

Fourth Annual Triad Teacher Researcher Conference



Triad Teacher Researchers
Wednesday May 1, 2013
5:30-9:00pm
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, socialize, and review your program. Make a plan for sessions you want to attend. View the following two poster presentations in the lobby:

Peer-to-Peer Tutoring by Hannah Nelson, Caitlin Payne, and Gabrielle Stacey

ESL - It Affects You Too by Nicole Donnelly, Sarah Doyle, Rebecca Egan, and Rebekah Rogers

6:00-6:25

Welcome & Dinner

School of Education Building, Room 114

Colleen Fairbanks, School of Education

Amy Vetter, TTR Co-founder

Opening Speaker: Karyn Dickerson

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 114

Holly Wroblewski, TTR Co-founder

About the Opening Speaker

Karyn Collie Dickerson has taught English at every grade level in Grades 9-12 including English Block Recovery, Inclusion, Honors, Advanced Placement, and International Baccalaureate classes. She is presently teaching IB English III and English II Inclusion. She is also a National Board Certified Teacher and has taught for seven years at Grimsley High School.

Outside of the English classroom, she has served on the School Leadership Team, mentored Prospective English Teacher Student Interns from Guilford College and UNC-G, and coached the Grimsley High School Women's Varsity Tennis Team to win the NCHSAA 4-A Women's Tennis State Championship in 2011. She is also an Instructor for EDU 313, an English Teaching Methods Course for Guilford College. Earlier this school year, she was a Featured Co-Presenter of "A New Way to Text" at the North Carolina English Teacher Association Conference.

Karyn Collie Dickerson holds the honor of being selected as Grimsley High School Teacher of the Year, Guilford County Schools Teacher of the Year, and the Piedmont-Triad Regional Teacher of the Year. She is currently one of nine finalists for North Carolina Teacher of the Year.

About the Triad Teacher Researchers

The Triad Teacher Researchers is a network of teachers dedicated to thoughtful teaching and learning. We began as a group of four teachers who were looking for a supportive network of teacher researchers in the Triad area with the goal of impacting teacher and student learning through research. Our hope is to increase dialogue in central North Carolina about teacher research, create a community of supportive, passionate teachers, and to contribute to the professional body of knowledge about teaching and learning.

Our group is growing, and we are hoping to expand our network of supportive teacher researchers. To learn more about the Triad Teacher Researchers or if you would like to join our group, visit our website:

www.triadteacherresearcher.weebly.com

Audience Level Key

EL-Elementary

MG-Middle Grades

HS-High School

Door Prize #



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 108

Audience Level

TABLE 1

How would clerical assistance influence assignment completion in 8th grade science?

HS

Ed Whiteheart

The purpose of the research was to determine the effect of making daily contact with parents of students not completing assignments. The thought behind this is if teachers had clerical help, this could be one of the functions of those assistants. In the presentation, data will be presented showing how the use of clerical resources and communicating with parents influenced the turn in rate of work in an 8th grade class.

The Positive Effects of Extending Ourselves as Teachers beyond Academics

MG

Gina DiFrancesco

This research explores the effect that having daily one-on-one conversations extending beyond academics with students in jeopardy of failing has on their academic achievement. My goal is to improve their self-esteem and/or desire to succeed by talking to them individually on a daily basis.

TABLE 2

Verbum in Animo Habeo

HS

Sarah Shaffer

What vocabulary presentation methods can high school Latin teachers use to reach students of all learning styles? What methods promote memory of vocabulary and do they increase speed and understanding in reading? Can Latin teachers incorporate techniques used in modern foreign language or ESL classes? Language teachers are especially invited.

Oral Language Development through Content Vocabulary for 1st grade ELL Students

EL, MG

Lauren Frazier

There are more students who speak a language other than English entering our classrooms each and every school year. How do we prepare as teachers for these students and the changing curriculum? The focus of my research was how to provide efficient vocabulary instruction and did this encourage oral language development in English language learners. I will be able to provide some useful resources for teachers to use in their classrooms.

Room 110

Audience Level

TABLE 1

Students Using Google Equals 21st Century Engagement

MG

Sterling Lyon

This presentation will discuss the effects of using Google Apps with students as a tool to create and complete work as opposed to traditional paper and pencil methods. Attendees will be inspired to create a 21st century landscape for their students via Google Drive and will leave the session with useful ideas and instructions for getting started.

