

FAUS – COE
Research Committee

Summary Report

Research Conducted at the Florida Atlantic University
Grades PK – 12 Schools and Centers
2006 – 2010

Karen Slattery Educational Research Center for Early Childhood
A. D. Henderson University School / FAU High School
Palm Pointe Educational Research School at Tradition



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Fall 2010

FAUS - COE Research Committee
2009 – 10

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Karen Slattery Educational Research Center for Child Development

Mission

The Karen Slattery Educational Research Center for Child Development is a lab school for children from birth to five years of age. It is affiliated with the College of Education's Toppel Family Early Childhood Education Institute at Florida Atlantic University. Located on FAU's Boca Raton campus, the center's mission is:

- To help young children grow intellectually, socially and emotionally in a learning environment that nurtures and supports optimal development.
- To provide a lab school for teacher education students, with an educational philosophy that is inclusive and intends to address the needs of all children whose development represents a range of abilities and learning styles.
- To promote research in early childhood education, child development and related disciplines.
- To serve as a fieldwork site for nursing, science and other FAU students and faculty.
- To provide a model of best practice in early childhood education for the wider educational community.

Summary of Research

2008 - 2009

Replication of Unnecessary and Accidental Actions during Object Learning

November 2008-November 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Students
Dr. David Bjorklund	Science/Psychology	Amy Gardiner	2-5 yrs old	96

Abstract: The current research is designed to study how children learn to use objects by watching others. It will investigate children's understanding of which observed actions are necessary for achieving a given task.

The Development of Tool Use and Problem Solving
September 2008-May 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Students
Dr. Marissa Greif	Science/Psychology	Robert Freund Amy Gardiner	24-59 months	70

1. Research Question: How do observational learning and experiential learning of tool use compare?
2. Purpose of the study: To better understand the means by which children learn to use objects as tools.
3. Significance of the study: Tool use is an important part of everyday life and learning how to use tools is an important part of development. This study expands our knowledge as to how children may best be able to acquire tool use skills.
4. Methodology applied: Children participated in six toy retrieval tasks that involved getting toys out of various containers by using another object as a tool. For each task, children were presented with an array of four tools, only one of which worked, and asked to choose which one they wanted to use to get the toy out. Prior to making their decision, some children watched the experimenter partially model using each tool (Observation Only), gained their own manual experience with the tools and the container (Experience Only), watched the experimenter and gained manual experience (Observation and Experience), or received no prior exposure to the task materials (No Observation and No Experience). After choosing a tool, children attempted to retrieve the toy using this tool. If they chose a non-working tool, the working tool was given to them afterward. We were interested in whether children's tool choices and tool use performance differed between the different groups.
5. Main findings and results
 - Across all four groups, 3-year-olds were more successful than 2-year-olds at choosing correct tools and using working tools. This finding indicates that the abilities to identify working tools and use tools are still developing during the early

preschool period.

- Across all groups, children did not differ in the amount of correct tool choices they made, choosing working tools more often than non-working tools. This suggests that prior exposure to our simple tools was not necessary for children to correctly identify which tools would work to retrieve the toys.
- We found that children who received Observation only were more successful than children in the other three groups at retrieving the toys using working tools. This suggests that observing someone else use tools may be a more efficient way for preschool children to learn tool use than their own experience. Children in the Observation and Experience group may not have done as well as children in the Observation Only group because they received too much exposure to the materials, which could have overtaxed their cognitive resources.

However, the role of experience should not be underemphasized, as other research has shown that experience plays a crucial role in children's understanding of others' behavior. Observing someone else may help guide children's behavior and allow them to gain the experience they need more quickly than the trial-and-error learning involved in relying only on one's own experience.

- Looking at the tool use performance of children who chose working tools, we found that despite choosing working tools, these children could not always translate these correct choices into successful tool use. Children chose more working tools than they were able to successfully use.

6. Tools developed, application in new settings, dissemination in conferences, etc.

- This work will be presented at the Cognitive Development Society conference in October of 2009.

7. Implications for future research

Future research of children's tool use learning should look at how experience and observation may interact during this process, as well as the details about what kind of information children are learning through these different learning styles.

Slattery Family Development Project

October 2008-October 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Students
Dr. Paul Peluso	Education/Counselor		Infant-	18-30

Education	4 years	parents
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Abstract: The current research will study the influence of several parental factors (such as family environment, parents' relationship and parents' attachment style) on children's physical, social, and emotional development. It will look at the impact of family-of-origin dynamics on the long-term development of children.

Familial Influences on the Development of Empathy in Preschoolers

August 2008-August 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Dr. Nancy Jones	Science/Psychology		3-5 years old	60

Abstract: The current research will study the relationship between maternal depression and empathy development and to examine the effects of parental depression. The study will also examine self expressiveness within the context in families of depressed parents' versus families of non-depressed parents.

Note: This specific study is not being conducted on-site at Slattery; however, families are recruited for the study from the preschool.

Development of Inhibition as a Function of the Presence of an Intentional Agent

January 2009-January 2010

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Dr. David Bjorklund	Science/Psychology	Ashley King	Pre-K – 2 nd grade	200

Abstract: The current research is designed to study the developmental differences in inhibition (the ability to resist making a response) as a result of the suggested presence of a supernatural entity, an imaginary Princess Alice.

The Role and Impact of Culture in Early Childhood Education Curriculum

February 2009- February 2010

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Dr. Dilys Schoorman	Education/Curriculum, Culture and Educational Inquiry	Sumbla Pervaiz & Sandra Charity-Martinez (Slattery Teachers)	Teachers At the Slattery Center	15

Abstract: The current research will explore how cultural diversity can be used as a tool for enhancing education at the early childhood level. This study will explore how students' home culture is included in the curriculum and the impact of such inclusion on young children.

Replication of Unnecessary and Accidental Actions during Object Learning

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. David Bjorklund Dr. Marissa Greif	Science/Dept. of Psychology	Amy Gardiner	PreK - K	85

This project was conducted with 2-5-year-old children at the Slattery Center during the 2008-2009 school year.

1. Research Question: When observing someone solve a problem, how do children decide which actions are relevant to achieving the goal, and therefore, which actions to imitate when solving the problem themselves?
2. Purpose of the study: To better understand why children replicate actions that are unnecessary to achieving a goal.
3. Significance of the study: Along with follow-up studies and other research in this field, this study will provide knowledge about how children learn to manipulate objects and solve problems by watching others.
4. Methodology applied: Children participated in four toy retrieval tasks that involved getting a toy out different containers. Each container had a relevant moving part and an irrelevant moving part. For three of the tasks, children watched an adult get the toy out before having their own turn. For one task, the adult performed both the relevant and irrelevant actions intentionally, saying "There!" after performing each one. For another task, the adult performed the irrelevant task accidentally (saying "Whoops!") and the relevant task intentionally (saying "There!"). For another task, the adult performed both actions without saying anything. Finally, for the last task, children were encouraged to get the toy out themselves, without having seen a demonstration first. We were interested

in seeing which actions the children chose to copy, and if this depended on the demonstration they saw.

5. Main findings and results

- The project is ongoing and results will be forthcoming shortly.

FAUS-COE Research Committee

Report on Research Conducted at the Florida Atlantic University Schools

Karen Slattery Educational Research Center for Child Development

May 2010

Completed Studies 2009-10: Waiting for data reports/results

Title: Development of Inhibition as a Function of the Presence of an Intentional Agent

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
David F. Bjorklund, Ph.D.	College of Science	Ashley King	Pre-K – 2 nd grade	200

Abstract: The current research is designed to study the developmental differences in inhibition (the ability to resist making a response) as a result of the suggested presence of a supernatural entity, an imaginary Princess Alice. (January 2009- January 2010)

Title: Gestures and the Development of Tool Use

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Marissa Grief, Ph.D.	College of Science	Robert Freund Jessica Sierra	3-4 yr olds	10

Abstract: This study investigates how individuals learn about the functional relationships between simple tools and other objects through the use of gesture. (May 2009-January 2010)

Abstract: The proposed research will explore how different types of toys affect children's play. The present study aims to assess both fantasy and cooperative dimensions of children's play and add to

general knowledge about play and how different kinds of toys may affect children's cognitive development (February 2009-December 2010)

Title: How Children Think About Social Agreements

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
David Bjorklund, Ph.D.	College of Science	Kayla Causey	4 yr olds	40

Abstract: The current research is designed to investigate how children think about scenarios that involve social contracts with other people. This study will explore how children attend to information that is relevant to social situations involving rules. (September 2009-January 2010)

Title: The Role and Impact of Culture in Early Childhood Education Curriculum

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Dilys Schoorman, Ph.D.	College of Education	Sumbla Pervaiz & Sandra Charity-Martinez (Slattery Teachers)	Teachers At the Slattery Center	15

Abstract: The current research will explore how cultural diversity can be used as a tool for enhancing education at the early childhood level. This study will explore how students' home culture is included in the curriculum and the impact of such inclusion on young children.(February 2009- February 2010)

CURRENT STUDIES IN PROGRESS

Title: Do Different Types of Toys Affect Children's Play

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Marissa Grief, Ph.D.	College of Science	Robert Freund Patricia Perez	2-5 yr olds	60

Title: "Budding Readers": A Collaborative Project with FAU, the A.D. Henderson University School, and the Karen Slattery Educational Research Center

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Janet Towell, Ph.D.	College of Education	Regina Sands Lydia Bartram	4 yr olds & 6 th graders	56

Abstract: This study will explore the impact of a cross-age reading model on reading attitude and reading achievement at the preschool and sixth grade level. (November 2009- June 2010)

** Study extended to include September 2010-June 2011

Title: Noun and Verb Learning in Preschool Children and Adults

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Alan Kersten, Ph.D.	College of Education	Simone Chin Natalie Yannetta	3-30 yrs old	200

