

Co-sponsored by the **Division of Graduate Studies** and the WCSU chapter of **Phi Delta Kappa**

WCSU's Second **Instructional Leadership Conference**

Saturday, May 7, 2011 | 8 a.m. – 1 p.m. | Science Building | WCSU Middtown Campus

Innovating for Solutions

Featuring local education experts,
WCSU program graduates, and current students



Edd in Instructional Leadership

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Program Description

WestConn's EdD program in Instructional Leadership is the only doctorate of its kind in Connecticut and is one of only 15 doctoral programs in the country to focus on instructional leadership. The dynamic curriculum prepares educators, such as teachers, curriculum specialists, counselors, school psychologists, and administrators to create innovative learning environments; to respond to reform at the national, state and local levels; and to transform educational organizations. Therefore, program experiences are designed to strengthen the knowledge, skills, and dispositions of candidates as they lead educational reform efforts.

The EdD Program is organized to accept a new cohort of students every other year, beginning in Fall 2003. The cohort model provides a peer group for students as they progress through the program together. With approximately 20-25 participants per Cohort, the first graduates received their doctorates in May 2008. The program faculty members also strive to maintain a strong commitment to both the community and to the students by consistently examining and updating the program where appropriate.

Candidates in the program also have the opportunity to pursue the Certificate for Intermediate Administration and Supervision (Endorsement #092). This is an optional program available only to individuals accepted to the EdD in Instructional Leadership program and is offered through WCSU in collaboration with Central Connecticut State University.

This **Doctor of Education in Instructional Leadership** is approved by the Connecticut Department of Higher Education (DHE), the Connecticut State Department of Education (CSDE), the New England Association of Schools and Colleges (NEASC), and the **National Council for Accreditation of Teacher Education (NCATE)**. The program to obtain a **Certificate in Intermediate Administration and Supervision (Endorsement #092)**, which is available for students who are admitted to the EdD in Instructional Leadership, is accredited by the Connecticut DHE and the CSDE. This certificate program has also received **national accreditation from the Educational Leader Constituent Council (ELCC) of the National Policy Board for Educational Administrators (NPBEA)**.

Three Major Components

Leadership Theory and Foundation. In one of our first courses of the program, students participate in a leadership exercise and construct an individualized Leadership Development Plan. This plan acts as a blueprint for the acquisition and enrichment of leadership behaviors and skills. Additionally, students develop individual, group, and organizational competencies through planned study in these areas.

Area of Specialization in Curriculum and Instruction. Students investigate cognitive-developmental and socio-cultural theories and data-based strategies to design and modify classroom curricula as well as to create professional development experiences in schools.

Inquiry Strategies and Dissertation Sequence. Doctoral students interpret and apply a full complement of in-depth research strategies to educational settings. Students develop skill and knowledge in the areas of evaluation, interpretation, and research implementation.

Many of the Presentations at this Conference are Products of the Candidates Involved in the Program

Student and graduate presentations at this conference are the result of course projects, areas of interest, or dissertation research. Most sessions represent either completed studies or research in progress. The variety of projects and depth of study attest to the diversity of interests by our candidates. All projects are related to improving educational services in local schools and districts.

Phi Delta Kappa International
Chapter 0176
Western Connecticut State University
Danbury, CT

Phi Delta Kappa International is an education association, professional and collegial in nature, whose purpose is to promote quality education, in particular publicly supported and universally available education. Its purpose is accomplished through research, service, and leadership and promoted through professional relationships and partnerships with educators and other like-minded individuals and groups. For nearly a century, educators around the world have selected Phi Delta Kappa International as their professional affiliation. More than 50,000 members worldwide know the value of membership. Members represent all areas and levels of the profession and include educators from preschool through higher education.

Professional collegiality is fostered at individual, chapter, regional, national, and international levels. Governance is vested in the members and the International Board. For additional information, refer to www.pdkintl.org or Dr. Pat Cosentino, President of PDK at WestConn, cosentinop@bethel.k12.ct.us

The next Chapter meeting will be held May 10th on the WestConn Westside Campus, Room 218. For additional information about meetings and membership, please visit the PDK display in the lobby.

Instructional Leadership Conference

Saturday May 7, 2011

Science Building

8:00 AM- 1:00 PM

WCSU Midtown Campus

Schedule

8:00- 8:30	Registration and Refreshments- Lobby
8:30- 8:50	Welcome and Introductions- Room 125
	Dr. James Schmutter, President, WCSU
	Dr. Maryann Rossi, Interim Dean of the School of Professional Studies
	Dr. Burton Peretti, Interim Dean of Graduate Studies and External Programs
	Dr. Pauline Goolkasian, Treasurer, WCSU Chapter of PDK
	Dr. Marcia Delcourt, Coordinator, Doctor of Education in Instructional Leadership
8:55- 9:55	Session 1 (concurrent presentations)
10:00-11:00	Session 2 (concurrent presentations)
11:00-11:40	Poster Sessions and Refreshments- Lobby
11:45-12:45	Session 3 (concurrent presentations)
12:45- 1:00	Debriefing

PROGRAM SCHEDULE

INSTRUCTIONAL LEADERSHIP CONFERENCE SCHEDULE

8:00-8:30 Registration & Refreshments LOBBY	8:55-9:55 Session 1	10:00-11:00 Session 2	11:00- 11:40 Poster Sessions	11:45-12:45 Session 3	12:45-1:00 DEBRIEFING
Room 125	Room 125	Room 125	Lobby	Room 125	Room 125
8:30-8:50 Welcome & Introductions	<i>Inquiry-Based Learning Toolkit</i> (Petra Gyles, Tanya Chichekian, Olivia Hua, Bruce M. Shore, & Marcia A. B. Delcourt)	<i>Teacher Leadership: A Neglected Area of Preparation</i> (Kathy Dickinson Rockwood & Debra J. Thomas)		<i>Initiating and Refining Ideas for Doctoral Research About Inquiry in Education</i> (Tanya Chichekian, Marcia A. B. Delcourt, Petra Gyles, Olivia Hua, Christopher Longo, Susan Guertin, & Bruce M. Shore)	
President James Schmotter	Room 124	Room 124		Room 124	
Interim Dean Burton Peretti	<i>Response to Intervention in the Elementary (K-4) Mathematics Classroom: Meeting the Needs of All Learners</i> (Laura Main)	<i>Why Wikis Work: Real-World Applications of 21st Century Skills</i> (Jessica Galbraith, Tracey Kurjiaka, Doreen Squillace, & Kristy Zaleta)		<i>The Master Schedule: The Instructional Leader's Role at the Secondary Level</i> (Philip Campbell & Robert O' Donnell)	
Interim Dean Maryann Rossi	Room 122	Room 122		Room 122	
PDK Treasurer, Pauline Goolkasian	<i>Practical Approaches to Elementary Mathematics</i> (Jenniffer L. Anaclerio)	<i>Content Analysis and Alignment of Inquiry and 21st-century Skills Standards</i> (Frank LaBanca)		<i>Negotiation Strategies as an Educational Tool</i> (Dave Mirto)	
Program Coordinator, Marcia Delcourt	<i>Thematic Curriculum: A Magnet School's Story</i> (Helena Nitowski)	<i>Moving Forward: An Overview of the 21st Century Education Initiative</i> (Mathew Swerdloff)		<i>Creative Problem-Solving: Thinking Outside of the Box</i> (Reine Issa)	
	Room 164	Room 164		<i>Academic Coaching of Secondary Special Needs Students</i> (Justin Zerega)	
	<i>K-8 Parent Engagement Enhanced with Digital Video</i> (Kristina Eide Hislop)	<i>Authentic Music Assessment Using Technology</i> (Rod Doble)		Room 164	
	<i>Engaging Parents of English Language Learners in the Literacy Process</i> (Anna Rocco)	<i>Using Technology to Create Effective Differentiation</i> (Josef Graham)		<i>Reading to Learn: Literacy Strategies for the Content Area</i> (Natalie Morales)	
	<i>Ownership in the Classroom: Empowering Personal Growth through Student-Led Conferences</i> (Patricia Zangle)	<i>Authentic Assessment and Technology Integration in Social Studies</i> (Ali El Moustakim)		<i>The Role of Alternative Assessments in Mathematics</i> (Suzanne Marsan)	

SESSION DESCRIPTIONS

Session 1

8:55-9:55 AM

Room 125

THEME: INQUIRY-BASED LEARNING AND TEACHING

Petra Gyles

High Ability and Inquiry Research Group, McGill University, Montréal,
Québec and Western Connecticut State University

Tanya Chichekian

Olivia Hua

Bruce M. Shore, PhD

Marcia A. B. Delcourt, PhD

INQUIRY-BASED LEARNING TOOLKIT

How do we know when inquiry is being successfully implemented or developed in schools? This presentation will respond to this question through an overview of some of the outcomes from a four-year research program conducted by the High Ability and Inquiry Research (HAIR) Group that links members at McGill and Concordia Universities in Montreal, and Western Connecticut State University in Danbury, along with proposed future directions for the upcoming years. A toolkit is being assembled for assessing when inquiry is happening and plotting the progress of its growth. The tools are also designed to be adapted for in-service education such as workshops with teachers, consultants, and school administrators.

