educational professionals.

**Room 110****Audience Level****Moderator: Dr. Sam Miller**

The Art of Conversing Mathematics: Its Effects on English Language Learners

Adriana Paschal

MG

The focus of this study is to reveal understanding on English Language Learners' conversation patterns. These findings may assist educators that teach ELLs in promoting more dialogic classrooms and create innovative ways to include discussions or dialogue in their lessons.

Putting the Learning Back into the Math Classroom

HS

Emily Bryant and Andrea Sobiesiak

Whether it's using the inspire navigator system to motivated student involvement in the math classroom or sending postcards home to help change the mathematics student's perspective. We researched if these specific techniques improve student engagement.

**Room 202****Audience Level****Moderator: Cara Arena**

The Power of Our Words

Tiffani Ramos

EL, MG

Language is powerful. My research explores these powerful effects by focusing on the language coaches and mentors use with beginning teachers. The study specifically targets the effects of a coach's language on three beginning teachers' sense of agency, identity, and self-efficacy.

Step By Step: Exploring Students' Potential in Timed Writing

Anna Cox

HS

Learning, improving, and pacing one's writing is an essential aspect of communication. In this presentation I will discuss one way to teach students to refine and pace their writing process by artificially segmenting a timed writing activity into sections for planning, writing, and revising.

**Room 214****Audience Level****Moderator: Dr. Scott Howerton**

## Epics in Today's World

Jimmy Martinez Romo

HS

Students will learn about epics and epic heroes through *Beowulf*. There are various formative and summative assessments that I will provide along the way. In the end, the students will create their own modern epics and epic heroes.

## Add More Weights to That Bar: Increasing Rigor in the Classroom

Charmell Kittrell

MG

With the push to increase higher order thinking and questioning, as teachers we must increase classroom rigor to give students an opportunity to ask more questions and think more critically. "Add More Weights to The Bar" was designed to help teachers write more rigorous lesson plans to increase student learning.

**Room 212****Audience Level****Moderator: Dr. Melody Zoch**

## 'How Can I Pass a Test When I Can't Understand the Question?':- Researching Increasing Student Comprehension on Multiple Choice Complex Questions

MG HS

Cynthia Ramsay

This research focuses on how teachers can possibly increase student achievement for struggling readers on complex-worded questions. Research focuses on around modeling how students should think when approached with a complex question.

## Applying Knowledge: Giving Students the Tools to Create Characters

Kevin Merrill

HS

The purpose of my presentation is to highlight the growth of students' understanding of characters as storytelling elements within narratives. The presentation presents evidence of student obtainment of knowledge of characters as concepts, and then their application of that concept in the practice of their own character creation.

**PAPER PRESENTATIONS**

Presenters will present for the entire 45-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 204****Audience Level****Moderator: Dr. Aerin Benavides**

## "Double Weaving of Bilinguals:" Emergent Literacy Students with Translanguaging Strategies

Sun Mi(Joyce) Shin

EL

The bilingual education in America has resulted in adverse outcomes by imposing English-only policies to the bilingual students through its history. The community schools realize the downside and feel the need to foster bilingualism, which would uphold positive self-identity that results in the high proficiency levels of the two languages. The translanguaging strategies meet this need as it allows K-1 Korean American students to carry on their verbal linguistic ability to the literacy level with the free interplay of two languages.

**Room 206****Audience Level****Moderator: Dr. Vicki Jacobs**

## Instruction for General Education Teachers on the use of Evidence-Based Practices to Promote Inclusion

Jeongae Kang & Matthew James

EL

Universal Design for Learning and differentiated instruction are critical knowledges for educators working to meet the individual needs of all students, including those with disabilities. This study included 10 general education teachers, each of whom were provided with professional development and eCoaching to support transfer of gained skill sets.

**Room 208**

**Audience Level**

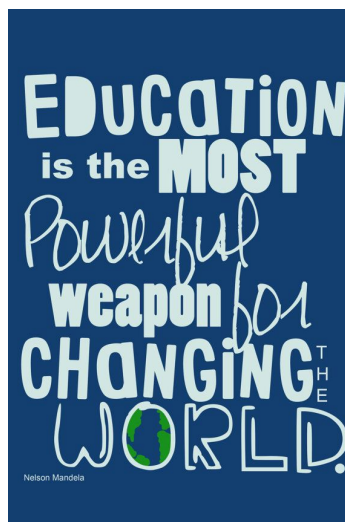
**Moderator: Dr. Jamie Schissel**

An Assets-Based Approach To Examining Acculturation Strategies Implemented By Chinese International Students Attending US Universities

Lauren Hudson

U

The purpose of this research study is to examine strengths and strategies Chinese international students apply when faced with acculturative challenges in the US university setting. This study aims to contribute a strengths-based approach to existing research and will discuss strategies students, teachers and university administrators can leverage to support the transition of Chinese international students.





## Triad Teacher Researchers

*Empowering Educators, Supporting Students*

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

Cara Arena  
 Aerin Benavides  
 Colleen Fairbanks  
 Ye He  
 Patrick Hale  
 Scott Howerton  
 Vicki Jacobs  
 Wayne Journell  
 Barbara Levin  
 Joan Lindley  
 Mark Meacham  
 Sam Miller  
 Roxanne Patty  
 Jamie Schissel  
 Dale Schunk  
 Montana Smithey  
 Holt Wilson  
 Melody Zoch

### **Event Organizers**

Joy Myers, TTR Co-founder  
 Amy Vetter, TTR Co-founder  
 Holly Wroblewski, TTR Co-founder

### **Event Sponsors**

Teacher Education & Higher Education Department UNCG

### **Caterer**

Maria's Catering