



# urban education conference

Artwork by Todd Berman (2009). "Substitute teacher article." Retrieved from <http://www.flickr.com/photos/heartdontstop/4113083770/>

**Friday and Saturday  
March 18-19, 2011**

**Bowen-Thompson Student Union (BTSU)  
Bowling Green State University, Bowling Green, OH**

**Sponsored by Partners in Context & Community Learning Center (PCC) and  
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)  
of the School of Teaching & Learning, College of Education & Human Development,  
and Coca-Cola**

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## PURPOSE

The Urban Education Conference is an integral part of the annual Partners in Context & Community Learning Center (PCC) Urban Educators Learning Community program. Undergraduate Teacher Candidates in PCC are given the opportunity to disseminate the findings from their research-based inquiry projects which emerge from their intensive field placement experiences in urban settings. PCC members identify an authentic question that comes from their own experience and take responsibility for using various research methods to learn more about and locate solutions and answers to their questions.

The Urban Education Conference is the result of a service-learning experience which combines 50-hour field placement experiences in urban settings (primarily in Toledo Public Schools) with a BGSU course (RESC 4700C) which focuses on issues related to teaching and learning in urban settings.

This is the second year of the Urban Education Conference, and undergraduates will be presenting alongside University faculty, graduate students, professional teachers, and administrators to learn from each other the complexities of the urban education experience.

## CONFERENCE DESCRIPTION

In addition to the Friday night Keynote Address by renowned scholar Dr. Tyrone Howard and the showing of the *Turning Point* documentary and panel discussion hosted by Dr. Tim Murnen, the 2011 Urban Education Conference will provide on Saturday 4 sessions of presentations, each varying in length (Session 1 is 1 1/2 hours, Session 2 is 1 hour, and Sessions 3 and 4 are 1 1/4 hours in length) with 7 breakout sessions within each session.

There will be 28 breakout sessions total, with 122 presenters--nearly 100 of which are undergraduate students. Sessions will include paper presentations, interactive experiences, and discussions. There is also a panel discussion over the lunch hour.

The Conference is open and free to the general public. Friday night activities do not require registration, but participants in the Conference should check in at the Check-In Table on Saturday morning at the Multipurpose Room to pick up their nametags, lunch tickets, etc.

## CONTACT INFORMATION

To learn more about PCC, contact  
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Special thanks goes to the Conference sponsors:

**Partners in Context & Community Learning Center (PCC)**--the urban educators living/learning community at BGSU located in Kohl Hall, is for education majors that have an interest in pursuing a career in high-need, high-poverty urban schools.

**Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** at BGSU which enhances educational opportunities for students in high poverty-level schools through school restructuring, professional development for teachers and direct services to students. BGSU GEAR UP works in partnership with Toledo Public Schools, East Toledo Family Center, and the University of Toledo to encourage academic success and improve retention and graduation rates.

**School of Teaching & Learning (STL)** at BGSU, which is the largest teacher education program in Ohio. STL is proud of its reputation for preparing outstanding early, middle, and secondary level teachers as well as providing high quality graduate programs both on campus and at approximately 20 different sites across northwest Ohio. STL has standards-based, best practices-oriented programs which have established BGSU as the premier teacher education program in the state and one of the best in the United States.

**College of Education & Human Development** at BGSU which has over 5,000 students, including more than 1,000 graduate students, enrolled in more than 50 graduate and undergraduate programs, ranging from apparel merchandising and exercise science ... to sport management and the college student personnel program.

**Coca-Cola** for the donation of Coke products

## KEYNOTE SPEAKER:

**Dr. Tyrone C. Howard**

**Center X, University of California, Los Angeles**

Tyrone C. Howard is on the faculty in the division of Urban Schooling in the Graduate School of Education & Information Studies at UCLA. He also is the Faculty Director of Center X, the Founder and Director of the Black Male Institute, and an Associate faculty member in the Bunche Center for African American studies at UCLA.

Dr. Howard is also the Faculty Associate Director for the Academic Advancement Program at UCLA, which is the nation's premier student retention program for underrepresented students.

Formerly, Professor Howard was an Assistant Professor in the College of Education at The Ohio State University.

Dr. Howard is the author of the newly released book, *Why Race and Culture Matters in Schools: Closing the Achievement Gap in America's Classrooms*, published by Teachers College Press. He has authored more than 50 peer-reviewed journal articles, book chapters, and other academic publications and reports. He has published his research in *The Journal*

*of Higher Education, Teachers College Record, Theory & Research in Social Education, The Journal of Negro Education, Urban Education*, and several other well-regarded academic journals.

Additionally, Professor Howard has delivered over 75 keynote addresses and presented more than 150 research papers, workshops, and symposia at national higher education, education research, teacher education, and social studies conferences.

Best known for his scholarship on race, culture, and education, Dr. Howard is one of the most renowned scholars on educational equity, the African American educational experience, Black males, and urban schools.

In 2007, Professor Howard received an Early Career Scholar award from the American Educational Research Association, the nation's premier educational research association. He has received more than \$5 million in research grants from the National Board for Professional Teaching Standards, The

Department of Education and other sources to fund his research.

In 2007, Professor Howard received the UCLA GSE&IS Distinguished Teaching Award. Dr. Howard has been a guest on National Public Radio, has been featured in *Diverse Issues in Higher Education*, has been recognized in *Who's Who in Black Los Angeles*, and is a regular urban education contributor to the *New York Times*.



Source: The Regents of the University of California. (2010). About us: Staff bios. *UCLA's Black Male Institute*. Retrieved from <http://www.blackmaleinstitute.org/content/about-us-staff-bios>

## A SPECIAL THANK YOU TO--

- All the volunteer Room Facilitators
- Cindy Hendricks for moral and financial support
- Brad Colwell (Dean) for moral and financial support
- School of Teaching & Learning Staff, especially Wendy Walston-Vaughn, Lorie Morelock, and Brenda Joy
- GEAR UP staff—including John Fischer, Amanda Vrooman, Britta Moelders, Adriane Roberts, Kyle Zwyer, and
- PCC staff—including Patrick Vrooman, Reggie Shouse, and Brittany Harmon
- PCC Advisory Board—Diann Ellen Brown, Lessie L Cochran, Mohammed Y Darabie, Cindy Hendricks, Tracy L Huziak-Clark, Judith Jackson May, Faith K Olson, Trinka Messenheimer, Tim Murnen, Sansanee Ohlson, Richard Oldrieve, Nancy C. Patterson, Ellen Ursula Williams, Judith A Zimmerman, and Robert G Berns
- All the presenters, including undergraduates, graduates, faculty, teachers, and administrators
- Coca-Cola for its support of beverages for the conference

# THANK YOU

# Friday Night-Session 1 -- CONFERENCE SCHEDULE

**FRIDAY, MARCH 18, 2011**

**6:30pm-8:15pm**                      **KEYNOTE ADDRESS**  
Olscamp Hall 101

**“Urban Schools: Problems, Pitfalls & Possibilities”**

Tyrone C. Howard—UCLA Faculty, Center X Director, Graduate School of Education and Information Studies

**8:15pm-8:30pm**                      **MOVE TO BTSU THEATRE**  
Union 206—Theatre—Second Floor, Bowen-Thompson Student Union

**8:30m-10:30am**                      ***TURNING POINT* DOCUMENTARY with**  
**PANEL DISCUSSION TO FOLLOW**  
Union 206—Theatre—Second Floor, Bowen-Thompson Student Union

**“Resilient & Hyper-Responsible: The Urban High School Student in *Turning Point*”**

Tim Murnen—BGSU Faculty, Literacy & Teacher Education ILA Coordinator, School of Teaching & Learning

In 1999, a school reform partnership was developed between Toledo Public Schools and Bowling Green State University using US Department of Ed GEARUP grant funds.

Waite High School’s program was designed to promote more engaging classes, connect curriculum to students’ lives, and develop socially responsible citizens, with the goal of guiding more students toward college and other post-secondary education opportunities.

*TURNING POINT* follows students and teachers through one year in the implementation of school reform at Waite High School in East Toledo, Ohio. Come watch the documentary and join the discussion.

A panel discussion will follow the film, following-up on Dr. Howard’s earlier talk as well as the film itself. Several students featured in the documentary will share their experiences as they pursue life beyond high school.

**SATURDAY, MARCH 19, 2011**

**8:30am-12noon**                      **CHECK IN**  
Multipurpose Room, Bowen-Thompson Student Union, Second Floor

**9:00am-10:30am**                      **SESSION 1**  
Various rooms on Second & Third Floor, Bowen-Thompson Student Union

**LANGUAGE ARTS EDUCATION—Mylander Meeting Room, Union 207 (Second Floor)**

Teaching Our Urban Students to Read: Phonics versus Non-phonics

Heitkamp, Abby— PCC Undergraduate Student

# CONFERENCE SCHEDULE -- Session 1

The Impact of Language Arts Across the Curriculum  
Tuchek, Michael—PCC Undergraduate Student

Creative Writing in Different Schools  
Matty, Alexandra—PCC Undergraduate Student

Benefits of Implementing Small Leap Spelling in K-1 Urban Classrooms  
Oldrieve, Richard—BGSU Faculty, Early Childhood Reading, School of Teaching & Learning

Web 2.0 in the Urban Middle School  
Obee, Sue—Toledo Public School Teacher

## **EXPECTATIONS & MOTIVATIONS**—France Stone Meeting Room, Union 306 (Third Floor)

Motivating the Unmotivated Student  
Burian, Kelsey—PCC Undergraduate Student

The Loss of Motivation in Urban Areas  
Sutton, Danielle—PCC Undergraduate Student

Perception and Success of Urban Students from Educator's Point of View  
Hill, Leah—PCC Undergraduate Student

Defining Good Expectations  
Nofziger, Mackenzie—PCC Undergraduate Student

How Do I Increase My Students' Self-Efficacy?  
Rautio, Leahne—PCC Undergraduate Student

## **SPECIAL EDUCATION ISSUES**—Weiss Meeting Room, Union 307 (Third Floor)

Alternative Assessment for Standardized Testing of Students with Special Needs  
Bass, Allison—PCC Undergraduate Student

Special Education Cost vs. Worth  
Harville, Lauren— PCC Undergraduate Student

Homemade Learning Technology  
Whitesell, Alisha—PCC Undergraduate Student

Inclusion: Positives and Perils  
Hite, Jared—PCC Undergraduate Student

Social Society: Does Special Education Placement Affect Social Skills in Students with Autism?  
Karg, Jenna—PCC Undergraduate Student

## **TRANSITIONS**—Reiter Meeting Room, Union 309 (Third Floor)

Does Putting a Young Student through Pre-School Help Them to be More Academically Successful in Later Years  
Drake, Alyssa—PCC Undergraduate Student

New Students in New Environments  
Renollet, Michelle—PCC Undergraduate Student

Middle School to High School Transition Programs in the Urban Environment  
Burwell, Jeff—PCC Undergraduate Student

Beginning to Track Students to College in Urban School Districts  
Burnside, Hannah—PCC Undergraduate Student

The State of Students with Physical and Mental Handicaps in Higher Education  
Brummel, Scott—PCC Undergraduate Student

## **URBAN VERSUS SUBURBAN--WHAT'S THE DIFFERENCE?**—Buckeye Telesystem Meeting Room, Union 314 (Third Floor)

Literacy Rates in Urban and Suburban School Districts  
Barr, Lauren—PCC Undergraduate Student

The Impact of the Urban Setting on the Student  
Smith, Shayna—PCC Undergraduate Student

The Difference between Urban and Rural School Expectations from the Students  
Ware, Danielle—PCC Undergraduate Student

Urban, Suburban Students--What's the Difference?  
Wise, Chelsae—PCC Undergraduate Student

# Session 1-Session 2 -- CONFERENCE SCHEDULE

Do Urban Schools Have a Higher Rate of Students with Special Needs Compared to Other Schools  
Welker, Justin—PCC Undergraduate Student  
Risk and Protective Factors in Urban Education  
Herr, Nathan—BGSU Graduate Student

## **URBAN MYTHS—Meilink Anderson Meeting Room, Union 315 (Third Floor)**

Can Gucci Go Urban?  
Kager, Jessie—PCC Undergraduate Student  
How is Teaching at Urban Schools Like Broccoli?  
Shoemaker, Ian—PCC Undergraduate Student  
Who Teaches Our Children?  
Stearns, Ashley—PCC Undergraduate Student  
The Myth that is “Urban”: Can Somebody Define It?  
Miller, Duane—BGSU Graduate Student  
Urban Schools... As Hollywood Portrays Them?  
Supinger, T.J. —PCC Undergraduate Student

## **PARENTAL INVOLVEMENT—Alumni Meeting Room, Union 316 (Third Floor)**

Effects of Parental Involvement and Why Some Parents Choose to Refrain  
Kane, Jason—PCC Undergraduate Student  
Why Parental Involvement is So Difficult to Maintain and How We Can Improve upon It  
Klink, Aubrey—PCC Undergraduate Student  
How Parental Involvement Affects Kids’ Schooling and How Parents Can Get More Involved  
Nelson, Makenzie—PCC Undergraduate Student  
The Relationship between Parent’s Jobs and the Child’s Schooling  
Pearson, Emily—PCC Undergraduate Student  
College Night: Parent Involvement in an Urban High School  
Moelders, Britta—BGSU Graduate Student