Inquiry-based teaching and learning are based extensively on the theoretical foundation of social constructivism. Knowledge is not merely transmitted, rather, individuals learn through active engagement and dialog with one another, constructing their own understanding with help as needed from teachers and fellow learners. Inquiry learning takes a hands-on and minds-on approach to student learning, creating authentic and meaningful learning experiences for students.

Guidelines for doing inquiry are increasingly available, but there are few tools for teachers, learners, or schools to gauge their progress. We have developed research versions of several instruments for evaluating inquiry. Three examples include:

1. The *McGill Strategic Demands of Inquiry Questionnaire* (MSDIQ), a 79-item, criterion-referenced questionnaire addresses three phases of inquiry engagement--Planning, Enactment, Reflection--perceived as important by teachers, parents, and students before or after inquiry participation.
2. The *McGill Inquiry Literacy Questionnaire* (MILQ) is based on broad definitions of literacy and specifically on the developmental nature of inquiry literacy within learners' experiences in diverse content domains. A preliminary list of qualities of student inquiry literacy is presented. These could be monitored in individuals and classrooms as the range of literacy knowledge, skills, and dispositions (including beliefs) increases in breadth, depth, and fluency.
3. The *McGill Inventory of Student Inquiry Outcomes-Students or -Teachers* (MISIO-S or MISIO-T) is a literature-derived checklist highlighting student outcomes from inquiry environments in general, and outcomes beyond those of traditional instruction. It offers 23 categories of theoretically and empirically supported outcomes for students engaging in inquiry.

Insights into what has been discovered through their use among teachers and students will be presented.

Session 1

8:55-9:55 AM

Room 124

THEME: ELEMENTARY MATHEMATICS ASSESSMENT AND INTERVENTION

Laura F. Main, C.A.S.

Elementary School Mathematics Specialist, New Canaan, CT
Cohort 4

RESPONSE TO INTERVENTION IN THE ELEMENTARY (K-4) MATHEMATICS CLASSROOM: MEETING THE NEEDS OF ALL LEARNERS

Response to Intervention (RTI) in mathematics is difficult for districts primarily because there has been very limited research in this area. The presenter has worked as an elementary mathematics specialist for seven years and as part of this work has revised and Americanized an early numeracy interview that was originally developed in Western Australia and can be used with students in grades K-4. In addition, she has developed/targeted instructional resources that align with the results of the interview to meet the needs of the learner. The instructional resources are designed to either support or enrich the student depending on where the learner falls along the continuum of mathematics development. The presenter will argue that the RTI triangle is inherently flawed in that it is designed to meet the needs of only learners who are struggling. She will share a revised visual for RTI, which allows consideration for all learners including the mathematically talented. In addition, she will discuss resources she has used with these types of learners as well that have been successful in the differentiated classroom.

THEME: INSTRUCTIONAL STRATEGY INTEGRATION IN STANDARD AND THEMATIC ELEMENTARY SCHOOL CURRICULUM**Jennifer L. Anaclerio**

Kindergarten Teacher, Ox Ridge Elementary School, Darien Public Schools, Darien, CT, Cohort 4

PRACTICAL APPROACHES TO ELEMENTARY MATHEMATICS: ADDING IT ALL UP!

The presenter will provide a variety of opportunities for educators to help students develop their mathematical skills showing different approaches to teaching mathematics within an elementary school setting based on classroom experience, observations, and research. Some approaches may seem familiar and others may bend your logical thinking. The presentation will provide an integration of literature, games, and skills into a mathematical classroom.

Helena Nitowski

Principal of the Western Connecticut Academy for International Studies Elementary Magnet School, Danbury, CT, Cohort 4

THEMATIC CURRICULUM: A MAGNET SCHOOL'S STORY

Magnet schools continue to grow as schools of choice in this country. A unique feature of these schools is the thematic curriculum that draws students both locally and from surrounding towns. The presenter of this session will provide an inside look at the components of an International Studies Thematic Curriculum. Kindergarten through grade five curriculum development, implementation and student work will be shared and discussed. This session may provide curriculum insights that can be transferred to other environments.

THEME: PARENTAL INVOLVEMENT**Kristina Eide Hislop**

Assistant Principal, King Street Elementary School Campus, Danbury, CT, Cohort 4

ENGAGING K-8 PARENTS THROUGH VIDEO: FROM THE LENS OF AN EDUCATOR

In this session the presenter examines the integration of video technology in current school practices to enhance the engagement of K-8 parents in the education of their children. The presenter's 15-year long adventure, told through the lens of both teacher and administrator, began with the success of a simple fifth grade video newsletter and has evolved to, what the presenter believes, is improved school-wide engagement. While the adventure is far from over, the presenter is excited to share the work and results of using video technology in education. Specific steps for replicating this process will be provided.

Anna Rocco

Principal, Ellsworth Avenue Elementary School, Danbury, CT Cohort 4

ENGAGING PARENTS OF ENGLISH LANGUAGE LEARNERS IN THE LITERACY PROCESS

The changing demographics of the United States are mirrored in our public schools. With a rapidly increasing population of Hispanic and Latino children, schools need to further research and develop ways to engage families of English Language Learners (ELL) in meaningful strategies which support the literacy development of their children. This session will offer suggestions to teachers and school leaders to support ELL children and their families.

Patricia Zangle

Special Education Teacher, Dover Elementary School, Dover Plains, NY, Cohort 4

OWNERSHIP IN THE CLASSROOM: EMPOWERING PERSONAL GROWTH THROUGH STUDENT-LED CONFERENCES

School conferences have long had the traditional format of the teacher and the parent meeting to discuss the academic record of a student. Contrary to that format, Student-Led Conferences (SLCs) actively involve the student in the process, whereby, as the center and leader of the conference, he is able to demonstrate acquisition of targeted skills through the use of portfolios. SLCs have specific benefits for students, accountability for academic achievement, enhancing the process of self-evaluation, plus developing organizational and oral communication skills, while increasing parental involvement and encouraging students, teachers, and parents to engage in an honest and open dialog. This presentation will describe how the SLC format empowers students to take responsibility for their own learning at any level.

Session 2**10:00- 11:00 AM****Room 125*****THEME: TEACHER LEADERSHIP*****Kathy Dickinson Rockwood, EdD**Associate Professor, Educational Leadership Program, Manhattanville College,
Purchase, NY**Debra J. Thomas, PhD**

Rockland Teachers' Center Institute, Garnerville, NY

TEACHER LEADERSHIP: A NEGLECTED AREA OF PREPARATION

We are now experiencing a crisis in education where leadership sustainability is being challenged nationwide. Schools need to harness all their staff talents in order to realize their school improvement goals-- but many are inadequately prepared to do that. We in higher education need to be partners to transformative change in pre-K -12 schools that will equip our teachers and administrators with the knowledge and skills needed to work differently with each other.

During our roundtable session we will share our journey in developing a Teacher Leader program. We will present the results of an exploratory regional study (Rockwood, Thomas, Piermarini, & Valenti, 2010) that emerged from our Pre-K-18 leadership preparation consortium associated with Manhattanville College, link our findings to the current national literature, and then highlight steps that we have taken to be more proactive in supporting teacher leadership.

