third instructional leadership conference:

Transforming the Landscape

Featuring keynote speaker
Dr. Don Treffinger
"Educating for Creativity and Innovation"

Conference sponsors:

WESTERN CONNECTICUT STATE UNIVERSITY
DIVISION OF GRADUATE STUDIES

CAG
Connecticut Association for the Gifted

PDK
PHI DELTA KAPPA INTERNATIONAL

Saturday, April 6, 2013

8 a.m. – 1 p.m.
Science Building, WCSU Midtown campus

Aspire.

WESTERN CONNECTICUT STATE UNIVERSITY

181 WHITE STREET, DANBURY, CONN. **WCSU.EDU/EDQ**

April 6, 2013

Dear Colleagues,

It is with much excitement that we welcome you to Western Connecticut State University's Third Instructional Leadership Conference!

Transforming the Landscape:

American Education is forging one of the largest nationwide initiatives in our country's history. The Common Core Standards are among an increasingly long list of educational transformations, innovations, experiments, theories, and legislation that have repeatedly altered how educators must re-imagine the landscape of the classroom. As instructional leaders, we must continue to provide steady direction through transformation. For this conference, we selected topics that demonstrated leadership embracing the evolutionary nature of education and providing direction within the next stages were selected.

We look forward to a day filled with both sharing of expertise and enriching our own professional knowledge. We hope you are as inspired as we are to continue *transforming the landscape*!

Sincerely,

Marcy Delcourt
Co-Chair, Third Instructional Leadership Conference
Western Connecticut State University
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Co-Chair, Third Instructional Leadership Conference
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EdD in Instructional Leadership

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. The cohort model provides a peer group for students as they progress through the program together. With approximately 20 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 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 CSDE and has 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.

Numerous 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.

PDK PHI DELTA KAPPA International®
HOME

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. Cosentino, President of PDK at WCSU, cosentinop@region-12.org

The next Chapter meeting will be held May 14th on the WCSU Westside Campus, Room 218. For additional information about meetings and membership, please visit the PDK display in the lobby.

CAG
Connecticut Association for the Gifted

Connecticut Association for the Gifted (CAG)

CAG was created to support educators and parents in meeting the needs of Connecticut's gifted, talented, and high-potential children. Our mission is to help these, and all, children reach their potential. We offer resources, information and programs for students, parents, and educators. We believe that state policies, community support, and school-based practices in Connecticut should meet the learning needs of ALL students, including those who demonstrate outstanding levels of aptitude or competence in one or more domains.

For additional information, please visit the CAG display in the lobby and www.ctgifted.org to learn more about CAG professional development opportunities, teacher resource group, Minds in Motion, or for other upcoming events!

Instructional Leadership Conference

Saturday April 6, 2013 **Science Building**

8:00 AM- 1:00 PM **WCSU Midtown Campus**

Schedule

8:00-8:30	Registration and Refreshments
8:30-8:45	Welcome and Introductions- Room 125
	Dr. Jane Gates, Provost/Vice President for Academic Affairs
	Dr. Ann Atkinson, Associate Vice President for Academic Affairs
	Dr. Jess House, Dean, School of Professional Studies
	Dr. Maryann Rossi, Associate Dean, School of Professional Studies
	Dr. Patricia Cosentino, Superintendent of Schools, Region 12, President PDK Chapter of WCSU
	Bianka Cortland-Cox, President, CAG
	Dr. Marcia Delcourt, Doctor of Education in Instructional Leadership
8:45-9:45	Keynote Speaker, Dr. Donald Treffinger- Room 125
9:50-10:50	Session 1 (concurrent presentations)
10:50-11:10	Poster Sessions, Refreshments, Book Signing - Atrium
11:10-12:10	Session 2 (concurrent presentations)
12:15-1:15	Session 3 (concurrent presentations)
1:15-2:15	Optional Networking Luncheon - Atrium

8:00- 8:30 **Atrium** *Registration and Refreshments*	**9:50-10:50** *Session 1* *6 Concurrent Presentations*	**10:50-11:10** **Atrium** *Poster Session and Refreshments*	**11:10-12:10** *Session 2* *6 Concurrent Presentations*	**12:15-1:15** *Session 3* *6 Concurrent Presentations*
8:30- 8:45 **Room 125** *Welcome and Introductions*	**Room 164** **Technology in the 21st Century** **Classroom Interactive Technology in Middle School Mathematics** *(Damien Holst)* **Using Technology in the English Language Arts Classroom** *(Michael Minzloff)*		**Room 164** **Brain-Based Education** **Lively Learning: Stimulating Student Engagement Through Brain-Based Learning** *(Mary Fernand & Cassandra Cosentino)* **Neuromyths in Education: Understanding the Root of Misinformation to Strengthen Teaching, Learning and Research Practices** *(David Bozzuto & John Ryan)*	**Room 164** **Early Childhood Education** **Field Testing in an Early Childhood Graduate Classroom: Transforming Lives While Meeting the NAEYC Standards** *(Laura Shea Doolan)* **Blended Learning: An Integrated Approach to Elementary School Teaching** *(Mathew Correia, Jennifer Eraca, & Emily Rhew)*
8:45- 9:45 **Keynote Speaker** **Dr. Don Treffinger** *Educating for Creativity and Innovation* **Room 125**	**Room 121** **Crossing Curriculum Borders** **Project-Based Instruction PBI: An Effective Way to Integrate PBI into the Curriculum** *(Kara Kunst & Helen Knudsen)* **Divergent Curricula: The Theory of Iconic Realism** *(Jeanne Lakatos)*		**Room 121** **Learning Strategies** **Really, I'm Making It Difficult For You to Learn? Distractors and Enhancers of Student Learning** *(Donna Coelho, Fred Tesch, & Ronald Drozdenko)*	**Room 121** **Topics in School Administration** **Developing Urgency: Staff Development Strategies to Cultivate and Foster Community, Collaboration and Communication Between Educators** *(Raymond Manka)* **My First Superintendency: The challenge of Continuing to be an Instructional Leader** *(Patricia Cosentino)*
	Room 122 **Effects of Problem-based Learning in Social Studies** **An Exploration of the Effects of Student-Directed and Teacher-Directed Inquiry Learning on Creative Problem Solving, Critical Thinking, and Civic Responsibility**(Stephanie Bell, Marcia Delcourt, Michael Hibbard, & Nicholas Kowgios*)* **The Effects of Thematic Social Studies Instruction on Eighth Grade Students' Historical Reasoning Ability and Attitudes Towards Social Studies Related Tasks** *(Andrew Cloutier, Marcia Delcourt, & Nancy Heilbronner)*		**Room 122** **Creativity** **Toward a Better Understanding of Creativity and Problem Solving Styles of Talented Secondary School Students** *(Billie Woodel-Johnson & Marcia Delcourt)* **Recognizing and Nurturing Creative Learners in Your Classroom** *(Kathryn Haydon)*	**Room 122** **STEM Implementation** **Design, Implementation, and Evaluation of an Articulated 9-12 STEM Academy Capable of National Scale Up** (Frank LaBanca, Mhora Lorentson, Youn Joo Oh, Yueming Jia, & Bernadette Sibuma)

	Room 124 **How to Promote Educational Change** **Transforming an Educational Environment: Academically, Socially, Emotionally, and Behaviorally** *(David Fine, Naima Smith-Moore, Vernon Merriweather, Jose Fernandez, & Nancy Ehrlich)*		**Room 124** **Educating the Whole Child** **Reaching the Whole Child – Valuing the Whole Teacher** *(Susan Dinnocenti)*	**Room 124** **Online Learning** **Preparing School Counselors in Online Courses: Suggestions for Counselor Educators** *(Gina Cicco)* **A Case Study for Blended Learning in the Secondary Education Classroom** *(Karen Fildes)*
	Room 125 **Inquiry Across the Curriculum** *Moderator- Bruce Shore* **Promoting Higher Order Thinking Skills: Why Ask a Question?** *(Marcia Delcourt)* **Understanding Teacher Use of Inquiry: Multiple Case Studies Investigating Catalysts and Barriers** *(Susan Guertin, Jennifer Mitchell, Marcia Delcourt, & Frank LaBanca)* **The Effects of Using Science Notebooks and Specific Feedback on Seventh Grade Students' Science Process Skills** *(Floria Mallozzi, Nancy Heilbronner, Gary Cialfi, & Linda Paslov)* **Effects of Scaffolding Higher Order Thinking Questions on Reader Self-Efficacy and Critical Thinking of Sixth Grade Students** *(Jason McKinnon, Frank LaBanca, Marcia Delcourt, & Jennifer Mitchell)*		**Room 125** **Administrative Roles** *Moderator- Patricia Cosentino* **So You Want to be an Administrator?** *(Stephanie Bell, Phillip Campbell, Laura Main, Robert O'Donnell, & Christopher Ruggiero)*	**Room 125** **Perceptions of Effective Practices** **Attitudes and Beliefs Held by Teachers on Interdisciplinary Teams With Common Planning Time at a Highly Effective Middle School** *(Amy Reynolds, Marcia Delcourt, Patricia Cyganovich, & Melissa Abramo)* **Conceptions that Instructors hold of Inquiry And What Happens as Inquiry In Fifteen Education Courses for Pre-Service Teachers: A Study of Three Universities** (Mark Aulls & Jasvinder Magon)
	Room 219 **Diversity Issues in Schools** **We're All Different: Attending to the Needs of Special Student Populations** *(Marguerite Aldrich, Kathryn Campbell, Deborah Hardy, & Melissa Jenkins)*		***Higgins Annex* 202B** **Classroom Technology** **Best Practices in a Language Classroom: Cultivating Students' Motivation Through Creative Use of SMART Board Technology** *(Galina Bakhtiarova)*	***Room 219*** **Multimedia Applications** **The Effects of Targeted English Language Arts Instruction Using Multimedia Applications on Grade Three Students' Reading Comprehension, Attitude Toward Computers, and Attitude Toward School** *(Mathew Swerdloff)*

SESSION DESCRIPTIONS

Keynote **8:45-9:45 AM** **Room 125**

Dr. Donald Treffinger **EDUCATING FOR CREATIVITY AND INNOVATION**

Dr. Treffinger is an internationally known researcher, writer, teacher, and presenter in the area of creativity and Creative Problem Solving, as well as in the area of gifted and talented education.