**10:30-10:40am                      BREAK**

**10:40am-11:40am                  SESSION 2**

**Various rooms on Second & Third Floor, Bowen-Thompson Student Union**

## **ACHIEVEMENT GAP/CRISIS—Mylander Meeting Room, Union 207 (Second Floor)**

TPCK for Impact: Classroom Teaching Practices that Promote Social Justice and Narrow the Digital Divide in an Urban Middle School  
Banister, Savilla—BGSU Faculty, Classroom Technology, School of Teaching & Learning  
Affects on students switching teachers  
Wilson, Rob—PCC Undergraduate Student  
Prospects for School Failure: Race and Ethnicity Differences in the Urban Educational Achievement Crisis  
Flores, Josh—Toledo Public Schools Teacher  
Chavez, Jorge M.—BGSU Faculty, Sociology Department  
Englebrecht, Christine—BGSU Faculty, Human Services Department  
Viramontez Anguiano, Ruben—BGSU Faculty, Family & Consumer Sciences

## **ATTENDANCE & GRADUATION—France Stone Meeting Room, Union 306 (Third Floor)**

Where They Stand with Standardized Testing  
Hollins, London—PCC Undergraduate Student  
My Students Don’t Come to Class, Exploring Attendance Issues at Waite High School  
Heitkamp, Josh— PCC Undergraduate Student  
Inner City School’s Graduation Rates vs. Suburban School’s Graduation Rates  
Jacoway, Jasmine—PCC Undergraduate Student

# CONFERENCE SCHEDULE -- Session 2-Lunch Panel

## **RESPONSES TO THE PRIVATE IN THE PUBLIC**—Weiss Meeting Room, Union 307 (Third Floor)

How Gay, Lesbian, Bisexual and Transgender Students are Treated While at School

Estep, Danielle—PCC Undergraduate Student

Let's Talk About Religion

Riedel, Alicia—PCC Undergraduate Student

Alcoholism in the Classroom

Smith, Patti—PCC Undergraduate Student

## **TEAM TEACHING**—Reiter Meeting Room, Union 309 (Third Floor)

Team Teaching Best Practices

Rice, Allyson—PCC Undergraduate Student

Team Teaching Best Practices

Smith, Camille—PCC Undergraduate Student

Team Teaching Best Practices

Smith, Rita—PCC Undergraduate Student

## **TEACHING ART & MUSIC**—Buckeye Telesystem Meeting Room, Union 314 (Third Floor)

Bringing "Normal" Education in an Art Classroom

Gehres, Allison—PCC Undergraduate Student

Keeping Music Education Alive

Miller, Christopher—PCC Undergraduate Student

What Benefits do Artist in Residence Bring to Urban Schools, Families, Teachers, and Community

Povenmire, Jennie—PCC Undergraduate Student

## **MONTESSORI & ALTERNATIVE PEDAGOGIES**—Meilink Anderson Meeting Room, Union 315 (Third Floor)

Using the Montessori Method in Our Urban Elementary Grades

Penrod, Julie—PCC Undergraduate Student

Montessori Makes a Difference

Carolus, Eva—PCC Undergraduate Student

The Different Types of Schools

Briana Boron, Briana—PCC Undergraduate Student

## **RESTRUCTURING OUR SCHOOLS/OURSELVES**—Alumni Meeting Room, Union 316 (Third Floor)

Which is better: K-8 Schools or K-5 Schools?

Glasure, Sara—PCC Undergraduate Student

Coaching the Quietly Failing: A Targeted Intervention for Struggling Students

Condon, Deb—Toledo Public School Teacher

Patterson, Nancy—BGSU Faculty, School of Teaching & Learning

Banks, Erin—Toledo Public School Teacher

Keep S.I.G.H.T. of Change: Creating a Structure for Collaboration and Change within an Urban High School

Schardt, Becky—Toledo Public School Teacher

**11:40am-1:05pm LUNCH**

**Multipurpose Room, Union 228, Second Floor, Bowen-Thompson Student Union**

**Lunch Provided with Ticket from Registration**

**12:15pm-1:05pm PANEL DISCUSSION**

**Multipurpose Room, Union 228, Second Floor, Bowen-Thompson Student Union**

**1:05pm-1:15pm BREAK**

# Session 3 -- CONFERENCE SCHEDULE

## 1:15pm-2:30pm      SESSION 3

Various rooms on Second & Third Floor, Bowen-Thompson Student Union

### **DIVERSITY & DIFFERENTIATION**—Mylander Meeting Room, Union 207 (Second Floor)

The Daily Dilemma

Caiati, Matthew—PCC Undergraduate Student

Effectively Teaching Differentiated Instruction in an Early Childhood Classroom

Nar, Maria—PCC Undergraduate Student

Creating Appealing Curriculum in a Diverse Classroom

Sliger, Victoria—PCC Undergraduate Student

Examining Issues of Diversity and Inclusion within Educational Settings

Subreenduth, Sharon—BGSU Faculty, School of Teaching & Learning

### **BEST TEACHING PRACTICES, PART I**—France Stone Meeting Room, Union 306 (Third Floor)

Best Teaching Methods for Urban Schools

Timko, Morgan—PCC Undergraduate Student

What is a Good Teacher?

Aldrich, Patricia—PCC Undergraduate Student

Creativity vs. Teaching to the Tests

Chamlis, Michelle—PCC Undergraduate Student

Knowing What Is vs. Knowing How To

Serrato, Alexandria—PCC Undergraduate Student

### **CLASSROOM MANAGEMENT & DISCIPLINE**—Weiss Meeting Room, Union 307 (Third Floor)

Bringing Back the Difficult Kid

Prether, Maddison—PCC Undergraduate Student

A Fresh Slate: Creating an Ethical and Efficient Discipline System for First Year Teachers

Miller, Christine—PCC Undergraduate Student

Shaking up the Classroom: Surviving the Culture Shock

Hellmann, Brooke—PCC Undergraduate Student

How Do You Teach the Student Who You Would Make Fun of If You were in Third Grade

Lindner, Rebecca—PCC Undergraduate Student

### **DAYS, WEEKS, YEARS OF SCHOOL**—Reiter Meeting Room, Union 309 (Third Floor)

Calamity Days

Gonzales, Jennifer—PCC Undergraduate Student

Snow Days: Besides the Weather

Hall, Rick—PCC Undergraduate Student

The Benefits of Year-Round Schooling

Jackson, Erin—PCC Undergraduate Student

Urban School, Farm Schedule

Tosko, R. Emmett—PCC Undergraduate Student

### **AFTER-SCHOOL PROGRAMMING**—Buckeye Telesystem Meeting Room, Union 314 (Third Floor)

Building Leaders

DeVooght, Emily—PCC Undergraduate Student

How are Mentors Impacted by a Mentoring Relationship with Students?

Gordon, Lauren—PCC Undergraduate Student

Overcoming Barriers between After-School Programs and Public Schools

Schuetz, Samantha—PCC Undergraduate Student

Expeditionary Learning—Providing Support for Adolescent Science Students

Bell, Doug—Toledo Public School Teacher



# CONFERENCE SCHEDULE -- Session 3-Session 4

## **CHARTER, PUBLIC, PRIVATE—Meilink Anderson Meeting Room, Union 315 (Third Floor)**

Charter Schools in Toledo? What are They Doing There?

Palmer, Kelly—PCC Undergraduate Student

Charter Schools Debunked!

Langenderfer, Beth—PCC Undergraduate Student

Charter School Significance and Charter Schools for Immigrants

Cotton, Candice—PCC Undergraduate Student

## **HIGH STAKES TESTING—Alumni Meeting Room, Union 316 (Third Floor)**

Standardized Testing

Meszaros, Zachary—PCC Undergraduate Student

Focusing on the ACT instead of the OAT: The Pathway to College

Miskell, Christian—PCC Undergraduate Student

A Teacher's View of Testing

Schmidt, Allison—PCC Undergraduate Student

Impact of High-Stakes Testing for Math Classrooms in Urban High Schools

Zwyer, Kyle—BGSU Graduate Student

**2:30pm-2:40pm**

**BREAK**

**2:40pm-3:55pm**

**SESSION 4**

**Various rooms on Second & Third Floor, Bowen-Thompson Student Union**

## **TEACHING MATHEMATICS—Mylander Meeting Room, Union 207 (Second Floor)**

Motivating Students in the Math Classroom

Altenau, Laura—PCC Undergraduate Student

Genius or Education?

Ware, Katelynn—PCC Undergraduate Student

A better Community- a better Child: a glimpse into Service-Learning

Fessler, Amber—PCC Undergraduate Student

The Effectiveness of an Urban High School Math Tutoring Program: Applications for Teachers

Sample, Shannon, Aurora Academy Teacher

Samel, Arthur N., BGSU Faculty, Department of Geography

Tao, Shan, Toledo Public School Teacher

## **STUDENT HEALTH/SCHOOL CHOICES—France Stone Meeting Room, Union 306 (Third Floor)**

Why Some Urban Schools Don't Have Recess

Badik, Megan—PCC Undergraduate Student

A Break from Recess?

Bartolomeo, Andrea—PCC Undergraduate Student

Free and Reduced Meals in Toledo Public Schools

Fleming, Morgan—PCC Undergraduate Student

School Lunches and Child Obesity

Shaw, Ashley—PCC Undergraduate Student

## **BEST TEACHING PRACTICES, PART II—Weiss Meeting Room, Union 307 (Third Floor)**

Teaching through Bars

Asher, Kristen—PCC Undergraduate Student

Physical Education and the Sports We Teach

Pilkinton, Austin—PCC Undergraduate Student

You Say No, I Say Yes- Effective Communication

Cuzzolini, Kaylynn—PCC Undergraduate Student

Homework Sucks! : The Effectiveness of Homework in Urban Schools

Williams, Jesi—PCC Undergraduate Student

## Session 4 -- CONFERENCE SCHEDULE

**TEACHING LANGUAGE, TEACHING STUDENTS**—Reiter Meeting Room, Union 309 (Third Floor)  
Providing Support to English as a Second Language (ESL) and English Language Learners (ELL) Students  
Brewster, Katelynn—PCC Undergraduate Student  
Learning a Second Language and Dealing with Culture Shock  
DeShong, Brontë—PCC Undergraduate Student  
Ebonics and Urban Education  
Hanna, Grace—PCC Undergraduate Student  
Make the Transition: Meeting the Needs of English Language Learners in Middle School  
Scherer, Julie—PCC Undergraduate Student

**TEACHER PREPARATION**—Buckeye Telesystem Meeting Room, Union 314 (Third Floor)  
The Effects of Study Abroad on Future Urban Teachers  
Bacni, Molly—PCC Undergraduate Student  
The Effects of Study Abroad on Future Urban Teachers  
Harmon, Brittany—PCC Undergraduate Student  
Why should Pre-teachers have an Urban Education Experience?  
Schuerger, Nicole—PCC Undergraduate Student  
Teaching Academies and Geographical Location (Urban, Suburban, Rural)  
Snively, Melissa—PCC Undergraduate Student  
The U Team: The Urban Education Difference  
Bergstresser, John—PCC Undergraduate Student

**TEACHERS' CHOICES & VOICES**—Meilink Anderson Meeting Room, Union 315 (Third Floor)  
Teachers Motivation When Levies Fail  
Tomlinson, Courtney—PCC Undergraduate Student  
What Teachers Do When They're Being Let Go Due to Budget Cuts  
Reecer, Phillip—PCC Undergraduate Student  
Is There a Way to Make the Dropout Rates of Teachers Decrease?  
Ogonek, Alexandra—PCC Undergraduate Student  
"As a Parent, Because I'm a Teacher": How Urban High School Teachers Think about Their Choices of  
Where to Live and Where to Send Their Own Children to School"  
Vrooman, Patrick—BGSU Faculty, School of Teaching & Learning; PCC Director

**LISTENING TO OTHER VOICES**—Alumni Meeting Room, Union 316 (Third Floor)  
Teaching to the Test: Differing Opinions of Faculty, Students, and Parents Concerning Standardized Tests  
Rood, Julie—PCC Undergraduate Student  
The Quietly Failing Find a Voice: Conversations with Successful Urban High School Students  
Banks, Erin—Toledo Public School Teacher  
Patterson, Nancy—BGSU Faculty, School of Teaching & Learning  
Condon, Deb—Toledo Public School Teacher  
Perceptions of Communicative Curriculum in a Family English Class  
Price, Sarah—BGSU Graduate Student

**Thank You for Coming—Have a Safe Drive Home**

# CONFERENCE ABSTRACTS -- Adrich-Banks

**Aldrich, Patricia**  
**PCC Undergraduate Student**  
***What is a Good Teacher?***

Haven't you ever wondered why it was impossible to please parents, teachers, and students all at the same time? I believe because the different ages and education levels make it difficult to agree on things. Constantly in education, the parents, teachers, and students disagree on what a good teacher is, and they can never seem to agree on anything. I'm going to take a look at what a good teacher is from many perspectives: students, veteran teachers, future teachers, and parents. I will survey each category and figure out what they look for in a good teacher, and also look up what research has already been done on the topic. Hopefully this will give not only me, but also the education community some insight on how to be more well-rounded and a better teacher.

**Altenau, Laura**  
**PCC Undergraduate Student**  
***Motivating Students in the Math Classroom***

Abstract unavailable.

**Asher, Kristen**  
**PCC Undergraduate Student**  
***Teaching through Bars***

It's not unlikely to be teaching a student who has spent time behind bars in an urban setting. But, have you ever wondered what it would be like to be that teacher, to teach behind bars. Research has shown different types of strategies and techniques on what really goes on in a classroom inside a penitentiary. These techniques would be helpful to all teachers in an urban setting, and can also help teachers to understand how to bring an incarcerated student back into society, and help these students get back into the classrooms and stay on track in the general population.

**Bacni, Molly**  
**PCC Undergraduate Student**  
***The Effects of Study Abroad on Future Urban Teachers***

More culturally aware, globally interested, and curious about people—if Brittany and Molly's particular study abroad experience has affected their personalities and daily interactions with others so much, then will this experience affect their future teaching? If so, what aspects of their teaching have altered (e.g. teaching philosophies, teaching methods, professional development, and/or global awareness) because of their study abroad experience? Globally, how does studying abroad affect teachers in urban settings?