Discussion questions will focus on the following implications for preparation programs and K-12 educators: 1) How is teacher leadership promoted in preparation programs and in area schools? 2) How are schools and preparation programs specifically supporting the professional growth of teacher leaders? 3) How are preparation programs working with partner school districts to foster conditions that support teacher leadership?

Session 2**10:00- 11:00 AM****Room 124*****THEME: WIKI WORLD*****Jessica Galbraith**

Social Studies Teacher, Bethel High School, Bethel, CT

Tracey Kurjiaka

Literacy Teacher, Rogers Park Middle School, Danbury, CT

Doreen Squillace

English Teacher, Scotts Ridge Middle School, Ridgefield, CT

Kristy ZaletaGrade 8 Science Teacher, Rogers Park Middle School, Danbury, CT,
Cohort 4***WHY WIKIS WORK: REAL-WORLD APPLICATIONS OF 21ST CENTURY SKILLS***

This session examines how four secondary education teachers are developing and supporting 21st century collaborative, communicative, creative, and critical thinking skills for students in their classrooms through the use of Wikis. The Wiki projects focus on the integration of content and cross-curricular connections in science, history, language arts, and reading. The presentation will address how each teacher utilized a Wiki to differentiate and assess content, process, and product in a mixed ability classroom. The presenters will share how collaboration with other educators and student feedback shaped the evolution of the units.

Session 2**10:00- 11:00 AM****Room 122*****THEME: 21ST CENTURY SKILLS*****Frank LaBanca, EdD**Director, Academy of Digital Arts and Sciences, Center for 21st Century Skills
at EDUCATION CONNECTION, Litchfield, CT, Cohort 1***CONTENT ANALYSIS AND ALIGNMENT OF INQUIRY AND 21ST-CENTURY SKILLS STANDARDS***

Inquiry is learning by questioning and investigation; the questions asked and means for investigation are vast, nonlinear, and idiosyncratic. Inquiry encompasses diverse ways to study phenomena in all subject areas through dialog, asking questions, and proposing explanations based on empirical evidence. A requirement of inquiry is that the goal of learning is "to do" and learn "about" at the same time. Inquiry results in imaginative, evidence-based explanations achieved through critical thinking and leads to a deeper understanding of concepts. Inquiry learning is often heralded as the gold standard for science instruction. Science-based inquiry process skill standards have been defined both nationally by the National Research Council and at the state level by the CT State Department of Education. Simultaneously, a recent trend towards workforce-based 21st-century skills has also been developed by numerous organizations including NCREL/enGauge, ISTE/NETS, and The Partnership for 21st Century Skills. These 21st-century skills have become benchmarks for school-wide standards for the HS accreditation process via the New England Association of Schools and Colleges. Ironically, these seemingly unaligned lists, created by diverse groups of educators, have some critical commonalities that can apply to *all* disciplines at *all* grade levels. This analysis, conducted and audited by teams of educators, examines various sources for inquiry and 21st-century skills standards and attempts to align them using a data reduction strategy. The outcome list identifies a set of operational, measurable inquiry standards that are relevant to multiple disciplines and also identifies that 21st-century skills are, in fact, inquiry process skills.

Mathew SwerdloffDirector of Technology, Hendrick Hudson School District, Montrose, NY,
Cohort 4***MOVING FORWARD: THE IMPACT OF THE 21ST CENTURY EDUCATION INITIATIVE ON THE 19TH CENTURY SCHOOL***

This session will provide an overview of the skills students will need in order to be successful in the 21st century, and the work of the Partnership for 21st Century Skills in developing a learning framework for this initiative. Participants will gain an understanding of the history, goals and strategies of the 21st Century Skills Movement, and how best to move forward with the initiative in their districts.

THEME: USING TECHNOLOGY TO FACILITATE ASSESSMENT AND DIFFERENTIATION

Rod DobleBand Director, Bethel Middle School, Bethel, CT,
Cohort 4***AUTHENTIC MUSIC ASSESSMENT USING TECHNOLOGY: CAPTURING MULTIPLE INDICATORS OF PERFORMANCE ACHIEVEMENT***

This session examines some uses of technology to authentically assess music students in a variety of contexts. The presenter articulates crucial skills required for successful music performance and matches various technological approaches capable of tracking progress in each area. Instrumental performance generally requires several key competencies: 1.) Music literacy skills, including the ability to decode in real time both pitch and rhythmic notation. 2.) Transferability of decoded information into the physical state, i.e., the extremities, embouchure and airflow. Authentic real time instrumental music assessment of multiple students without the aid of technology often takes the form of isolating one particular skill and employing a checklist as students are quickly sized up. Depending on the approach used, audio, video, and computer technology provide the ability to effectively assess multiple students on a variety of levels thereby aiding the educator in more quickly identifying problem areas.

Josef GrahamSixth Grade Mathematics Teacher, Saxe Middle School, New Canaan, CT,
Cohort 4***USING TECHNOLOGY TO CREATE EFFECTIVE DIFFERENTIATION***

Classroom teachers are faced with an increasing number of challenges in using effective means of assessment to differentiate instruction. Time commitments seem to be ever increasing leaving many teachers buried beneath the "Data Wall." The presenter will demonstrate how Smart Responders and their attendant software enable classroom teachers to move beyond Data Gathering to a new level of Authentic Differentiation.

Ali El MoustakimSocial Studies Teacher, Danbury High School, Danbury, CT,
Cohort 4***AUTHENTIC ASSESSMENT AND TECHNOLOGY INTEGRATION IN SOCIAL STUDIES***

This session examines how "authentic" performance-based assessments and technology integration has influenced students' learning and the teacher in the process. First, we will have an overview of the theoretical foundations of learning theories and their respective technology integration strategies. This session attempts to demonstrate how a combination of authentic assessment and technology integration can enrich life in the classrooms and focus the energies of the students and teachers on meaningful learning that affects students' achievement and attitude. Second, the presenter will sample students' work that support high levels of achievement, and how students' engagement in complex and challenging tasks allowed them to be creative, to construct their own knowledge, and to create their own products. Finally, the presenter will emphasize the value of authentic assessments that provide genuine rather than contrived learning experience that fail to look closely at students' learning and growth.

THEME: RESEARCH ABOUT INQUIRY IN EDUCATION

Tanya Chichekian
Marcia A. B. Delcourt, PhD
Petra Gyles
Olivia Hua
Christopher Longo
Susan Guertin
Bruce M. Shore, PhD

High Ability and Inquiry Research Group, McGill University, Montréal,
 Québec and Western Connecticut State University

INITIATING AND REFINING IDEAS FOR DOCTORAL RESEARCH ABOUT INQUIRY IN EDUCATION

Five doctoral students at different stages of their research on inquiry-related topics and in different programs (curriculum leadership, learning sciences, and school/applied child psychology), with their graduate advisors, will interact with each other and the audience in an exchange about conceptualizing, planning, and enacting doctoral research about inquiry teaching and learning. How do theory, past research, and professional experiences contribute to finding good questions? What are the special constraints in doing such studies in contrast to action research as an educator or career research following graduation? How do personal interests interact with program requirements or being part of an active research team? What are some of the spin-off benefits that can accompany doctoral research, such as conference presentation or publication opportunities? What is the range of topics that might fall within the domain of inquiry-based education? How does one focus on a doable topic within the breadth of possible interests? How have the panelists made these decisions for themselves? What kinds of data can be pursued? What are the advantages and disadvantages of different approaches?

The range of topical interests among the student panelists includes the acquisition of identity as a researcher by students from elementary school to university, the outcomes that might be reasonably expected or observed in inquiry classrooms, and the nature of engagement in inquiry depending whether a teacher or school is at the stage of making an early commitment to being an inquiry school, actually starting, building the inquiry capacity among learners and teachers, and sustaining inquiry in instruction in the face of multiple pressures from shifting student demographics to staff attrition. Current research projects will also be explained as they relate to classroom settings in which inquiry research was conducted to improve science fair projects, historical reasoning skills, and community-based learning. Teachers in an award-winning middle school were asked about their perspectives of inquiry and elementary school teachers responded to queries about conditions that encourage the use of inquiry in their classrooms.