Keynote Topic

Today, more than ever before, everyone must be able to think creatively, manage change, and solve complex, open-ended problems. Education today is different in its structure and practice than it was in any previous generation, not just because of the impact of technology and the Internet, but also because, across the lifespan, every person studies, works, and plays in a global community that was previously unknown to most generations. Although organizations worldwide recognize that their success both now and in the future depends on a workforce capable of effective thinking, problem solving, and innovation, educational practice still lags behind our knowledge in these areas. This presentation will provide an overview of the opportunities and challenges facing educational leaders and an introduction to several powerful methods and tools that will enable us to foster creativity and innovation across the lifespan.

Session 1 9:50-10:50 Room 164

THEME: TECHNOLOGY IN THE 21ST CENTURY (Combined Session)

CLASSROOM INTERACTIVE TECHNOLOGY IN MIDDLE SCHOOL MATHEMATICS

Damien Holst Grade 8 Teacher, North Salem Public Schools, North Salem NY, Cohort 5

Common Core Standards represent a national movement to elevate the status of the functionally outdated foundation on which the American education system was built. Nationally, educators have been charged with the task of successfully incorporating these specifically prescribed standards into previously existing curriculum designs coupled with addressing the needs of students to ensure they possess the requisite skills to flourish within the 21st century.

The Common Core Standards are representative of the recent multitude of transformations that have been integrated into the American public education system. Educational Technology is a transformation that has infused itself into public education out of necessity for education to reflect the evolution of humanity from a technological standpoint. Through my presentation regarding educational technology as a transformation within instructional leadership, I will illustrate a specific program that will outline the effective implementation of common core standards through the use of educational technology.

IXL is an emerging online technology program that integrates engaging comprehensive math skill practice and remediation to increase overall competency of mathematical skills in relation to Common Core Standards as well as various state standards. Students have the opportunity to receive skill practice and receive mediation in various components of mathematical skills. Students' usage, progress, and performance are all analyzed through detailed data collection.

The implementation of the IXL program as an educational technology is substantiated by a plethora of educational theorist including: Albert Bandura (1993) and Jerome Brunner. Albert Bandura (1993) posits that self-efficacy plays an integral role in student's success. The IXL program allows students to build self-efficacy through the use of motivational tools embedded within the program. The program is also designed to present modules that individualize the student experience in a sequential manner while providing problems with increasing difficulty.

Jerome Brunner's theory regarding three forms of representation is directly related to the IXL computer program (Brunner as cited in Presno, 1997). The IXL utilizes a series of symbols, words, and various forms of graphical representations to inform student learning.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*(2), 117-148.

Presno, C. (1997). Bruner's three forms of representation revisited: Action…*Journal Of Instructional Psychology, 24(2), 112.*

USING TECHNOLOGY IN THE ENGLISH LANGUAGE ARTS CLASSROOM

Michael Minzloff Special Education Teacher, North Salem Middle/High School, North Salem, NY, Cohort 5

This presentation will provide an overview of computer-based tools that enhance the teaching of reading and writing in the English Language Arts (ELA) classroom. Tools for writing group stories and essays will be discussed, such as Glogster, Animoto, iMovie, and Movie Maker. The use of a class web site to provide schedules, homework assignments, parent and student resources, and interactive writing activities will be demonstrated. The presenter will also provide examples of computer applications that are designed to assist struggling readers and writers.

Session 1 9:50-10:50 Room 121

THEME: CROSSING CURRICULUM BORDERS (Combined Session)

PROJECT-BASED INSTRUCTION (PBI): AN EFFECTIVE WAY TO INTEGRATE PBI INTO THE CURRICULUM

Kara Kunst Interventionist for K-5, Ridgefield Public Schools, Ridgefield, CT, Cohort 5

Helen Knudsen Grade 5 Teacher, Weston Intermediate School, Weston, CT, Cohort 5

This presentation will include the components of PBI, along with samples of projects from the elementary school classroom. Current research will be provided, along with an explanation of the strengths and limitations of PBI. The presenters will then allow for questions or comments.

DIVERGENT CURRICULA: THE THEORY OF ICONIC REALISM

Jeanne Lakatos Adjunct Professor, Western Connecticut State University

Iconic realism resonates from the semiotics of cross-disciplinary trends in academic, economic, historic and aesthetic influences. Furthermore, this semiotic theory is relevant to cultural studies, for it provides an audience with the intellectual tools of cognitive stimulation that alert their consciousness to a tolerance for a different perspective. Once this mindset activates, each person interprets the literature, music, art or film to from a unique association, which could lead to recognition of new perceptions and further explorations through aesthetic modifications of a traditionally held belief. These beliefs, although appropriate for a certain culture during a prescribed moment in time, may benefit from a transformation of the community's position. Therefore, as a means of assimilating evolving concepts of artistic expression, the study of iconic realism opens the door to expanded exploration of semiotic theory and iconic structures across multiple academic disciplines.

Session 1 9:50-10:50 Room 122

THEME: EFFECTS OF PROBLEM-BASED LEARNING IN SOCIAL STUDIES (Combined Session)

AN EXPLORATION OF THE EFFECTS OF STUDENT-DIRECTED AND TEACHER-DIRECTED INQUIRY LEARNING ON CREATIVE PROBLEM SOLVING, CRITICAL THINKING, AND CIVIC RESPONSIBILITY

Stephanie Bell, EdD Principal, Prospect School, Danbury, CT, Cohort 3

Marcia A. B. Delcourt, PhD EdD in Instructional Leadership, Western Connecticut State University

Michael Hibbard, PhD Assistant Superintendent of Schools, North Salem, NY

Nicholas Kowgios, EdD Chair, English Department, North Salem Central School District, North Salem, NY, Cohort 1

In this quasi-experimental study, a convenience sample was selected from eighth grade social studies students. There were 28 students who participated in the Student-Directed Inquiry group utilizing problem-based service learning, and 32 students in the Teacher-Directed Inquiry group. This study was designed to measure the extent of the effects of problem-based service learning (PBSL) as a Student-Directed Inquiry approach as compared to a Teacher-Directed Inquiry not utilizing problem-based service learning, on eighth graders' motivation to apply creative problem solving and critical thinking, and as a measure of its impact on students' sense of civic responsibility.

Three research questions were examined. The first question was analyzed with a MANOVA to determine the effects of assignment to group on creative problem solving and critical thinking skills as measured by the CM3 II+. The five scales from the instrument included: Mental Focus, Learning Orientation, Creative Problem Solving, Cognitive Integrity, and Scholarly Rigor. The Teacher-Directed Inquiry group had significantly higher scores on two scales, Mental Focus ($M = 32.06$, $p = .001$), and Learning Orientation ($M = 34.44$, $p = .007$). The second research question was a posttest only design, and was analyzed with an ANOVA to determine the effects of assignment to group on students' civic responsibility. No significant differences were found. The third research question sought to determine the degree and manner in which group assignment, and motivation to use creative problem solving and critical thinking skills, predicts students' civic responsibility. A Multiple Regression was used to analyze these results. It was determined that the set of independent variables were able to predict the dependent variable ($F(6, 53) = 4.392$, $p < .001$).

Session 1 9:50-10:50 Room 122

THE EFFECTS OF THEMATIC SOCIAL STUDIES INSTRUCTION ON EIGHTH GRADE STUDENTS' HISTORICAL REASONING ABILITY AND ATTITUDES TOWARDS SOCIAL STUDIES RELATED TASKS

Andrew Cloutier Social Studies Teacher, Wilton Middle School, Wilton, CT, Cohort 3

Marcia A. B. Delcourt, PhD EdD in Instructional Leadership, Western Connecticut State University

Nancy Heilbronner, PhD EdD in Instructional Leadership, Western Connecticut State University

This study was used to 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, such as wealth, power, and conflict. Using a sample of convenience (n = 211) from two suburban, New England middle schools, this quasi-experimental study included a pre-test and post-test of student attitudes towards social studies related tasks (Interest in Science, Technology, Writing Tasks, Interest in Social Studies, and Student Perspective Taking) and an analysis of student writing. Students from a Thematic-based social studies program were compared to those in a non-thematic-based program. During the course of the research, three writing prompts were given and scored via a rubric to measure students' historical reasoning ability. A focus group of students was created from each condition to define the attitudes and perceptions of students in the two different programs. The results indicated that students in the thematic-based program had significantly higher attitudes towards social studies as compared to their peers in the non-thematic program (Pillai's trace = .118, $F(6, 203) = 4.541$, $p < .001$). There were no significant differences between groups regarding historical reasoning skills. Student comments about the program were related to (a) assessment, (b) attitude towards social studies, (c) chronology, (d) collaboration, (e) creativity, (f) critical thinking, (g) fact-based knowledge, (h) problem solving, (i) teacher, and (j) writing. Educational implications include insights into classroom activities that promote historical reasoning and writing in relation to assessment in social studies.

Session 1 9:50-10:50 Room 124

THEME: HOW TO PROMOTE EDUCATIONAL CHANGE (Single Session)

TRANSFORMING AN EDUCATIONAL ENVIRONMENT: ACADEMICALLY, SOCIALLY, EMOTIONALLY, AND BEHAVIORALLY

David Fine, EdD Principal, Peekskill Middle School, Peekskill, NY

Naima Smith-Moore Extended Day Coordinator

Vernon Merriweather Security

Jose Fernandez Guidance Counselor

Nancy Ehrlich Social Worker

Peekskill Middle School is part of the Peekskill City School District, which is located in Northern Westchester. Peekskill is a High Need/Resource Capacity District and many of the adolescents and families within face various challenges. The district's five-year graduation rate of 79% is well below the Regents' aspirational rate of 95%, with Black students, students with disabilities, English Language Learners, and low-income students particularly at risk of academic failure. Many students have very limited social or cultural experiences; many make risky decisions.