Abstract: The proposed research is designed to examine the learning strategies underlying children's acquisition of nouns and verbs. In particular, it tests the theory that children attend to object properties as well as motions when learning verbs describing how the parts of an object move in relation to one another (e.g., marching, skipping), whereas they focus more strongly on motions and ignore the properties of the objects carrying out those motions when learning verbs for the paths taken by those objects (e.g., entering, exiting). Furthermore, it tests the prediction that children attend not only to object parts but also how those parts move in relation to one another when learning nouns. Understanding how children acquire word meanings may lead to more effective interventions for children with delays in language acquisition (June 2010- June 2011)

Title: The Role and Impact of Culture in Early Childhood Education Curriculum

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Dilys Schoorman, Ph.D.	College of Education	Sumbla Pervaiz & Sandra Charity- Martinez (Slattery Teachers)	Teachers At the Slattery Center	15

Abstract: The current research will explore how cultural diversity can be used as a tool for

enhancing education at the early childhood level. This study will explore how students' home culture is included in the curriculum and the impact of such inclusion on young children.(February 2010- February 2011)

NEW STUDIES:

Title: The Effects of Predatory Status on Children's Developing Understanding of the Mind

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
David Bjorklund, Ph.D.	College of Science	Chris Cormier	3 yrs to adult	160

Abstract: The current study is designed to test the researchers' prediction that reports of the continuity of mental state functions beyond death will be higher when participants are considering the minds of predators (e.g., a lion) than prey (e.g., a sheep). This prediction is based on the assumption that human ancestors who displayed heightened sensitivity to the potential mental states of immobile animals or humans (who may only appear to be deceased, while in fact, they are feigning death, hiding, hibernating, are injured, etc.) would have displayed greater vigilance while in the presence of such creatures, been more likely to have survived such encounters, and passed on these traits to offspring. (March 2010-March 2011)

Title: Learning About Objects

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Marissa Greif, Ph.D.	College of Education	Patricia Perez	2-6 yrs	160

Abstract: The purpose of this study is to investigate children's intuitions about categories of objects. (July 2010-June 2011).

Palm Pointe Educational Research School at Tradition

Mission

Opened in the fall of 2008, Palm Pointe Educational Research School at Tradition has a three-fold mission of (1) being a demonstration site for teacher education; (2) developing curricula; (3)

conducting research (F.S 228.0533). As a FAU/SLCSD demonstration site, the school is a partner in the teacher education process of the College of Education, providing an ideal setting for the observation of current instructional styles and strategies. The school serves as a location for pre-student teaching experiences of undergraduate elementary and secondary education students. In addition, service to practitioners in the field is provided through professional visitations, workshops, demonstrations, and teaching tapes. The school is a site for statewide, in-service clinical educator training. Faculty members may serve as instructors at FAU campuses.

The standard academic subjects, foreign language, physical education, and selected areas of the humanities, comprise ongoing curriculum development activities. Palm Pointe serves as a research site for the colleges and departments in the University, the public schools, and the private sector as well as generating school-wide action research projects. Current research and grant projects are funded through the University, the Florida Department of Education, and private/public foundations.

All three parts of the mission are based on a keystone of educating Palm Pointe students to reach their full potential.

Summary of Research

2008 - 2009

Student Success Skills

December 2008-February 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Dr. Greg Brigman	Education/Counselor Education	Laura Taylor	4 - 8	345

Abstract: This study will investigate the relationship between student success skills/parenting success skills and how it impacts student behavior and student achievement. This program will investigate the necessary skills needed for success. Students will develop skills such as academic, social, and self management throughout the 6 week program (xxx).

Study in process

An Analysis of the Reading Skills of K-8 Grade Students with Autism Spectrum Disorders

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Jack Scott, Ph.D. Mary Lou Duffy, Ph.D.	Education/Exceptional Student Education	Melody Left. M.Ed. (graduate student)	K - 8	18

1. Research Question:

- a. How do the reading skills of students on the autism spectrum differ from similar age peers with and without disabilities?

2. Purpose of the study:

This descriptive study will collect assessment data on elementary and middle school aged students with Autism Spectrum Disorder (ASD). The data will be reflective of the students' abilities in reading decoding, vocabulary, comprehension, and fluency. By using standardized assessments in each of these areas of reading, multiple comparisons can be made between other disability groups (e.g., Specific Learning Disabilities, intellectual disabilities, etc.) as well as those students without disabilities. The ultimate goal of the study is to identify reading characteristics of students with ASD and match their needs to efficacious reading practices for this population.

3. Significance of the study:

As the numbers of students with ASD increase, the need to understand how these students learn to read and how they are most effectively taught becomes paramount. Added to the increasing numbers, students are more frequently placed in included settings, challenging the general education teachers to apply best practices to a population about whom they may have little information. It is often realistic to find today's elementary classrooms that have students with ASD included to have non-readers as well as students reading 2 to 3 years above grade level in the same classroom.

The study will provide a statistical description of ASD students in a K-8 public school program, placed in both included as well as pull out program placements. Both researchers and teachers will be able to use this data to make curriculum decisions to improve the reading program options for students with ASD. The researchers will be able to compare the reading profiles of students with ASD to other disability groups and to student without disabilities.

4. Methodology applied:

After being consented, the students are tested one on one in reading. The battery of tests used in this study includes:

- PPVT for receptive language,
- EVT for expressive language,
- Woodcock-Johnson 3 for decoding, phonics, and reading comprehension, and
- IRI for oral reading fluency.

This sequence allows the researchers to structure the tests to meet the wide range of reading skills presented by this population. In some cases the individual student will present with

above grade level skills in vocabulary (receptive language) and below grade level in comprehension. Students are pressed to do their best, but not over stressed by the demands of the tests.

5. Main findings and results:

The data collection is ongoing; however, some general comments can be made about the trends found in the sample data. It is obvious when looking at a single teacher's classroom that the students with ASD do not present a uniform profile. For example in one teacher's classroom (grades 1 and 2) the range of reading skills (receptive & expressive vocabulary) varies from non reader/non verbal through those on grade level to one student who tested at the 10th grade level. Other data comparisons identified students in that same classroom who tested at 4th grade level in comprehension and at Age 2 in vocabulary. The uniqueness of this population requires more profiles to make the data more robust. Even more evident is the need for teacher support to be able to work with this broad range of students.

6. Tools developed; application in new settings; dissemination in conferences, etc.

- Recommendations based on the assessment data as they relate to curriculum decisions (data driven decision-making).
- Broadening teaching strategies to support included students' reading needs (staff development)
- Increasing teacher understanding of students with ASD in the general classroom (staff development)

As the topic of effective reading instruction is of general interest to most professional associations (Council for Exceptional Children, International Reading Association, etc), opportunities for presentations and publications are expected.

7. Implications for future research

This research can be the impetus for a variety of research lines relating to teacher practice related to students with ASD; reading strategies effective with students with ASD; and comparative language development techniques.

- a. How can the reading skills of students with ASD be more effectively measured?
- b. Which teaching strategies are more effective at increasing reading skills for students with ASD?
- c. Would the research validated strategies used with students with ESL be effective in increasing language and reading skills of students with ASD? How effective is telegraphic speech instruction as compared to instruction in a language rich environment? (a continuation of Claudia Clark's (2000) research).

Computer-Based Testing vs. Paper and Pencil Testing

March 2009-May 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Heather Davis	Palm Pointe	-	2	9

1. Research Question:

How will Computer-Based Testing vs. Paper and Pencil Testing for Reading Comprehension affect my 2nd grade student's motivation and assessment score?

2. Purpose of the study

With the growing use of technology, more assessments are beginning to be given on the computer rather than the old fashion way, with paper and pencil. Technology has made the distribution of reading assessments much more convenient. Tests are scored and saved in a portfolio with only a click of a button. Currently, Palm Pointe Educational Research School and some other schools in Saint Lucie County are using the Award Assessment Reading Curriculum. All assessments are computer based. Traditionally, students have taken Reading assessments with paper and pencil. This research will consider how motivation and assessment scores may differ by method of assessment.

3. Significance of the study

Now that assessments are beginning to replace paper-pencil based assessments, it is imperative that tests are reliable and checked for validity.

4. Methodology applied

Students will be assessed using both computer and pencil based reading comprehension tests. The sample will take assessments from the Award Reading program. After using both assessment methods, the students will complete an engagement survey to identify their level of motivation for each testing style.

The population for this study is second grade students in Saint Lucie County Schools. A sample of 9 students will take a computer-based comprehension tests and a paper-based comprehension test. Three students are performing below grade level, three are on grade level, and three are above grade level. I have selected ethnically diverse groups for this research.

5. Main findings and results

- Results of this study will be available June 2009.

6. Tools developed, application in new settings, dissemination in conferences, etc.

- Paper-based comprehension assessments were created for this study.
- A survey was created to measure the participant's motivation when taking both types of assessments.

7. Implications for future research

-
- Online math assessments vs. paper and pencil math assessments.
 - Online writing assessments vs. paper and pencil writing assessments.
-

The Investigation of Students' Ability to Identify and Retell Fiction

April 2009-May 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Kathleen Melrose	Palm Pointe	-	3	9

1. Research Question:

How will my third grade students' ability to identify and retell fictional text, including character, setting, plot, problem and solution, be impacted by using a summarizing teaching method?

2. Purpose of the study

There are 18 students in my third grade class, 8 boys and 10 girls. My class is ethnically and culturally diverse, consisting of 24 % African American & Caribbean descent, 45 % Caucasian, 24 % Hispanic and 7% Asian. One of my students has been previously retained in first grade. I have two students pulled out daily for additional services in reading and mathematics, one of which is autistic and is capable of working independently on a first grade level. Six of my students are working below grade level and are in danger of being retained. In addition to the many academic challenges present in my classroom, there are also emotional and behavioral concerns as well. These vast differences amongst my students have brought many challenges to my classroom. However, for the most part my students work harmoniously together.

I began this inquiry after realizing a skill weakness in my students. I found that my students did not understand the purpose of a summary and instead of translating the information into a synthesized form they simply copied information from the text. Summarizing is an essential skill for students to acquire and has been identified as an instructional strategy that has a high probability of enhancing student achievement.