Hot Blogging

EL

Kristin Routh

Would you like to engage students in critical discussions about text? Using blogging in my classroom I generated discussion among my students and probed them to think critically and collaboratively about the text they are reading. You will learn how I used blogging in my classroom to motivate and engage students as well as help them dig deeper into higher order thinking skills.

TABLE 2

"Government and You" High School Learners Engage with Government and Their Role as Citizens

HS

Benjamin Wall

In this project I engaged my students in a Unit "Branches of Government and You" to analyze qualitatively and quantitatively their understanding of the structure of the US Government and how we interact with it.

Teaching The Civil War with more than notes: How students learn through variety.

HS

Jeremy East

In this project, I gauged my student's understanding of The Civil War. By analyzing both qualitative and quantitative data, I gained a better understanding of how students learn The Civil War and how effective I am as an educator.

Room 219**Audience Level****TABLE 1****Macbeth in Motion: Using Performative Skills to Understand Shakespeare**

HS

Jennifer Sicard

With the expectation that every year students will work with a Shakespearean text, it becomes critical to help students create positive associations with the author. This research project got the kids up and moving to fully immerse students in Shakespeare.

Making Inferences about Making Inferences

HS

Brittney Flinchum

Our focus this semester as we read through different genres of texts was making inferences. I assessed the students on their knowledge of inferences as well as using evidence from the text to support them. Also, I compared the grades to see if there was a correlation between grades and their performing art.

TABLE 2**Motivating the Previously Unmotivated: Encouraging High Academic Performance in a High School English Class**

HS

Kimberly Burke

This presentation will focus on how to motivate low performing students to complete all of their assignment to the best of their ability in an English III class. I will examine how intrinsic and extrinsic motivation affects a student's performance by using lesson plans, student and teacher

Does Calling Home REALLY Affect Student Growth?

MG, HS

Chris Tangredi

Many feel that contacting parents is the best way to facilitate students' progress, but do contacts always have the same positive effect that one hopes for? This research is designed to see whether or not consistent and meaningful contacts with parents result in higher, steadier grades as well as better discipline for all students.

Room 217**Audience Level****TABLE 1****Using Manipulatives: Do they really help? I think so!**

EL, MG

Chris Shafer

With the transition to the Common Core, math and all subjects will become more challenging for our students. All content area can be abstract, but math specifically. As a result, educators must make learning as applicable and hands-on as possible. This can be done by using manipulatives in the classroom whenever possible. Otherwise our students won't have the foundation needed and will not excel as we want them to. Therefore the use of manipulatives will help them transition from the concrete to abstract and they will be better prepared for what is ahead.

"A Playful Approach to Language Proficiency" First Grade English Language Learners and the T.P.R.S. Method of Storytelling EL

Tasha Lee

Teachers in today's diverse, multilingual classrooms are continually searching for creative ways to make their lessons comprehensible to their English Language Learners. The Teaching Proficiency through Reading and Storytelling (T.P.R.S.) Method provides them with a way to engage their English Language Learners in oral and written storytelling activities. I am currently researching how the T.P.R. Storytelling method might increase student engagement and fluency in the oral and written expression of English Language Learners in the primary grades.

TABLE 2**Ego: Tapping in to Students' Sense of Self**

MG, HS

Cameron Agerston

This research explores the student-centered curriculum and is centered around engaging students within any content area by planning lessons around material directly related and relevant to student life.

Hot Topic Warm Ups-A Way to Improve Literacy

MG, HS

Nathan Ross

This research project focuses on how to strengthen students' writing abilities, even within the math classroom. Common Core as well as SAT and ACT assessments require students to give written responses, requiring them to reason through a response and build a sound argument. I chose to get students writing on topics that interest them at the beginning of class with the goal of improving their writing skills through practice.