Besides researching literature about how study abroad affects future teachers/current teachers and linking this to the urban setting, Brittany and Molly have conducted several interviews with past participants of study abroad programs (one program focused on education).

By completing this inquiry project, Brittany and Molly will present their finding on the effects, and benefits studying abroad provides for future teachers, specifically those teaching in urban settings. Based on favorable outcomes, they hope to encourage others in the field of education to study abroad for the sake of their students. Who knows, this could even widen the opportunities for future teachers and current teachers to gain these valuable experiences!

**Badik, Megan**  
**PCC Undergraduate Student**  
***Why Some Urban Schools Don't Have Recess***

I am presenting on why some urban schools don't have recess. Some schools have recess while others don't. I will present the teacher's and schools' perspective on why students don't have recess available to them. Including a discussion about how much input they have in the

decision to have recess or not. I will discuss the pros and cons and provide solutions to some of the problems that are presented. I have researched the topic on why some schools don't have recess.

**Banister, Savilla**  
**BGSU Faculty, Classroom Technology, School of Teaching & Learning**  
***TPCK for Impact: Classroom Teaching Practices that Promote Social Justice and Narrow the Digital Divide in an Urban Middle School***

U.S. schools have long struggle with what has been identified as the "achievement gap." While the debate ensues in regard to an explicit definition for this phenomenon, research overwhelmingly demonstrates that students of marginalized populations remain on the lower end of most measures of school success. Accordingly, advocates of social justice point to the disparities of resources, including quality teachers, for students in poverty. As a part of this movement, access to appropriate technological resources in schools has become an issue, commonly labeled the "digital divide." This study reviews evidence of teaching for social justice and impacting the digital divide through the analysis of classroom observations in one year at an urban middle school participating in school reform efforts.

**Banks, Erin**  
**Toledo Public School Teacher**  
**Patterson, Nancy**  
**BGSU Faculty, School of Teaching & Learning**  
**Condon, Deb**  
**Toledo Public School Teacher**  
***The Quietly Failing Find a Voice: Conversations with Successful Urban High School Students***

This paper offers an in-depth look at students who participated in the Academic Coaching program at Waite High School. At present, the majority of those who participated in this support program are still attending

# Barr-Brummel -- CONFERENCE ABSTRACTS

Waite and are sophomores, juniors, and seniors. We will begin with background data that show their current academic status and levels of community involvement.

Additionally, we have interviewed select students from each grade based on their successes in academics and extracurricular activity involvement in the Waite community. We will present vignettes of several students that are representative of themes that indicated their success. The interviews detail their experiences in the coaching program and beyond, including conversations about what motivated and sustained them against the odds and how mentoring and support factoring in to that.

**Barr, Lauren**  
PCC Undergraduate Student  
*Literacy Rates in Urban and Suburban School Districts*

I plan on presenting on why literacy rates in urban school districts are so much lower than those in suburban schools. I want to understand what factors can create such a huge gap between the low literacy rates in urban schools and low literacy rates in suburban schools. I will be focusing my study on the amount of funding, the resources available and the level of parental involvement. Data will be collected from scholarly journal articles and from interviews with teachers from urban and suburban school districts.

This topic is important because it will show why some schools are falling behind and what needs to change to bring them back up to acceptable levels. It is also important because literacy is a very important skill that you need to succeed in our world. If we can get everyone in all types of school districts to read at a higher level then everyone will be better prepared for the work place and life.

**Bartolomeo, Andrea**  
PCC Undergraduate Student

## *A Break from Recess?*

I will present evidence that shows the different behaviors of students before they have lunch, focusing on their performance in their schoolwork as well as their behaviors after lunch and how they perform in their schoolwork.

**Bass, Allison**  
PCC Undergraduate Student  
*Alternative Assessment for Standardized Testing of Students with Special Needs*

Abstract unavailable.

**Bell, Doug**  
TPS Teacher  
*Expeditionary Learning—Providing Support for Adolescent Science Students*

The East Toledo Outdoors Club provided students with a unique opportunity to participate in an expeditionary learning program. A series of 10 after-school meetings offered reinforcement in science class by integrating science standards into the lessons that were centered on a topic relative to fishing. Along with the academic benefits of the program, there were other areas that the students were influenced in as well, including attitude towards school and attendance. Research suggests that following the expeditionary learning model enhances the learning and discovery experience and fosters an environment that helps adolescents develop skills that influence key aspects of their lives. The objective of this paper is to communicate the experience from its inception, the theory behind it, and a narrative specific to the East Toledo Outdoors Club.

**Bergstresser, John**  
PCC Undergraduate Student  
*The U Team: The Urban Education Difference*

Does PCC really help increase test

scores and the learning environment at Toledo Public Schools? By using documents from the Board of Education and documents from several Toledo Public Schools this enquiry will look at the differences between classes with PCC students and those without. This inquiry is expected to receive mixed results if not an improvement in test scores in PCC classrooms. This report will prove whether or not Urban Education Communities can benefit students who plan to teach in urban settings.

**Boron, Briana**  
PCC Undergraduate Student  
*The Different Types of Schools*

I will be discussing how the different approaches to schooling. Specifically what are the requirements for being a teacher. The different types of schools that I will be talking about are Reggio Emilia, Head Start, High Scope and Montessori. I plan on describing each different approach and how they got started. Then I will go into detail about what sort of requirements and credentials people need to become teachers at those schools. At the end I want to finish with my information about the types of schools around in the Bowling Green area. My inquiry is significant is because provides a perspective on alternative approaches to educating students that could be adopted/ adapted to meet the needs of students in an urban environment.

**Brewster, Katelynn**  
PCC Undergraduate Student  
*Providing Support to English as a Second Language (ESL) and English Language Learner (ELL) Students*

Abstract unavailable.

**Brummel, Scott**  
PCC Undergraduate Student  
*The State of Students with Physical and Mental Handicaps in Higher Education*

As a student in the field of education, I am constantly told of the growing

# CONFERENCE ABSTRACTS -- Burian-Carolus

need for training in the field of working with students that have special needs. Specifically in the case of moderate to severe physical and mental handicaps it appears as though the amount of students enrolling or at least aspiring to go to college drastically drops off. I will explore these trends and attempt to identify what factors may be contributing to the low levels of enrolment and degree attainment among students with moderate to severe physical and mental handicaps. The implications and challenging questions grow minute by minute as we ponder what underlying and subtle but strong message is being delivered to this area of students. Whether one views a college education merely as a tool to achieving a higher paycheck (or one at all) or as a means to experience the breadth of information and world views that higher education delivers the point still stands; why would we encourage anyone not to partake in the college experience? Through this study I will layout the current stats on higher education in regards to students with moderate to severe handicaps and begin to uncover America's success or failure to these students.

**Burian, Kelsey**  
**PCC Undergraduate Student**  
***Motivating the Unmotivated Student***

Abstract unavailable.

**Burnside, Hannah**  
**PCC Undergraduate Student**  
***Beginning to Track Students to College in Urban School Districts***

In this presentation I will focus on the social, historical, and financial reasons why students in Toledo Public Schools have not applied to college in the past. And of course, I will highlight and present a few of the programs being started to remedy this issue.

I had never before attended or visited an urban school before this year. It

has been a most welcoming and eye opening experience! However, the most shocking bit of information I have heard since I started observing in Toledo Public Schools is that, in general, most urban high schools have not been tracking their students in a college direction. My question today is why hasn't college been a priority in the past? Over the past decade, Toledo Public High Schools have taken huge strides in the direction of college preparation. What has happened to cause Toledo Public Schools to change their policies and programs and to track students into college?

By talking to professionals in the field and doing statistical research I believe I have found the reason why students were not prepared for the college option earlier. I did expect it to be a financial issue (though it has turned out to be a combination of factors). Toledo has been suffering over the past decade from economic fallout. What's surprising is that the lack of going to college in these areas may have very well led to the aforementioned economic problem. If students had been expected to attend college ten years ago would Toledo be in a better financial position? My conclusion is yes.

**Burwell, Jeff**  
**PCC Undergraduate Student**  
***Middle School to High School Transition Programs in the Urban Environment***

My project will explore the use of programs that help students transition from middle school into high school. The presentation will show the benefits of using transition programs in urban environments. These programs allow for students in middle school to take a tour of the local high school and it gives students an opportunity to become familiar with the high school before going in the first day. The presentation will show the rationale behind transition programs and be full of statistics and teacher interview. Transition

programs are a great benefit to the student and should be utilized in middle schools.

**Caiati, Matthew**  
**PCC Undergraduate Student**  
***The Daily Dilemma***

Every day it is a teacher's duty to educate their students by writing lessons plans and creating activities to teach all of the required material to their students. While this may seem like a great plan, there is a major flaw. What is a teacher supposed to do when two or three of their students raises their hand and complains that they do not understand the material? Are they supposed to stop the entire class and re-explain the material to those few students? Make them come after school? Give them extra homework? The reason that there is such a large flaw is because a lot of the time teachers forget to leave time in their lesson plans for roadblocks like these.

Over the past few months I have spent a great deal of time interviewing educators from all different types of school districts and age groups. I have compiled all of their experiences and knowledge of this dilemma and brought it here today to make all educators and future educators aware of this dilemma that occurs almost every day in the classroom.

Just like dealing with many other situations in a classroom I believe that there are many different solutions to every type of problem and the same goes for this situation. There are certain times when you stop and re-explain, other times you can offer time after school or even during lunch time, but it is up to the educator to know which solution is appropriate for each situation.

**Carolus, Eva**  
**PCC Undergraduate Student**  
***Montessori Makes a Difference***

"One test of the correctness of

# Chamlis-Cotton -- CONFERENCE ABSTRACTS

educational procedure is the happiness of the child.” –Maria Montessori

When you walk into a classroom, is your first thought or observation about the happiness of the students? Maria Montessori, an Italian physician and educator, believed it was something to consider and I have to agree with her. I would much rather teach happy children, so if it's in my power to make it so, I want to know how.

So, who is Maria Montessori? What can her method of teaching and learning accomplish in an urban environment? What I see is an educational theory that lends itself well to this specific environment. I will strive to define the two pieces of the equation and then work on putting them together to see how and why the Montessori method makes a valid and authentic difference. I am drawing from previous experience in Toledo Public Schools and my current placement at Montessori School of Bowling Green. The goal is to see what new and exciting ideas we can bring to our urban classrooms from Maria Montessori.

**Chamlis, Michelle**  
PCC Undergraduate Student  
*Creativity vs. Teaching to the Tests*

Rosebeth Moss Kanter said this, “Creativity is a lot like looking at the world through a kaleidoscope. You look at a set of elements, the same ones everyone else sees, but then reassemble those floating bits and pieces into an enticing new possibility.” In today's early childhood classrooms creativity seems non-existent. The teachers have been more encouraged to follow the standards strictly and to have the students do well on the state tests. This means that the teachers are teaching to the test which results in this low creativity level in the classroom. So, how can we as future and present early childhood teachers incorporate creativity in our lessons

while trying to follow the standards and teach to the test?

To answer my question I have researched and interviewed many teachers. I interviewed a kindergarten teacher, a third grade teacher and a professor at Bowling Green State University who did her thesis on creativity and worked in a kindergarten classroom. Through my research and interviews I will attempt to present the answer to my question.

My inquiry is significant because creativity helps sustain individual growth and helps increase the education process of the students. I expect to find research that supports my theory that creativity is important in the child's development and how we as future and present day early childhood teachers can incorporate creativity into the classroom.

**Condon, Deb**  
Toledo Public School Teacher  
**Patterson, Nancy**  
BGSU Faculty, School of Teaching & Learning  
**Banks, Erin**  
Toledo Public School Teacher  
*Coaching the Quietly Failing: A Targeted Intervention for Struggling Students*

In the academic years of 2008-2009 and 2009-2010, GEAR UP sponsored an academic coaching program at Waite High School. The purpose of the program was to help quietly failing freshman high school students understand the importance of education and the opportunities and benefits of high school graduation, and to work with them during their freshman year to set and achieve tangible academic goals. The goal was to help them attain sophomore status.

This paper will describe the program in detail, including the job descriptions of the coaches and the demographics of the students. We will provide an overview of entry

and exit survey responses that reveal student goals, motivations, and sense of responsibility related to academic performance.

**Cotton, Candice**  
PCC Undergraduate Student  
*Charter School Significance and Charter Schools for Immigrants*

Charter schools are schools that are usually overlooked by people. They are growing at a fast rate in America. I am interested in charter schools because there are so many different kinds but a lot of them involve more of the community than some public schools as well as help the community.

I hoping to get an internship with the United Neighborhood Organization (UNO), an organization that helps build communities and create charter schools. The charter schools that they have created are for immigrants mostly Hispanic. I am going to address this topic by conducting online research about charter schools, and by interviewing teachers and professors about their perceptions of charter schools. Next, are there charter schools for immigrants all over America? Finally, I will discuss UNO and provide information about an internship with the organization.

This presentation will on charter schools and immigrant charter schools. I will define and identify perceptions of charter schools. As well as discuss what makes them successful. I will identify the various types of charter schools with a focus on immigrant schools and the organization UNO. This inquiry is significant because charter schools are a growing fad and I want to be able to work in a charter school if that's were education jobs are available. Also I want to be part of an organization that helps more than students in the classroom but builds communities and helps children succeed in and out of the classroom.