3. Significance of the study

I have been participating in a professional learning community at my school based on Marzano's high yield strategies. On a weekly/bi-weekly basis I've had the opportunity to read about and be introduced to various Marzano strategies. In addition, I have researched various sites for articles, reviewed online presentations on Marzano's summarizing and observed my coworker who is a Marzano facilitator. Through researching articles as well as reading *Classroom Instruction that Works* by Robert J. Marzano I've found that using appropriate summarizing techniques can

potentially affect student achievement with a 34 percentile gain (Marzano, Pickering, & Pollock, 2001). In addition, student reading comprehension increases when students learn how to incorporate "summary frames" as a tool for summarizing (Meyer & Freedle, 1984). When students use this strategy, they are better able to understand what they are reading, identify key information, and provide a summary that helps them retain the information (Armbruster, Anderson, & Ostertag, 1987).

4. Methodology applied

For the purpose of this inquiry the primary resource that I will use is the Marzano summary frame for narrative text. The frame questions being used are as follows:

1. Who are the main characters and what distinguishes them from the others?
2. When and where did the story take place? What were the circumstances?
3. What prompted the action in the story?
4. How did the characters express their feelings?
5. What did the main characters decide to do? Did they set a goal, and if so, what was it?
6. How did the main character(s) try to accomplish their goals?

5. What were the consequences?

In addition to the frame questions students will be provided with various literary text passages to use with the summary frame. Although the entire class will participate in all of the lessons, I have decided to focus this inquiry on six students, 2 above grade level, 2 on grade level, and 2 below grade level.

During my research I hope to find the following generalizations with my class:

1. To effectively summarize, students must delete some information, summarize some information and keep some information.
2. To effectively delete, substitute and keep information, students must analyze information at a fairly deep level.
3. Being aware of the explicit structure of information is an aid to summarizing information.

Classroom Instruction that Works, by Robert J. Marzano)

Main findings and results

-
- Results are not completed as of yet. Continuing to implement & collect data.

Tools developed, application in new settings, dissemination in conferences, etc.

- Findings to be presented at District Showcase May 28, 2009

Implications for future research

- The correlation of summarizing to student assessments
 - The effects of summarizing strategies on specific types of students with specific subject matter
 - The effects of summarizing strategies in connection to online research
-

The Investigation of Students' Ability to Identify and Restate Factual Text

April 2009-May 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Laurie Boyer	Palm Pointe	-	3	9

1. Research Question:

How will my third grade students' ability to identify and restate factual text be impacted by using a summarizing teaching method?

2. Purpose of the study

There are 19 students in my third grade class, 10 boys and 9 girls. My class is ethnically and culturally diverse, consisting of 26% African American, 53% Caucasian, 16% Hispanic and 5% Asian descent. Two of my students have been previously retained in first grade. I have two students pulled out daily for additional services in reading and mathematics. One of my students has XYY syndrome and Aspergers. This student may have physical and verbal outbursts at anytime. Seven of my students are working below grade level and are in danger of being retained. Beyond the many academic challenges present in my classroom, there are also emotional and behavioral concerns as well. I have four students that seek group counseling on a weekly basis. In addition, I have one student that receives grief counseling once a week. Currently I have one student that is diagnosed ADHD and another currently being evaluated. In addition, I have two other students going through testing with the SST (Student Support Team). On the other hand, I have two students that have been labeled gifted and two students with reading Lexile levels over 1000L. This large variation in student skills and abilities in my classroom definitely present a challenge on a daily

basis but overall we are a great team.

I began this inquiry after realizing my students were unable to clearly understand the information in a passage and then put it into their own words. They tend to look up and/or read information and then copy it exactly as it is written regardless of whether it makes sense or not. Summarizing is a high yield strategy which when implemented and applied properly can increase student achievement.

3. Significance of the study

I have been participating in a professional learning community at my school based on Marzano's high yield strategies. On a weekly/bi-weekly basis I've had the opportunity to read about and be introduced to various Marzano strategies. In addition, I have researched various sites for articles, reviewed online presentations on Marzano's summarizing and observed my coworker who is a Marzano facilitator. Through researching articles as well as reading *Classroom Instruction that Works* by Robert J. Marzano I've found that using appropriate summarizing techniques can potentially affect student achievement with a 34 percentile gain (Marzano, Pickering, & Pollock, 2001). In addition, student reading comprehension increases when students learn how to incorporate "summary frames" as a tool for summarizing (Meyer & Freedle, 1984). When students use this strategy, they are better able to understand what they are reading, identify key information, and provide a summary that helps them retain the information (Armbruster, Anderson, & Ostertag, 1987).

4. Methodology applied

For the purpose of this inquiry the primary resource that I will use is the Marzano rule based strategies. The rules being used are as follows:

- Take out material that is not important to understanding
- Take out words that repeat information
- Replace a list of things with a word that describes the things in the list (e.g. use fruit for apple, orange & banana)
- Find a topic sentence

Students will be provided with multiple types of nonfiction passages to use the rule based summary strategy. Although the entire class will participate in all of the lessons, I will be gathering and reviewing data on six students, two above grade level, two on grade level, and two below grade level.

During my research I hope to find the following generalizations with my class:

-
4. Students will know the four rules of rule based summaries.
 5. Students will be able to successfully and effectively eliminate unneeded or unwanted information.
 6. Students will summarize in their own words the main pattern in the nonfiction passage.
 7. My above level learners will score a 4, on grade level learners will score a 3 and below level learners will score a 2 on the summarizing rubric.

(Classroom Instruction that Works, by Robert J. Marzano)

Main findings and results

- Results are not completed as of yet. Continuing to implement & collect data.
-

Tools developed, application in new settings, dissemination in conferences, etc.

- Findings to be presented at District Showcase May 28, 2009

Implications for future research

- The correlation of summarizing to student assessments
- The effects of summarizing strategies on specific types of students with specific subject matter
- The effects of summarizing strategies in connection to online research

What Impact Will Cooperative Learning Have On Student Behavior?

March 2009-May 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Virginia Mihajlovski	Palm Pointe	-	4	6

Abstract: This study will investigate the relationship between cooperative learning and student behavior using grant awarded funds from the St. Lucie County Education Foundation. Student's will design, plant, and maintain a garden of various species of Florida native vegetation.

The Effects of Podcasting on Student Engagement

April 2009-May 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Hillary Cruz	Palm Pointe	-	7	20

8. Research Question:

How will the use of podcasts (digital audio files in an MP3 format made available for download on the Internet) in my 7th grade World Geography classroom affect my students' motivation to participate in online discussions?

9. Purpose of the study:

I began to think about using podcasts in the classroom while taking a professional development course offered through SLCSO. Once I fully understood what a podcast was, I realized the endless possibilities for its use within the classroom. The recent, successful implementation of online blogging/e-mail program Goggle.net proved student enthusiasm for the use of technology in the classroom.

All students in the pod will be listening and responding to weekly podcasts, focusing on material being covered in class for that week. I will be collecting data on my homeroom class, Advanced World Geography, consisting of 20 students. There are 12 boys and 8 girls, none of which are considered ESE, Autistic, or ESOL students. Of the twelve boys eight are Caucasian, two are African American, one is Hispanic, and one is Hindi (Indian). Of the eight girls five are Caucasian, one is African American, one is Hispanic, and one is Hindi (Indian). Eight of the 20 students in the class qualify for Free and Reduced Lunch. All students have access to a computer and the Internet at home

10. Significance of the study:

This study will give further insight into use of technology in the classroom, specifically podcasting. The relation between the use of podcasting and student motivation/participation in the classroom will be observed and analyzed.

11. Methodology applied:

- Each week I will create a podcast and post it to the District server.
- Before research begins, I will teach the students about the 5 levels of student engagement (engaged, strategic compliance, ritual compliance, retreatism, and rebellion).
- I will initiate research by introducing the students to their first podcast. Using the CAVS system I will walk the class through the process of accessing the podcast step by step and play the podcast for students to listen to.
- Using Goggle.net I will set up a Podcast Message Board for student discussion. Each podcast will provide students with several questions to be replied to in the message board. I will instruct students that podcasts will be available each Monday for them to listen to. Students must create a response to the questions in the Podcast Message Board

and also reply to at least one other student's response by 11:59 pm each and every Thursday.

- Students will have time to listen and reply to the podcasting during class or at home if they choose.
- Each Friday I will record the number of student responses and replies to each other. Student grades will be based on length, detail, and use of proper grammar.
- After the students have been through two weeks of podcasts (listening on Monday and responding/replying by Thursday), I will give the students an anonymous oral survey asking them to rate their levels of engagement with the podcasting overall thus far. Students will also be asked to list their thoughts on the use of podcasting in the classroom. Students will also rate each podcast on quality, topic, volume, voice, effects, and length.
- Student responses will be charted.
- Friday of each week students will be given an engagement survey.
- At the end of week 6, students will again be given an anonymous oral survey asking them to rate their levels of engagement with the podcasting overall. Students will be asked the same questions from the 1st oral survey given to them in week 3.
- Student responses to the questions will be charted and compared to responses given in week 3.
- The response log will be used to determine if student responses to the message increased consistently throughout the project or fluctuated depending on the topic/week.
- Grades will be used to determine if student responses were in depth and turned in on time.

12. Main findings and results

- Findings to be presented at District Showcase May 28, 2009

2009-2010

Summary of Research

2009 - 2010

How will using virtual algebra manipulatives affect student learning gains?

Principal Investigator	College/Dept.	Grade	# of Subjects
Meridith Andrus	Math Department	7	20

Purpose of study:

To see if student learning gains are affected by the types of manipulatives used, virtual or tangible.

Significance:

If the type of manipulatives have influence on learning gains, research should be done in the use of virtual manipulatives as a mathematics instructional strategy.

Methodology: Assessments, Videotapes/Photos

Implications for future research: How do virtual manipulatives affect learning gains in other math strands?

Abstract: Meredith Andrus spent the year investigating how the use of virtual manipulatives would affect student learning gains in seventh grade Geometry. Her presentation included video clips of Geometry manipulatives used by her students, and how the program allows teachers to explore the number of manipulatives available. Manipulatives presented were available through the National Library of Virtual Manipulatives website at <http://nlvm.usu.edu/en/nav/vlibrary.html>.