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 214	Audience Level
Instructional Strategies to Support Student Proficiency in Mastering Constructed Responses across the Curriculum	MG
Helen Miller, Andrea Stewart, Denise Stephenson, Sherri Worrell, Brendan Elkins, Cynthia Hatch	
How many ways are there to change a tire? Would you know how to answer that question if there were no options given? That is the new challenge faced by students this year on EOG's across the state. The Teacher Research team at Southeast Middle School is conducting research across five curriculum areas to determine which pre-reading, reading, and writing strategies are most effective at leading our students to successfully answering questions in a world that is more than A, B, C, D.	

Room 208	Audience Level
The "Write" to Workshop: A look into using the Writing Workshop in a 1st Grade classroom	EL
Lizzie Oakley	
With the Common Core being implemented this year, writing has become even more important. Writing Workshop allows teachers to teach writing in a way that allows for differentiation based on the needs of their students. This research looks into how the Writing Workshop was used in a 1st grade classroom.	

Room 210	Audience Level
The In's & Out's of Middle School Math	MG
Christopher Pierce and Will Holland	
This presentation includes two research studies with implications inside and outside of the classroom. Research within the classroom focuses on an adaptation of a Japanese lesson study and its impact on classroom discourse and student engagement. Research with implications outside the classroom focuses on the effects of an optional and flexible homework policy.	

Room 212	Audience Level
Promoting the Pen: Increasing Self-Efficacy for Writing in Low SES Students	MG HS
Michael Quiñones	
The purpose of this study is to examine some of the root causes of low self-efficacy for writing in low SES high school students and how through using specific, targeted instructional strategies one teacher can reverse and improve such a negative self-perception. Practitioners with interests in writing instruction, self-efficacy theory and student motivation may learn ways to raise students' self-efficacy for student writing.	

Session 2

7:20-7:40

POSTER PRESENTATIONS

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

Room 102	Audience Level
"Word Wizards:" A Comprehensive Vocabulary Approach for Fifth Graders	EL, MG
Dominique S. McDaniel	
This study is researching the impacts of fifth grade students' vocabulary in a comprehensive vocabulary program in an urban, Title 1 school. Students are being observed as they engage in vocabulary strategy instruction, developing word consciousness, and gaining word knowledge itself. This study hopes to increase student vocabulary as they encounter words.	
The Place for Sociology in Secondary Schools	HS
Helena Love	
This presentation focuses on my research in the Sociology classrooms of multiple teachers in two counties in central North Carolina. The purpose of this research was to explore the place of an often over looked area of Social Studies education, Sociology. Focusing in on teacher's beliefs and practices and how this influences student learning.	
Confusion Solution: Math Journals At Work	EL
Allison Gaines	
This research focused on the effects of student achievement and retention of mathematical concepts using journals. Students collaborated in small groups to define vocabulary and share methods for problem solving, while creating models of mathematical problems. A handout will be provided with ideas on using math journals in your classroom.	