THEME: DEVELOPING THE MASTER SCHEDULE FOR SECONDARY SCHOOLS

Philip Campbell
Robert O'Donnell

Assistant Principal, Somers High School, Lincolndale, NY
 Associate Principal, Wilton High School, Wilton, CT,
 Cohort 4

THE MASTER SCHEDULE: THE INSTRUCTIONAL LEADER'S ROLE AT THE SECONDARY LEVEL

This session examines one of the biggest questions that teachers have about the master schedule: How is it developed? The development of the master schedule is one of the most important jobs an instructional leader will have and is something that is never taught in any course. While different school districts develop their master schedules in different ways, the role of the Instructional leader is essential in this process. This session will examine the Instructional leader's role in Connecticut and New York secondary schools. This session will also examine two different student data management systems and how these systems help develop the master schedule.

THEME: NONTRADITIONAL MOTIVATIONAL AND INSTRUCTIONAL STRATEGIES**Reine Issa**Mathematics Teacher, Bethel High School, Bethel, CT,
Cohort 4**CREATIVE PROBLEM-SOLVING: THINKING OUTSIDE OF THE BOX**

This session describes creative problem-solving styles as individual preferences that all people in an education setting may use depending on their learning styles, personal characteristics, psychology types, and cognitive styles. Understanding individual problem-solving styles makes people aware of individual differences, appreciate these differences, how their preferences impact their learning styles, and how they solve problems or manage change. Such an understanding helps all educators meet the learning needs of all students. The teachers select or design motivational instructional strategies and resources that are inquiry-based and standards-based, that require higher order thinking, and that promote students' creative thinking and problem-solving skills. The administrators create effective teams based on their understanding of individual differences, and design differentiated professional development activities to ensure teachers' effectiveness in using creative problem-solving skills in the classroom.

David MirtoBusiness Education Faculty, Goodwin College, East Hartford, CT,
Cohort 4**NEGOTIATION STRATEGIES AS AN EDUCATIONAL TOOL**

The presentation will establish collaborative negotiations practices within the classroom to facilitate and strengthen classroom management. The difference between needs, wants, and currencies will be explained. The proper identification of each can help the instructor utilize differentiated currencies for each student so that each student's needs are adequately fulfilled and in turn the instructor's are as well. In this case, currencies are anything that your negotiating partner deems as having either inherent or intrinsic value. Examples of classroom negotiations will be provided.

Justin ZeregaSpecial Education Teacher, Norwalk, CT,
Cohort 4**ACADEMIC COACHING OF SECONDARY SPECIAL NEEDS STUDENTS: EVERY TEACHER CAN FIND THIS YEAR'S MVP!**

Academic coaching of secondary level special needs students is an effective practice to improve student performance. This individualized approach is evolving from the "Life Coach" model used in the business arena. Its use in high schools is gaining in widespread acceptance as an intervention for special needs students as well as other at-risk populations. The presenter will discuss how academic coaching meets a unique set of student needs and how secondary level teachers can be successful in this role.

THEME: INSTRUCTIONAL STRATEGIES FOR SECONDARY SCHOOL CLASSROOMS**Suzanne Marsan**Co-Instructional Leader of the Mathematics Department, Wilton High School,
Wilton, CT, Cohort 4**THE ROLE OF ALTERNATIVE ASSESSMENTS IN MATHEMATICS**

Several types of alternative assessments in mathematics: project-based assessments, performance assessments, and portfolio assessments, are examined. Through these assessments students take an active role in demonstrating their understanding of mathematical concepts and teachers are given more accurate information into student thinking and mathematical understanding. Connections are made to the National Council of Teachers of Mathematics (NCTM) Assessment Standards for School Mathematics with specific attention given to enhancement of student learning and instructional decision-making.

Natalie A. MoralesScience Teacher, Newburgh Free Academy, Newburgh, NY,
Cohort 4**READING TO LEARN: LITERACY STRATEGIES FOR THE CONTENT AREAS**

This presentation will provide secondary content area teachers with easy-to-use, teach, and implement literacy strategies for their secondary students. The demand for content area teachers to integrate literacy within the content has become a daunting task for teachers whom have never been trained to teach literacy. Teachers will become familiar and comfortable with easy to implement literacy strategies to improve their students' vocabulary and reading comprehension of the content. With the implementation and use of these literacy strategies, teachers can begin to help their students read to learn.

Poster #1**Melissa Jenkins**Principal, High Horizons Magnet School, Bridgeport, CT,
Cohort 2**Primary Advisor: Kathryn Campbell, PhD****Secondary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Karen A. Burke, EdD*****AFRICAN AMERICAN ADOLESCENTS' PERCEPTIONS OF THEIR LEARNING, INSTRUCTIONAL, AND RELATIONAL EXPERIENCES***

The underachievement of African American students is a multifaceted problem that requires examination from multiple perspectives (Southwest Educational Development Laboratory-SEDL, 2009), and while this gap has received national attention for the last two decades, no one reason for the low achievement of African-American students has been established (Wiggan, 2007). However, a number of reasons for the achievement gap have been advanced, including genetic deficiency (Herrnstein & Murray, 1994), effects of wealth and class (Orr, 2003), low teacher expectations (Gamoran, 2001), and oppositional identity (Fordham & Ogbu, 1987). According to Wiggan, these analyses encourage deficit theories about the underachievement of African-American students. Wiggan urged researchers to continue the research on African American student achievement using the voice of the student, the clientele most affected by the achievement debate. Wiggan recommended student-based research and stressed the need to capture their perceptions of school-level processes. Riehl (2001) contended that more studies were needed to document students' experiences with school achievement to increase the representation of student voice in the achievement literature.

Additional research on African American students' achievement must emerge through the student's voice but only a handful of studies have captured African American adolescents' perceptions of teaching and learning. The purpose of this study is to understand the meanings African American adolescents assign to school-level achievement using the conceptual framework of pedagogy, culture, and motivation (achievement goal theory). The research design is multiple-case study and my research questions are: (a) How do African American adolescents' perceive their learning?; (b) How do African American adolescents' perceive instructional factors?; (c) How do African American adolescents' perceive relational factors?

Methodological triangulation (survey, semi-structured interviews, and focus groups) was used to collect data from a stratified purposive sample of 12 students in 8th grade (4 high, average, and low achievers based on CMT data). Data included the transcriptions of interviews, survey results, and five transcriptions of focus groups data. Interpretational analysis was used to find categories to describe and explain students' perceptions. Reading, rereading, and revising data led to development categories for individual student profiles. Data were segmented from the survey, interview, and focus groups using the research questions (learning, instruction, and relations) as a guide for analysis. Data were hand-coded and recoded using HyperResearch 2.7 to develop categories to describe the subgroups. Open coding allowed for the emergence of categories from the data. Data were also organized on chart paper using diagrams to summarize findings within and across subgroups (high, average, low achievers).

Poster #2**Marguerite Aldrich**Adjunct Mathematics Instructor, Mathematics Department, Western
Connecticut State University, Cohort 3**Primary Advisor: Deborah Hardy, EdD****Secondary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: George Kain, PhD*****DAUGHTERS OF CHINA: AN EXAMINATION OF THE HOME, SCHOOL, AND COMMUNITY EXPERIENCES OF ADOLESCENT AND YOUNG ADULT CHINESE-AMERICAN ADOPTEEES***

Over the last 30 years adoption researchers have provided worthy insight into the development of adoptive identity and self-concept of inter-country adoptees. There has been very little research, however, on Chinese adoptees (CAs). The studies that have been conducted with this population have predominantly relied upon parent interviews and parent surveys because most of the children have not been old enough to speak for themselves. As a result, the voices of the CAs have been missing from the research.