In Addition, many parents encounter obstacles to supporting their children because of language barriers, limited education, and lack of familiarity with school expectations. To increase the graduation rate, middle school practices must be aligned with NYS Learning Standards, including Common Core, and with Social and Emotional Development and Learning (SEDL) Guidelines.

Over the past five years we have gone through significant transitions with regard to the improvements of our social/emotional support, academic gains, and behavioral referrals. These environmental changes focused on instructional and cultural shifts, which were proposed and implemented throughout. These changes were based on best practices and research with respect to school improvement plans and processes. Steps taken to transform the middle school will be provided, including examples from administrators, faculty members, staff, parents, and students.

Session 1 9:50-10:50 Room 125

THEME: INQUIRY ACROSS THE CURRICULUM (Panel Session)

Moderator-
Bruce M. Shore, PhD Professor Emeritus, Department of Educational and Counselling Psychology, McGill University

PROMOTING HIGHER ORDER THINKING SKILLS: WHY ASK A QUESTION?

Marcia A. B. Delcourt, PhD EdD in Instructional Leadership, Western Connecticut State University

The ability to ask questions is the foundation of inquiry learning. While national research standards promote the use of inquiry skills such as questioning, many programs for pre-service teachers do not include training in the development of these skills, leaving teachers and children lacking in this area. A four-step plan is described for assessing inquiry skills by monitoring types of questions employed in the classroom and implementing changes in classroom practices. Results not only reveal that teachers and their students learn to ask more questions, but also that the number of higher order thinking questions actually increases using these methods.

UNDERSTANDING TEACHER USE OF INQUIRY: MULTIPLE CASE STUDIES INVESTIGATING CATALYSTS AND BARRIERS

Susan Guertin Reading Consultant, New Milford Public Schools, New Milford, CT, Cohort 3

Jennifer Mitchell, EdD Language Arts Program Coordinator, Greenwich Public Schools, Greenwich, CT, Cohort 1

Marcia A. B. Delcourt, PhD EdD in Instructional Leadership, Western Connecticut State University

Frank LaBanca, EdD Director, Center for 21st Century Skills at EDUCATION CONNECTION, Litchfield, CT, Cohort 1

This study explored why some teachers in grades 3 and 4 implemented inquiry learning, while others did not. This qualitative, multi-case study examined the catalysts that caused some teachers to employ inquiry-based instruction, and the barriers that prevented others from using it. Subjects included five teachers demonstrating high use of inquiry, and four teachers demonstrating low use of inquiry. They were interviewed about their understandings and use of inquiry-based learning, feelings about change, and perceptions of themselves as teachers. After the interviews, there was one classroom observation using a rubric to identify the level of inquiry. Subjects also completed an assessment of their problem-solving styles. Results included internal and external catalysts and barriers to employing inquiry techniques in the classroom setting.

THE EFFECTS OF USING SCIENCE NOTEBOOKS AND SPECIFIC FEEDBACK ON SEVENTH GRADE STUDENTS' SCIENCE PROCESS SKILLS

Floria Mallozzi K-5 Science Program Leader, Trumbull Public Schools, Trumbull, CT, Cohort 3

Nancy Heilbronner, PhD Coordinator Certificate in Educational Leadership, Western Connecticut State University

Gary Cialfi, EdD Assistant Superintendent, Trumbull Public Schools, Trumbull, CT

Linda Paslov, EdD Director of Curriculum, Assessment, and Instruction, Trumbull Public Schools, Trumbull, CT

The purpose of this study was to determine whether the consistent use of metacognitive strategies embedded in an Interactive Student Notebook (ISN) would impact the science process skills of 7th-grade students. In addition, this study explored whether specific teacher written feedback, provided to students in the ISN, further enhanced the use of ISNs and resulted in greater gains in students' science process skills. A sample of convenience, 7th-grade students (n = 194) in two suburban middle schools in the northeastern US, was utilized for this study. Students participated for 15 weeks in one of three instructional programs: (a) a science instructional program using ISNs embedded with metacognitive strategies and specific written feedback (treatment), (b) a science instructional program using ISNs embedded with metacognitive strategies only (comparison), and (c) a traditional science program using regular classroom instructional practices (control). Students' science process skills were measured using Form A (pretest) and Form B (posttest) of the Diet Cola Test, and data were analyzed using an ANOVA and a multiple linear regression. In addition, this study employed qualitative methods in the form of surveys to explore teachers' and students' perceptions of using the ISN and incorporating specific written feedback. Results revealed a significant main effect for type of instruction. Students in the comparison group scored significantly higher ($p = .026$, $d = .47$, moderate) than students in the control group on mean posttest scores of Science Process Skills. There were no significant differences between the remaining groups. In addition, regression analysis suggested that the type of feedback that students received (task-

specific, process-specific, or metacogntively-specific) did not predict students' science process posttest scores. Students in the treatment group believed that using the ISN and receiving specific written teacher feedback on the task to be helpful to their learning. In contrast, teachers believed that the ISN could be useful in certain settings but that a variety of feedback, especially verbal feedback, was more effective than written feedback.

EFFECTS OF SCAFFOLDING HIGHER ORDER THINKING QUESTIONS ON READER SELF-EFFICACY AND CRITICAL THINKING OF SIXTH GRADE STUDENTS

Jason McKinnon, EdD	Principal, Ridgefield Public Schools, Ridgefield, CT, Cohort 3
Frank LaBanca, EdD	Director, Center for 21st Century Skills at EDUCATION CONNECTION, Litchfield, CT, Cohort 1
Marcia A.B. Delcourt, PhD	EdD in Instructional Leadership, Western Connecticut State University
Jennifer Mitchell, EdD	Language Arts Program Coordinator, Greenwich Public School, Greenwich, CT, Cohort 1

This study examined the potential benefits of instructional strategies that scaffold the development of higher order thinking (HOT) questions on reader self-efficacy and critical thinking. Another goal of this study aimed to investigate the relationship between reader self-efficacy and critical thinking. T he explicit instruction of HOT questions involves four steps: (a) selecting Bloom's revised taxonomy to identify effective question strands; (b) assessing HOT questions use through the Classroom Practice Record (CPR); (c) implementing strategy instruction focusing on explicit scaffolding techniques 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, this quantitative quasi-treatment design utilized 262 students at two different school sites belonging to the same District Reference Group (DRG). This study assessed the impact of instructional scaffolding of HOT questions in four classes among heterogeneously grouped students in sixth grade. Two teachers were trained in the instruction and implementation of the program. One school was assigned to receive the treatment of instructional scaffolding of HOT questions while the remaining school served as the comparison group. Several conclusions were drawn from the results. When teachers received explicit training in scaffolding HOT questions in the classroom, both students and teachers asked significantly more HOT questions than the comparison group. Results also point to a positive correlation between reader self-efficacy and critical thinking whereby students were more efficacious concerning their ability to read when they also demonstrate stronger critical thinking skills. Based on this study, it is recommended that scaffolding be explicitly used in the classroom to support effective learning. When teachers consciously and consistently apply scaffolding techniques, learning strategies become systematic. Furthermore, a questioning framework such as Bloom's revised taxonomy provides an important framework that enables the learner and teacher to use verbs to actively identify diverse forms of thinking. The organization of thinking into six levels (remembering, understanding, applying, analyzing, evaluating, and creating) represented a pragmatic way to design higher order thinking tasks, coinciding with scaffolding techniques, to improve student learning.

Session 1 9:50-10:50 Room 219

THEME: DIVERSITY ISSUES IN SCHOOLS (Panel Session)

WE'RE ALL DIFFERENT: ATTENDING TO THE NEEDS OF SPECIAL STUDENT POPULATIONS

Marguerite Aldrich, EdD	Assistant Professor of Mathematics, WCSU, National Certified Counselor, CT Certified School Counselor, Cohort 3
Kathryn Campbell, PhD	Department of Education and Educational Psychology, WCSU
Deborah Hardy, EdD	Director of Guidance, Somers School District, Lincolndale, NY, New York Certified School Counselor, Cohort 1
Melissa Jenkins, EdD	Principal of High Horizons Magnet School, Bridgeport, CT, Cohort 2

This combined session will include three presentations by school counseling and psychology professionals and a Connecticut school administrator. The first portion of the presentation will examine the needs of students who are adopted, and will summarize the results of a qualitative dissertation research study of adolescent and young adult Chinese adoptees. The second portion will provide recommendations to school counselors and other support personnel for dealing with diverse student backgrounds, the implications of counseling and adoption, and dealing with personal biases and multiculturalism. The third portion will address the needs of African American adolescents based on their own perceptions of their learning and schooling.

Poster Session 10:50-11:10 AM Atrium

Poster #1

THE IMPACT OF A PERSISTENCE INTERVENTION ON THE MATHEMATICAL SELF-PERCEPTIONS OF MALE AND FEMALE FOURTH AND FIFTH GRADE STUDENTS

Jennifer L. Anaclerio Kindergarten Teacher, Ox Ridge Elementary School, Darien Public Schools, Cohort 4

Primary Advisor: Nancy Heilbronner, PhD
Secondary Advisor: Rachel McAnallen, PhD
Secondary Advisor: Judith Pandolfo, PhD

This study will explore the impact of an intervention designed to increase fourth and fifth grade students' persistence in mathematics on their mathematical self-perceptions. The researcher will utilize a quasi-experimental design in which intact classrooms are randomly assigned to treatment or comparison conditions as well as follow-up survey methodology. Students in the treatment group will receive prescriptive informative feedback in mathematical notebooks from their teachers, will be taught that abilities are expandable and improvable, and will be exposed to role models that teach about the importance of persistence, while students in the comparison group will receive a traditional mathematics curriculum. The persistence intervention will occur over the course of 12 weeks in a small northeastern suburban school district in which four of the five elementary schools will be utilized. Two researcher-designed surveys (demographic and open-ended) and The Math and Me survey (Adelson, 2006) will be administered to the students in this study. Data will be analyzed with a Two-Way Analysis of Variance (ANOVA) or Analysis of Covariance (ANCOVA) and cycle coding of the general qualitative data (Saldaña, 2009).