Irony, Oedipus and Inclusion	HS
Suzanne Jessup In preparation for the End of Course exam with the newly implemented Common Core, students use source materials to create their own analysis of dramatic irony in the classic Greek play, Oedipus Rex. A focus on text annotation and workshop writing helps students prepare students for the task.	
"Turning the Pages": High School Students Thinking Historically	HS
Casey Carter In this project I presented primary and secondary sources to a 9th grade world history classroom. By differentiating my teaching strategies and using different types of assessments I was able to visually see my students thinking strategies. I believe other instructors will appreciate my creativity.	
Exploring the Interwar Years: A Study of Student Learning	HS
Nathan Myers This study is meant to provide insight into the ways in which my students learned about the period between World Wars I and II. Through analysis of quantitative and qualitative data I have been able to better understand how my students learn and how effectively I teach.	
Empowering Students to Take Ownership in their 21st Century Learning	HS
Kayla Lanter With a focus on 21st century learning, teachers need to incorporate learning through technology as well as empower students to be creative and engaged in their own writing. The PowerPoint accomplishes this by requiring distinctive research, creative writing, and integration of technology in the students' presentations, showing unique ownership.	
Bridging the Gap	HS
Jessica Livezey & Alexis Gines In order to help our students become invested and open to reading historical texts, we decided to bridge the gap with technology and bring <i>The Crucible</i> out of the 17th century and into our 21st century classroom.	
Let Their Voices Be Heard!	EL
Phoebe Remington Come visit a presentation that explores how audio recording technology effects opportunities for students to verbalize their mathematical strategies when problem solving. See how audio recording data and re-visiting mathematical narratives can affect opportunities for growth and progress in mathematics. See how students can be seen, or 'heard', in a new light!	
Together We Go: In-Class Writing in High School English I	HS
Andrew Canino This presentation seeks to explore how in-class writing can help increase understanding of course content in a novel unit as well as polish writing skills of high school freshman in English I. The primary focus of the presentation will be an inclusion class, but data from two honors classes will be presented as well.	
Room 104	Audience Level
Classroom Management and Choral Unity in a Secondary Setting	HS
Jeremy Whitener Ever have that chatty group of sopranos that just can't seem to stop gossiping or those basses who seem to just goof off constantly? This presentation will reveal the results of seating arrangements and techniques that created the best balance between minimum classroom disruption and creating a unified choral sound.	
Differentiation's Gone Techno!	MG
Kristi Taner One of our largest challenges as teachers is how to effectively educate a classroom of diverse learners. With increasing access to technology in Guilford County, I am researching and experimenting with ways that we can use this technology to create differentiated lessons, and then analyzing how these strategies impact the student's learning and comprehension.	
Synonyms...Sort of: Building Vocabulary and Exploring the Importance of Word Choice in Poetry	HS
Ned Daigle This study will look at how the reading and writing of poetry can increase students' abilities to express themselves through words, understand the connotations that are present in words that seemingly have the same definition and develop a more enhanced and effective vocabulary. The intent is to increase the vocabulary through actual usage instead of forcing them into the ineffective practice of "list, define, memorize, regurgitate."	

The Connection Between Behavior and Rewards

MG

Marissa Hall

This research focuses on how a tangible rewards will impact student behavior in the classroom. The majority of the research will be centered on a low performing class with many discipline issues. This study will provide us with ways to decrease poor behavior in our classrooms and increase academic achievements.

Real Reasons: Using Reading, Writing, and Anticipation Guides to Reason

HS

Juan Vazquez

How can teachers develop reasoning in the classroom? How can you bring in real life experiences in order to gain a better understanding of what you are reading? This workshop will explain how writing, reading, and anticipation guides are used to successfully gear students with the skills to reason properly.

Breaking Assumptions: Exploring the Gender Gap in Longitudinal Mathematics Tests

EL, MG

Emma M. Sunnassee and Jonathan D. Rollins III

It is too common a misconception that boys have higher mathematical abilities than girls (Furnham et al., 2002). In this study, we explore the extent of the gender gap in a standardized mathematical test across elementary and middle school grades. We found no evidence of gender differences in performance.

"It's All In a Day's Book"

MG, HS

Sidnee Williams

The purpose of this research is to recognize how effectively daybooks can be incorporated into the classrooms. This research will focus on 10th grade English CP students and assess how grades will be positively affected from the use of Daybooks.

Differentiated Literacy Strategies in the Social Studies Classroom

MG, HS

Brian Jones

This study looks at the impact of differentiated literacy instruction on student performance and attitude in a high school social studies classroom. The secrets of differentiated instruction and literacy practice are combined to create engaging lessons that better student understanding of social studies content while improving reading and writing skills.

Acting Out!

HS

Alexandra Katsos

Drama is most commonly defined as a genre who's "specific mode of function is to be performed," but few include such action amidst instruction. My research focuses on the art of acting within the classroom and its implementation as a supplement to William Shakespeare's tragedy King Lear.

Room 106**Audience Level**

"Oh Now I Get It!" Teaching Concepts through Multiple Exposures to High School Learners

MG, HS

Andrea Green

This project focuses on teaching theme and giving students numerous opportunities to learn it. It is not the amount of times that a student is taught a concept, but it is the different methods used that are important. A teacher must search for a variety of ways to ensure student comprehension.

Benefits of Effective Feedback

EL

Stacy Brady

This study involves monitoring the outcome of effective teacher feedback on student achievement. In this research, I measure the effectiveness of the feedback given to a student based on the reaction of the student and the action the student takes after the feedback is given. I also use weekly assessment scores to measure the overall increase in achievement levels based on the effective feedback.

Analyzing Feedback: Which type of Feedback Encourages My Best Efforts?