# CONFERENCE ABSTRACTS -- Cuzzolini-Fessler

**Cuzzolini, Kaylynn**

PCC Undergraduate Student

***You Say No, I Say Yes- Effective Communication***

As a child getting the answer you wanted to hear was pretty simple for me having two parents in the house. If mom would say “No” to having ice cream before dinner going straight to dad would be the next best thing to get that answer you wanted to hear, “Yes”. If your parents are not on the same page then getting away with things was a lot easier. This is no different with having two teachers in a classroom. Without teachers being on the same page and working together there is no way they can have an effective classroom together. So I ask you, how do teachers communicate effectively to work together in a classroom? By conducting teacher interviews, observing, and finding information through reading I will be able to attempt to answer this question. This question is significant because more and more school districts are going to integrated classrooms (general and special education students combined into one class) and co-teaching for student teaching is starting to happen. I expect to provide you with different techniques for effective ways to communicate with coworkers and how we can prepare new teachers with effective communication skills.

**Dell, Bethany**

PCC Undergraduate Student

Abstract unavailable.

**DeShong, Brontë**

PCC Undergraduate Student

***Learning a Second Language and Dealing with Culture Shock***

At “X” High School, there are a couple Study Abroad students who are deaf. How can these factors affect their learning at the most important time in their lives? I will present data from interviews with these students about how they deal with their day-to-day lives. This is an important inquiry

because the community can help them get along with other students and help with homework.

**DeVooght, Emily**

PCC Undergraduate Student

***Building Leaders***

Working hands on with a local teen center to form a physical education program to build leadership skills with local teens is the goal, the question is how do we do it. Developing ideas with a fellow PCC member, we came up with fun, engaging ideas not only to get the teens outside and moving, but developing basic social and leadership skills. Is it important to form leaders in a classroom just as much as getting the standards in the classroom. To me I think it’s equally important to make leaders in a classroom. Getting the standards across is important, but making it so students can become something from their knowledge, is just as important.

**Drake, Alyssa**

PCC Undergraduate Student

***Does Putting a Young Student through Pre-School Help Them to be More Academically Successful in Later Years***

I will present data I have collected about how effective or ineffective pre-school is for young students. I will present a background on what pre-school is all about by talking about how the curriculum of pre-school has changed over the years. Then, I will present multiple studies and interview that give data on how pre-school affects young students when it comes to their future education.

**Estep, Danielle**

PCC Undergraduate Student

***How Gay, Lesbian, Bisexual and Transgender Students are Treated While at School***

I will be talking about how LGBT students are treated by other students and or teachers while

at school. All my life, I went to a Catholic school, and up until my senior year of high school, no one knew that I was Bisexual. I decided to come out to my class at a retreat called Kairos, a religious retreat required to go to in order to graduate at my school. Someone in my class decided to tell my principal that I was gay and was not comfortable with me being at that school. I got called to the principal’s office one day and I got threatened to be expelled because I was being openly gay. If I didn’t keep quiet about being gay and having a girlfriend, I was not allowed to graduate. The reason I was given is because it is very against the catholic faith to be gay.

I will present data collected during interviews with BGSU and K-12 school teachers and school staff when asked how they would handle knowing a student was gay in any form and how they would handle a situation if that gay student was being made fun of or discriminated against. I will also present information on other schools and how they have dealt with gay students in the past. I expect to provide information on the similarities between LGBT and heterosexual students.

**Fessler, Amber**

PCC Undergraduate Student

***A better Community- a better Child: a glimpse into Service-Learning***

Service-learning pedagogy has proven to provide countless benefits for students including a better understanding of the value of their education in the “real world” and belief in their ability to change their community for the better. However, service-learning pedagogy also takes significantly more preparation and coordination than more common pedagogies. Are the benefits worth the extra work? Come take a look at what service-learning can look like in an urban school and find out more about how it can work for you and for the betterment of your students!

# Fleming-Hall -- CONFERENCE ABSTRACTS

**Fleming, Morgan**  
**PCC Undergraduate Student**  
***Free and Reduced Meals in Toledo Public Schools***

I want to figure out why students are still hungry in classes (from experience) and why they are not taking the opportunity to eat when they get it for a reduced price or even for free. Free and Reduced Meals in Toledo Public Schools, what are the policies on how students qualify. I have gathered data and statistics on school lunch programs using online research methods. I have also interviewed staff in the Toledo Public Schools to gather statistics on the schools in Toledo about how many students are eligible for it, and how many people actually use these programs.

**Flores, Josh**  
**Toledo Public Schools Teacher**  
**Chavez, Jorge M.**  
**BGSU Faculty, Sociology Department**  
**Englebrecht, Christine**  
**BGSU Faculty, Human Services Department**  
**Viramontez Anguiano, Ruben**  
**BGSU Faculty, Family & Consumer Sciences**  
***Prospects for School Failure: Race and Ethnicity Differences in the Urban Educational Achievement Crisis***

The present study examines race and ethnicity differences in academic achievement and failure among high school students. The problem is simple in definition and complicated in nature. Most school research examines Black-White differences in achievement, yet Latinos in the United States are much less likely to graduate from high school. We use mixed-methods to examine race and ethnicity differences in the roles of student, parent, and teacher beliefs and perceptions regarding academic achievement, as well as student demographic characteristics, and academic performance in achieving high school graduation. Quantitative

data are from a diverse urban high school in a mid-size city in the Midwest collected through a higher education readiness program known as GEAR UP. Given the increased risk for high-school failure among Latinos, and the limited empirical research on Latino school failure, we incorporate data from qualitative interviews with a subsample of Latino students in the same school.

**Gehres, Allison**  
**PCC Undergraduate Student**  
***Teaching the Core Subjects as Art Education***

Art teachers should have the power to bring what is being learned in a regular education classroom into an art classroom. Students learn and perceive learning differently, why not encourage different kinds of learning in an art classroom. When making connections to different classroom, students will be able understand the information given in different ways, and connect the information to different subjects in school. To show examples of this process, I will present student interviews that I have conducted. Along with interviews from regular education teachers and art teachers to show how the value of an artistic mind can help students in different subjects if they have the opportunity to present what they know in a art classroom, then to bring back in their own classroom. The conclusion presented is that students have different kinds of learning styles and not one of them is wrong. To help enforce their creative sides, teachers need to collaborate with art teachers and help bring what they are learning in their classroom into the art classroom.

**Glasure, Sara**  
**PCC Undergraduate Student**  
***Which is better: K-8 Schools or K-5 Schools?***

Abstract unavailable.

**Gonzales, Jennifer**  
**PCC Undergraduate Student**  
***Calamity Days***

Recently the number of calamity days was raised from 2 to 5. Was this a smart decision? By interviewing teachers from TPS and non-urban schools, we will be able to see if students truly do need that many calamity days. The calamity day topic is significant because after you have reached your maximum calamity days any day after that needs to be made up. Students will most likely say the more calamity days the better, but what about the administration opinion.

**Gordon, Lauren**  
**PCC Undergraduate Student**  
***How are Mentors Impacted by a Mentoring Relationship with Students?***

Students being mentored are often impacted by the relationship, but how are the mentors, themselves, impacted by the relationship? Everyday there are people going to schools or after-school programs to be mentors to youth. I intend to explore the relationship between mentors and mentees by interviewing mentors, such as those who have served in the AmeriCorps program, City Year, and those who observed the transformation which may have taken place during and after the relationship with the student(s). I intend to provide evidence of the positive impact mentoring has on the mentor and where the mentors are in their life after a significant period of time, such as one or more years after becoming a mentor. I expect that mentors will continue to be mentors to someone throughout their life, continuing to have a positive impact on their lives and the lives of the mentee.

**Hall, Rick**  
**PCC Undergraduate Student**  
***Snow Days: Besides the Weather***

Besides weather, what factors are



# CONFERENCE ABSTRACTS -- Hanna-Heitkamp

really considered when making the decision whether or not to close an urban school district? This is something I've never really thought about before but was brought to my attention by my supervising teacher for this semester's field placement. She mentioned how employers of major Toledo companies (such as the Toledo North Assembly Plant) would complain to Toledo Public Schools if they had a snow day due to the high number of parent call offs to watch their children.

I will present information from an interview with my supervising teacher in regards of specific difficulties that urban schools have while deciding whether or not to close school. I would also like to try and attempt to email current Toledo Public School, and possibly even Columbus City Schools, superintendents to see if they have other information for me as well. I also will present research online on this topic.

Going in I had a feeling I was going to discover issues that I never even really thought of for a school having a snow day. For the longest time I believed a lot of people thought snow day decisions came down to simply the weather and student safety, but didn't necessarily see the other issues calling a snow day can cause, sometimes financially.

**Hanna, Grace**  
**PCC Undergraduate Student**  
***Ebonics and Urban Education***

For my first semester in PCC, I was placed in a kindergarten classroom at Birmingham Elementary in Toledo. On the first day I visited, a little girl's response to her thoughts of kindergarten were, "It's aight." I was shocked to hear this improper form of speech coming from a child at such a young age. Already, she and several of her classmates were being taught to speak improperly. Because these students learn their first words and live in an Ebonics-speaking environment, I wanted to answer:

what are effective ways to teach grammar to students who speak Ebonics?

I attempt to answer my question through research and observation in my current fourth grade placement. After researching and gaining information on both sides of the Ebonics debate, I have decided to choose the position that Ebonics is faulty speech and should be corrected in order to ensure student success. I will present and discuss the definition and origins of Ebonics and then describe teaching methods that could be used in the classroom to respectfully correct it without insulting culture.

This inquiry is significant to urban education because the majority of students in Toledo and all urban areas come from Ebonics-speaking homes. Teachers of urban students need to know how to respect their students while teaching them proper English in order for their students to succeed in higher education and the job force.

**Harmon, Brittany**  
**PCC Undergraduate Student**  
***The Effects of Study Abroad on Future Urban Teachers***

More culturally aware, globally interested, and curious about people—if Brittany and Molly's particular study abroad experience has affected their personalities and daily interactions with others so much, then will this experience affect their future teaching? If so, what aspects of their teaching have altered (e.g. teaching philosophies, teaching methods, professional development, and/or global awareness) because of their study abroad experience? Globally, how does studying abroad affect teachers in urban settings?

Besides researching literature about how study abroad affects future teachers/current teachers and linking this to the urban setting, Brittany and Molly have conducted several interviews with past participants of

study abroad programs (one program focused on education).

By completing this inquiry project, Brittany and Molly will present their finding on the effects, and benefits studying abroad provides for future teachers, specifically those teaching in urban settings. Based on favorable outcomes, they hope to encourage others in the field of education to study abroad for the sake of their students. Who knows, this could even widen the opportunities for future teachers and current teachers to gain these valuable experiences!

**Harville, Lauren**  
**PCC Undergraduate Student**  
***Special Education Cost vs. Worth***

There is a large amount of money being spent on special education. We hear a lot of amazing stories about children growing and learning dealing with special education. However, how far do these children make it in life? There are laws that state how special needs children are to be equal with other students. However these laws make their education worth more than others. Is that still considered equal?

I will be addressing how much school districts spend on special education. I will be researching and finding stories on children who have had major progress from the districts and its programs and those who have not. I will be interviewing special education teachers to see their view on my topic. I also will be asking these teachers how much they believe is needed to support these children. Furthermore, I will touch on laws of this subject and come to a conclusion of if special needs children are treated fairly and get what they deserve or are they getting too much.

**Heitkamp, Abby**  
**PCC Undergraduate Student**  
***Teaching Our Urban Students to Read: Phonics versus Non-phonics***

Third-grade student Johnny struggles

# Heitkamp-Hill -- CONFERENCE ABSTRACTS

as he is called to read in front of class. He is an intelligent child, but has problems reading. Johnny is not alone. Johnny, like many urban students, has trouble reading. Johnny was taught reading using a mixture of non-phonics and phonics techniques. Phonics techniques use the rules and basic sounds of the English language to teach students to read. Non-phonics techniques focus on core words students should know. Non-phonics bases reading on context clues. The debate about which technique is best is a popular debate. Which one of these techniques is best for urban students like Johnny?

To find the answer to this question, I will be researching in books and online and observing. I also plan to interview a reading specialist at an urban school. By using observations and interviews from only urban schools, my research will be different from the usual question of which technique is better. I hope to see if students in urban areas benefit from one technique over the other.

My inquiry is important because many students in urban settings have problems with reading. Reading is a skill that is used not only on every test a student takes, but also in the "real world." I believe that a combination of both types of reading skills will provide urban students with the best reading skills. I believe that phonics based reading better prepares students for a higher-level of learning.

**Heitkamp, Josh**  
**PCC Undergraduate Student**  
***My Students Don't Come to Class, Exploring Attendance Issues at Waite High School***

As I prepare to give the power point lecture on the origins of World War II, I look at my placement teacher's first hour world studies class and see seven young men and women sitting in the seats in front of me. Small classroom size? Not exactly, I look at the roster and see that there are

supposed to be 22 students in the first hour class. Surprisingly, I am not at all taken back, as I have come to understand this scenario as typical within my placement at Waite High School.

In order to immerse myself in the topic of low school attendance, I will present a firsthand investigation through conversations with students, teachers, and administrators. I also will present acquired information from University scholars who have experience digging into the educational and cultural climate of Waite High School. Lastly, I will present independent research on the issue of attendance in urban schools and those issues that are highly associated with it.

In my journey, I hoped to discover or better understand the complex world surrounding a student's decision to come or not to come to class. I wanted to learn why students do not come to class, what the district is doing on the issue, and whether or not those policies are effective. Doing so will give me a greater understanding of urban education.

**Hellmann, Brooke**  
**PCC Undergraduate Student**  
***Shaking up the Classroom: Surviving the Culture Shock***

We've all seen the movies and heard the stories, white middle class teacher walks into a classroom with a variety of different cultures and background of students and are immediately hit with the culture shock and this causes problems with how the classroom runs. Through observation, research, and interviews I explored the culture shock between students and teachers and how this effects classroom management. This topic applies to Urban Education because it addresses the most important thing in the classroom: classroom management.