Poster #2

THE EFFECTS ON SCHOOL ENVIRONMENT IN NEW YORK STATE PUBLIC SCHOOLS FROM THE IMPLEMENTATION OF THE ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

Philip Campbell Assistant Principal, Somers High School, Lincolndale, NY, Cohort 4

Primary Advisor: Gwendolyn Olmstead, PhD
Secondary Advisor: Karen Burke, EdD
Secondary Advisor: Raina Kor, EdD

In May of 2010, New York State passed an addition to the education law, section 3012c. This legislation provided a point system that is going to be used to evaluate all New York State teachers. Sixty percent of their evaluation will be based on administrative classroom observations. The remaining 40% is to be split in the following manner: 20% will be awarded on how their students perform on State assessments and the remaining 20% will be awarded on other locally based assessments (Governor's Press Office, 2012). Depending on how well students perform on these tests, a teacher will be given a rating of Highly Effective, Effective, Developing, or Ineffective. This is known as the HEDI scale (New York State Education Department, 2012).

This research will examine how the school environment is being affected by this new legislation. In a sample of convenience, the researcher will be inviting teachers from grades K - 12 to take the School-Level Environment Questionnaire (SLEQ) in New York (treatment) and Connecticut (control) public schools. The data will be analyzed to determine if there is a significant difference in school environment scores between New York and Connecticut schools.

Poster #3

THE PERCEPTION OF THE VALUE OF MUSIC PERFORMANCE EXPERIENCE DURING CHILDHOOD AND ADOLESCENCE ON YOUNG ADULTS IN AN A CAPPELLA GROUP

Gerard Doble Band Director, Bethel Middle School, Bethel, CT, Cohort 4

Primary Advisor: Nancy Heilbronner, PhD

The purpose of this research is to examine the perceptions of personal success described by young adults who perform in an a cappella group and to elicit from them narratives articulating the influence they believe their childhood and adolescent music performance experiences have had on these perceptions. The researcher will seek acceptance into a college a cappella community, attempt to establish relationships of trust, and interview community members, their parents, and teachers to gain perspectives regarding the influence early music performance experiences have had in the a cappella community members' lives. The frequency, duration, and quality of *flow* experiences as elucidated by Csikszentmihalyi will be discussed with participants to determine what, if any formative and enduring effects they believe these flow experiences may have had. These case-study narratives, articulating individually held beliefs regarding the essence of both personal success and success in general, will be collected, coded, and analyzed to determine the presence of unifying themes and experiences that may shed light on the lasting effects of music performance education.

Poster #4

THE EFFECT OF SELF-REGULATION WRITING STRATEGIES AND GENDER ON WRITING SELF-EFFICACY AND PERSUASIVE WRITING ACHIEVEMENT FOR SECONDARY STUDENTS

Jessica Galbraith Social Studies Department Chairperson, Bethel High School, Bethel, CT, Cohort 4

Primary Advisor: Nancy Heilbronner, PhD
Secondary Advisor: Janice Jordan, PhD
Secondary Advisor: Becky Hamman, PhD

This study will investigate the impact of a self-regulation writing intervention program on the writing self-efficacy and persuasive writing achievement of ninth and tenth grade students. In addition, this study will explore whether gender differences in writing may be addressed by the type of writing program that is implemented. Limited empirical studies have examined the impact of gender and self-regulation on persuasive writing achievement with heterogeneously grouped secondary students. Understanding the influence that self-regulation writing strategies has on writing self-efficacy and persuasive writing achievement, particularly in the context of gender, may assist schools and teachers in better preparing for the Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium's (SBAC) new generation of assessments.

This research will take place in a small, suburban high school in the northeast from January 2013 – June 2013. The researcher will target a sample of convenience of 400 students in the ninth and tenth grades. The study will be quasi-experimental in nature, with a pretest-posttest comparison group design using intact classrooms of students. Data will be analyzed using a two-way analysis of variance (ANOVA) to determine if there is a significant difference in mean scores between male and female students in the treatment group (writing curriculum with embedded self-regulation strategies) and those students in the comparison group (traditional writing curriculum without embedded self-regulation strategies). The scores of those students in the modified writing program classrooms will be compared to those students in the traditional writing classrooms to determine the impact of each method of delivering instruction. In addition, a multiple linear regression (MLR) will be run to determine whether or not variation in writing self-efficacy may be explained by the type of writing curriculum and gender.

Poster #5

EFFECTIVENESS OF PLACE-BASED CURRICULUM

Josef Graham Mathematics Teacher, New Canaan Public Schools, New Canaan, CT, Cohort 4

Primary Advisor: Frank LaBanca, EdD

School districts in the United States, whether they are affluent suburban communities or urban districts with a large population of low socioeconomic status students, have always been concerned with their effectiveness. Stakeholders in these districts, especially our business partners, are seeking ways to effectively increase performance and consequently the productivity of our citizens. This study will explore a relationship between student graduation from schools with locally-based curricula and success. This study will determine success by analyzing results of interviews and comparing this information with a myriad of triangulation data. It is possible that our traditional *brick-kand-mortar* schools no longer serve the needs of our society. Local or *Place-based* curricula may prove to better serve the needs of students, businesses, and the community. The American educational system would certainly benefit from a more effective curriculum. Therefore the following research questions will be asked: (a) What are the essential features of schools with place-based curriculum that make them successful? (b) What are the roles and characteristics of administrators, teachers, and students in successful place-based curriculum schools? (c) How does place-based curriculum impact student engagement and achievement in place-based curriculum schools? (d) How do student-centered practices manifest in a place-based curriculum school environment? (e) What is the role of inquiry-based learning in a place-based curriculum school? (f) How is instructional leadership manifested in a place-based curriculum school environment?

Poster #6

EDUCATORS' PERCEPTIONS OF THEIR INSTRUCTIONAL LEADERSHIP STYLES AND THEIR PROBLEM SOLVING STYLES

Reine Issa Mathematics Teacher, Bethel High School, Bethel, CT, Cohort 4

Primary Advisor: Marcia A. B. Delcourt, PhD
Secondary Advisor: Donald Treffinger, PhD
Secondary Advisor: Janice Jordan, PhD

Existing research emphasizes the role of principals as instructional leaders, and describes teacher leadership as situational that requires problem solving. Some teacher leaders may demonstrate instructional leadership behaviors if they receive adequate support and resources from their administrators. Instructional leadership and constructs of teacher leadership are not well-defined in the literature. There is a need for empirical research that describes instructional leadership for K-12 educators with different types of experiences and roles based on their perceptions of their leadership characteristics and preferences for problem solving.

Using the Multi-Factor Leadership Questionnaire (MLQ), VIEW: An Assessment of Problem Solving Style, and a researcher-created questionnaire, the researcher expects to understand the leadership and problem solving characteristics of educators and the relationships between these constructs. The researcher administered the instruments to a sample of 281 educators drawn from an accessible population of 1448 educators who occupy positions in urban, suburban, and rural school settings in the northeast of the United States.

The findings of the quantitative approach will be triangulated with data gathered from the researcher-created demographics questionnaire and three open-ended questions related to participants' perceptions of leadership and problem solving. The results will be used to describe constructs of instructional leadership.

Poster #7

EFFECT OF STYLE TRAINING ON FUTURE PROBLEM SOLVING PERFORMANCE

Laura F. Main Mathematics Specialist, New Canaan Public Schools, New Canaan, CT, Cohort 4

Primary Advisor: Marcia A. B. Delcourt, PhD
Secondary Advisor: Donald Treffinger, PhD
Secondary Advisor: Nancy Heilbronner, PhD

The purposes of this study were threefold. First, the researcher attempted to determine if participation in training on problem-solving styles using VIEW, an assessment of problem-solving styles, had an impact on performance in creative problem-solving (scores in FPSP-GIPS) for students in grades 9-12. The researcher also analyzed differences in performance and process. The perceptions about the creative problem-solving process regarding team and individual strengths and weaknesses in students who learn about their problem-solving styles and those who do not were analyzed, as well as the relationship between creative thinking ability, problem-solving styles training and performance in a creative problem-solving scenario.

The research took place from October 2012 to February 2013. Participants were grade 9-12 students (n = 75) who are part of the Global Issues Problem Solving component of the Future Problem Solving Program of Connecticut (FPSPofCT). The research study used a mixed methods model with an explanatory sequential design. The quantitative research was a quasi-experimental design and a correlational design with a quasi-experimental component. Pretest data were collected about problem solving performance. The treatment group participated in VIEW and was administered a 90 minute training session on understanding and applying the results with follow-up support for the coach for the 9-week treatment. The comparison group received a packet of traditional FPSP materials only. Upon the completion of the posttests in problem-solving performance and creative thinking ability, a one-way ANOVA was used to compare the performance of those who participated in the treatment and those who did not. A hierarchical multiple linear regression equation was used to determine to what extent creative achievement predicted performance in a creative problem-solving scenario after accounting for participation in training in problem-solving styles. Qualitative data were collected using a questionnaire and follow-up semi-structured interviews employing a case study model. Data were coded based on themes to determine perceptions of the creative problem-solving process of students who learn about their problem-solving styles and those who do not.