The proposed qualitative study will explore the development of adoptive identity, the experiences of academic life, and perspectives regarding the quality of family, peer, social, and community relationships of CAs. A child adopted at 12 months of age in 1995, when the number of international Chinese adoptions began to increase, would presently be approaching or already in young adulthood. Thus, this study will involve a sample of approximately 10 female Chinese adoptees, ranging in age from 16 to 21 years. The participants will be asked to retroactively describe their experiences growing up as a Chinese adoptee.

Using a multi-case study design, the researcher will gather qualitative data through the following methods: (a) semi-structured interviews with adoptees; (b) completion of the Personal and Academic Self-Concept Instrument by adoptees; (c) open-ended questionnaires completed by at least one parent; (d) open-ended questionnaires completed by one educator who has had a relationship with the adoptee in a school setting and; (e) follow up telephone or Internet-assisted interviews with purposefully selected parents and educators. Data from the interviews and questionnaires will be coded using an appropriate schema, which will allow themes to emerge. Follow-up interviews will be conducted in order to further examine common themes. Results from a self-concept scale will be used as additional data to support and verify the qualitative data obtained from the interviews and questionnaires.

Poster #3**Donna Baratta**Library Media Specialist, Mildred E. Strang Middle School, Yorktown
Central School District, Yorktown Heights, NY, Cohort 3**Primary Advisor: Karen A. Burke, EdD****Secondary Advisor: Frank LaBanca, EdD****Secondary Advisor: Pauline Goolkasian, EdD*****THE EFFECTS OF ONLINE PROFESSIONAL DEVELOPMENT IN TECHNOLOGY WITH VIRAL COMMUNITIES OF PRACTICE ON TEACHERS' ATTITUDES AND CONTENT INTEGRATION***

This study will examine the effects of online professional development in technology with virtual communities of practice on teachers' attitudes and content integration. Through the online administration of the Teachers' Attitudes Toward Computers (TAC) and the Levels of Technology Innovation for the Digital Age Survey, attitude (eight levels of the construct) and content integration (three levels of the construct) will be collected and analyzed.

Online professional development provides teachers with the opportunity to collaborate with teachers, leaders and experts on both the local and global level. Informal learning, knowledge sharing, and creation are critical if teachers are to practice life-long learning. As technology develops and budgets shrink, opportunities for free professional development may grow. This quasi-experimental study proposes to extend knowledge on Virtual Communities of Practice as potential resources for the pursuit of sustained professional development to support teaching and learning practices in the context of curriculum and a supportive environment.

Poster #4**Stephanie Bell**Grade Five Teacher, Farragut Middle School, Hastings-on-Hudson, NY,
Cohort 3**Primary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Michael K. Hibbard, PhD****Secondary Advisor: Nicholas Kowgios, EdD*****THE EFFECTS OF PROBLEM-BASED SERVICE LEARNING ON CREATIVE PROBLEM SOLVING, CRITICAL THINKING, AND CIVIC RESPONSIBILITY***

The purpose of this study is to determine if a problem-based service learning (PBSL) approach has an effect on creative problem-solving, critical thinking skills, and students' sense of civic responsibility. As our world becomes more technologically advanced, students need to be proficient in these 21st Century skills. This study is being conducted to connect the problem-based approach with service learning and find evidence for teachers and administrators that will be useful in evaluating PBSL as a viable method of instruction for students to acquire the necessary skills for future success in the global economy.

In this quasi-experimental study, eighth grade students receiving the treatment will be participating in a problem-based instructional approach in social studies. This social studies instruction will be based on Joseph Renzulli's Enrichment Triad Model and will include Type I and Type II experiences including the learning of creative problem-solving skills and critical thinking skills. Type III activities will also be incorporated into the service learning project. Quantitative research will be analyzed comparing the outcomes of the treatment group to a comparison group, and results will help determine the effectiveness of PBSL.

Poster #5**Andrew R. Cloutier**Grade 8 Social Studies Teacher and Instructional Leader, Middlebrook
School, Wilton, CT, Cohort 3**Primary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Scott W. Brown, PhD****Secondary Advisor: Nancy Heilbronner, PhD*****THE EFFECTS OF THEMATIC SOCIAL STUDIES INSTRUCTION ON EIGHTH GRADE STUDENTS' HISTORICAL REASONING ABILITY AND ATTITUDES TOWARDS SOCIAL STUDIES RELATED TASKS***

This study will examine the potential benefits of thematic-based social studies instruction on middle school students' historical reasoning ability and attitudes towards social studies related tasks. Thematic instruction refers to a curriculum delivery that is based on themes in history. Historical reasoning "in the context of history education, is an activity in which a person organizes information about the past in order to describe, compare, and/or explain historical phenomena" (van Drie & van Bostel, 2008, p. 89).

Using a sample of convenience (n= 370 students) from two suburban, New England middle schools, this study will be employed to assess the impact of a thematic curriculum on grade 8 students. Two teachers will be utilizing a thematic method of instruction and be compared to a comparison group of two teachers using traditional social studies instructional methods. This quasi-experimental study will include a pre-test and post-test of student attitudes towards social studies related tasks and an analysis of student writing. During the course of the research, three writing prompts will be given and scored via a rubric to measure students' historical reasoning ability. A focus group of students will be created from each condition to define the attitudes and perceptions of students in the two different programs.

Poster #6**Gail DeBlasio**

Grade Five Teacher, Davis Street Interdistrict Magnet School, New Haven, CT, Cohort 3

Primary Advisor: Karen A. Burke, EdD**Secondary Advisor: Diana Friedlander, EdD****Secondary Advisor: Patricia Anekwe, EdD*****AN EXAMINATION OF SPIRITUAL INTELLIGENCE AND THE SOCIAL AND EMOTIONAL LEARNING SKILLS OF STUDENTS IN AN URBAN PUBLIC SCHOOL***

Over the past decade a growing body of evidence has suggested that the factors determining academic success are not limited to the cognitive realm alone (Manz, 2007). Students bring to the classroom their natural talents, as well as all of their previous experiences, joys, sorrows, hopes and dreams. The combined effect can serve to strengthen and motivate a child to succeed. It also can present seemingly insurmountable obstacles to overcome and cause the erosion of self-confidence. Both scenarios can impact student performance. Providing the essential social and emotional learning skills to meet the challenges of life and persevere academically is a foundation pivotal to future success. Understanding the role spiritual intelligence may play in the level of a child's social and emotional learning skills becomes a natural extension of identifying the complex network of supports which combine to produce a healthy mindset. The origins of social and ethical constructs are often rooted in faith-based traditions (Eaude, 2009). Some students struggle more to assimilate and employ these concepts within their relationships. We recognize that the level of social and emotional skills a student demonstrates can have a monumental impact upon his or her education, but rarely seek to understand the antecedents contributing to the process of obtaining these skills. In the same way we examine and determine the pre-requisite skills students must possess to master academic content it is important to increase the knowledge base of mitigating factors enhancing, or detracting from, a child's capacity to engage in the social construct of learning (Zins, Bloodworth, Weissberg, & Walberg, 2007). The purpose of this study is to examine the relationship between spiritual intelligence and the level of students' social and emotional learning skills in an effort to gain insight into the effect one may have upon the other. This mixed method study will include approximately 200 students aged 7 to 13 years old in an urban school setting. Data will be collected using two instruments; *The Spiritual Well-Being Scale* (Ellison & Paloutzian, 1982), and the *Bar-On Emotional Quotient Inventory Youth Version* (Bar-On & Parker, 2000). Further analysis of the data obtained from these instruments will be used to examine the particular characteristics of two focus groups: one group consisting of students scoring at the higher scale of both instruments and another group consisting of students scoring at the lower scale of both instruments.

Poster #7**Margaret Feinstein**

Reading Teacher, Beacon City School District, Beacon, NY, Cohort 3

Primary Advisor: Jane M. Gangi, PhD**Secondary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Mary Ann Reilly, EdD*****SUMMER LITERACY EXPERIENCES: A CASE STUDY OF CHILDREN'S AND PARENTS' RESPONSES TO MULTICULTURAL LITERATURE***

This case study will explore parents' reflections and post-kindergarten children's responses to multicultural literature including the use of writing tools for literacy enrichment at home during the summer. Purposeful sampling will be used to select participants that represent the ethnic diversity found within a small city school district in the Northeast. Research suggests that multicultural literature is marginalized in many schools. If racial and ethnic diversity is not present in books offered to children, then many children will not find 'mirrors' of themselves in literature. Furthermore, children may have limited opportunities to see 'windows' of people from different cultural backgrounds at a time when our society is becoming increasingly diverse. Parents also may have had limited experiences with multicultural books which may influence the shared reading experiences that they have with their children. Through this study the researcher seeks to gain insights into the impact of multicultural literature on family literacy during the summer.