**Herr, Nathan**  
**BGSU Graduate Student**  
***Risk and Protective Factors in Urban Education***

Research shows that urban schools characteristically have higher percentages of students from diverse cultural backgrounds and lower socio-economic status. Hawkin's and Catalino (1992) have identified a number of risk factors that make a student more likely to engage in high-risk activities. Some of these risk factors correlate with what urban school students face each day. What can be done? Hawkin's and Catalino also identify a variety of protective factors that can help students succeed personally and academically. This presentation will examine risk factors, protective factors, and strategies for increasing protective factors into the lives of urban students.

**Hill, Leah**  
**PCC Undergraduate Student**  
***Perception and Success of Urban Students from Educator's Point of View***

Teachers can view their students and their community in many different ways, but how much does that play into the success of their students' performance in the classroom? Does the responsibility lie on the teacher to make sure that their students reach their fullest potential or should the students be responsible for their own education, even though they have a full plate already? The communities of Toledo, OH and Flat Rock, MI are very different from each other. Last semester I was placed in a 5<sup>th</sup> grade classroom at Garfield Elementary in the Toledo Public Schools, and this semester I am working and observing an 8<sup>th</sup> grade history classroom at Thomas Simpson Middle School in Flat Rock. Both schools have at least 50% of their students living under the poverty level, but there are still distinct differences that stand out between the students, staff and communities. Field observations,

# CONFERENCE ABSTRACTS -- Hite-Kager

staff and student interviews as well as background information about student performance in urban schools will be compiled from both observation sites and fit together to provide a background as to how the teacher's view of their students and community affects the students' performance. Throughout my research and information gathered, I have begun to find out how the teacher's perception of their students affects their success and performance in the classroom.

**Hite, Jared**  
**PCC Undergraduate Student**  
***Inclusion: Positives and Perils***

This presentation will include a positive analysis on the topic of inclusive classrooms. One of the first focuses of this presentation will be various methods of implementing inclusion, particularly in an urban setting. After this, the main focus will be on the results of inclusive classrooms. Benefits of inclusive classrooms will be looked at, and compared in various ways. The effectiveness of different methods and degrees of inclusion will be among the things analyzed. Some of the challenges of inclusion will also be examined. This presentation will not present any conclusion on whether or not inclusion is a positive practice, but will allow the viewer to come to their own conclusion.

**Hollins, London**  
**PCC Undergraduate Student**  
***Where They Stand with Standardized Testing***

Standardized testing has been around for many years, but not many have determined whether or not you graduate. In Ohio, the Ohio Graduation Test was created in 2005, and only in 2009 did it replace the ninth grade proficiency test. Without standardized testing as a whole, would there be an increase in graduation rates within high schools, especially inner city schools. With this question, teachers

and higher education leaders have been interviewed as well as high school student who have taken the Ohio Graduation Test. I will present different views and opinions of where they stand with standardized testing. This topic is most significant because in recent years graduation rates have exceedingly dropped, and it only makes the mind wonder if this Ohio Graduation Test is the cause of it.

**Jackson, Erin**  
**PCC Undergraduate Student**  
***The Benefits of Year-Round Schooling***

Abstract Unavailable.

**Jacoway, Jasmine**  
**PCC Undergraduate Student**  
***Inner City School's Graduation Rates vs. Suburban School's Graduation Rates***

For years, the public has seen how inner city school graduation rates have been increasingly lower than suburban cities. I am going to be looking at the national graduation rates and then focus on Toledo Public schools graduation rates compared to the suburban cities. This will show how the Toledo graduation rate and the local suburban cities graduation rates compare to the national graduation rate statistics.

To present I will look at national graduation rates from online sources and academic pieces. Also I will present information from my talk with a principal from one of the Toledo public high schools. The Ohio Education website is also a very valuable and I will use that website along with a couple other education websites.

From doing this research I will present the schools in the local area compare to the national graduation rates. In a deeper aspect the findings should show how Toledo public schools compare to other large city schools graduation rates. The findings will also show if Toledo City School district compares with national averages. It

is interesting to see how the urban schools in the area graduation rates compare to other suburban schools across the country. It is important to see this information in order to see what needs to be done in order to improve the graduation rates among large cities and even in the suburban cities.

**Kager, Jessie**  
**PCC Undergraduate Student**  
***Can Gucci Go Urban?***

Imagine a petite young woman, with short blonde hair and a smile that brightened her face. She was wearing an oversized MODA sweater with a large Gucci bag hanging from her shoulder. This young woman has a natural affinity for children and this inspired her to become a kindergarten teacher, in an urban community. Due to this young woman's appearance many cannot imagine her teaching in an urban community; thinking that no way a MODA wearing, Gucci bag carrying petite girl like her can handle the urban aura. However, the truth is, all this young woman ever wanted was to teach in an urban community.

So can Gucci go urban? That's what this session is about. This topic is rarely brought up within a conversation; however, it is often in the back of someone's mind. These people can be children, parents, teachers, administrators and even strangers. Preferring these judgments to end, peers and teachers will be asked their opinion and thoughts, along with the use of several outside documents. This is clearly an act of judgment that has potential to offend, categorize and terminate wonderful educators based on the clothes they wear and the type of bag they carry.

The significance of researching this inquiry is to understand where, why and how many people are a part of this stereotypical judgment. This session will include a better explanation of the question and

# Kane-Miller -- CONFERENCE ABSTRACTS

findings. Any of your personal opinions and/or experiences with this specific idea of judgment will be welcome. "If you judge people, you have no time to love them."--*Mother Teresa*

**Kane, Jason**  
**PCC Undergraduate Student**  
***Effects of Parental Involvement and Why Some Parents Choose to Refrain***

Abstract unavailable.

**Karg, Jenna**  
**PCC Undergraduate Student**  
***Social Society: Does Special Education Placement Affect Social Skills in Students with Autism?***

In the past 20 years, education has changed dramatically. New laws and regulations such as IDEA have come in to affect, and schools have changed how information is taught. One major difference is the implementation of "inclusion" in the schools. 20 years ago, many students with special needs went to special schools such as schools for the blind, deaf, or for students with Autism, but now many students are being included in regular classes. How are these students, especially those with Autism or Down syndrome who may have a harder time dealing with change, benefitting as far as social development? Do students in regular education have higher social skills than students in special classes' full time? Come find out!

In order to best identify whether or not students are negatively affected by being in special education classes full time, I researched other forms of the same question to find out if there were any other studies done to prove or negate this question. Although I felt that inclusion was beneficial, I hypothesized that it would depend on the specific student whether inclusion or special classes would be more socially beneficial. In most cases, I believed that inclusion would help students more socially.

In general, urban schools have more students in special education than do rural schools. This topic will greatly benefit urban educators because they will have more of an idea of what will generally help students with Autism as far as classroom placement.

**Klink, Aubrey**  
**PCC Undergraduate Student**  
***Why Parental Involvement is so Difficult to Maintain and How We Can Improve upon It***

Parental involvement is an issue that faces every school in America. In urban schools, this problem is magnified. Yet, this problem could be fixed. Parents in urban schools do have many different issues in their lives than those in different areas; yet, can't there be a way to accommodate these issues and make it easier for parents to take a part in their children's lives? Through interviews with teachers and reactions of students, I hope to understand how parents in an urban setting are able to be more involved. Also through academic research, I hope to understand what exactly is holding them back.

**Langenderfer, Beth**  
**PCC Undergraduate Student**  
***Charter Schools Debunked!***

Charter Schools are a fairly new alternative to public schooling. These schools are present in only 40 states and academic emergency zones. Hence, many individuals are uninformed about Charter Schools. In particular, public school teachers have assumptions about Charter Schools, but many of these claims are merely myths. The goal of this investigation was to gather a wide variety of stipulations about Charter Schools which have been perceived by public school teachers, and then continue by unveiling the truth about Charter Schools. In addition, the research investigation provides a brief overview of what makes Charter Schools unique and the basic guidelines for all Charter Schools.

**Lindner, Rebecca**  
**PCC Undergraduate Student**  
***How Do You Teach the Student Who You Would Make Fun of If You were in Third Grade***

We all know the student. Yeah, "that" student. He isn't rude, not disruptive. He doesn't hit or bully other students. He's just plain . . . weird. How do you deal with him? You can't ignore him—the other kids bully him. You can't give him extra attention—that would just be a source for more bullying. I will present two teachers' ideas on how to deal with these students.

**Matty, Alexandra**  
**PCC Undergraduate Student**  
***Creative Writing in Different Schools***

This session compares and contrasts the effective and ineffective methods of teaching in both urban and suburban settings. There are opinions and results provided by great educators in each setting. I will discuss topics such as motivation, the writing process, outside resources such as incorporating technology and popular culture; along with many other differences in the settings that have an effect on the students and learning process. I will explore the ideas of teaching to standards or teaching to real life situations along with creative writing opportunities. This is important because writing is a skill that is used in most aspects of life and in all subjects. Writing is changing due to social technologies and languages', so allowing students to learn to write in various ways is critical for their education.

**Meszaros, Zachary**  
**PCC Undergraduate Student**  
***Standardized Testing***

Abstract unavailable.

**Miller, Christine**  
**PCC Undergraduate Student**  
***A Fresh Slate: Creating an ethical and efficient discipline system for***

# CONFERENCE ABSTRACTS -- Miller-Nelson

## *first year teachers*

As a freshman student in BGSU's teaching program I have been required to study many of the basic concepts of how to be a successful teacher, and in midst of reading my Education text I was confronted with a very important question that I had not yet found a direct answer to; How should first year teachers come up with an ethical discipline system? There is no doubt that this question could have multiple answers, but I plan to unfold the many different outlooks and come to a consensus.

Since there is no clear answer to how a first year teacher should create an ethical discipline system I plan to use as many sources as possible to gather information. First, I gathered multiple views from teachers' blogs to learn about different scenarios they were faced with and how they disciplined their students. Second, conducted research on specific data that was formulated based off of different discipline methods that were either successful or non successful. Lastly, have take from my observations at Toledo public schools on how my teacher disciplines her students, her interview on her discipline views, and my observations over the students.

Confronting how to make an ethical and efficient discipline system is very important to first year teachers because as a first year there is no reputation labeled on their back. It is important to find out what the problems first year teachers face and how to make them successful from the start so they can be viewed as successful and gain respect from their students. I expect to find a wide variety of answers to my question but am certain that I will find a pattern of similarities between all views.

**Miller, Christopher**  
**PCC Undergraduate Student**  
***Keeping Music Education Alive***

Abstract unavailable.

**Miller, Duane**  
**BGSU Graduate Student**  
***The Myth that is "Urban": Can Somebody Define It?***

When someone thinks of urban what is the first thing that comes to mind? When you think of urban do you think of low socioeconomic standing? Do you think of African Americas? Do you think of a low graduation rate? When you think of an urban high school, the first characteristics often times are not very flattering. The definition of urban according to the dictionary is "living in the city." With a definition that is so simple, how is it that urban has so many things associated with it? So what I would like to present is 10 myths about urban schools.

**Miskell, Christian**  
**PCC Undergraduate Student**  
***Focusing on the ACT instead of the OAT: The Pathway to College***

Abstract unavailable.

**Moelders, Britta**  
**BGSU Graduate Student**  
***College Night: Parent Involvement in an Urban High School***

Parent involvement is crucial even at the high school level. If parents demonstrate an active interest in their children's education their children usually gain in a number of different ways: better grades, attendance, and self-regulatory skills, as well as a sense of well-being and readiness to do homework, as Flynn (2007) points out. Increasing parental involvement is one of the reform efforts of Bowling Green State University GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) at a high poverty-level urban high school in a Midwestern state. This presentation looks at College Night as one example of parent involvement activities at this urban high school. College Night at River High School has been well attended by both students and their parents in the last few years. While

being a popular event with students and parents, College Night can be fairly inexpensive, and thus might be interesting for other high schools that are on rather tight budgets. The presentation explains what College Night is, the kind and amount of preparation the event involves, as well as some ideas to keep the event at a relative low cost.

**Nar, Maria**  
**PCC Undergraduate Student**  
***Effectively Teaching Differentiated Instruction in an Early Childhood Classroom***

As a teacher in an urban setting, I will be faced with the difficulty of creating a curriculum that will be effective in a classroom that will contain students that have a variety of needs. These needs may include ability level, interests, or learning style. When a teacher enters a classroom they may have an array of these needs and others to keep in mind when planning lessons. My question is, how does one teacher plan curriculum that will incorporate all diversities that exist in a class?

I conducted research on the topic by interviewing experienced teachers and utilizing articles and information found in both books and the internet. This topic is of relevance to any teacher, but especially in urban education due to the prevalence of diversity. I will provide a presentation that explains issues early childhood teachers face concerning differentiated instruction and techniques for overcoming these obstacles.

**Nelson, Makenzie**  
**PCC Undergraduate Student**  
***How Parental Involvement Affects Kids' Schooling and How Parents Can Get More Involved***

Does a child do better with parents being involved? Does the amount of parental involvement differ from urban to suburban schools? How can the parents get more involved?

# Nofziger-Pearson -- CONFERENCE ABSTRACTS

These are all questions I will try to answer. This inquiry is important because children need the support of their parents, but sometimes parents don't know how to get involved.

**Nofziger, Mackenzie**  
**PCC Undergraduate Student**  
***Defining Good Expectations***

The level of a teacher's expectations of a student or a class has been the topic of many research inquiries. It can be agreed upon that a teacher's expectations do affect the student's success, but what does that look like? What do "good" expectations look like in the classroom? I have found research on what educators are doing to promote good expectations in the classroom and what that looks like. I have also tried to define what good expectations look like in the classroom through interviews with other teachers. This topic is one that should be addressed because so many students are dropping out and not doing well in school. Defining what good expectations look like may be one of the solutions to an ever growing problem.