Poster #8

THE RELATIONSHIPS OF MIDDLE SCHOOL CHILDREN OF VARYING BODY MASS TYPE ON SCHOOL RELATED FACTORS

Suzanne Marsan High School Mathematics Teacher and Instructional Leader, Wilton Public Schools, Wilton, CT, Cohort 4

Primary Advisor: Deborah Hardy, EdD
Secondary Advisor: Nancy Heilbronner, PhD
Secondary Advisor: Kevin Smith, PhD

The proposed quantitative study will explore the relationships between students of varying body mass types on academic achievement, school attendance, teacher perception of student engagement, student perception of student engagement, student beliefs about self, and student interpersonal support. The data will be collected through the Research Assessment Package for Schools for middle school students and their teachers. Additional data will be collected through school records and include attendance and Connecticut Mastery Test scores for reading, writing, and mathematics. A sample of convenience of 6^{th}- 7^{th}- and 8^{th}-grade students from a northeastern school along with their corresponding language arts and mathematics teachers will be invited to participate in this study.

Students will be placed into one of four groups (underweight, healthy weight, overweight, and obese) based on their body mass index and the quantitative data will be analyzed to determine if there are any statistical differences between the groups with respect to academic achievement, school attendance, teacher perception of student engagement, student perception of student engagement, student beliefs about self, and student interpersonal support. The data will be analyzed through a two-way MANOVA, one-way MANOVA, and multiple linear regressions.

Poster #9

AN INVESTIGATION INTO THE IMPACT OF A GENERAL SELF-EFFICACY BASED TREATMENT PROGRAM ON INNER CITY SECONDARY EDUCATION STUDENTS GENERAL LEVELS SELF-EFFICACY AND ITS IMPACT ON MOTIVATION AND ACHIEVEMENT

David Mirto, MBA, MSE Curriculum Director, Assistant Professor, General Education Department, Goodwin College, Cohort 4

Primary Advisor: Karen Burke, EdD
Secondary Advisor: Christine Mangino, EdD
Secondary Advisor: Deborah Hardy, EdD

The nature of my dissertation is investigating the impact of a Self-Efficacy based treatment program in relation to student General Self-Efficacy Scores and students' perception in relation to achievement. The reason that I chose this as my topic of study is I truly believe that providing the students with a tool-box of skills designed to increase general levels of Self-Efficacy and perceptions of personal achievement it can assist many at risk students in breaking through perceptual glass ceilings placed upon them by circumstance, environment, or society.

Poster #10

COMPARISON OF TRADITIONAL LEARNING AND HANDS-ON LEARNING IN NOTE-TAKING IMPROVEMENT FOR COLLEGE STUDENTS

Sherese A. Mitchell, EdD Education Department, Hostos Community College, Bronx, NY

Student engagement and achievement is difficult when learners are preoccupied and challenged with organizing academic content. Moreover, note-taking is prominent in many courses that college students encounter. This study compared the effects of instructional methods on the achievement and attitudes of community-college students.

Traditional lecture methods tend to be the main form of teaching in higher education (Jones, 2007). These methods are viewed as a less than effective way of teaching because the lecturer is the principal individual writing and speaking. For this reason, it is difficult for students to become actively engaged during the lectures (Pozzer-Ardenghi & Roth, 2007). In addition, some research studies have concluded that students' attention during lectures degenerates after approximately 10-15 minutes (Wilson & Korn, 2007). The purpose of this grant-funded investigation was established to examine the effects of traditional vs. hands-on learning on achievement and attitude variables.

Poster #11

COMPARISON OF TRADITIONAL LEARNING AND HANDS-ON LEARNING IN NOTE-TAKING IMPROVEMENT FOR COLLEGE STUDENTS

Natalie Morales Science Teacher, Newburgh Free Academy, Newburgh, NY, Cohort 4

Primary Advisor: Marcia A. B. Delcourt, PhD
Secondary Advisor: William Istone, PhD
Secondary Advisor: Barbara Boller, EdD

The purpose of this study is to determine statistical differences between high school students' and teachers' perceptions of the known factors: self-efficacy, environmental perceptions, goal valuation, and motivation/self-regulation that affect regular education high school students' academic achievement. This study also seeks to identify the students' and teachers' perceptions of factors affecting regular education high school students' underachievement and to determine possible solutions that may resolve underachievement amongst the student population. There is a need for the present research because an identification of the factors affecting high school students' achievement must be conducted before underachievement can be addressed within schools.

Poster #12

THE EFFECT OF REFLECTIVE PRACTICE ON HIGH SCHOOL SCIENCE STUDENTS' CRITICAL THINKING

Kathleen Murphy Science Teacher, North Salem Central School District, North Salem, NY, Cohort 4

Primary Advisor: Marcia A. B. Delcourt, PhD
Secondary Advisor: Michael Hibbard, PhD
Secondary Advisor: Patricia Cyganovich, EdD

This study will be used to investigate the impact of a program on the critical thinking skills and reflection level of high school science students. Although research indicates there is a connection between reflection and critical thinking, there is limited empirical research related to this topic in high school science classrooms. Therefore, this study will attempt to determine whether a reflection implementation not only improves selected domains of critical thinking, but also impacts the level of reflective thinking in high school science students.

The research will take place in a small, suburban high school in the northeast from January 2013 to May 2013. A sample of convenience will be used that is comprised of high school students, 9th through 12th grade. The study will be quasi-experimental in nature, with a pretest/posttest comparison group design using intact classrooms of students. Upon the administration of two instruments, characteristics of the dispositions associated with critical thinking and the level of reflection will be examined. The scores of those students receiving the reflection treatment will be compared to those students in the traditional science classroom to determine the impact of this method of delivering instruction.

Poster #13

AN INVESTIGATION OF FACTORS THAT INFLUENCE STUDENTS' LONG-TERM APPLICATION OF ENVIRONMENTAL LITERACY SKILLS

Helena Nitowski Western Connecticut Academy for International Studies Elementary Magnet School, Danbury, CT, Cohort 4

Primary Advisor: Karen Burke, EdD
Secondary Advisor: Harry Rosvally, EdD
Secondary Advisor: Suzanne Franck, PhD

Research in the field of environmental education indicates that the public will not be prepared to handle the environmental responsibilities of the future. What currently passes for environmental education in our country is actually environmental information. A systematic approach to environmental education that is grounded in research is needed.

The purpose of this study is to investigate the factors that influence students' long-term application of environmental literacy skills. The researcher will investigate whether participation in a school of international and global studies with an environmental focus significantly impacts ecological knowledge, environmental affect, cognitive skills and environmental behavior as compared to students who have participated in a traditional curriculum. Factors related to the number of years of participation in the program and number of years post completion of the program will also be examined. The role of social variables of family, culture, and community will be explored. The data obtained will contribute to the research on environmental education and assist in curriculum and program development.

This mixed methods explanatory sequential research design study will take place in the two middle schools of a large urban school district in New England. Students will be administered the *Middle School Environmental Literacy Survey* (2009) as well as the *School Attitude Assessment Survey-Revised* (2002). The data will be scored and analyzed. Interview questions will be revised after quantitative analysis to deepen the understanding of the contribution of social variables on environmental literacy scores.

Poster #14

VIOLENCE IN AMERICAN SCHOOLS: THE IMPACT OF RECENT INCIDENTS OF SCHOOL VIOLENCE ON SCHOOL SECURITY PROTOCOLS AND STAFF TRAINING AND DEVELOPMENT

Robert O'Donnell Principal, Wilton High School, Wilton, CT, Cohort 4

Primary Advisor: Gwendolyn Olmstead, PhD

This study will examine changes implemented by public school personnel in response to recent incidents of violence in American public schools. Although school shootings are rare events, districts are increasingly examining policies, procedures, and staff training protocols in order to maximize student and staff safety. As educators, our primary charge is to ensure the health and safety of the students entrusted to our care. Maslow's Hierarchy of Needs, which describes humans' need for safety, personal security, and health and well-being will serve as the theoretical basis for this study. Students need to attain this stage of the needs hierarchy to be optimally available to learn. School security and safety measures have evolved since the Columbine, CO incident in 1999 and more recently since the Newtown, CT incident in 2012. These security measures include increased campus security, visitor management systems, access control systems, video surveillance cameras, and metal detectors.

For this study, the researcher will use survey methodology to elicit data from district and school leaders at the elementary, middle, and high school levels in urban and suburban school districts. The researcher will collect the data by administering a variation of the US Department of Education's National Center for Educational Statistics (NCES) School Survey on Crime and Safety (SSOCS). The survey will be used to research measures implemented pre and post December, 2012. The researcher will also use benchmark data reported in the NCES report *Crime, Violence, Discipline and Safety in U.S. Public Schools: Findings from the School Survey on Crime and Safety: 2009-2010.* The data will be examined and disaggregated to determine the impact on school security protocols, staff training and development, and budgets.

Poster #15

SOCIO-CULTURAL AND HISTORICAL INFLUENCES ON THE EXPECTATIONS, ASPIRATIONS, AND DEFINITION OF SUCCESS OF HISPANIC IMMIGRANT PARENTS FOR THEIR CHILDREN

Anna Rocco Principal, Danbury Public Schools, Danbury, CT
Cohort 4

Primary Advisor: Gwendolyn Olmstead, PhD
Secondary Advisor: Jane Gangi, PhD
Secondary Advisor: Courtney Kelly, PhD

The Hispanic population has become the fastest growing minority population in the United States (US Census, 2010). Hispanics have the highest high school dropout rate of all demographic groups accounted for in the 2010 U.S. Census. With the changing demographics of our school populations across the United States it is imperative to consider the expectations and aspirations held by Hispanic immigrant parents for their children.