MG

Jill McClanahan

This study examines which types of feedback (self, teacher or peer) increase the quality of student responses in my students' 6th grade reading journals.

Comprehension & Vocabulary: What is the relationship?

EL

Kimberly Sheridan

Comprehension is an area of reading where many students struggle. Many aspects of reading support the development of comprehension. Vocabulary is one of those aspects. The goal of the presentation is to provide teachers with a deeper insight into what affects vocabulary has on comprehension.

Presidential Campaigns: High School Learners engage in the process of Presidential elections

HS

James Overman

In this unit, I evaluated my students understanding of the Presidential election/campaign process. I learned about the ways students learn the Presidential election process as well as my own teaching effectiveness by analyzing different types of data.

Gauging Academic Progress throughout a Unit

HS

James William Shelton

In this project, I will explore student learning of westward expansion through Wilson's presidency. By analyzing both qualitative and quantitative data, I will learn more about the various ways in which students learn this material and my own teaching effectiveness.

"Created Equal:" High School Students and the Study of The Civil Rights Movement

HS

James Page

In this project, I analyzed student understanding and learning of the Civil Rights Movement. Studying qualitative and quantitative data, I learned how students see the Civil Rights Movement as a significant time period that still affects society today. This study also provided me with information about my own teaching effectiveness.

Science Workshop with Struggling 3rd Graders

EL

Jennifer Clancy

This presentation will describe the effect that implementing a Science Workshop has on struggling third grade students. Participants will learn how to run a Science Workshop and possible benefits of structuring a science block in this manner.

Does Spiral Review Really Work?

EL, MG

Shannon Drye

Does spiral review through warm ups and centers help 6th grade math students with retention of material? I will collect and analyze responses from student surveys and data from benchmarks and homework to find out!

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****TABLE 1****The Middle Ages in High School World History**

HS

Zachariah Bell

In this study, I will analyze student learning in regards to the Middle Ages. By analyzing both qualitative and quantitative data I hope to find out about student learning and my own effectiveness in teaching in relation to the Middle Ages in world history.

Navigating Government: Sophomores Engage with the American Legal System

HS

Carmelina Almanzar

This research focuses on my students' understanding of the American Legal System. By analyzing both qualitative and quantitative data, I learned more about the ways students effectively learn about American Law and my own teaching effectiveness. I believe my analysis procedures will be of interest to other teachers because my work incorporates Common Core and technology in distinctive ways.

TABLE 2**I've Got My Eye On You**

EL, MG

Erin Lyons

This research focuses on how observation of peer teachers can help you become a better teacher. Topics such as classroom management, teaching strategies and student behavior will be presented.

Motivating Students through the Use of Classroom Data Walls and Student Data Notebooks

EL

Karen Jobe

This research focuses on the impact of the use of classroom data walls and student data notebooks on student motivation. It also looks at using goal setting as a motivational tool. I will present a positive motivational tool to use with students.

Room 110**Audience Level****TABLE 1****Making Vocabulary more than just a quiz**

HS

Rachel Siddiqi

The majority of English teachers struggle to teach their students vocabulary. This presentation explores ways to teach vocabulary that challenge students to learn vocabulary beyond memorization.

Writing From Diverse Perspectives and Enriching Student Learning

HS

Scott Blackburn

My roundtable presentation will inform my audience on how writing from diverse perspectives enriches students understanding of texts. I will present my findings and research to back up these claims during my presentation.

TABLE 2**The Challenge: The Middle School Math Notebook**

MG

Cheryl A Ramsey

The purpose of this research is to determine the effect of helping students stay organized with class material on a daily basis, focusing upon students who continually lose documents and other assignments.

Assessment Overload: Deciphering the differences between multiple types of assessment.

HS

Dawn Harris

Many teachers wrestle with the implementation and distribution of assessment. Research indicates that using assessment for learning improves student achievement. This session will explain the differences between the types of assessments and how effective teachers use various forms of assessments to inform day-to-day decisions about instruction.

Room 202**Audience Level****TABLE 1****Readiness Levels**

MG

Joshua Studer and Amanda Mabe

With the new testing standards in each grade level and each subject, students need to be able to perform at the top of their readiness level. In order to do this, teachers need classrooms that are differentiated by readiness so that the students can be challenged in each subject.