**Obee, Sue**  
Toledo Public School Teacher  
***Web 2.0 in the Urban Middle School***

As the WWW has begun to evolve into a more cooperative and easily publishable environment, educators are exploring how this phenomenon can be harnessed to impact student learning and achievement. Teachers are beginning to experiment with more interactive, collaborative web-based applications, sometimes labeled, "Web 2.0" technologies. This study explores the use of Web 2.0 tools (specifically wikis) in an urban middle school involved in critical reform efforts. The wiki focused on was developed for a team or "cluster" of teachers and students to increase communication and collaboration. Evidence of effects on parent-teacher, parent-student, and teacher-student interactions are explored, as well as the impact of the wiki on increased

student achievement.

**Ogonek, Alexandra**  
**PCC Undergraduate Student**  
***Is There a Way to Make the Dropout Rates of Teachers Decrease?***

The movies show an ideal world about teachers and teaching. Most of the time, the viewer is happy to watch and not question the movie or the scenarios that play out. But in movies like "Freedom Writers" and "The Ron Clark Story" questions arise about the teaching lifestyle. How is it that teachers can be so influential, but then there are no new reports about the magnificent changes in schools? My presentation is looking at the dropout rates of teachers due to the publicly falsified idealism of the teaching world.

**Oldrieve, Richard**  
**BGSU Faculty, Early Childhood Reading, School of Teaching & Learning**  
***Benefits of Implementing Small Leap Spelling in K-1 Urban Classrooms***

Research by Hatcher, Hulme, and Ellis (1994) established the need to link phonemic awareness training with spelling, reading, and writing. *Small Leap Spelling* (Oldrieve, 1997) is an intervention that was originally developed for small group instruction in urban classrooms for students with phonological processing disorders. *Small Leap Spelling* integrates phonemic awareness training with invented spelling, decoding the words that were spelled, and composing and writing silly sentences using the words that were spelled.

Compared to students enrolled in the control conditions, students enrolled in the experimental intervention, made greater gains on sight words, CVC Spelling, CVC Decoding, and initial letter identification. In a follow up study of two years length, *Small Leap Spelling* was shown to help most of the urban students master CVC spelling by the end of kindergarten, and to help all of the remaining students master

CVC word spelling by the middle of first grade. Soon, it is hoped that a larger study can be conducted with more urban students and with a longitudinal follow-up on third and fourth grade achievement tests.

**Palmer, Kelly**  
**PCC Undergraduate Student**  
***Charter Schools in Toledo? What are They Doing There?***

What exactly is a charter school? How successful are the children that come out of these schools? Could I possibly get a job at one of these schools in the future? These are the questions that pop into my head as we drive by the charter school near Garfield Elementary School. To get my research I plan on going to EBSCO Academic Search Complete and seeing what that has to offer. I also asked my supervising teacher to see what she has to say about this topic. This question is important to me because it could potentially affect where and what I do for my future job. I am also very curious because I do not know what it is. I look forward to where my research takes me.

**Pearson, Emily**  
**PCC Undergraduate Student**  
***The Relationship between Parent's Jobs and the Child's Schooling***

We all hear about how teachers are trying and trying to get urban parents involved in their student's schooling. But what happens when it is not an option for that parent? My question is whether or not parents with multiple jobs affect the schooling of young children. I will present after looking through books, talking to teachers in the field, and also interviewing peers to see what their opinions are. Additionally, I am going to present online journals about why parents are uninvolved and see if there is a connection to them working multiple jobs and not being as involved with their child's schoolwork. I believe that this is an important question to look into because most urban parents are struggling to live a stable life and

# CONFERENCE ABSTRACTS -- Penrod-Price

when they are asked to be involved in the schools on top of everything, it can turn into too much for that parent. Overall, my biggest answer that I am presenting is what is causing parents to not be as involved, and is it their multiple jobs that are causing this?

**Penrod, Julie**  
**PCC Undergraduate Student**  
***Using the Montessori Method in Our Urban Elementary Grades***

When students enter into kindergarten they bring with them a wide range of past experiences and varying academic abilities. The difference from one student's ability to another's is even greater in the urban setting. It is the kindergarten teacher's job to differentiate their instruction to meet the wide needs of each individual student and to somehow get all students on the same page to continue on to first grade.

Using the Montessori Method is a great way to meet these diverse needs in our students. As stated by The Montessori Index, "Observation and the meeting of needs is continual and specific for each child. The Montessori method of education is a model which serves the needs of children of all levels of mental and physical ability." Through my research and experiences in our local Montessori school and in a public Montessori preschool in Aldine, Texas, I will present how using many of Maria Montessori's ideas in public, urban schools can help us better meet the needs of each child in our classrooms while working at their current strengths and weaknesses.

**Pilkinton, Austin**  
**PCC Undergraduate Student**  
***Physical Education and the Sports We Teach***

Why do we teach certain sports and activities in physical education in both elementary and middle school? I will present whether or not the same

sports that are taught in suburban and rural schools are taught in urban schools. I am a freshman and as my first year progresses as I have worked in the Toledo Public Schools I have seen many activities done in both elementary and middle schools. They also have different standards. There are so many questions that were puzzling me. These questions are: Are the sports we teach in urban schools stricter than the sports in suburban and rural schools? Is it a good thing to teach different sports in different schools? One last question that was puzzling me was, was it beneficial that we teach our students these sports at such a young age?

**Povenmire, Jennie**  
**PCC Undergraduate Student**  
***What Benefits do Artist in Residence Bring to Urban Schools, Families, Teachers, and Communities***

What do taiko drummers, glass fusion, salsa dancing and professional development have in common? They are all part of a unique program called Artists in Residence. Artists in Residence provide a unique experience for learners of all ages, but they play a significant role in the lives of urban students. As arts learning budgets are now on the cutting board in most schools, we need to see the relevance of the medium and why these resident artists can provide invigoration, funding, and program continuance. I will present data from my process of writing a grant for an Artist in Residence, thorough research I've done, and the interviews I've had with teachers. Come see how Artists in Residence bring communities, students, and faculty together. Learn the benefits these artists have on academic, personal, and cognitive behaviors on all involved.

**Prether, Maddison**  
**PCC Undergraduate Student**  
***Bringing Back the Difficult Kid***

Abstract unavailable.

**Price, Sarah**  
**BGSU Graduate Student**  
***Perceptions of Communicative Curriculum in a Family English Class***

For educators working in urban and diverse settings, interaction with students who are English language learners (ELLs) is inevitable. Although communicative language teaching is a successful methodology for teaching languages, the effectiveness of this approach is not necessarily universal when applied to different cultural styles of learning (Chen, 2003). In fact, across the globe, students from many different cultures had difficulties in adjusting to a communicative curriculum (Barkhuizen, 1998; Chen, 2003; Li, 1998; LoCastro, 1996; Shamim, 1996). Because cultural differences play a part in a student's reception to communicative language teaching, understanding the student's perceptions about the communicative curriculum is of vital importance in the success of teaching English language learners.

Through this research, the researcher explored students' perceptions about communicative curriculum through study of a family English class in Bowling Green, Ohio. The purpose of this study involves understanding what this population of learners thinks about curriculum in order to better understand their needs.

The participants in the study were ELLs in a Family English class in a Midwest American university town. The students originated from a variety of different backgrounds, cultures, and countries. The study was conducted by administering a mixed-method survey to the class in order to gather both quantitative and qualitative data. Data was collected and analyzed using descriptive statistics and a content analysis. Findings of the study showed that the students had positive perceptions about the communicative curriculum and that students' ethnic backgrounds did not impact their

# Rautio-Rood -- CONFERENCE ABSTRACTS

experiences in a communicative classroom. This research emphasizes the need for teachers of ELLs to practice communicative approaches in the classroom, regardless of where the students come from.

**Rautio, Leahne**  
**PCC Undergraduate Student**  
***How Do I Increase My Students' Self-Efficacy?***

Motivation is what drives us to do our schoolwork and take part in extracurricular activities. Many students do not think they are smart enough to pass or to go to college, and therefore lose their motivation to do well in school. I will define motivation and self-efficacy and draw connections between the two. I will also describe how and why students living in poverty may possess lower self-efficacy than those not living in poverty.

**Reecer, Phillip**  
**PCC Undergraduate Student**  
***What Teachers Do When They Are Being Let Go Due to Budget Cuts***

Abstract unavailable.

**Renollet, Michelle**  
**PCC Undergraduate Student**  
***New Students in New Environments***

How many children do you know of that have come into the school year late in a new district? How many of you know what they felt like and acted like that first day in a new place? Students act and behave in specific ways when coming into a new classroom environment.

To collect information on the behaviors physically and mentally of the new students in new schools I interviewed the principal of an urban school, Garfield Elementary, and gained his perspective on the new students that he gets throughout the year. I am also interviewed a third grade teacher and kindergarten teacher to compare and contrast how different ages act in different grades.

My topic is significant because in an urban environment it is important that when children enter school that they excel in what they are doing there rather than be held back with doubts, feelings of comfortableness, and not reach their highest capability. I believe that the data I get from will turn out to not surprise me. I am predicting that the kids will start off in the classroom shy and withdrawn but eventually after having the teacher there to support them the student will begin to take part in classroom conversations and begin making friends that make them comfortable in the new environment.

**Rice, Allyson**  
**PCC Undergraduate Student**  
***The Benefits of Team Teaching***

Team teaching is when teachers collaborate in teaching the same group of students. In our presentation we will be discussing the benefits of this unique way of teaching in reference to an urban setting. Through our research we will report our findings and discuss the differences between this and the traditional way of teaching. We have talked to teachers and parents and their views of team teaching and their thoughts and ideas on this topic. We have looked at many scholarly sources to help us figure out how this in fact does have great benefits along with it. We have observed this type of teaching for a semester so we have also put our own observations into our research. This is very important because team teaching, on the scheme of things, is a newer type of teaching, and might be the future of teaching in years to come.

**Riedel, Alicia**  
**PCC Undergraduate Student**  
***Let's Talk About Religion***

Repression seems to be the common reaction to the "separation of Church and state" in public schools. The controversial topic of religion, along with many others, is reserved for life outside the classroom. However, in

reviewing policies, it is clear that, while silence on the topic of religion may be the common practice, this is not required by law. While laws and policies have prohibited schools from establishing a religion, they do not prohibit schools from teaching *about* religion (1 Haynes).

With this knowledge comes the question, "Should religion, as well as world views in general, be discussed in schools?" On the two opposite ends of the debate there are those who believe that there should not be a place for religion in public education and there are those who believe that religion (generally a form of Christianity) should be established in the schools. Currently, there is a growing opinion that takes a middle ground approach that compliments the legal policies established.

If religion and world views are discussed, when relevant, in general education classes and lesson plans and/or extracurricular classes about religion and world views are offered students will have a more "complete education" and develop important skills. Students will learn to think critically, understand different people and cultures, and learn to engage in responsible and respectful democratic dialogue.

**Rood, Julie**  
**PCC Undergraduate Student**  
***Teaching to the Test: Differing Opinions of Faculty, Students, and Parents Concerning Standardized Tests***

No one can deny that standardized testing is important, as it provides a way for the teachers, parents, administrators, students, and the state to see how well children are being educated. The scores received on tests determine a lot about a school, from its performance ranking to the budget the state sets for it. However, as education changes, the idea of standardized testing seems to be taking a more prominent role than ever before. The standards



# CONFERENCE ABSTRACTS -- Sample-Schmidt

of education change to keep the students up to par with the tests, and call into question how well the system is making sure students actually learn valuable information throughout their years in school. Ideas about how our education is influenced by the need to keep up with the test vary all across the board. Tests raise and lower standards for all of our students and influence the curriculum of the teachers teaching them. This study is an exploration into differing opinions all across the academic spectrum about standardized testing and what its growing importance means for our students' education.

**Sample, Shannon**

**Aurora Academy Teacher**

**Samel, Arthur N.,**

**BGSU Faculty, Department of**

**Geography**

**Tao, Shan**

**Toledo Public School Teacher**

***The Effectiveness of an Urban High***

***School Math Tutoring Program:***

***Applications for Teachers***

The effectiveness of a math tutoring program at a large, inner-city high school is assessed. Participating students completed identical pre- and post- attitudinal surveys about math and tutoring. Mathematical proficiency pre- and post-assessments were administered. We evaluated students who selected "Agree" and "Strongly Agree" options from the Lykert-scale. The proficiency assessments focused on performance in each math concept category included in the assessment, as well as the percentage of students who answered each item correctly. Finally, randomly selected tutees were interviewed to assess student experiences and the reasons why students left or continued with the program. Student math grades were analyzed in the context of interview responses.

A dependent t-test comparing average pre- and post-assessment scores showed no statistical significance. There was evidence

of increased attitudinal survey optimistic responses from pre- and post-assessment. There was also substantial math concept improvement in the higher-scoring percentage category from pre- and post-assessment. Improved attitudes and performance indicated that many who participated in the study will likely be more willing to learn math.

**Schardt, Becky**

**Toledo Public School Teacher**

***Keep S.I.G.H.T. of Change: Creating a Structure for Collaboration and Change within an Urban High School***

Stemming from work initiated through our federal GEAR UP grant, this presentation provides an example of how one urban high school addressed the need to foster collaboration and joint decision making amongst its staff. Teachers and administrators aligned themselves with one of the six goals outlined in the School Improvement Plan. With a focus on either Attendance, Discipline, Reading, Recruitment/Retention, Math, or Parental Involvement, members of the respective School Improvement Goal Heightened Teams (S.I.G.H.T.) met during staff meetings to identify needs and determine remedies to issues pertinent to the students and community at large. This presentation will describe the process, underlying research, and outcomes of this whole staff effort.

**Schell, Khloe**

**PCC Undergraduate Student**

Abstract unavailable.

**Scherer, Julie**

**PCC Undergraduate Student**

***Make the Transition: Meeting the Needs of English Language Learners in Middle School***

English Language Learners (ELLs) have many needs within the American classroom. There are many obvious educational needs of these students, but there are also additional cultural

and social needs that a teacher must provide extra attention to in order to help these students succeed in the classroom. The question becomes then, how does an educator meet all these different needs of ELLs in the regular classroom?