This proposed qualitative study will explore the development of parent expectations and aspirations, and the influence of the parents' own social, cultural, and historical experiences, particularly through their own education, on those expectations and aspirations. This study will further explore the meaning of "success" through the lens of the Hispanic immigrant and how that definition transfers to the children of the parents within this study. The purpose of this study is to give opportunity for the personal experiences of Hispanic immigrant parents to be heard as they share their personal perspectives of the wishes and dreams that they hold for their US born or next generation children and the influence that their own socio- cultural and historical experiences have had on their perspectives.

Poster #16

THE EFFECTS OF GENDER AND TYPE OF INQUIRY CURRICULUM ON SIXTH GRADE STUDENTS' SCIENCE PROCESS SKILLS AND EPISTEMOLOGICAL BELIEFS IN SCIENCE

Kristy Zaleta **Rogers Park Middle School 8th Grade Science Teacher and Middle School Science Content Facilitator, Danbury Public Schools, Danbury CT, Cohort 4**

Primary Advisor: Nancy Heilbronner, PhD
Secondary Advisor: Christopher Longo, EdD
Secondary Advisor: Jacob Greenwood, EdD

This purpose of this study is to investigate the impact of the type of inquiry curriculum (open or structured) on the science process skills and the epistemological beliefs in science of sixth grade students. As the focus on the education system in the United States increases and expands to bring science education to the forefront with math, reading, and writing, it is imperative that quality instructional strategies and practices be implemented in our schools to improve students' science learning. The frequent use of an open inquiry curriculum could provide the experiences for students that are needed to improve science process skills.

The study will take place in an urban middle school in the northeast from January through May 2013. The researcher will utilize a sample of convenience comprised of 310 students in grade six. Four science teachers on separate teams who teach a total of 17 classrooms will be invited to participate. The study will be mixed method and the design will be quasi-experimental, with a pretest-posttest comparison group using intact classrooms of students. Students' Science Process Skills and epistemological beliefs in science (Source, Certainty, Development, and Justification) will be measured before and after the intervention. Students' Science Process Skills data will be analyzed after the intervention using a two-way analysis of variance (ANOVA) or two-way analysis of covariance (ANCOVA), with students' science process skills pretest scores on *The Diet Cola Test* (Fowler, 1990) as a covariate, if warranted. Students' epistemological beliefs in science will be analyzed after the intervention using a multivariate analysis of variance (MANOVA) or a multivariate analysis of covariance (MANCOVA), with students' epistemological beliefs in science pretest scores on the *Epistemological Beliefs in Science Questionnaire* (Conley, 2004) as a covariate, if warranted. Responses from two focus groups of students who participated in the open inquiry curriculum will be cycle coded and examined for themes and patterns (Saldaña, 2009).

Poster #17

AN INVESTIGATION OF THE STUDENT USE OF TACTUAL LEARNING-STYLE PREFERENCE TECHNIQUES AND STUDENT SELF-PERCEPTION

Patricia Zangle **Special Education Teacher, Dover Union Free School District, Dover Plains, NY, Cohort 4**

Primary Advisor: Karen Burke, EdD
Secondary Advisor: Diana Friedlander, EdD
Secondary Advisor: Kathryn Palmer-House, EdD

The purpose of this mixed method, exploratory sequential study is to investigate the learning-style preferences of 5th grade students that achieve adequate yearly progress in mathematics compared to students that do not achieve adequate yearly progress. The study will also investigate student use of tactual learning-style preference techniques and student self-perception. Students will learn about their tactual learning style through training sessions and will be taught how to create and use tactual materials for learning new grade level material in mathematics.

Quantitative data will be collected from 125 fifth grade students who will be administered the Learning Style: Clue to You! assessment to determine learning-style preferences. Prescriptive training will be provided to four students in using tactual learning strategies that match their learning-style preferences. Quantitative data will be obtained through a series of summative math test reflections that will be collected about the students' use and implementation of learning-style strategies. Cumulative data analyses on semi-structured interviews, student journals, and a focus group will be examined to determine a better understanding of the connection between learning styles, achievement, and perceptions.

Poster #18

BLACK AND WHITE MALE SECONDARY STUDENTS' PERCEPTIONS OF DIFFERENCES IN EDUCATIONAL OUTCOMES FOR STUDENTS IN AN URBAN HIGH SCHOOL

Justin Zerega **Special Education Teacher, Norwalk High School, Norwalk, CT, Cohort 4**

Primary Advisor: Gwendolyn Olmstead, PhD

The purpose of this study is to gain a deep understanding of the educational experiences of African American and Caucasian male secondary students in an urban high school. The researcher will seek to understand these students' perceptions of the differences in academic outcomes for these two groups. The study will also be used to investigate how students interpret the causes for different levels of academic performance and what potential solutions they recommend.

The study will utilize focus groups to collect data. The student participants will be 50 Caucasian male juniors or seniors and 50 male African American junior or seniors attending a diverse urban high school in the Northeast. Open-ended questions will be posed to the groups. The data will be manually analyzed. Existing school data and demographic data will be examined. In-depth student interviews and numerous observations of classrooms and the school cafeteria will be additional sources of data to crystallize the findings. The results of this study will further refine the contemporary discourse around the disparity between the educational levels of Black and White secondary male students in desegregated urban high schools.

Session 2 11:10-12:10 Room 164

THEME: BRAIN-BASED EDUCATION (Combined Session)

LIVELY LEARNING: STIMULATING STUDENT ENGAGEMENT THROUGH BRAIN-BASED LEARNING

Cassandra Cosentino Special Education Teacher, Ridgefield Public Schools, Ridgefield, CT, Cohort 5

Mary Fernand English Teacher, Bethel HS, Bethel, CT, Cohort 5

The session will show how activities that provide a sense of novelty and/or physicality, including sensory appeals, increase student engagement and foster student motivation. A series of activities will be presented that can be used in both the elementary through secondary environments. A variety of brain-break activities, most of which are under two minutes, will also be introduced.

NEUROMYTHS IN EDUCATION: UNDERSTANDING THE ROOT OF MISINFORMATION TO STRENGTHEN TEACHING, LEARNING AND RESEARCH PRACTICES

David Bozzuto Grade 8 Science Teacher, Ridgefield Public Schools, Ridgefield, CT, Cohort 5

John Ryan Department Chair, Applied Studies, Bethel HS, Bethel, CT, Cohort 5

This session examines the incorrect assumptions behind programs and strategies used by educators based on unsubstantiated information, usually oversimplified by the media, published by non-educational journals and absorbed by well-meaning educators. The relationship between neuroscience and education is relatively new. The findings reported and repeated by unqualified individuals often initiate inaccurate and misguided claims for improved cognitive function. Additionally, there is conflicting information about research, cognitive exercises, and "brain training" amongst neuroscientists. The presenters will explore how these myths develop, why they persist, how scientists differ in their interpretation and communication of findings, and, finally, what researchers and educators can do to improve the accuracy of facts used for educational programming.

Session 2 11:10-12:10 Room 121

THEME: LEARNING STRATEGIES (Single Session)

REALLY, I'M MAKING IT DIFFICULT FOR YOU TO LEARN? DISTRACTORS AND ENHANCERS OF STUDENT LEARNING

Donna Coelho Department of Marketing, Western Connecticut State University

Fred Tesch Department of Business Management, Western Connecticut State University

Ronald Drozdenko Department of Marketing, Western Connecticut State University

This presentation reviews our published and ongoing research on student perceptions of distractors and enhancers to learning in the college classroom. This includes external distractions such as noises produced by other students, room temperature, instructor behaviors, etc. and self-generator distractions such as using technology devices, talking to other students, arriving to class late, etc. We found that the most potent distraction to learning originated from the instructor. In a follow-up to this research we examined 56 instructor behaviors that could potentially enhance or distract students from learning. A generally positive attitude and the uses of experiential (hands-on) exercises in class were perceived to be the most enhancing to learning. Fast pacing of instruction, lack of availability of instructional materials, outdated materials and an instructor with a negative attitude were perceived to be the most distracting to learning. We also examine the classroom behaviors in light of student learning style, gender and GPA.

Session 2 11:10-12:10 Room 122

THEME: CREATIVITY (Combined Session)

TOWARD A BETTER UNDERSTANDING OF CREATIVITY AND PROBLEM SOLVING STYLES OF TALENTED SECONDARY SCHOOL STUDENTS

Billie Woodel-Johnson, EdD Health/PE Teacher, Ridgefield High School, Ridgefield, CT, Cohort 1

Marcia A. B. Delcourt, PhD EdD in Instructional Leadership, Western Connecticut State University

How can we assist students in our classes to think more creatively? First, we need to agree upon a conception of creativity for use in the classroom. Second, students need to be assessed for their level of creative thinking. Third, they need to be assessed for how they think creatively (problem solving styles). This study's primary purposes were: (a) to explore relationships among creative thinking abilities and problem-solving styles of talented high school students (n = 105) in the domains of athletics, science, and visual arts and (b) to investigate the perceptions of creativity and problem-solving styles of a group of highly creative high school students (n = 9) representing these three talent domains selected from the original sample. This study employed both quantitative and qualitative methods. The quantitative design consisted of a correlational study with 105 participants, representing three high schools with similar demographics and academic offerings. Students were selected for this project using results from a Participant Nomination Form based on Renzulli's Three-Ring Conception of Giftedness (Renzulli, 1986). Each nomination form was completed by teachers or coaches specializing in one of the three domains. Results indicated significant relationships between the verbal and figural creative thinking. Little if any relationships were observed between creative thinking and students' problem-solving styles. Some observed relationships differed by talent area. This session presents evidence for developing creative thinking skills in students and highlights the value of individuality through the case studies of nine of these talented students.