Marzano's Six-Step Vocabulary Study

Principal Investigator	College/Dept.	Grade	# of Subjects
Trisha Dibari.	Palm Pointe Educational Research	6	20

Research Question:

How will using a six-step vocabulary strategy in the sixth grade Ancient Egypt lessons impact students' achievement on vocabulary assessment?

Purpose of study:

To see how students' scores will be affected by teaching vocabulary in a systematic six step process.

Significance:

If students' scores increase through the use of the six step process, teaching vocabulary through this process should be done in all content areas.

Methodology:

Pre-test, Post-test, Bi-weekly tests, KAGAN structures, and vocabulary maps.

Trish Dibari implemented the use of Marzano Six Step Vocabulary Process in a sixth grade Social Studies setting. She demonstrated that using this strategy would in fact help students to gain understanding of the terms used in class. Trisha used a pre and post test to measure the students' knowledge gained over a six week period. All students in the class achieved higher scores on the post test. The average amount of growth was 35% with 15 of the 20 students scoring 100%. This

strategy can be modified and used in any grade level to fit any subject area. This study was also conducted by April Perez in her third grade Social Studies class this year as well.

Web-Based Reading

Principal Investigator	College/ Dept.	Grade	Number of Students
Janine Brockelbank	Palm Pointe E.R.S.	3	18

Purpose of study:

I began to think about my reading homework assignments. In the past I have used Reading Logs and often wondered whether or not they were really reading, and if they were reading, were they comprehending what they were reading. In an effort to track their reading and comprehension, I assigned questions and sometimes worksheets. However, these assignments had minimal learning gains. I wanted to see if I could increase their engagement in homework reading assignments.

Significance:

How would an implementation of a web-based reading program affect student gains?

Methodology:

After each student has made a personal goal, students will self-assess their progress weekly. Each book must be heard, read, and a comprehensive test must be passed on the web-based reading program RAZ. Students are allowed to read from the list of books on their level and choose the order in which the tasks are to be completed. In addition, students have the motivation of achieving the progress to the next book level by increasing the number of books read and quizzes taken. The program also gives the students points for each of their tasks and a RAZ store to spend the points. This method will incorporate the design qualities of Novelty and Variety, Choice, and Affirmation of Performance.

Will Being in a Single Gender Male Classroom Improve Reading Comprehension?

Date range

Principal Investigator	College/Dept.	Grade	# of Subjects
Michael Garcia	Palm Pointe	1	18

Purpose of study: To explore whether reading comprehension exhibits growth in a male single gender class.

Michael Garcia presented information regarding his studies pertaining to his all male first grade class. During Palm Pointe's Research Mixer, Michael, our first grade single gender teacher shared research findings and classroom experiences in regards to a single gender class of all males in kindergarten. Throughout several round table discussions with elementary and middle school, national research findings were presented and shared along with websites of interest for teachers to learn more about single gender education. A wonderful aspect of the Research Mixer allowed for professional discussions about classroom techniques and findings in a single gender classroom. Teachers inquired about strategies used to effectively teach young males in a single gender primary classroom.

Using Gaggle.net in Middle School Reading

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Dr. Maria Vasquez	Department of Education	Cindy Harrison	7th	15

Abstract:

It is highly beneficial for students if teachers devise tasks and environments that foster active student involvement. It is vitally important to engage students in the classroom in such a way as to attract their attention and emotions, and bring meaning to their educational process by integrating their home life and their school life. Bringing an online learning environment into the classroom serves to do just that: incorporate familiar technology together with standard classroom curriculum.

Many students often lack critical thinking skills to be able to analyze what they read. Educational discussion boards and blogs have the potential to encourage students to read and respond critically to classroom assignments and to foster language skills and critical thinking skills. Simultaneously, they are fostering technology skills and proper "netiquette."

Students can use discussion boards and blogs to respond critically to each other's assigned tasks, and draw conclusions supported by evidence from their readings. Talking with peers to negotiate an understanding of what is read is highly motivating. Not only are students likely to become involved in the active interaction often associated with peer-lead discussion groups, they may be more interested in what they are reading as they anticipate what will happen when they meet in groups to discuss what they have read and each others' online responses.

Purpose of study:

To see how Middle School students will respond to using an online learning environment in conjunction with standard Middle School Reading curriculum.

Significance:

If students respond positively to utilizing an online learning

environment together with standard Middle School Reading curriculum, research should be conducted to determine technology available for classroom use and how that technology should be applied

Methodology:

Student Surveys, Questionnaires, Teacher Observations, Student Work Samples

Tools developed (if applicable):

www.gaggle.net, made available by St. Lucie County School District

Cindy Harrison presented results of utilizing blogging and online Message Board activities in Middle School Intensive Reading classes with the use of Gaggle.net. She explained students' increased enthusiasm, motivation, and participation in relation to a variety of Reading Response activities as students posted reactions and replies on their blogs, as well as the interaction that took place via the Discussion Boards. She discussed her preconception that students would feel threatened by the fact that peers would have access to their online word, but was pleasantly surprised to note students increased motivation and participation during blogging and discussion board activities. Quotes from students themselves included, "I love blogging!"

Rally Research

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
Research team facilitated by Kathleen Melrose	Palm Pointe	Heather Davis, Laurie Boyer, Stephanie Lipp, Heather Mitchell, Cindy Harrison, Robin Goodwein, Trish DiBari, Ben Rogers, Renee Kloorfain., Dr. McLaughlin, Julie Hector	2 nd - 8 th	121

Abstract:

We have teamed up with Rally Education to research the impact on student achievement by integrating three Rally reading programs into our core curriculum. Two of those programs, *Reading Tracker* and *Essential Skills*, are internet based programs that allow

teachers to track student progress and target classroom instruction. The third component being implemented is the Reading Skill by Skill series in order to target small group instruction. Reading skill instruction is scaffolded using sentences, then paragraphs, then full passages targeting the following skills, main idea & details, sequencing, vocabulary in context, compare & contrast, conclusions & inferences, & cause & effect.

Purpose of study:

To research the impact on student achievement integrating three Rally Reading Programs in grades 2-8.

Significance:

To monitor to students' progress using skill by skill readers as well as technology based tools and their correlation between students' success on state assessments.

Methodology: Skill by Skill books as well as, Essential Skills Online & Online Tracker.

How will structuring teacher directed lessons based on recommendations from Reading Plus impact student learning gains?

Principal Investigator	College/Dept.	Grade	# of Subjects
Emily Newell	Elementary Teacher	5 th	5
Bokhart	FAU Master's of Reading Student	Grade	

Abstract:

Purpose of study:

To learn how to incorporate what the students are learning on the computer with what I am teaching so that the program and the directed lessons complement one another in order to make the most of all types of reading instruction.

Significance:

Teachers today are offered a plethora of technology-based programs. I find that in using some of these programs, there is disconnect between the lessons the students are learning on the computer and the lessons a teacher may be planning for the class. It seems it would be more effective to teach related lessons. With the number of new programs available, it is difficult for teachers to be able learn a program deeply enough to help students transfer the lessons taught on these programs to print sources by planning lessons based on data yielded by the program.

Methodology:

Weekly data collection from Reading Plus lessons, careful lesson planning based on skills

recommendations yielded by data

Tools developed (if applicable): Better planning methods for small group reading instruction.

Emily Newel and Cindy Harrison presented a study of the benefits of utilizing an online Reading program in 5th grade and Middle School Reading classes. They discussed how this web based reading program aids students by improving basic skills such as reading rate, vocabulary recognition, and reading comprehension. They especially liked how the program provides individualized scaffolded instruction. Students' progress as they master skills based on their needs. They also talked about how the type of data available gives teachers the specifics of skill by skill needs as related to individual strengths and weaknesses, thereby enabling teachers to design more purposeful and meaningful activities that serve to meet each student's unique needs.

To what extent can developing emergent readers learn the effective metacognitive strategies that proficient readers use and transfer this knowledge to their independent reading practice?

Principal Investigator	College/Dept.	Grade	# of Subjects
Randy C. Palmer	Education/Reading	1	1

Abstract:

Purpose of study:

Proficient readers seem to know when meaning has been lost while reading and, more importantly, how to correct it. They have developed metacognitive comprehension strategies that are automatic, productive, and efficient. Therefore, the purpose of this study is to develop an instructional model for strategy instruction to enable developing emergent readers to acquire an understanding of how their proficiently reading peers have developed a self-improving system of independent strategies that make increasingly more complex text and ideas accessible.

Significance:

It is hoped to develop a modified small group differentiated classroom model for developing emergent readers based on proven productive literacy techniques and strategies. This model would enable teachers to effectively scaffold readers so that they develop the metacognitive strategies to read and comprehend text independently as they are accelerated to grade level performance or above within their first grade year.

Methodology:

One on one, 3-4 day, 30min per day scaffolded instruction using leveled emergent books based in part on the Reading Recovery principles and University of South Florida's Accelerated Literacy Learning lesson format. Additional brain based VAKT and multisensory activities with Neural Impress Methods will be added to the standard lesson protocol.

Main findings and results:

Data is currently being gathered from Pre- Assessment screenings, session reports and questionnaires from parent and classroom teacher. To date, student progress is positive and successful.

Conclusions:

Conclusions drawn from the current ongoing data indicates that the student has been extremely successful in his ability to accelerate his literacy progress and begin to internalize metacognitive strategies. This first phase of the study is nearly complete, and analysis of the quantifiable data that has been gathered is being evaluated.

Implications for future research:

Expansion from a one-on-one model to include 3-4 students. This would be an average first grade guided reading group size currently used in most Florida schools today.

Marzano's six-Step Vocabulary Study

Principal Investigator	College/Dept.	Co-Investigator	Grade	# of Subjects
April Perez	Palm Pointe		3rd	12

Abstract:

How will using a six-step vocabulary strategy in the third grade science lessons impact students' achievement on vocabulary assessment?

Purpose of study:

To see how students' scores will be affected by teaching vocabulary in a systematic six step process.