Each student, no matter their language or culture, is different and needs different support to meet their fullest potential within the classroom. However, there are many factors which may specifically hinder ELL students from reaching this potential. Throughout this semester, I have inquired into how regular education teachers can meet the needs of ELL students within the middle school classroom. Because much research focusing on English Language Learners has been completed, I began my inquiry project in the library and on the internet looking into the current data and research on this topic. From here, I interviewed and spoke with professionals who have specific experiences and knowledge of working with ELLs.

Within many urban communities throughout the United States, the presence of English Language Learners will only continue to grow in the future. As educators, it is important to know and understand ways to help these students succeed within the classroom. There are many theories and practices appropriate to meet the needs of ELLs, but it is our responsibility to determine which methods will work best in our own future classrooms.

**Schmidt, Allison**

**PCC Undergraduate Student**

***A Teacher's View of Testing***

I performed my field placement experience in an elementary school last semester and was faced with a question: How beneficial are some of the tests that are being taken these days for the students as well as the teachers? My supervising teacher was frustrated with a few of the tests that were being taken by the students for

# Schuerger-Smith -- CONFERENCE ABSTRACTS

multiple reasons. I would like to figure out exactly what those frustrations were, why she was having them, and I would like to ask if any other teachers seem to comprise the same feelings. If so, what can be done about this? Do we as teachers have to simply deal with it because we have no power to change the circumstances? Or can something be done to better assess student achievement? What might be some options or possibilities that can better benefit our students and teachers?

**Schuerger, Nicole**  
**PCC Undergraduate Student**  
***Why should Pre-teachers have an Urban Education Experience?***

I am presenting on why it is important for pre-teachers to have urban education experience. My four main reasons in why pre-teachers should have urban education experience are: it will broaden your personal and professional horizons, it will enhance your understanding of schooling and your role as a teacher, it will make a contribution to urban schools, and it will help you to understand why our school of Education has made a commitment to teaching for social justice. Even as a teacher coming from an urban community your understanding will be expanded on urban education as you participate in field placements.

**Schuetz, Samantha**  
**PCC Undergraduate Student**  
***Overcoming Barriers between After-School Programs and Public Schools***

Abstract unavailable.

**Serrato, Alexandria**  
**PCC Undergraduate Student**  
***Knowing What Is vs. Knowing How To***

In our daily lives are we given information to retain to use for future reference? Is it useful knowledge or is the bigger picture being glanced over where we are just building life skills? For my authentic inquiry

I will be exploring the concept of the paradox of education and teaching. During my current field study at Toledo Public Schools, I have observed the class and developed this question over the course of my school year there. I asked myself multiple times, will this lesson be useful after high school or college years. Of course there will be those students who pursue a career Mathematics, Science, History, or English based and some of the information taught will be useful. On the other hand if a student decided to major in Psychology would knowing how to graph a parabola be useful? Or knowing how to solve the Pythagorean Theorem? I have thought about this question for a long time and have always been curious as to what really comes out of obtaining an education. I will study how students are taught within an urban school and compare it to research of how students are taught in the rural and suburban setting as well. This will conclude my interest in whether information is relevant or if we are simply taught life skills that will help to further us in life successfully.

**Shaw, Ashley**  
**PCC Undergraduate Student**  
***School Lunches and Child Obesity***

Americans are getting more obese every year. The obesity rate is rising each year and this is not just adult obesity. Do school lunches contribute to childhood obesity? Many students in urban schools are plan on getting free or reduced price lunches. Schools are serving students breakfast and lunch. For some children, these may be the only meals of the day. For others, the meals they get at home are not nutritious at all. School lunches should increase the health of the foods they serve to their students. Many schools are also cutting out recess and gym classes for the elementary school students. This could be another contributing factor to the large amount of obese children in America.

I have observed the school lunches eaten by students that look overweight and compare them to the students who are not overweight. I will present after speaking to a school dietitian and get her opinion of the question and what she thinks about it. I will also present from the internet, books, and scholarly articles.

I expect to find that the urban schools are a large contributing factor leading to childhood obesity. By serving unhealthy meals to students two times a day and removing recess and gym time from the day, I feel like the schools are helping lead to the growing number of obese children. Obesity is a very big problem in America and leads to many health problems later in life.

**Shoemaker, Ian**  
**PCC Undergraduate Student**  
***How is Teaching at Urban Schools Like Broccoli?***

Abstract unavailable.

**Sliger, Victoria**  
**PCC Undergraduate Student**  
***Creating Appealing Curriculum in a Diverse Classroom***

Urban classrooms are typically diverse. So how do I, as a teacher, create lessons that appeal to every student in the classroom? How do I keep all of my students interested? I would like to learn how to keep students from becoming bored and challenging them individually at the same time.

I conducted research on the topic to find what professionals believe is the best way to accomplish this. I also surveyed teachers in urban and suburban schools. I expect to get advice from experienced teachers on this topic so that I will know how to keep everyone interested in a diverse classroom. I would like to find multiple ways to create exciting curriculum that appeals to all students.

# CONFERENCE ABSTRACTS -- Smith-Subreenduth

**Smith, Camille**  
**PCC Undergraduate Student**  
***The Benefits of Team Teaching***

Team teaching is when teachers collaborate in teaching the same group of students. In our presentation we will be discussing the benefits of this unique way of teaching in reference to an urban setting. Through our research we will report our findings and discuss the differences between this and the traditional way of teaching. We have talked to teachers and parents and their views of team teaching and their thoughts and ideas on this topic. We have looked at many scholarly sources to help us figure out how this in fact does have great benefits along with it. We have observed this type of teaching for a semester so we have also put our own observations into our research. This is very important because team teaching, on the scheme of things, is a newer type of teaching, and might be the future of teaching in years to come.

**Smith, Patti**  
**PCC Undergraduate Student**  
***Alcoholism in the Classroom***

I was born into an alcoholic family and it has greatly affected all aspects of my life. One aspect of life that was greatly affected was my school work. My teachers were not very understanding of everything going on in my household. This brings me to my research topic of alcoholism in the classroom. As a teacher you have to deal with this issue. My teachers had very bad methods and it made me wonder what ways are there for a teacher to deal with alcoholism in their student's families. I surveyed teachers on their methods of dealing with various topics related to alcoholism. I conducted research on alcoholism and how it affects children.

I feel this topic is very important because many families are affected by the disease of alcoholism and if teachers do not properly deal with

this problem it may greatly affect a student's performance in the classroom, as well as their personal life and future.

**Smith, Rita**  
**PCC Undergraduate Student**  
***The Benefits of Team Teaching***

Team teaching is when teachers collaborate in teaching the same group of students. In our presentation we will be discussing the benefits of this unique way of teaching in reference to an urban setting. Through our research we will report our findings and discuss the differences between this and the traditional way of teaching. We have talked to teachers and parents and their views of team teaching and their thoughts and ideas on this topic. We have looked at many scholarly sources to help us figure out how this in fact does have great benefits along with it. We have observed this type of teaching for a semester so we have also put our own observations into our research. This is very important because team teaching, on the scheme of things, is a newer type of teaching, and might be the future of teaching in years to come.

**Smith, Shayna**  
**PCC Undergraduate Student**  
***The Impact of the Urban Setting on the Student***

Abstract unavailable.

**Snively, Melissa**  
**PCC Undergraduate Student**  
***Teaching Academies and Geographical Location (Urban, Suburban, Rural)***

A serious problem facing educators today is the inability of our teacher education system to produce significant numbers of teachers from diverse backgrounds. Teacher Academies, teacher education programs found in high schools that are directed at secondary school students looking at the teaching profession, help to overcome this

problem by recruiting and preparing students from diverse backgrounds across the United States. How do these teacher academy programs differ in various school systems? Do some Teacher Academies focus on different goals and principles than other academies and if some do, does this have anything to do with the program's geographical location (urban, suburban, rural, etc.)? Such questions will be answered through such methods of inquire as document analysis, interviews of students in Teacher Academies and teachers of the academies, observations of said students, and surveying past participants of Teacher Academies.

**Stearns, Ashley**  
**PCC Undergraduate Student**  
***Who Teaches Our Children?***

Does it take a certain type of teacher to teach in an inner city school? Does he or she have to have a certain set of characteristics? If so, what are they? My inquiry is about what kind of teachers should be teaching in urban schools so that they will be the most productive and beneficial to the student. I will present from book research and reading people's opinions on what kind of teacher would be most effective in the urban school district. In urban schools we need hardworking, dedicated teachers who can be there for their students. They need to teach but they also need to be a mentor to the children.

**Subreenduth, Sharon**  
**BGSU Faculty, School of Teaching & Learning**  
***Examining Issues of Diversity and Inclusion within Educational Settings***

This session focuses on issues of diversity and inclusion within educational settings. It actively engages participants to consider how societal expectations (i.e., the status quo) and inclusion/exclusion of groups of people who are diverse or different impact the ways in which difference is addressed in schools.

# Sullivan-Tosko -- CONFERENCE ABSTRACTS

The workshop examines concepts of center, periphery and cultural capital to engage participants in an understanding of how our everyday interactions, our social, economic and cultural class and values place ourselves or others in the center or periphery. Participants use activities, reflective questions and group discussion to analyze these concepts within their educational settings. In doing so, participants have to grapple with issues of (in)equality; (in) equality and access for their students, teachers, administrators and share best practices that demonstrate a commitment towards decreasing the unequal opportunities for all within their educational settings.

**Sullivan, Kayla**  
**PCC Undergraduate Student**

Abstract unavailable.

**Supinger, T.J.**  
**PCC Undergraduate Student**  
***Urban Schools... As Hollywood Portrays Them?***

Imagine it's your first year teaching, and the school you walk into is an inner-city urban school. Is it the way Hollywood portrays it? Is there all the violence that modern day movies seem to depict it as? Is there more violence in the inner-city school environment compared to the rural school environment? This is what I am out to understand, I want to know if inner-city schools really do have more violence than that in a rural school or suburban school. To find the answers to my inquiry I will interview teachers and professors who study and witness the urban environment first hand. I will also do research in local newspapers and scholastic journals. This inquiry is important because the urban schools need great teachers and great help now and in the future. If future teachers go on frightened of urban schools because of the way they see it in the movies it will be hard to get that help. By getting the answers I am looking for I would like to exhibit that urban

schools are not as scary as Hollywood likes to illustrate them.

**Sutton, Danielle**  
**PCC Undergraduate Student**  
***The Loss of Motivation in Urban Areas***

Many children in Urban Areas either lose motivation to succeed, or strive to succeed in order to better their lives. However, being in a field placement within the urban setting, it is apparent that most children give up on education too quickly. Why do these children give up? Who is at fault for not encouraging children to succeed? If these children are not motivated to do schoolwork, what are they motivated to do? How can we incorporate their means of motivation into education in an attempt to motivate them in school? Is technology what really motivates them? If so, will technology in the classroom really be the solution to the problem? Are these students so behind/advanced that they are entirely bored/confused with the work and stop trying all together? Are there any other factors that could influence the lack of motivation? By collecting data through studying and interviewing teachers, parents, and children, these questions will be analyzed closely. Though these questions may or may not have an answer, they are definitely critical to focus on when in the classroom. Without motivation, these children will fail and drop out without a better future. And it is our duty to provide the motivation they need to succeed.

**Timko, Morgan**  
**PCC Undergraduate Student**  
***Best Teaching Methods for Urban Schools.***

Abstract unavailable.

**Tomlinson, Courtney—PCC Undergraduate Student**  
***Teachers Motivation When Levies Fail***

"I'll move to Michigan with the kids,

and you stay here until you can find a better paying job there"—these words were spoken to a teacher by her husband after the Toledo Public Schools levy failed in 2010. Although this may be an extreme way of handling the situation, teachers are being forced to change their personal everyday lives when levies fail. With all of that going on at home, and being nervous about possible pay cuts or job loss, how are teacher staying motivated to teach?

I have, through careful reading of academic journals, interviews with teachers, and interviews with high school students, found various ways that teachers are dealing with the issue. Although most teachers seem to be staying motivated for the students, the majority of them have chosen different ways to deal with this struggle.

This is an important issue because it is something that all teachers may face in their career and something that they cannot prevent by their own personal means. Through research, I hope that I can provide a mixture of the methods teachers use to help other teachers at any stage of their career.

**Tosko, R. Emmett**  
**PCC Undergraduate Student**  
***Urban School, Farm Schedule***

Why are urban schools functioning under a "farm schedule"? Modern students are being given an entire 2.5 months of break every summer. What the students do with their time is mainly up to them. Very few take the time and effort to maintain their mental prowess and often forget much of what they learned the previous school year. The likely original purpose for summers off was so that students could aid their families in the harvest. With modern child labor laws however, children are no longer able to work the fields. Moreover, urban students don't live near the farms, further bringing into question the "farm schedule".

# CONFERENCE ABSTRACTS -- Tuchek-Whitesell

I plan to present the facts about the “farm schedule” through interview with my supervising teachers, my mother (a mother of three who has dealt with public schools for the last 18 years), researching using the EBSCO database, and interview with current grade school students. This issue has been facing the United States public school system for the better part of the last hundred years. Finding the reason why the system has remained the same for so long could aid in improving the system.

**Tuchek, Michael**  
**PCC Undergraduate Student**  
***The Impact of Language Arts Across the Curriculum***

Abstract unavailable.

**Vrooman, Patrick**  
**BGSU Faculty, School of Teaching & Learning; PCC Director**  
***“As a Parent, Because I’m a Teacher”*: How Urban High School Teachers Think about Their Choices of Where to Live and Where to Send Their Own Children to School**

School choice is a hot topic, one inflamed by President Obama’s decision to send his own children to private schooling, the release of documentary films like *Waiting for Superman* (2010) and *The Lottery* (2010), and by federal funding decisions through “Race to the Top,” both of which privilege charter schools. Where we send our children—and who gets to choose—is a big issue.