Poster #8**JoAnne Galdo**Literacy Specialist, Ridgefield School District, Ridgefield, CT,
Cohort 3**Primary Advisor: Jane M. Gangi, PhD****Secondary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Christine Salon, EdD*****LITERATURE RESPONSE BLOGS AND SUMMER READING: EXPLORING SUMMER READING SETBACK AND READING MOTIVATION OF 3RD GRADE STRUGGLING READERS***

This study will investigate the impact of Web 2.0-based literature response blogs on summer reading loss and student reading motivation. There is limited empirical research that connects summer reading and the use of social media as a means of maintaining reading levels of elementary aged students during out-of-school time. This study will attempt to explore whether the use of blogging as a means of written response with summer reading curbs summer reading loss and influences student motivation to read for students identified as struggling readers. A purposive sample of convenience comprised of incoming third grade students who received literacy intervention instruction during the school year will be selected. Through a qualitative method design, data will be collected using field notes, a reflexive journal, and examination of student blogs. Additionally two post-study focus groups will be held—one with parents and one with students; these focus groups will be audio-taped and transcribed, then analyzed, along with other data, for the themes and patterns that emerge. If more than 5-7 students participate in the focus groups, more focus groups will be held. A code/recode method will also be used. The Motivation to Read Profile (MRP) and Degrees of Reading Power (DRP) assessments will be used for additional information.

Poster #9**Susan Guertin**Reading Consultant, Hill and Plain School, New Milford School District,
New Milford, CT, Cohort 3**Primary Advisor: Jennifer F. Mitchell, EdD****Secondary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Frank LaBanca, EdD*****UNDERSTANDING TEACHER USE OF INQUIRY: A MULTI-CASE STUDY INVESTIGATING CATALYSTS AND BARRIERS***

This study will explore the degree to which experienced teachers (teaching for a minimum of five years) in grades three and four implement inquiry learning. This qualitative, multi-case study will be employed to understand the catalysts and barriers related to implementing inquiry-based instruction in elementary school classrooms. Participants will include four or five teachers demonstrating frequent use of inquiry, and four or five teachers demonstrating infrequent use of this strategy. Using a rubric to identify the level of inquiry, there will be one or two classroom observations of each teacher. A five-minute problem-solving styles instrument will be administered to search for common patterns among teachers. Then participants will be interviewed about their understandings and use of inquiry-based learning, feelings about educational change, problem-solving preferences, personal experiences with inquiry, and perceptions of themselves as teachers. Information transcribed from the interviews will be coded first with identifying numbers to protect confidentiality, and later using HyperRESEARCH to examine themes, patterns, and trends. Triangulation by source (high frequency and low frequency inquiry teachers) and method (observations, interviews, and problem-solving styles assessment) will establish trustworthiness.

Poster #10**Patrick Higgins**Social Studies Teacher, Ridgefield High School, Ridgefield, CT,
Cohort 3**Primary Advisor: Nancy Heilbronner, PhD****Secondary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Harold Schramm, PhD****Secondary Advisor: Robert Slavinsky, PhD*****THE EFFECTS OF USING A CRITICAL THINKING GRAPHIC ORGANIZER TO IMPROVE CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT) INTERDISCIPLINARY WRITING***

Effective communications skills are a vital component of student academic achievement and success, yet 13.8% of students in Connecticut in 2010 did not meet this goal's standard (Level 4) of the Connecticut Academic Performance Test (CAPT) Writing Across the Disciplines Assessment. For this study, the researcher will implement an intervention that utilizes an organizational writing rubric, a graphic organizer based on a critical thinking model, to determine its impact on parallel CAPT Writing Across the Disciplines scores of 9th-grade students. Students in the treatment condition will use the graphic organizer to write persuasive essays once a week over a 12-week period, and students in the comparison condition will write persuasive essays using traditional graphic organizers. The research utilizes mixed methods and a quasi-experimental pre-posttest design. Students will be administered a parallel CAPT writing assessment prior to and after the intervention. Scores will be analyzed using an analysis of covariance procedure to determine if CAPT parallel writing assessment scores differ significantly for the two groups.

Poster #11**Jennifer LeFevre**

Kindergarten Teacher, Buchanan-Verplanck Elementary School, Hendrick Hudson School District, Montrose, NY, Cohort 3

Primary Advisor: Karen A. Burke, EdD**Secondary Advisor: Patricia Cosentino, EdD****Secondary Advisor: Laura Shea Doolan, EdD*****AN INVESTIGATION OF HOW KINDERGARTEN TEACHERS' PHILOSOPHY AND PERCEPTIONS ARE INTERRELATED TO THE ACTUAL PRACTICE OF PLAY IN THEIR CLASSROOMS***

Children have a right to a childhood and education that respects and supports their learning and growing in developmentally appropriate ways. One way to ensure that education is developmentally appropriate is through the use of play. Research supports the use of play as an educational methodology but as standards and mandates influence education, play is becoming an antiquated tool. This research study will be used to examine the interrelatedness of kindergarten teachers' philosophy, perceptions, and practices of play in the classroom through the use of a survey, interviews, and classroom observations. Kindergarten teachers (n = 30-50), from the Northeast, will be invited to respond to a researcher-created survey, examining teachers' philosophy and perceptions of play in kindergarten classrooms. After data are collected from the surveys, a purposeful sample of teachers (n = 8) will be interviewed to examine more fully teacher philosophy and perception. Finally, classroom observations of a purposeful sampling of teachers (n = 4) will be completed.

Poster #12**Christopher Longo**

Science Department Chair and Teacher, Bethel High School, Bethel, CT, Cohort 3

Primary Advisor: Marcia A. B. Delcourt, PhD**Secondary Advisor: Janice Jordan, PhD****Secondary Advisor: Jacob Greenwood, EdD*****EFFECTS OF AN INQUIRY-BASED SCIENCE PROGRAM ON CRITICAL THINKING, SCIENCE PROCESS SKILLS, CREATIVITY AND SCIENCE FAIR ACHIEVEMENT OF MIDDLE SCHOOL STUDENTS***

This study will investigate the impact of an inquiry-based science program on the critical thinking skills, science process skills, creativity, and science fair achievement of middle school students. Although research indicates the connection between inquiry and achievement, there is limited empirical research that connects specific inquiry-based programs to critical thinking, creativity, and science fair achievement in middle school classrooms. Therefore, this study will attempt to determine whether an inquiry-based program not only improves five domains of critical thinking, but also impacts science process skills, creativity in science learning and science fair achievement. Seventh and eighth grade students from a small, suburban middle school will comprise the sample of convenience. The study will be quasi-experimental, with a pretest-posttest comparison group design using intact classrooms of students. Characteristics of problem-solving skills associated with critical thinking, science process skills, creative thinking, and science fair achievement will be examined. The scores of those students in an inquiry-based science program will be compared to those students in the traditional science classroom to determine the impact of each method of delivering instruction.

Poster #13**Floria Mallozzi**

K - 5 Science/Health Program Leader, Trumbull Public Schools, Trumbull, CT, Cohort 3

Primary Advisor: Nancy Heilbronner, PhD**Secondary Advisor: Gary Cialfi, EdD****Secondary Advisor: Linda Paslov, EdD*****THE EFFECTS OF USING SCIENCE NOTEBOOKS AND SPECIFIC FEEDBACK ON SEVENTH GRADE STUDENTS' SCIENCE PROCESS SKILLS***

The purpose of this study is to determine whether the consistent use of an Interactive Student Notebook (ISN) improves the integrated science process skills of students in the seventh grade. In addition, this study explores whether specific teacher written feedback further enhances the use of ISNs and results in greater gains in students' science process skills. Limited empirical studies exist that explore the impact of metacognitive instructional tools such as an Interactive Science Notebooks, on student science process skills. Understanding the process of combining metacognitive instructional strategies through ISNs with specific teacher feedback may lead to more effective learning experiences that help students develop and successfully apply integrated process skills. The study will take place in two middle schools in a suburban school district. The researcher will target a sample of convenience of 550 students in grade 7 from two middle schools. Six science teachers on separate teams will be invited to participate; three classrooms per teacher will result in a total of 18 classrooms. The research design will include a quasi-experimental pre-test/post-test model. Students will be tested before and after the intervention using a science process skills test, and data will be analyzed using an analysis of covariance. The research design will also include a qualitative follow-up in the form of teacher surveys.