RECOGNIZING AND NURTURING CREATIVE LEARNERS IN YOUR CLASSROOM

Kathryn Haydon Ignite Creative Learning Studio and Sparkitivity, Bedford, NY

Did you know that historically and presently, the most highly creative learners struggle in school and many are thought to lack intelligence? Yet, these same students are needed by our society. It is essential that they be nurtured to apply their creative thinking skills to solve increasingly complex problems in this rapidly evolving technological age. In the face of high-stakes testing, standards-based curriculum, and low budgets, what can you do to ensure that your creative learners are identified and supported, preparing them for current and future success? This session presents research on creative thinkers versus gifted learners, simple guidelines for identification, and easy strategies to ensure that your classroom is supportive of these deserving students. Using these strategies in your classroom will give ALL of your students the opportunity to develop highly needed creative thinking skills.

Session 2 11:10-12:10 Room 124

THEME: EDUCATING THE WHOLE CHILD (Single Session)

REACHING THE WHOLE CHILD – VALUING THE WHOLE TEACHER

Susan Dinnocenti, PhD Department of Education, Sacred Heart University, Fairfield, CT

This presentation will share the latest findings and associated strategies from positive psychology, which help to broaden the mind's capacity to be creative, inquiring, open to new ideas, and how positive emotions can be utilized in the classroom and how negative emotions can be alleviated. Handouts on researched-based strategies to implement in the classroom with teachers and students will be shared.

Session 2 11:10-12:10 Room 125

THEME: ADMINISTRATIVE ROLES (Panel Session)

SO YOU WANT TO BE AN ADMINISTRATOR?

Moderator- **Patricia Cosentino, EdD**	Superintendent, Regoin 12, Cohort 1
Patrick D. Higgins,	Dean of Students/Director of Student Activities, Joel Barlow HS, Redding, CT, Cohort 3
Stephanie Bell, EdD	Head of the Prospect School at Wooster, Danbury, CT, Cohort 3
Robert O'Donnell	Principal, Wilton High School, Wilton, CT, Cohort 4
Laura Main	Math Specialist, East School, New Canaan, CT, Cohort 4
Christopher Ruggiero	Director of Curriculum, K-12 Mathematics, Lakeland Central School District, Cohort 3
Phillip Campbell	Assistant Principal, Somers High School, Lincolndale, NY, Cohort 4

An administrator's schedule is a busy one, filled with opportunities and challenges. At this informative panel, you will learn about the day-to-day routine of being an administrator and understand how their daily decisions are guided by an understanding of what it means to be a leader. Panelists will also discuss the process of obtaining the 092 certification. If you have thoughts about becoming an administrator, come listen, learn, and remember to ask questions!

Session 2 11:10-12:10 HIGGINS ANNEX Room 202B

THEME: CLASSROOM TECHNOLOGY (Single Session)

BEST PRACTICES IN A LANGUAGE CLASSROOM: CULTIVATING STUDENTS' MOTIVATION THROUGH CREATIVE USE OF SMART BOARD TECHNOLOGY

Galina Bakhtiarova, PhD Department of World Languages, Western Connecticut State University

Drawing on the pedagogical principles of a communicative student-centered approach, interaction, collaboration, culture and community, I will demonstrate the best practices in language teaching that are aimed at motivating students to communicate in a target language. Contemporary technologies are extremely helpful in achieving these goals. At the department of World Languages and Literature at WCSU, we have long integrated electronic workbooks and class management web sites, such as QUIA, CourseCompass and Blackboard (formerly Vista, currently Learn) in our teaching practices. In spring 2013, I was awarded a Center for Excellence in Learning and Teaching Class Technology Grant to integrate the SuperSite class management platform and SMART Board technology. In this practical workshop, I will demonstrate best practices and methods that allow an implementation of a vast array of culturally authentic video, audio and communicative practice activities that enhance students' linguistic analysis and communication.

Session 3 12:15-1:15 PM Room 164

THEME: EARLY CHILDHOOD EDUCATION (Combined Session)

FIELD TESTING IN AN EARLY CHILDHOOD GRADUATE CLASSROOM: TRANSFORMING LIVES WHILE MEETING THE NAEYC STANDARDS

Laura Shea Doolan, EdD Division of Education, Molloy College, Rockville Centre, NY

When encountered with a dilemma regarding an early childhood, graduate student's attending or not being able to attend the professor's next class due to her responsibility to look after her 5-year-old niece, *Christina,* the professor took a chance and told the student to bring her to class. During the visitation, all graduate students were to present a kinesthetic Floor Game that early-childhood students could use to master content. *Christina* was invited to "field test" each activity (Language Arts, mathematics, science, or social studies). Hence, students were able to view *Christina*'s interaction with each activity and listen to her critique these learning strategies. Data revealed the participant's classroom visit, involvement and contribution were crucial to these early-childhood teacher candidates' advancement. Data also revealed how the participant's presence supported the National Association for the Education of Young Children (NAEYC) standards. Students need to be in school (Sterrett, 2012), and, many times, complex socio-economic and global issues, facing early childhood families or those responsible for the care of these families' children, prevent them from perfect attendance in college classes. At times, by making professional and ethical decisions, perhaps the college professor can help prevent an absence by being innovative and spontaneous, hence, transforming a class absence into a positive, life changing attendance event, (Shea Doolan, in progress). This PowerPoint session will reveal what early-childhood graduate students experienced when a kindergarten student attended their class and critiqued their kinesthetic Floor Games. Data also will reveal the impact on a kindergarten student after attending a class with future teachers.

BLENDED LEARNING: AN INTEGRATED APPROACH TO ELEMENTARY SCHOOL TEACHING

Mathew Correia Grade 5 Language Arts Teacher, Bethel Public Schools, Bethel, CT Cohort 5

Jennifer Eraca Special Education Teacher, AIS (Academic Intervention Services), Elm Drive Elementary School (K-2), Millbrook Central School District, Millbrook, NY, Cohort 5

Emily Rhew Special Education, Booth Free Elementary School, Roxbury, CT, Cohort 5

This session will examine Blended Learning within the elementary education classroom. Our workshop will provide an overview of Blended Learning; what it looks like in our schools, and how it can impact student learning and achievement. The presenters will provide current research regarding Blended Learning, strategies for classroom implementation, suggestions for lesson plans, and videos with student feedback regarding how Blended Learning impacts their overall performance and achievement.

Session 3 12:15-1:15 PM Room 121

THEME: TOPICS IN SCHOOL ADMINISTRATION (Combined Session)

DEVELOPING URGENCY: STAFF DEVELOPMENT STRATEGIES TO CULTIVATE AND FOSTER COMMUNITY, COLLABORATION, AND COMMUNICATION BETWEEN EDUCATORS

Raymond Manka Assistant Principal, Stamford HS, Stamford, CT, Cohort 5

This session will provide insight to teachers and administrators regarding the anticipated alternations to the 2013-2014 SEED proposed teacher evaluation plan. The presenter will introduce Dweck, Kotter, Jackson and Senge strategies to inform staff development considering school-based action research program implementation model for math and science teachers developing pre and post unit assessments in their professional learning community (PLC) groups. Three PLC teacher leaders will be introduced to the program implementation strategies before developing their assessments while three other team leaders will receive no program implementation strategies. All team leaders will be interviewed before and after completion of assessments and their experiences will be shared in a video presentation. Developing collaborative assessments as a function of working with groups and group dynamics; developing a sense of urgency and having appropriate strategic conversations based on staff mindsets will assist increase student efficacy, teacher confidence and appropriately tailored professional growth opportunities and ultimately the potential for higher summative SEED matrix rating value.

Session 3 12:15-1:15 PM Room 121

MY FIRST SUPERINTENDENCY: THE CHALLENGE OF CONTINUING TO BE AN INSTRUCTIONAL LEADER

Patricia Cosentino Superintendent, Region 12, Cohort 1

As I meet the challenges of my first Superintendence, it is imperative that I develop a common vision with all stakeholders. I have learned many life lessons in my new role and I have fallen back on many strategies learned in my 30 years in education. All educational leaders are faced with national issues such as implementing the Common Core Standards, new assessments, budgetary constraints and new teacher evaluation and accountability programs. My new position has other concerns related to my specific Superintendency as I deal with a declining enrollment, aging facilities and increasing costs. My session will focus on the challenges in my new role and my focus on rigor, building relationships and making learning relevant. A personal focus on providing outstanding educational opportunities for staff and students and getting all students ready for college and or career also impacts my leadership goals.

Session 3 12:15-1:15 Room 122

THEME: STEM IMPLEMENTATION (Single Session)

DESIGN, IMPLEMENTATION, AND EVALUATION OF AN ARTICULATED 9-12 STEM ACADEMY CAPABLE OF NATIONAL SCALE UP

Frank LaBanca, EdD Center for 21st Century Skills, EDUCATION CONNECTION, Litchfield, CT

Mhora Lorentson, PhD Center for Collaborative Evaluation and Strategic Change, EDUCATION CONNECTION, Litchfield, CT

Youn Joo Oh, EdD Teaching and Learning Division, Education Development Center, Inc., Waltham, MA

Yueming Jia, PhD Teaching and Learning Division, Education Development Center, Inc., Waltham, MA

Bernadette Sibuma, PhD Teaching and Learning Division, Education Development Center, Inc., Waltham, MA

Funded by the US Department of Education's Office of Innovation and Improvement's Investing in Innovation (i3) Program, the National Science Foundation's Innovative Technology Experiences for Teachers and Students (ITEST) Program, and the Nellie Mae Education Foundation's Research and Evaluation Program, Center for 21st Century Skills at EDUCATION CONNECTION, in collaboration with Center for Collaborative Evaluation and Strategic Change and Education Development Center, Inc. are implementing and measuring the efficacy of an articulated STEM Academy (STEM21) program in 12 urban, suburban, and rural Connecticut High Schools. Utilizing the Center's blended instruction model, this 4-year intervention integrates cross-disciplinary content knowledge and skills using blended learning, experiential learning, digital portfolio, and proficiency assessments. Capstoning each grade level, students also complete a comprehensive challenge project to demonstrate learning. This learning is showcased with over 2,500 other students at the annual Student Innovation Exposition.To maintain fidelity to the instructional model, educators are provided with intensive summer professional development, academic year in-class and online support and coaching, and opportunities to participate in professional learning communities. A comprehensive Fidelity of Implementation model was developed and is used to measure faithfulness to program implementation.