Significance:

If students' scores increase through the use of the six step process, teaching vocabulary through this process should be done in all content areas.

Methodology:

Pre-test, Post-test, Bi-weekly tests, hands-on experiments, KAGAN structures, and vocabulary maps.

Web-based Reading

Principal Investigator	College/Dept.	Grade	# of Subjects
Rosary Polanco	Palm Pointe	3rd	18

Date: 11-24-2009

Purpose of study:

I began to think about my reading homework assignments. In the past I have used Reading Logs and often wondered whether or not they were really reading, and if they were reading, were they comprehending? In an effort to track their reading and comprehension, I assigned questions and sometimes worksheets. However, these assignments had minimal learning gains. I wanted to see what would happen if I increased student engagement in their reading homework assignments.

Significance:

How would an implementation of a web-based reading program affect student gains?

Methodology:

After each student has made a personal goal, students will self-assess their progress weekly. Each book must be heard and read, and a comprehensive test must be passed on the web-based reading program RAZ. Students are allowed to read from the list of books on their level and to choose the order in which the tasks are completed. In addition, students have the motivation of achieving the progress to the next book level by increasing the number of books read and quizzes taken. The program also gives the students points for each of their tasks, and a RAZ store to spend the points. This method will incorporate the design qualities of Novelty and Variety, Choice, and Affirmation of Performance.

How Will Using Guided Questioning Assist Students in Writing Laboratory Conclusions?

Principal Investigator	College/Dept.	Grade	# of Subjects
Peggy Radtke	Palm Pointe	8 th	79

Purpose of study: Students have difficulty connecting what they are learning to the scientific investigations they conduct in class. Students have fun doing lab activities, but they struggle with writing meaningful conclusions that enable them to connect the investigation to scientific principles being studied.

Significance:

If students can make better connections to their scientific investigations, they are going to be able to make greater inferences and apply scientific concepts. Students will develop a deeper and more meaningful connection to what they are learning.

Methodology:

Guided questions followed by paragraph summarization of answers to the guided questions.

Peggy Radtke conducted a study which detailed writing lab conclusions in 8th grade Science. She presented how using guiding questions in which students can use their answers to write lab conclusions leads to better technical writing and greater understanding of the relationship between their hypothesis and content being learned. Instead of getting one sentence conclusions, students were actually connecting the lab to their hypotheses and using terms such as prove and disprove. Students were also explaining what they learned versus restating what their data demonstrated. Students are able to be “better scientists” by analyzing and responding to the guiding questions prior to writing their conclusion to demonstrate understanding.

How will using Classroom Walkthrough (CWT) data impact instruction of teams of middle school teachers with regard to the utilization of research based instructional strategies such as Marzano and Kagan?

College/Dept.	Investigators	Grade	# of Subjects
Palm Pointe	Debra Snyder, Principal D’Jion Jackson-Harris, Assistant Principal Lydia Martin, Assistant Principal	6 th -8 th	12

Purpose of study:

Each year in September, during a faculty meeting we hand out the CWT form and announce to teachers that we will be conducting 3 to 5 minute visits with the CWT form. We review the highlights and tell teachers that direct feedback will not be given. After we have numerous observations per grade level, we meet in teams to look at data and discuss trends. After discovering either grade specific or school specific trends, we decide as a staff what professional development we believe would assist us in increased usage of desired practices. We know that the inputted information is monitored by the district and often becomes conversation during mid-year and final evaluations with Zone Administrators. Much time is

spent recording, inputting and meeting with teachers, and the administration at Palm Pointe has discussed on numerous occasions this question: “Are Classroom Walkthroughs changing teachers’ practices?”

We have continued to wonder if focusing on a specific area and providing more detailed information about the form and modeling for teachers could be used to increase usage in desired teaching practices. Our inquiry is based on whether these methods would have more of an impact than the general overview we have done in the past.

Palm Pointe has two teams each of four teachers in Grade Levels 6, 7, and 8. We randomly chose one team at each grade to serve as the Selected Group. This group will participate in a PLC conferring and receive modeling and coaching on effective instructional practices, grouping format and instructional strategies. The complexities would involve volunteering their time for the PLC and allowing data to be shared.

Significance:

The significance of this study is that it will show the impact that CWT’s can have on teacher behavior. In addition, we will make recommendations to other administrators who utilize CWT’s on how best to coach or provide feedback to teachers.

Methodology:

We will develop a questionnaire and survey both teams of middle school grades 6, 7, and 8. We will use the results as baseline knowledge of CTW. We will use middle school data that was collected during September through November as baseline data for usage of instructional practices, grouping format and instructional strategies utilized in the classroom. We will meet with each of the selected middle school teams twice a month. At each meeting, we will share the most current data collected using CWT’s and focus on one instructional practice and one research based instructional strategy as listed on the CTW form. We will define each practice and strategy, provide examples and non examples and model what they “look” like. We will utilize previously learned Kagan Structures, the book *What Works in Schools* by Robert Marzano, and PLC’s Nonlinguistic and Venn Again Modules available on the district portal. We will also utilize the newly purchased 360 to study Marzano and the website Research-Based Strategies.

5th grade students teaching metacognitive strategies to Kindergarten reading buddies.

Principal Investigator	College/Dept.	Grade	# of Subjects
Ben Rogers	Palm Pointe	5 th	4

Purpose of the study:

To see if the four students attain reading growth through mentoring younger buddies in reading skills.

Significance of the study:

Using metacognitive reading strategies to see the impact teaching reading skills to mentee's has on fifth grade students.

Methodology applied: Surveys, Observations, and Assessments/Test scores

Tools developed: Thinking about what you are reading. A complete and thorough understanding of a concept; knowing it well enough to teach it to others.

Implications for future research

To track the impact this collaboration has on the Kindergarten students; that is not being observed at this point. Some of the strategies seem to be a bit complicated for K's or 1st graders. Another study could simply be to teach the 5th graders simple reading skills; like how to do a book walk, skipping words you don't understand, etc.

Ben Rogers explained the effectiveness of his buddy reading study conducted between a group of his fifth graders and a group of first graders. He talked about metacognitive reading strategies and the positive impact on reading comprehension. He also found the benefits of making students responsible and accountable for the skills they learn by asking them to teach a younger "buddy" student that same skill and how to apply it.

The Usefulness of Senteo Clickers

Principal Investigator	College/Dept.	Grade
Heather Davis	Palm Pointe	2nd

Heather Davis presented the usefulness of Senteo clickers. She explained how explicit instruction of analytical skills (fact and opinion, prediction, conclusions, and inference) can increase reading comprehension scores for her second grade students. She used the Rally Education online reading comprehension program and Senteo Interactive Clickers as instructional interventions, thereby making the Rally Reading program more interactive. A class survey and observations found high levels of engagement and interest for both programs.

A. D. Henderson University School/FAU High School

Mission

The Alexander D. Henderson University School (ADHUS), founded in 1969, is an elementary-middle school (K-8) and was legislated school district number 72, developmental research school, effective July 1, 1991. ADHUS is a public school under the auspices of the State University System. ADHUS holds departmental status in the College of Education at Florida Atlantic University with the Director serving as a member of the College Executive Committee. The Dean of the College of Education is the designated Superintendent.

The school has a three-fold mission of (1) being a demonstration site for teacher education; (2) developing curricula; (3) conducting research (F.S. 228.053).

As a demonstration site, the school is a partner in the teacher education process of the College of Education, providing an ideal setting for the observation of current instructional style and strategies. The school serves as a location for pre-student teaching experiences of undergraduate elementary and secondary education students. In addition, service to practitioners in the field is provided through professional visitations, workshops, demonstrations, and teaching tapes. The school is a site for statewide, in-service clinical educator training. Faculty members also serve as instructors in the College of Education (FAU), The Schmidt College of Arts and Humanities (FAU), and Palm Beach Community College.

The standard academic subjects, foreign language, physical education, and selected areas of the humanities, comprise ongoing curriculum development activities. ADHUS serves as a research site for the colleges and departments in the University, the public schools, and the private sector as well as generating school-wide action research projects. Current research and grant projects are funded through the University, the Florida Department of Education, and private/public foundations.

All three parts of the mission are based on a keystone - educating ADHUS students to reach their full potential.

FAU High School

Profile

Florida Atlantic University's Board of Trustees approved an intensive dual enrollment public high school on the Boca Raton Campus in the spring of 2004. FAU High School opened its doors to students for the fall semester 2004 and welcomed a cadre of trailblazers. Unlike other high schools, this program does not use extensive facilities in which to operate. Students experience college level courses in the environment of the university classroom, laboratories, and support

facilities. This highly selective program offers high school students (grades 9-12) the opportunity to earn high school credits and university course hours, at the same time at no cost to parents or guardians.

Summary of Research

2006 – 2007

Learning Laboratory School Network: Early Literacy through the Arts

January 2006-May 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Gail Burnaford	Education/Teaching and Learning	Deborah Schram (Music teacher), Jenny O’Sullivan (3 rd Grade teacher), Christine McCaul (3 rd grade teacher), Chrisencia Barzey (2 nd grade teacher), Lyndsay Tolerton (2nd Grade teacher), Suzy Sturrock (1st Grade teacher), Jamie Wierzba (1 st grade teacher), Lynn Sestrich (kindergarten teacher), Toni Yazurlo (kindergarten teacher), Elaine Sattler (Art teacher)	Middle School	216

Abstract: In the fall of 2005, music, art and reading teachers joined with the New England Conservatory of Music in Boston in researching music education and how it can aid in learning in other subject areas. We chose to look at Literacy and the Arts in grades 1-3.

We began by compiling Florida Sunshine State Standards in Music, Language Arts, and Visual Arts that correlated with three National Music Standards: listening, analyzing and describing; reading and notating; and composing and arranging. We then identified parallel processes and skills across the subject areas and planned lessons that focused on these processes and not on final products.

Specifically, we are looking at parallel teaching processes and transfer tools that teachers use to help children connect knowledge from one subject area to another.

Our two research questions are:

1. What are the parallels found in art, music, and reading as identified in the national standards?
2. What can reading, music, and art teachers do to teach for transfer?