Poster #14**Jason McKinnon**Principal, Branchville Elementary School, Ridgefield Public Schools,
Ridgefield, CT, Cohort 3**Primary Advisor: Frank LaBanca, EdD****Secondary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Jennifer F. Mitchell, EdD*****EFFECTS OF SCAFFOLDING HIGHER ORDER THINKING QUESTIONS ON READER SELF-EFFICACY AND CRITICAL THINKING OF SIXTH GRADE STUDENTS***

This study will examine the potential benefits of instructional strategies that scaffold the development of Higher Order Thinking (HOT) questions on reader self-efficacy and critical thinking. The explicit instruction of HOT questions involves four steps: (a) selecting Bloom's revised taxonomy to identify effective questions strands; (b) assessing HOT questions use through the Classroom Practice Record (CPR); (c) implementing strategy instruction focusing on instructional scaffolding and allowing time to practice the implementation of strategies during assigned lessons for a period of eight weeks; and, (d) evaluating student self-efficacy, critical thinking and HOT question use.

Using a sample of convenience in which n=340 students at two different school sites belonging to the same District Reference Group (DRG), this study will assess the impact of instructional scaffolding of HOT questions in four classes among heterogeneously grouped students in sixth grade. Two teachers will be trained in the instruction and implementation of the program. One school will be randomly assigned to receive the treatment of instructional scaffolding of HOT questions while the remaining school will act as the comparison group. This study will have a quasi- experimental design and will measure student critical thinking, student perception of reader self-efficacy, and the frequency of HOT questions asked by teachers and students.

Poster #15**Deborah Mumford**Kindergarten Teacher, Seely Place Elementary School, Edgemont School
District, Scarsdale, NY, Cohort 3**Primary Advisor: Nancy Heilbronner, PhD****Secondary Advisor: Edward J. Kennedy, EdD****Secondary Advisor: Sandra Flank, EdD*****AN EXAMINATION OF THE FACTORS RELATED TO ELEMENTARY SCHOOL CLASSROOM TEACHERS' SELF-EFFICACY AND THE IMPACT OF SELF-EFFICACY BELIEFS ON TEACHING OUTCOMES IN SCIENCE***

Researchers have demonstrated that teacher beliefs may exert a strong influence on teacher practice. This study will examine kindergarten through fifth grade elementary school teachers' self-efficacy regarding classroom science teaching and then relate these findings to the daily instructional methods that elementary school classroom teachers find useful when teaching science. A review of the literature identified internal and external factors that impact teachers' professional careers. The study will examine the relationship between these factors and the manner in which they predict self-efficacy in science teaching.

It is also important to examine the ways in which this self-efficacy impacts teachers' instructional methods in the classroom. Therefore, another focus of the research will be to examine the ability self-efficacy to predict science teaching outcomes that encourage student questioning and thinking. The study will conclude with an opportunity for practicing teachers in grades K-5 to identify in their own words the type of instructional methods they prefer to use when they teach elementary school science. Survey methodology will be used to elicit data from participants. Standard multiple and linear regression will be used to analyze quantitative data and open-ended responses will be coded qualitatively. Using these data, researchers and school district administrators will be able to further the conversation on how to best encourage classroom teachers to teach science more effectively.

Poster #16**John Priest**

Grade 6 Social Studies Teacher and Instructional Leader, Middlebrook School, Wilton Public Schools, Wilton, CT, Cohort 3

Primary Advisor: Karen A. Burke, EdD**Secondary Advisor: Jane M. Gangi, PhD****Secondary Advisor: Cindy Scope, PhD*****THE EFFECTS OF VERBAL AND NONVERBAL LEARNING STYLES ON STUDENT ATTITUDE, INTERPRETATION, AND INTEGRATION OF CONTENT WHEN READING GRAPHIC NOVELS***

This study will examine the effects of cognitive learning styles on how middle school students internalize and comprehend graphic novels. Using a phenomenological, qualitative approach the study will examine student survey data, reading journals, class work, interview responses, and focus group transcriptions in an effort to describe students' perceptions of using graphic novels in a social studies setting. After obtaining a convenience sample of 20 - 25 grade-eight students, an examination of the Reader Self-Perception Scale and Otis-Lennon School Ability Test (OLSAT) scores will take place. A purposeful sample of six to nine students will then be drawn to construct a balanced study group representative of varying cognitive learning abilities based on the OLSAT and corresponding levels of reading self-perception. Upon the completion of interviews and analysis of student work a smaller sample of four to five students will be chosen for a focus group. Emerging themes will facilitate the generation of protocols for both interviews and focus groups and will complement the themes addressed in the Reader Self-Perceptions Scale.

The ability to decode, process, and comprehend written text is crucial for students not only in the language arts classroom, but across all subjects that use various texts to convey their information. This study is intended to provide a rich description of the experiences middle school students have while using a graphic novel to complement their study of the United States Constitution. Over the past ten years graphic novels have grown in popularity amongst middle school students, but have not gained the respect as a legitimate and valuable learning tool in most public school districts. Through exploring the perceptions of students having varying cognitive abilities in terms of their working memory, this study will describe the particular ways students interpret symbolic images and process information in a graphic novel. This study also will explore the ways that students with varying cognitive abilities integrate information from a graphic novel with prior knowledge. Finally, this study will describe the attitudes that students have regarding the use of graphic novels. The data and information collected will provide insight into the use of graphic novels in the school setting. As more graphic novel titles become available in school library media centers and classrooms the information provided in this study could assist in targeting students that interface well with this genre.

Poster#17**Emily Ramos**

Retired Early Childhood Teacher, Neary Elementary School, North Rockland School District, Haverstraw, NY, Cohort 3

Primary Advisor: Jane M. Gangi, PhD**Secondary Advisor: Marsha Daria, EdD****Secondary Advisor: Courtney Kelly, PhD*****EXITO: FACTORS CONTRIBUTING TO WORKING CLASS SECOND GRADE PUERTO RICAN AND DOMINICAN AMERICAN STUDENTS' SUCCESSFUL ACQUISITION OF THE DISCOURSE OF SCHOOL***

There is a qualitative study of the factors that contribute to the successful attainment of the Discourse (Gee, 2003) of school by second grade Puerto Rican and Dominican American students. The investigation addresses the social and cultural factors that contribute to achievement. In addition, the research focuses on how the secondary Discourse of school is actually attained. Discourse analysis theory guided the interpretation and methodology of the task focusing on the participants' use of language in the attainment of their secondary discourse as they interacted in their daily school activities. In addition, the acquisition of discursive resources addresses and relates to the constructs of power and agency. The data gleaned from the study and implications for practice factor into early intervention strategies for the enhancement of academic stratagems for other young struggling Latino students.

Poster #18**Amy Reynolds**Teacher of the Gifted, North Salem Middle/High School, North Salem
Central School District, North Salem, NY, Cohort 3**Primary Advisor: Marcia A. B. Delcourt, PhD****Secondary Advisor: Patricia Cyganovich, EdD****Secondary Advisor: Melissa Abramo, EdD*****ATTITUDES AND BELIEFS HELD BY TEACHERS ON INTERDISCIPLINARY TEAMS WITH COMMON PLANNING TIME AT A HIGHLY EFFECTIVE MIDDLE SCHOOL***

This study seeks to explore the beliefs and attitudes held by teachers on middle school interdisciplinary teams that share common planning time (CPT) at highly effective schools. Data will be analyzed to identify values, beliefs and attitudes towards students, fellow team members, and the larger school environment.