Guided by multiple research questions, the longitudinal student impact study examines motivation and achievement in science, mathematics, and writing. The research methodology utilizes a quasi-experimental design, examining students who participate in the STEM21 Academy to study career and college going interest/self-efficacy and academic achievement in STEM areas compared to their counterparts who do not participate in the STEM21 Academy. Data sources include the Connecticut Academic Performance Test (CAPT), to measure science, mathematics and writing achievement, the Educational and Career Interest in STEM Scale (Oh, Jia, Lorentson, & LaBanca, 2012) to measure student interest in course taking, career obtaining and college majoring in STEM related areas, the Self-Concept Scale to examine students' beliefs about oneself and one's ability with respect to specific STEM related tasks (Marsh et al., 2005), and TerraNova (science), to assess academic achievement in science using a standardized norm-referenced assessment.

Session 3 12:15-1:15 Room 124

THEME: ONLINE LEARNING (Combined Session)

PREPARING SCHOOL COUNSELORS IN ONLINE COURSES: SUGGESTIONS FOR COUNSELOR EDUCATORS

Gina Cicco, EdD Department of Human Services & Counseling, The School of Education, St. John's University, NY

The profession of school counseling has become more complex and challenging, particularly in urban school settings. School counselors are called upon to perform as leaders, advocates, systemic change agents, researchers, team members, and collaborators within their school systems. To respond to the demands for accountability and the renewed emphasis on students' academic success, counselor educators must appropriately prepare counselors-in-training to execute the new vision for school counselors (Dahir, 2009). The delivery of counselor preparation programs has traditionally focused on in-person exchanges that took place in traditional classroom settings. Today, like the school counselor profession, graduate education is also undergoing a transformation, with a great increase in completely online course offerings (Haberstroh, 2010). Counselor educators must meet the call for instruction of counselors-in-training through online courses and must continue to uphold the professional and ethical standards of accurately documenting their students' development and mastery of counseling skills and their preparedness to serve diverse client populations (Shaw & Shaw, 2006). The proposed single session will provide an overview of a recent exploratory study conducted to elicit the perceptions of counselors-in-training, counselor educators, and counseling practitioners on the appropriateness of teaching, learning, and assessing counseling skills and techniques in online courses. A total of 70 individuals participated in the study. The survey instrument utilized in the study was developed by the researcher and reviewed by a panel of counselor educators to establish preliminary item validity. A Cronbach's alpha was computed and revealed an internal consistency of .944 (Cicco, 2012; Erford, 2008). The design, methodology, results, and implications of the study will be discussed. Suggestions for the improvement of online counseling courses will also be provided in the form of a five-step plan involving strategic lesson planning, consideration of students' learning-style preferences, and triangulated assessment (Cicco, 2011). The importance of student engagement in online discourse through self- and peer-review and ongoing communication with supervisors will be emphasized (Andrade, 2008). The session will review the above topics and include brief small-group practice exercises to engage the audience in strategic lesson planning.

A CASE STUDY FOR BLENDED LEARNING IN THE SECONDARY EDUCATION CLASSROOM

Karen Fildes Instructional Technology Specialist, Regional School District 12, CT, Cohort 5

This session will begin with an introduction to blended learning and a brief discussion of the theory supporting it. The presenter will then provide specific examples of what the use of blended learning looks like in the classroom by focusing on a program used in twelve high schools across Connecticut called the *Academy of Digital Arts & Sciences*. This program, managed by the Center for 21st Century Skills at Education Connection, utilizes a blended learning environment in all of its science, technology, and mathematics classes. The presenter has been a teacher in the *Academy* program since its inception and will discuss the benefits of the use of blended learning in any classroom setting.

Session 3 12:15-1:15 Room 125

THEME: PERCEPTIONS OF EFFECTIVE PRACTICES (Combined Session)

ATTITUDES AND BELIEFS HELD BY TEACHERS ON INTERDISCIPLINARY TEAMS WITH COMMON PLANNING TIME AT A HIGHLY EFFECTIVE MIDDLE SCHOOL

Amy Reynolds EdD Teacher of Gifted and Talented Students, North Salem Central School District, North Salem, NY, Cohort 3

Marcia A. B. Delcourt, PhD EdD in Instructional Leadership, Western Connecticut State University

Patricia Cyganovich, EdD Principal, North Salem Middle/High School, North Salem, NY

Melissa Abramo, EdD Fine and Practical Arts Department Chairperson, North Salem, NY

This study explored the beliefs and attitudes about education held by teachers on middle school interdisciplinary teams that shared common planning time (CPT) at a highly effective middle school. Data were analyzed to identify beliefs and attitudes towards students, fellow team members, and the larger school environment. Effective middle schools have interdisciplinary teacher teams. Teams sharing CPT are more effective than teams without CPT, as well as schools without teams at all. Previous research involved quantitative measures such as student test scores and suspension rates; as well as measures of work environment, self-efficacy, self-esteem, and climate. 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 qualitatively explored the attitudes and beliefs of effective middle level teachers on interdisciplinary teams sharing CPT and analyzed various influences upon them. Using a multiple case study qualitative research design, one suburban middle school that had previously received outside recognition of success was studied. Teachers from all participating teams were given an open-ended survey. Focus groups were held with individual teams from three different grade levels. Individual interviews were held with select members of each team, the longest serving as well as the newest team members. Building administrators were interviewed as well. Artifacts and documents were also examined. Analysis identified three main themes within the data: empathetic attitudes, team attitudes (flexibility, support, risk-taking), and a profound awareness of adolescence. These attitudes and beliefs influenced one another and overlapped in the teachers' daily work. This research can influence professional development of pre-service teachers, middle level teachers, and administrators. Findings provide specific topic foci for small group learning community topics, stand-alone workshops, and more. The study's conclusions also lend positive researched support to schools contemplating a move towards, or maintenance of, middle school teacher team structures with CPT.

CONCEPTIONS THAT INSTRUCTORS HOLD OF INQUIRY AND WHAT HAPPENS AS INQUIRY IN FIFTEEN EDUCATION COURSES FOR PRE-SERVICE TEACHERS: A STUDY OF THREE UNIVERSITIES

Mark W. Aulls Professor Emeritus, Department of Educational and Counselling Psychology, McGill University

Jasvinder Kaur Magon Research Associate, McGill University and Education Consultant for Nurturing Creativity and Giftedness with Nord Anglia Consultancy

The purpose of this collective case study is to describe and more deeply understand educators' conceptions of inquiry instruction and its relationship to what happens as inquiry based instruction (IBI) in 15 education undergraduate courses preparing students to become certified teachers in the USA and Canada. These courses are purposively sampled from educators who said they take an inquiry instructional approach and those that said they did not. Instruction was viewed as being made up of what the teacher does and the classroom context surrounding teaching. Instruction is planned, enacted and evaluated. Data was collected through interviews with instructors, observations of classroom instruction, and obtaining a copy of the course outline. Data analysis included open coding of interview transcripts, of video and audio records of the enactment of instruction and of course outlines; content analysis of all sources of data; and cross case comparisons to determine what is alike and different in the model of inquiry instruction identified through open coding and content analysis. To establish the trustworthiness of the results, we used negative cases, data triangulation, an audit trail, and inter rater reliability of 25% of the codes. A close correspondence existed between IBI instructor conceptions of inquiry instruction and its relationship to the place they gave to inquiry instruction in their course but this was not the case for Non Inquiry instructors. The most frequent type of IBI was Project Based Instruction followed by Community of Inquirers, Case Study, and Structured Problem-based learning and Hands on Science. Finally dimensions of instruction initially identified in Anderson & Burns (1989) model of instruction while common in all classrooms were configured differently for each of the four kinds of Inquiry instruction identified and different from Non IBI instruction.

Session 3 12:15-1:15 Room 219

THEME: MULTIMEDIA APPLICATIONS (Single Session)

THE EFFECTS OF TARGETED ENGLISH LANGUAGE ARTS INSTRUCTION USING MULTIMEDIA APPLICATIONS ON GRADE THREE STUDENTS' READING COMPREHENSION, ATTITUDE TOWARD COMPUTERS, AND ATTITUDE TOWARD SCHOOL

Mathew Swerdloff Director of Technology, Hendrick Hudson School District, NY, Cohort 4

In this study all grade three students in a medium-sized suburban school district received ten weeks of targeted English Language Arts instruction using traditional teaching methods. From this population, half of the students received instruction with an ELA multimedia application in lieu of a portion of the allotted ELA instruction time. This software-based teaching was delivered in the student's regular classroom and in school computer labs using an online application, *Destination Reading*. Data analysis compared posttest scores of each group and found a significant increase in scores for the group receiving the software-based teaching. This presentation will provide an overview of the study, methodology, and results.

Appreciation and Thanks to the People who Made this Event Possible

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The Doctorate of Education in Instructional Leadership program at Western Connecticut State University, one of only fifteen institutions in the country to offer such a degree, prepares classroom teachers and professional educators to assume leadership roles and to create innovative learning environments in their educational settings. Students will apply their knowledge of current leadership theory and practice, curriculum and instruction, and assessment and inquiry to real-life educational challenges. Skilled support will be provided by our excellent faculty, practitioners and mentors throughout the dissertation sequence. And students will remain with the same cohort over the course of the program, gaining peer support and opportunities for research collaboratives.

Applications to this exciting program are currently being reviewed for Fall 2013. For more information, or detailed instructions on how to apply, please visit the program web site at wcsu.edu/edd or call the Division of Graduate Studies at (203) 837–8243.

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