Our project started with one teacher from grades 1-3 and expanded last year to include all twelve

classrooms from kindergarten through third grade. This level of participation is expected to continue this year. Each grade level has selected children's literature to help teach the skills and processes. This literature is used in reading, music and art classes.

***Expressive Language Markers in Normally Developing English Language Learners:
Implications for Assessment and Intervention***

September 2006–December 2006

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Cynthia Core	Education/Communication Sciences & Disorders	Isabel Bula (Student)	K	25

Abstract: The goal of this research study was to identify expressive language characteristics of typically developing children who have recently immigrated to the United States and are in the process of acquiring English as a second language. Specifically, this study was concerned with children who are native Spanish speakers living in South Florida, and who were therefore part of a minority ethno-linguistic community. Results from previous studies indicate there are similarities in terms of expressive language between this population and monolingual children with Specific Language Impairment (SLI). These similarities have been a common cause of erroneous assessment of English language learners, and overall contribute to the difficulty differentiating language differences from language disorders in this population. Results from the current study provided valuable information to refine assessment protocols to determine placement for English language learners. This information is especially relevant in South Florida given the significant amount of children that are constantly immigrating to this part of the state and that require valid language assessments in order to determine appropriate placement and ensure proper academic advancement.

Self-Socialization of Gender

October 2006–December 2006

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. David Perry	Science/Psychology	Desiree Tobin Jon Perle Madhavi Menon Meenakshi Menon	4 - 8	560

Abstract: The purpose of the study was to see if children's beliefs about gender influence their social behavior, development, and adjustment.

A benefit of the project helped educators know what to focus on when developing programs to help children improve their relations with peers and their personal competencies.

Effects of Age and Cognitive Performance on Children's Binding of Actors with Actions
May 2006 –May 2007

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Alan Kersten	Science/Psychology	Arie Spigel	4 - 9	560

Abstract: The purpose of this research was to investigate how a child's age and cognitive abilities related to his or her ability to associate people with the actions they perform. Evidence has shown that even if people remember a particular person and a particular action, they may have trouble conjoining the two in order to form a coherent memory. Applied to a legal context, an eyewitness might falsely identify an innocent person as the perpetrator to a crime, having correctly remembered seeing that person on a previous occasion, but incorrectly associating that person with the crime. In other words, although the eyewitness correctly remembers the actions committed during the crime and correctly remembers seeing the falsely identified person at another time, the eyewitness incorrectly associates the criminal act with the innocent person. The phenomenon of falsely identifying a familiar but innocent person is known as unconscious transference. The goal of this research was to uncover some of the characteristics of a child (i.e. age and cognitive abilities) who might be more susceptible to unconscious transference.

2007 - 2008

Does Altered Presentation Style Impact Students with Auditory Processing Dysfunction?
January 2007–January 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Gail Burnaford	Education/Teaching and Learning	Terry Clark	1, 2, 3	9

Abstract: A key objective of this research was to assess the impact of a teacher's manner of speaking on children in first and third grades who have been diagnosed with Auditory Processing Disorder (APD). There were three strategies of speaking which were investigated, including word stress (natural word emphasis without pausing), chunking (or pausing, without word stress) and a combination of word stress and chunking. Three primary findings were:

Key Findings

- 1) The most effective strategy impacting student behaviors was the use of chunking with word stress.
 - 2) Regarding accuracy of response, word stress was most effective in the resource room, but word stress alone or chunking alone were equally effective in the classroom.
 - 3) Generally, there was minimal difference in "best strategy" among APD subtypes.
-

Conclusions

Considering gender, grade levels, APD subtypes, classroom or resource room, behavior or response accuracy; being cognizant of how students with APD dysfunction respond with simple, yet structured changes in prosody, benefits their ability to respond accurately and to become involved in the lesson.

Implications for Future Research:

Training teachers to keep the same observations, and document the data: this would provide inter-judge reliability to confirm or deny current findings.

The Adaptive Nature of Childhood Immaturity

February 2007–February 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. David Bjorklund	Science/Psychology	Justin Rosenberg	K - 2	85

Abstract: We hypothesized that children's immature cognition (as expressed by errors typically made on simple tasks during the Piagetian-Preoperational Stage, i.e. preschool years) has adaptive value for children during a time in ontogeny when dependence on others is critical for survival.

Second Grade Word Problem/Problem Solving

September 2007–August 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Gail Burnaford	Education/Teaching and Learning	Chris Barzey	2	24

Abstract: The objective of the project is to determine how effective instructional methods of teaching strategies would help second graders improve their word problem solving skills. By teaching specific problem solving strategies (use a model, write number sentences, eliminate too much information, choose the computational method, work backward, find a pattern, and solve multistep problems), students will be able to use logical reasoning to decide what strategies are required to correctly solve different types of word problems.

Using iPods to Increase Student Achievement

July 2007–July 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Gail Burnaford	Education/Teaching and Learning	Tom Ievoli	Middle School	20

Abstract: The purpose of this study was to determine how iPods, when used to take a test, may improve test scores and for which students and why. Students who volunteer from Grades 6 and 7 will elect to use iPods to take their standard social studies tests.

Correlates of Phonological Memory, Working Memory, Phonological Awareness, and Early Literacy Skills in Kindergarteners

October 2007–June 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Cynthia Core	Education/Communication Sciences & Disorders	-	K	25

Abstract: This study investigated the relationship between phonological memory and phonological awareness abilities, and examined correlates of memory (phonological and working memory) to early literacy skills, such as alphabet knowledge, reading and spelling.

A Study of Literacy Events in Early Childhood Classrooms

September 2007–May 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Beverly Warde Dr. Peggy Goldstein	Education/Exceptional Student Education	-	K	63

Abstract: The purpose of this study was to determine the most effective strategies used by teachers to support the increase in children's vocabulary.

Objectives:

1. Identify vocabulary teaching strategies used in preschool - grade 2 classes during story reading time.
 2. Identify vocabulary teaching strategies used in preschool - grade 2 classes during non-story reading activities.
 3. Identify differences in vocabulary teaching strategies between the grade levels of Pre-k, K, grade 1 and grade 2.
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Cognitive Performance in Low and High Fit Children

December 2007 – December 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Michael Whitehurst	Education/ Exercise Science & Health Promotion	-	4 - 6	200

Abstract: The purpose of this study is to determine whether there is a relationship between the cognitive performance (via a discrimination test) and physical fitness in children. This study will continue in 2008 – 09.

2008 - 2009

The Effect of Mindfulness Meditation on Children's Brain Electrical Activity and Creativity

August 2008–December 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Nancy Jones	Science/Psychology	Dayana Sanchez (Student)	4	22

Abstract: The present study used a pretest-posttest design to determine the effects of a 10-week mindfulness meditation treatment in children. Thirty-five children from two 4th grade classes participated (N=16 in the meditation group). It was predicted that mindfulness meditation would enhance children's creativity leading to higher scores on a divergent thinking task and those in the meditation group would display increased left-sided anterior EEG activation and more positive approach-type motivation.

Contrary to expectation, participants in the meditation group did not display generalized increases in left-sided anterior activation after the meditation treatment; however, they performed better on the divergent thinking task and outperformed the control group on elaboration.

Moreover, participants that increased in their divergent thinking after the meditation sessions showed more left frontal anterior activation compared to those that did not change. Moreover, participants that had increases in positive mood after the meditation sessions showed more left-sided EEG activation, suggesting that meditation training has an effect on emotional regulation, creativity and brain activity.

This is the first study, to our knowledge, reporting the effectiveness of mindfulness meditation on children's creativity and mood and on corresponding changes in EEG activation. The findings presented on this study add valuable data to the literature on the specific effects of mindfulness

meditation applied to healthy, young populations. Future research is strongly encouraged in order to create a scientific framework on the effects of mindfulness meditation in children that could be applied in education settings.

Children's Social Reasoning

August 2008–December 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. David Bjorklund	Science/Psychology	Amy Gardiner Karl J. Steier Luna Medina	K - 2	85

1. Research Question: Does the familiarity of an adult (familiar caretaker or unfamiliar stranger) affect children's social reasoning abilities?
2. Purpose of the study: To investigate if social reasoning about a situation in which a child and an adult interact is impaired when the adult is an unfamiliar stranger.
3. Significance of the study: Social reasoning is a crucial part of human life. The ability to reason about the mental states of others emerges around 4 years of age but may be affected by certain features of a situation. This study furthers our knowledge about the features that may interfere with children's social reasoning abilities.
4. Methodology applied: We were interested in 5-8-year olds' reasoning during social situations in which a child in a story was trying to either find or avoid a familiar or unfamiliar adult. This project involves 2 studies:

Study 1: Children were presented with stories that involved a child and an adult that were acted out using dolls in a dollhouse. The stories involved a child and an adult, who for half of the participants was described as a familiar caretaker of the child character and for the other half an unfamiliar stranger. In the *familiar condition*, the stories involved a game of hide-and-seek in which the child was seeking out the caretaker or trying to avoid being found. In the *unfamiliar condition*, the stories involved the child seeking out the stranger due to curiosity or trying to avoid the stranger out of fear of harm. After each story, participants were asked three control questions and two test questions. The first test question (belief) asked where the child thought the adult was located. The second test question (behavior) asked where in the house the child would move to either find or avoid the adult.

Study 2: This study was conducted as a follow-up to Study 1. The findings from Study 1 suggested that the setting may have been too complex and the salience of the stranger may have been weak. Therefore, in Study 2, avoidance and seeking scenarios involving a child and an unfamiliar or familiar adult were again used, but the set for the stories was simplified

from a house to a playground. Also, the contrast between the familiar and unfamiliar adult was increased by making the familiar adult the child character's parent and dressing the unfamiliar adult in black. In the *familiar condition*, the stories involved a game of tag in which the child was seeking out the caretaker to play the game or trying to avoid being tagged. In the *unfamiliar condition*, the stories involved the child seeking out the stranger due to curiosity or trying to avoid the stranger out of fear of harm. After each story, participants were asked three control questions and two test questions. The first test question (belief) asked where the child thought the adult was located. The second test question (behavior) asked where in the house the child would move to either find or avoid the adult.