TABLE 2**"The Most Important Thing Ever Written:" Teaching the Birth of the American Government.**

HS

Teenia Harmon

For this presentation, I investigated my students' learning on the development of the American government by utilizing primary source documents. By examining qualitative and quantitative data, I am able to understand student's skills in analyzing primary sources. It also enables me to better understand my own effectiveness as a teacher.

The 'Great War' of Learning

HS

Kevin Lubinski

This project was based on the Great War. In it I have explored my students understanding and my own teaching effectiveness. By analyzing the data that I have gathered, I have found more about how students learn.

Room 204**Audience Level****TABLE 1****A Progressive Approach to Teaching: Progressivism, Imperialism, and WWI**

HS

Matthew Moss

In this project, I explored my students' understanding of Progressivism, Imperialism, and WWI. By analyzing qualitative and quantitative data, I learned more about the ways students learn about Progressivism, Imperialism, and WWI, as well as my own teaching effectiveness. My analysis procedures may be of interest to other teachers.

"No Such Thing as a Language Barrier:" ESL Students in the World History Classroom

HS

Travis Wilson

The purpose of this presentation is to examine how ESL students perform in World History. I will examine how they perform on a series of different activities using various forms of data. It will reveal how these students perform on this diverse set of activities that may interest other educators.

TABLE 2

"Kangaroos, Pandas, Walruses, Oh My!" Integrating Technology to Improve the Oral Language Skills of Kindergarteners EL

Courtney Money

With the implementation of Common Core Standards and the expectations of 21st Century Skills, teachers need to find ways to creatively engage students. The purpose of my research is to provide teachers with research on how to use technology as a support to enhance the oral language skills of Kindergarteners.

Best Practices and Strategies in Teaching Phonics, Word Study, and Spelling Development. What Works and What is Most Effective? EL

Farzana Basam

This research focuses on the impact of effective strategies in teaching phonics and spelling development in the classroom. It examines various strategies such as word study, small group instruction, basal programs and using data determines most effective approach in teaching phonics.

Table 3

Evidence of Student Learning in High School Mathematics

HS

Rebecca Caison, Matt Adams & Wil Kager

In this symposium, we present findings from two action research projects and seek to understand student learning of secondary mathematics in relation to instruction and research on student mathematical thinking.

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 208

Audience Level

Looking Ahead: Transitions for Students with Disabilities

MG

Andrea Eubanks and Shannon Jackson

Students with disabilities must have access to a free appropriate education with related services designed to prepare them for further education, employment, or independent living. Transition services should help students make post-school decisions based on strengths, preferences, and interests. These services should be provided and documented at age 14. Student receiving appropriate assistance with planning for the future will experience a smoother transition from school to the next phase of education, employment, or independent living.

Room 212

Audience Level

Writing to Learn/Learning to Write: K-2 Students Emerged in Fiction & Non-Fiction

EL

Julia Hagen

Does implementing a majority of non-fiction texts in the K-1 classroom affect reading and writing instruction? Does student data differ? Do students' attitudes differ? This research focuses on how two opposing text genres make a difference in the life of a young student.

Room 214

Audience Level

Engaging Parents: Promoting Parent Involvement in an Urban, Title I K-8 School

EL, MG

Jessica Lodle

The aim of this research is to break the stereotypical "White Middle Class" visions of parent involvement to truly engage parents in the learning experience. This research could be beneficial to charter, public and private schools, and also to schools with various family dynamics and income levels.

Room 217

Audience Level

Youth Literacies in the Age of Common Core and 21st Century Learning

EL, MG, HS

Iris Ellington, Frankie Santoro, Emily Jackson, Jamie Reep, & Rachel Sanchez

This alternative session will discuss how K-12 teachers engage youth in literacy practices that prepare students for the 21st century and for success on the Common Core State Standards.



Triad Teacher Researchers

Empowering Educators, Supporting Students

A special “Thank You” to our moderators:

Heidi Carlone
Colleen Fairbanks
Scott Howerton
Vicki Jacobs
Barbara Levin
Jennifer Mangrum
Sam Miller
Jeanie Reynolds
Holt Wilson

Event Organizers

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

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