The most effective middle schools have interdisciplinary teacher teams (Carnegie Corporation of New York, 2000). Middle schools with teams sharing CPT are more effective than teams without CPT, as well as schools without teams at all (Warren & Payne, 1997). Much of this research involves quantitative measures: student test scores, suspension rates, as well as measures of work environment, self-efficacy, self-esteem, climate, etc. (Flowers, Mertens, & Mulhall, 1999; Warren & Muth, 1995). In the current educational climate of high-stakes testing and value-added measurements, pressures on educators increase daily. It is important to continue validating the team concept as a critical aspect of middle level education. This study seeks to qualitatively explore the attitudes of effective middle level teachers on interdisciplinary teams sharing CPT, examine how these attitudes form, and understand what influences them.

Using a multiple case study, qualitative research design, one suburban middle school that has previously received outside recognition of success will be studied. Teachers from all participating teams will be given an extended response written survey. Focus groups will be held with individual teams, from at least two different grade levels. Individual interviews will be held with at least two members from each team, starting with the longest serving and the newest team members. Building administrators will also be interviewed. Artifacts and documents will be examined.

This research can influence professional development of pre-service teachers, middle level teachers, and administrators. Findings could provide specific topic foci for year-long small group learning community topics, stand-alone workshops, and more. The study's conclusions may also lend researched support to schools contemplating a move towards a team structure with CPT.

Poster #19**Christopher Ruggiero**K-12 Mathematics Chairperson, Lakeland Central School District, Shrub
Oak, NY, Cohort 3**Primary Advisor: Karen A. Burke, EdD****Secondary Advisor: Michael Gilles, EdD****Secondary Advisor: Raina Kor, EdD*****AN INVESTIGATION OF THE ROLE OF EMPATHY IN THE LEADERSHIP REPERTOIRE OF BUILDING ADMINISTRATORS***

This study will investigate the manner in which school building administrators use empathy as a leadership tool. Much literature regarding empathy as a positive relationship trait and as a generic leadership trait has been generated. This study proposes to draw empathy's connection to leadership in an educational setting.

A qualitative approach will be used in this study. A small sample size ($n = 4$) is offset by dense data, which are gathered through repeated interviews and other sources. Building principals will represent the subjects in this qualitative study.

Poster #20**Merle Rumble**Literacy Specialist/Coach, Norwalk Public School District, Norwalk, CT,
Cohort 3**Primary Advisor: Jane M. Gangi, PhD****Secondary Advisor: Anthony Pittman, PhD****Secondary Advisor: Mary Ann Reilly, EdD*****I TOO HAVE A VOICE: THE LITERACY EXPERIENCES OF AFRICAN AMERICAN BOYS ENGAGING WITH AND RESPONDING TO AFRICAN AMERICAN LITERATURE***

This study will examine the impact of African American literature depicting Black males on the reading comprehension and reading motivation of Black boys as demonstrated through oral, written, and creative expressions. A qualitative case study design will be employed. The participants will consist of a purposeful sample of 3rd, 4th and 5th grade African American boys. The study will take place in a Northeastern city. Data will be collected using several instruments. These instruments include a reading inventory, a survey (a self reporting instrument), semi-structured interviews, book logs, book discussions and written responses. All data will be transcribed, analyzed, and coded for the themes and patterns that emerge.

Poster #21**Michelle Sands**Teacher of the Gifted, Pequenaconck Elementary School, North Salem
Central School District, North Salem, NY, Cohort 3**Primary Advisor: Nancy Heilbronner, PhD****Secondary Advisor: Joseph S. Renzulli, EdD****Secondary Advisor: Michael K. Hibbard, PhD*****THE IMPACT OF A PEER LEADERSHIP PROGRAM ON HIGH SCHOOL STUDENTS' SOCIAL CAPITAL, AS MEASURED BY CO-COGNITIVE FACTORS OF THE RENZULLI HOUNDSTOOTH THEORY***

This study will examine the impact of a Peer Leadership Course on the 6 co-cognitive factors associated with the development of social capital in students. The study is grounded in Dr. Joseph Renzulli's Houndstooth Intervention Theory, which hypothesizes that 6 co-cognitive factors (Optimism, Courage, Romance With a Topic/Discipline, Sensitivity to Human Concerns, Physical/Mental Energy, and Vision/Sense of Destiny) influence the development of students' social capital. In addition, the central tenant of the theory is that the best way for students to internalize these factors is to enable them to take active leadership roles in projects that afford them opportunities to bring about positive social change (Direct Involvement II). To date, there have been no empirical studies related to Houndstooth Intervention Theory.

A quasi-experimental design will be utilized to analyze quantitative and qualitative data using the Co-Cognitive Factor Scale - Form F (Co - CFS). A sample of convenience, juniors and seniors attending an urban high school in the Northeast, will be utilized. Data will be analyzed using a multivariate analysis of covariance (MANCOVA) to determine if there is a significant difference in mean scores between students who participate in a peer leadership program (treatment group), those who participate in The Key Club (comparison group), and those who are not in the peer leadership program or the Key Club (control group). Multiple regression analysis will also be used to determine the extent to which the factor Romance With a Topic/Discipline predicts the remaining factors (Optimism, Courage, Sensitivity to Human Concerns, Physical/Mental Energy, and Vision/Sense of Destiny). Qualitative coding methods will be used to analyze open-ended survey questions for themes and patterns related to students' perceptions of their involvement in the peer leadership program and the impact of the program on their views of helping others. Data will also be analyzed to determine what patterns emerge when interest and motivation are taken into consideration.

Poster #22**Stacy Stewart**Literacy Coach, Guilford Public Schools, Guilford, CT,
Cohort 3**Primary Advisor: Laura Mead, EdD****Secondary Advisor: Karen A. Burke, EdD****Secondary Advisor: Kathryn Campbell, PhD*****THE EFFECTS OF PARENTAL USE OF LEARNING-STYLE PREFERENCE TECHNIQUES ON PARENT AND STUDENT ATTITUDES TOWARD HOMEWORK ASSISTANCE AND STUDENT SELF-PERCEPTION***

This study will examine parent attitudes toward elementary school students' homework when parents are given techniques to use regarding their child's learning-style preference. The study also will examine elementary students' sense of self-perception toward homework when parents use specific learning-style techniques rather than traditional homework techniques. Schools expect parents to become involved in their child's homework, but many parents are unsure of the techniques to use when helping. This study will use an experimental research methodology. Approximately 100 adults and children will participate in the study. All subjects will be randomly assigned to either a control or experimental group. The experimental parent group will receive data on their own learning style and their child's learning-style preferences. The experimental group will then receive training on techniques to help their children with homework based on each child's learning-style preferences. The control group will receive training on traditional homework techniques, but it will not include the learning-styles component. All participants will implement the techniques for 12 weeks. Parents of the treatment group will assist their child with homework using the learning-style techniques they were provided during the workshop. The parents of the control group will support their child using traditional homework techniques that were made available. Each group will monitor and keep a record of the homework that parents assisted their child with and record the information on a researcher-designed survey.

Quantitative analysis will be utilized to examine each research question. Parental attitudes will be assessed using the Semantic Differential Scale. Student self-perception will be assessed using the Harter Self-Perception Profile for Children. These two instruments will be administered as a posttest only. By randomizing treatment assignment, the group attributes for the treatment and control groups will be roughly equivalent and therefore any effect observed between groups can be linked to the treatment effect and is not a characteristic of the individuals in the group. The parent participants in the experimental group will take the Building Excellence Survey (BE) learning-styles assessment. The student participants in the experimental group will take The Elementary Learning Styles Assessment (ELSA). Both assessments identify the subjects' learning-style preferences and will only be administered to individuals in the treatment group. Each research question will use affective measures and will be analyzed using a one-way Analysis of Variance (ANOVA). The potential benefit of this research will be to determine if understanding and utilizing techniques related to learning-style preferences will promote positive parental attitudes toward homework and enhance students' self-perception.

Appreciation and Thanks to the People who Made this Event Possible

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Special Thanks to

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