5. Main findings and results

- Study 1: Consistent with other research, children correctly answered where the child believed the adult was in both stories (seeking – 64.4%; avoidance – 65.8%), and accurately predicted the child's behavior in the seeking story (68.5%). In contrast, only a small minority of participants accurately predicted the child's behavior in the avoidance story (15.1%). There was no effect of familiarity of the adult character, indicating that performance was not dependent on the type of relationship between the characters. However, there were only a small number of children who answered the behavior question correctly for the avoidance scenario, making it difficult to discern any differences between the familiar and unfamiliar conditions for this type of scenario. The relatively low rates of overall performance for this age group (almost all children usually correctly answer these questions for seeking scenarios) indicate that this scenario may have been overly difficult.
- Study 2: Interestingly, the results from Study 2 contrast slightly with the results from Study 1. Whereas Study 1 found a difference between children's abilities to correctly predict the child character's behavior the seeking and avoidance scenarios, Study 2 found that children did equally well on this question in both scenarios. This was likely due to the effect that the unfamiliar condition had on children's performance. For both the seeking and avoidance scenarios, children were less likely to correctly predict the child character's behavior in the unfamiliar condition than in the familiar condition. This meant that participants were steering the child character away from location of the unfamiliar adult in both situations, even though this was inconsistent with where the child character believed the adult was.

This suggests a general wariness for strangers. There are several possible explanations for this finding. It may be a learned reaction from repeated orders from adults to stay away from unfamiliar people. It may be an evolved mechanism to avoid people that may be of harm. Or, it may represent an evolved learning program, in which avoiding strangers (from adults or through personal experience) is very easily learned.

6. Tools developed, application in new settings, dissemination in conferences, etc.

- Study 1 of this project was presented at the biannual meeting of the Society for

Research in Child Development in April 2009. We plan to also submit this project for publication in a scholarly journal.

7. Implications for future research

- Future research could investigate other situations in which social reasoning could be impaired or further investigate the underlying development of stranger avoidance.

Theory of Mind in Predator-Prey Relationships

August 2008 – December 2008

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. David Bjorklund	Science/Psychology	Ashley King (Student)	K - 2	85

Abstract: Children ages 5-9 were told two stories involving animal characters that were enacted on a board set to look like a savannah complete with a pond, grassy area, and two paths, as well as two visual obstructions: a cluster of trees and a large rock. Both stories explored the theme of avoidance, with one story focusing on avoiding a fellow playmate while the other story focused on the more evolutionarily relevant concept of predator-avoidance.

Children were also presented with brief, realistic sound clips of the animals from the stories to make these events more potent. After each story, children were asked a series of control questions, prior to answering a false-belief question designed to assess theory of mind abilities relating to predator-avoidance and playmate-avoidance situations.

Our findings indicate that adding sound clips to the story presentation hinders children's performance on false-belief questions in both scenarios. At this time analyses are still being run to further determine the significance of these correlations and to extrapolate possible reasons for this hindrance.

The Adaptive Nature of Cognitive Immaturity

August 2007–December 2007

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. David Bjorklund	Science/Psychology	Justin Rosenberg (Student)	6 - 12	300

Abstract: We hypothesize that children's immature cognition (as expressed by errors typically made on simple tasks during the Piagetian-Preoperational Stage, i.e. preschool years) has adaptive value for children during a time in ontogeny when dependence on others is critical for survival. We believe that these "cognitively immature" children expressing intuitive errors will elicit 3 possible

perceptions within adolescence: 1) the perception that children are not a dangerous/potential competitor for adolescence; 2) the perception that children are not independent/autonomous enough (i.e., that they are still weak, vulnerable, and helpless); and 3) the perception that they are attractive and interesting in some way (i.e., that they are cute, endearing, etc.). As reflected within these 3 dimensions, we believe that immature cognitive “errors” will elicit caring attitudes (i.e., they will be more likely to want to nurture) in adolescence, thereby helping to ensure survival-aid at a time when children are not cognitively (or physically) capable of ensuring their own survival. We also believe that adolescents who perceive the children in these stories as being cognitively immature will be less likely to say they would harshly punish them. Additionally, we feel that participants will be less likely to attribute negative characteristics (e.g., crafty, sneaky, likely to deceive, etc.) to children whom they view as being cognitively immature.

Action Research Mentorship Support

January 2009–January 2010

Principal Investigator	College/Dept.	Co-Investigator	Grade	Subjects
Gail Burnaford Tammy Bresnahan	Education/Teaching & Learning	-	K-12	Teacher mentors and mentees

Abstract: To assess the effectiveness of a mentorship support program in a K-12 setting. This is based on the work by Sharon Feiman-Nemser who states that great teachers of children do not necessarily make great teachers of adults. In order to effectively support teachers new to teaching and those new to schools, mentors need embedded and ongoing professional development. During this study, mentors will participate in monthly professional development and support in the following areas: roles and expectations, observations, conferring, feedback, coaching, and documentation. Mentors will keep a log, complete a survey of needs, and respond to a pre-post survey that reflects their experiences as a mentor. They will observe and be observed in each other’s classroom and use a reflection sheet that helps to guide them in lesson follow-up and feedback. Observing and reflecting in other teacher’s classrooms is a practice that should be sustained over time and be connected to school change.

Social Dominance and Prosocial Behavior in a Modified Dictator Task

December 2008-ongoing

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. David Bjorklund	Science/Psychology	Jason Grotuss (Student)	K-2	85

Abstract: The purpose of this experiment is to explore the relationship between prosocial behavior and social dominance. Research on the relationship between prosocial behavior and social dominance is not very extensive. However, social dominance has been demonstrated to play a major

role in social structure and individual behavior in animals. The current research seeks to examine the developmental changes in prosocial behavior in early childhood by placing children in a unique sharing situation. In line with work in economic game theory which examines the interaction between individuals who have the opportunity to choose strategies that will maximize their overall return, the current study will place children in a situation where they have the opportunity to maximize their overall gain or share with another child. One unique aspect of this study is that, even though two children are participating, only one child will have the opportunity to keep or share a single reward at a time. Another unique aspect of this study is that during the experimental task, a division of labor will be established with only one child producing all of the labor. It is expected, based on previous animal and human research, that socially dominant children will receive greater rewards than children who are less socially dominant.

Effect of Mindfulness Meditation on Elementary Age Children

January 2009–May 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Nancy Jones	Science/Dept. of Psychology	Sara Klco (Student)	2 & 4	80

Abstract: The purpose of this study is to determine if mindfulness meditation is good for children's creativity, emotions, attention, and wellbeing. Two second grades and two fourth grades will participate in the meditation practice, and one each of these grades will act as control groups. Both participant and control groups will complete similar activities, but only the participant groups will be trained in the meditation practice.

The Impact of Common-Theme Reading Centers and Sound-Field Systems on Students' Pre-Literacy and Reading Comprehension Skills

August 2008 – July 2009

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Terry Clark	ADHUS	Dr. Ali Danesh (Education/Communication Sciences & Disorders)	K	42

Purpose: To determine the influence on pre-literacy and reading comprehension when there is a sound-field system or common-theme reading centers (after whole-group instruction) and 2) to determine the long-term (K-3) ramifications of these factors for the same children.

Significance: If use of sound field systems and/or common-theme reading centers increases the

literacy skills in young children, these “methods” need to be applied to literacy learning methodology for young children.

Methodology:

1. Explain the rationale to kindergarten teachers;
2. 10-15 minutes of testing in literacy skills: once at the beginning of the year; once at the end of the year;
3. Compare test results, using DIBELS for test validation purposes; and see which class achieved the largest gain in scores;
4. Follow these students through grade 3, with the same method.

Main findings and results: Study is in process; end of year testing has not been completed at this writing.

Do Children’s Gender Stereotypes Influence Children’s Perceptions of Their own Ability?

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. David Perry	Science/Dept. of Psychology	Graduate students	4 - 8	541

1. **Purpose of the study:** To see if children these days still hold gender stereotypes that affect their own perceptions of their abilities in a variety of areas (academics, sports, and so forth).
2. **Significance of the study:** If children’s gender stereotypes negatively impact their perceptions of their own abilities, research should be done to identify sources of the stereotypes and to develop interventions to rid children of their stereotypes.
3. **Methodology applied:** Questionnaires
4. **Main findings and results:** Yes, most children today still possess firm beliefs that girls are better than boys at certain activities and that boys are better than girls in other areas. Moreover, these stereotypes do predict children’s beliefs about their own abilities in ways that echo the stereotypes.
5. **Tools developed,** application in new settings, dissemination in conferences, etc.

We have developed questionnaires to assess children's stereotypes in only a few areas. We are working on a better assessment strategy.

6. Implications for future research

Now we are trying to understand why children let their stereotypes influence their perceptions of their abilities. Is it because their parents make gender stereotypes salient to children and also put pressure on children to conform to them, or is it that children put pressure on themselves to conform? Our data suggest the latter!

Action Research - Mentorship Design (H08-223)

Principal Investigator	College/Dept.	Co-Investigator	Grade	Teachers
Tammy Bresnahan	ADHUS	Dr. Gail Burnaford (Education/ CCEI)		

- Research Questions:
 - How can we support veteran teachers to become effective mentors?
 - How does participation in a mentor support program change one's view of mentoring?
 - How does participation in a mentor support program change one's practice?
- Purpose of the study: In order to effectively support teachers new to teaching and those new to schools, mentors need embedded and ongoing professional development. The purpose of this research study is to assess the effectiveness of a mentorship support program in fulfilling the needs of the mentors in a K-12 setting.
- Significance of the study: Supported by the work of Michael Fullan who believes that teacher leaders can work together as a cohort to build a collaborative culture and transform their schools, studying the mentor helps us to understand in what ways mentoring helps to provide long-term benefits to teachers, schools, and districts.
- Methodology applied: Professional development was provided each month – observational and anecdotal notes were kept. Mentors and mentees observed each other's classrooms and took notes on an observational instrument. Other instruments included a needs assessment and survey. A pre/post interview was also conducted.
- Main findings and results
 - I haven't analyzed the end results from surveys/needs assessments. However, I have noticed a willingness and eagerness for mentors to come together and share

their observations and challenges in working with teachers new to our school. The feedback I have received helps to inform the process for mentoring going forward. In addition, this work with mentors confirms the cry from a few researchers who call for ongoing professional development and support for mentors.

6. Tools developed, application in new settings, dissemination in conferences, etc.
 - 1) The survey along with the professional development helped to inform the survey that will be used for the dissertation. This revised survey will be used for the dissertation study was piloted at the end of the school year.
7. Implications for future research:
 - 1) What is the benefit to the students when their novice teacher is supported through mentorship by a master veteran teacher?
 - 2) Much is written about the value of mentoring for the mentee; however, the mentor stands to benefit as well. In what ways do mentors contribute to the profession of teaching and the quality of schools?
 - 3) The results from this study may help to inform other mentor programs of the process for mentoring when teachers are asked to serve as mentors in addition to their full-time teaching load.

2009-2010

Replication of Unnecessary and Accidental Actions during Object Learning

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
David Bjorklund, PhD	Science/Dept. of Psychology	Graduate student Amy Gardiner	Kindergarten	30

The purpose of this study is to investigate children's understanding of which observed actions are necessary for achieving a given task. The study is designed to investigate how children learn to use objects while watching others. This research will explore thinking that underlies observational learning.

Children's Understanding of Time-Based Prospective Memory

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
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David Bjorklund, PhD	Science/Dept. of Psychology	Graduate student Kayla Causey	Kindergarten through 2 nd grade	60
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The purpose of this study is to identify how children's estimation of their own performance explains the strategies they adopt to successfully carry out an intention.

The Effects of Supernatural Agents in Storybooks on Memory and Imitation

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
David Bjorklund, PhD	Science/Dept. of Psychology	Graduate student Virginia Periss	1 st through 5 th grade	150

This study is working with students in first through fifth grade. The purpose of this study is to examine differences in children's ability to recall information read to them from a storybook involving either a supernatural agent or non-supernatural agent.

Meditation or Memory Training in School

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Nancy Jones	Science/Dept. of Psychology	Graduate Student Maria Corbett	3 rd and 5 th grade	

The purpose of this research was to examine childhood emotions, test anxiety, well-being, and attention skills in children who learn and practice mindfulness meditation in school compared to those that learn a memory game. Mindfulness meditation is a procedure to refer to a set of practices that train attention in order to heighten awareness and bring mental processes under great voluntary control.

*This project is continuing during the 2010-2011 school year.

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Robin Barks	ADHUS University School	Dr. Gail Burnaford	4 th grade	17

Robin Barkes, a fourth grade teacher, is using the Think-Aloud Reading Strategy to improve the students' ability to compare and contrast ideas, characters, and actions in various stories. In the Think-Aloud strategy, the teacher reads aloud and models reading skills including connecting, predicting, inferring, questioning, clarifying, summarizing, and evaluating. What the Think-Aloud reading strategy does not include is comparing and contrasting through text analysis.

The teacher will develop the students' ability to compare and contrast by modeling the strategy during a read aloud using kinesthetic hand motions and student self-evaluation of learned reading strategies.

The significance of this study is to determine if the Think-Aloud Reading Strategy is an effective strategy for improving students' ability to compare and contrast ideas, characters, and actions in a reading selection. The goal of the study is to increase the students' ability to correctly answer compare and contrast questions 90% of the time.

Florida's Definition and Subsequent Calculations of a Public High School Graduate: A Critical Race Theory Analysis

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Terri N. Watson	ADHUS/College of Education		Public high school graduate	

A Dissertation Submitted to the Faculty of The College of Education in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy by Terri N. Watson

This study focused on one aspect of Florida education law and policy that allegedly produced inequitable outcomes for students of color – Florida's definition and subsequent calculations of a public high school graduate (Schroeder, 2008). As a provision of NCLB, high school graduation rates are a component of AYP at the secondary level. While federal statutory language defines graduation rates as "the percentage of students who graduate from secondary school with a regular diploma in the standard number of years" (NLCB, 2002, Section 1111(b)(2)(C)(vi)), the USDOE allowed for an alternative definition "developed by the State and approved by the Secretary in the State plan" (NLCB, 2002, §200.19(a)(1)(i)(B)). As a result of these contrasting mandates, inconsistent definitions and calculations of a public high school graduate were found to obscure the current graduation crisis and undermine NCLB's objective to close the achievement gap.

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Terry Clark	ADHUS		Kindergarten through 3 rd grade	

I am in my third year of a four-year research study investigating the impact of a teacher's use of a Sound-Field System or common-theme reading centers on reading comprehension. The study is following students from kindergarten through third grade. This year they are in second grade. One teacher presents the whole-group reading lesson using an SF System; one teacher divides her students into small groups to talk about the lesson, after the whole-group lesson (to provide incidental hearing/learning); and the third teacher is the control group teacher. Pre- and post testing is administered at the beginning and end of the school year. The following results average the percentage of accuracy across sub-tests for 08-09 and 09-10 years:

- 1) Control group: 75.4% pre-test; 87.8% post-test. 11 subjects in year 1, 16 in year 2; 27 total.
- 2) Sound-field group: 79.4% pre-test; 95% post-test. 13 subjects in year 1, 14 in year 2; 27 total.
- 3) Incidental hearing group: 81.6% pre-test , 94.6% post-test; 15 subjects in year 1, 11 in year 2; 26 total.

- Terry Clark, M.Ed., CCC/SLP

Proposed Studies 2010-2011

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
	Department of Counselor Education	Guidance Counselor (Debra Reichenbach), 4 th grade teachers	4th	66

We look forward to working with several departments at Florida Atlantic University in the fall of 2010. One of the research projects will be working with the Department of Counselor Education. The researcher will work closely with the guidance counselor and the fourth grade teachers and students at Henderson. They will follow the SSS (Student Success Skills) Classroom implementation. This includes data monitoring, grades, health and wellness measures, and FCAT math and reading scores. The teachers will be trained in the SSS model prior to school starting. The teachers will be provided with tools to use to cue their students to use SSS strategies which will make it easier for them to master the regular curriculum. Possible benefits to Henderson students include improved student cognitive and behavioral engagement and a sense of self-efficacy, improved grades, and improved FCAT scores.

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
David Bjorklund, PhD	Science/ Department of Psychology	Graduate Student Chris Cormier		

Another proposed research project is through the Department of Psychology. The project is an extension of multiple previous studies conducted at ADHUS in which the researcher examined the development of beliefs about continuity or discontinuity of various types of mental state activities after death. The current study will look at any differences that might exist in children's intuitions about the continuity of mental states subsequent to death between predatory and non-predatory animals. The study looks at afterlife beliefs for emotions, desires, knowledge, sensory experience, and psychobiological experience.

Principal Investigator	College/Dept.	Co-Investigators	Grade	Students
HEART Members	ADHUS/College of Education	Dr. McLaughlin, Julie Hector	Schoolwide Pilot in 10 classrooms	10 teachers (students aren't a focus)

The HEART (Henderson Educators Action Research Team) committee at Henderson will implement a school-wide research incorporating the CHAMPs approach. CHAMPs is a proactive and positive approach to classroom management. In the last thirty years, a large and varied body of research literature has identified consistent and reliable findings concerning how effective teachers manage student behavior and enhance student motivation. The techniques included in this approach have been derived from that literature.

Other Faculty Research

Missing in Action: An Analysis of the Policy That Governs Calculations of High School Graduation Rates in the School District of Palm Beach County, Florida

October 2008-In process

Principal Investigator	College/Dept.	Co-Investigator	Grade	Students
Dr. Jennifer Sughrue	Education/Educational Leadership	Terri Watson	12	

Abstract: The current method and rationale used to calculate graduation rates, along with their impact on African American and Hispanic students, have become crucial factors in discussions as the No Child Left Behind (NCLB) Act is considered for reauthorization. Prompted by a recent lawsuit filed by the American Civil Liberties Union (ACLU) of Florida, my intention is to provide empirical evidence in an analysis of Florida's calculation policy in an effort to elucidate the

growing debate as to how and why specific graduation rates are utilized. Using data obtained from the School District of Palm Beach County (SDPBC), Florida, and two formulas to assess graduation rates, I constructed a 4-year trend analysis calculating SDPBC's graduates and analyzed the results. This research may influence educational leaders to give considerable emphasis to data-informed decision-making. Only with accurate data are teachers, administrators, and policymakers in a position to evaluate whether teaching and learning in high schools are improving, to identify who is progressing and who is at risk of dropping out, and to ensure that no child is missing in action. (November 2008 – November 2009)

Mentoring as an Educative Function: Professional Development Experiences that Influence Mentor Teachers' Beliefs

Principal Investigator	College/Dept.	Co-Investigator	Grade	Subjects
Dr.Gail Burnaford	ADHUS /FAU College of Education	Tammy Bresnahan		See below

This mixed methods study will address mentors' experiences and subsequent beliefs about mentoring. An embedded mixed method design will be used. The purpose of the proposed study is to determine the frequency of professional development experiences mentors have had with their mentees and with other mentors and identify the beliefs they hold about mentoring. In addition, data will be analyzed to determine if there is a relationship between mentors' self reported professional development experiences and their self-reported beliefs. The primary purpose of this study will use a survey to determine if mentors experiences correlate to their beliefs about mentoring. A secondary goal is to gather qualitative data through interviews to further explore the experiences and the context in which mentor teachers work. The main purpose of the interviews is to serve as complementary data to the survey. The study results will help to determine the professional development experiences that shape mentors beliefs about mentoring, impact teachers' classroom practice, and provide opportunities for teacher leadership in schools.

Approximately 20 Henderson teacher took part in the pilot.

The full study is all teachers (K-12) in Broward that have served as a coach or mentor through NESS. At its peak it was about 1500; last year, however, only a few hundred received stipends due to hiring reduction. So, approximately 300 to 1200 teachers will be invited to participate.