As such, where public school teachers choose to live and where they choose to send their own children to school are not private decisions with solely private repercussions. Teachers are education experts, and where these experts choose to put their most valuable resources is a window into how they feel about the public schools in which they work. Some see an ethical contradiction: how could someone accept a paycheck from a public school in order to

pay a private school to educate their children? Others see rational decision-making: who wouldn’t choose to give their children a better education if they had the ability?

This study is part of a larger study involving interviews with urban public high school teachers, inquiring about the factors which shaped their decisions as to where they live and where they send their own kids to school, the benefits and challenges of living and schooling where they do, and how parental decisions influence their professional decisions, or vice versa. The teachers involved in this study exhibit a complex combination of behaviors which reflect their middle class career choice as well as their working class upbringing.

**Ware, Danielle**  
**PCC Undergraduate Student**  
***The Difference between Urban and Rural School Expectations from the Students***

Does the type of school you go to determine the standards that teachers put on you? I will present information about different expectations that schools and teachers have for their students.

**Ware, Katelynn**  
**PCC Undergraduate Student**  
***Genius or Education?***

America is falling behind! Have you heard this before? People involved with education in the U.S. are haunted with the “idea” that the other countries are educating their children to be geniuses while ours are falling into ignorance. So is this true? What are they doing differently?

Zoom in on math. What curriculum is being taught in the top countries and how are students able to understand abstract concepts at so young an age? This is the topic of this research study. I will be researching top world mathematics-education programs, comparing them to the US, and looking at ways to implement positive aspects in an urban setting, with the

help of current-teacher perspectives.

I expect to find that varying cultural views on education contribute significantly to mathematics programs. However, I expect to find new practices that an urban teacher could implement. Also I believe that other programs can serve as an example for U.S. long-term goals.

**Welker, Justin**  
**PCC Undergraduate Student**  
***Do Urban Schools Have a Higher Rate of Students with Special Needs Compared to Other Schools***

I wonder if the rate of students involved in a special education program at an urban school would be higher than in another type of schools (rural, suburban, etc.). I will present data from interviews with teachers in special education in an urban school as well as through book research. This topic is important because it will provide information on if children in urban schools are getting the help they need or not.

**Whitesell, Alisha**  
**PCC Undergraduate Student**  
***Homemade Learning Technology***

There is always new and upcoming technology. When it comes to special education classrooms, technology is a growing theme. Special education teachers use this technology for rehabilitation exercises, interactive activities, and even just for fun. The only problem is that technology can tend to be very expensive. So what do special education teachers in urban school districts do when there is a limited amount of money for the school to spend? Do these teachers spend money out of their pocket to pay for this technology or do they just do without? In this presentation, I will be discussing ways special education teachers can make homemade technology that can help with all of the same things that the expensive technology can do. Let’s see what

# Williams-Zwyer -- CONFERENCE ABSTRACTS

we can do with a limited amount of money!

**Williams, Jesi**

PCC Undergraduate Student

***Homework Sucks!: The Effectiveness of Homework in Urban Schools***

Almost every person has groaned and complained about homework over the course of his or her academic career. Think about what homework really means to students in urban areas, they may not have the loving support they need for life, much less homework. Is assigning homework to these students the best idea, or are there better ways to assess their achievement?

I'm asking teachers and students what they think about homework in general, and especially homework in the urban setting. I'll compile the ideas and knowledge I get from them, along with research I find in academic reports, and display what conclusion they seem to come to. This inquiry will help us assess our students in the best possible way, so we can give them a grade that really reflects what they know, not just how smart or involved their parents are.

**Wilson, Rob**

PCC Undergraduate Student

***How Switching Teachers Affects Learning***

Based on my field placement experience in Toledo Public Schools, I have noticed that the schools are prone to switching out students and teachers a lot. And I don't think that that could possibly have a good impact on the students learning. By switching teachers around the students have to acclimate to new rules and a new teaching style. Last semester I had a few kids that switched classroom 3-4 times throughout the year. Unsurprisingly, these were the students that struggled the most while I was there. With different classrooms moving at different paces the student would either not know what's going on or

be horribly bored and not want to do any of the work.

**Wise, Chelsae**

PCC Undergraduate Student

***Urban, Suburban Students--What's the Difference?***

During the presentation I will be discussing the difference of behavior in the classroom from urban and suburban students. I have noticed after being in the classroom that the students act differently and also their attitudes towards school are different from each other's. As a student observing in an urban classroom and a suburban classroom I have noticed the differences between these students. Observing these observations has made me wonder why the difference?

I will be addressing the topic by presenting on the differences in behavior in the classroom for urban students and suburban students. I will present my research through information found in books, reading urban and suburban students bibliography's, searching the internet, and interviewing both my urban and suburban supervising teachers. I want to find the answer to this question that I have, and you might, too.

The presentation of the differences of behavior in the classroom from urban and suburban students is significant because teachers have to be prepared for any district that they get a job in, whether that is an urban or suburban area. Teachers need to know how the students in their classroom are and why they are like that. By doing this presentation I will be pointing out different reasons that urban and suburban students act differently in the classroom.

**Zwyer, Kyle**

BGSU Graduate Student

***Impact of High-Stakes Testing for Math Classrooms in Urban High Schools***

High-stakes testing is meant to provide students and teachers with a reason to work harder and assist in the identification of struggling students and schools. However, through my research, I found that high-stakes tests have negative impacts on high school math classrooms in urban schools. High-stakes testing puts a great deal of pressure on individuals, as students must pass these tests to graduate or get promoted to the next grade level and teachers are held accountable for the students in their classrooms. Because of the stakes from high-stakes testing, many teachers align the curriculum to test content, focus on test preparation, and narrow the curriculum. As there is already a teacher shortage in mathematics, students in urban schools are left with not as highly effective math teachers. Students from urban schools also experience test anxiety and consider the high-stakes test as another barrier in their lives. To minimize the negative impacts that individuals are experiencing, I recommend that high-stakes testing should not be used solely to make decisions regarding students, teachers, and schools. Math teachers should not focus heavily on test preparation, but should incorporate different forms of assessments and projects in class. In addition, schools should offer higher and more competitive salaries for math teachers in order to compete with other occupations that require a mathematical background. It appears that high-stakes testing is here to stay and we need to find ways to reduce the negative impacts it has on math classrooms in urban high schools.

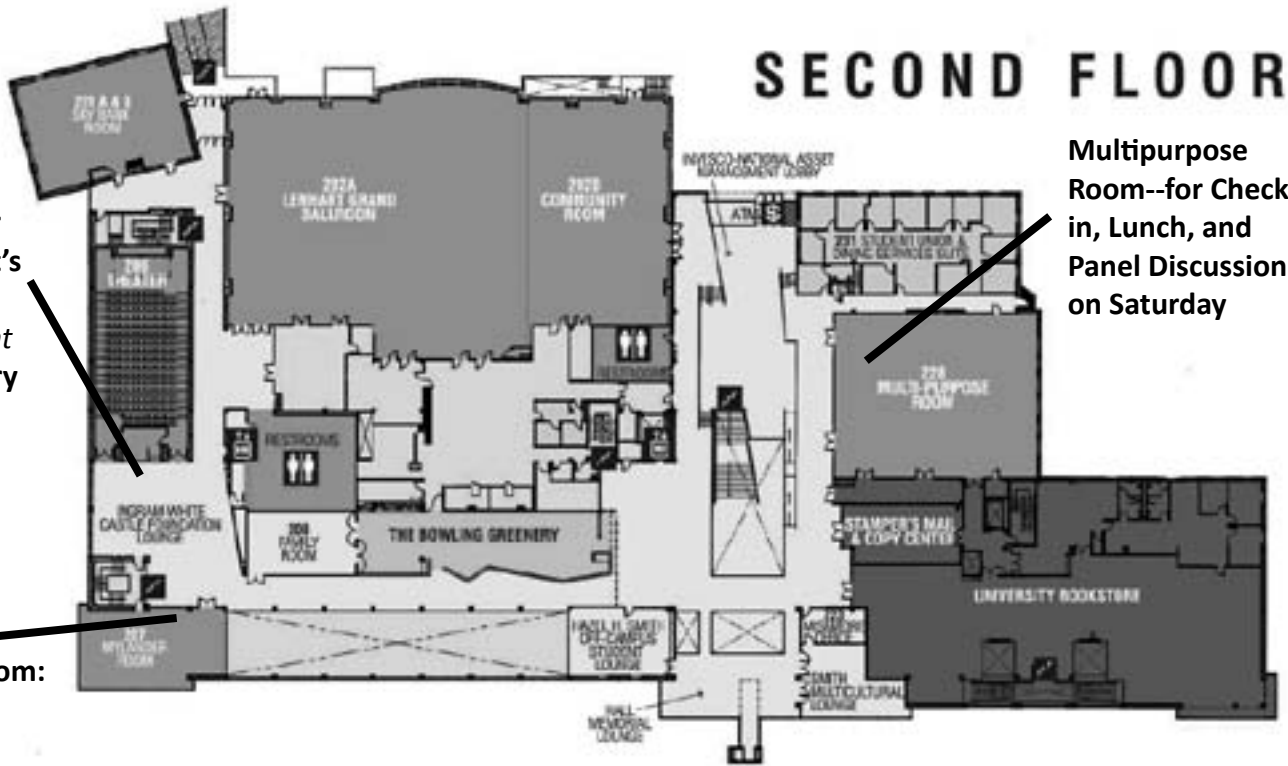
# MAP OF BOWEN-THOMPSON STUDENT UNION MEETING ROOMS

## SECOND FLOOR

Theatre--for Friday Night's showing of *Turning Point* documentary

Multipurpose Room--for Check-in, Lunch, and Panel Discussion on Saturday

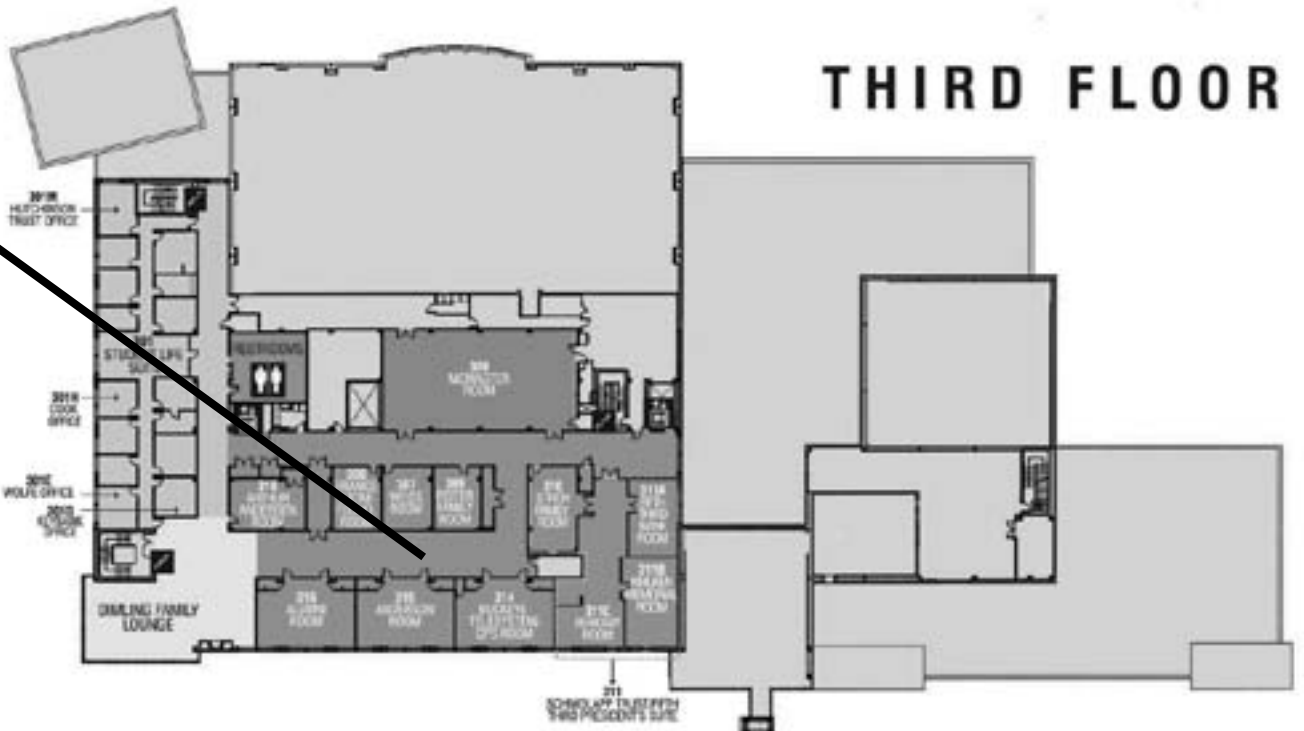
Meeting Room: 207



Meeting Rooms:

- 306
- 307
- 309
- 314
- 315
- 316

## THIRD FLOOR



## SCHEDULE AT A GLANCE

### FRIDAY, MARCH 18, 2011

- 6:30pm-8:15pm KEYNOTE ADDRESS  
Olscamp Hall 101
- 8:15pm-8:30pm MOVE TO BTSU THEATRE  
Union 206—Theatre—Second Floor, Bowen-Thompson  
Student Union
- 8:30m-10:30am TURNING POINT DOCUMENTARY with PANEL DISCUSSION  
TO FOLLOW  
Union 206—Theatre—Second Floor, Bowen-Thompson  
Student Union

### SATURDAY, MARCH 19, 2011

- 8:30am-12noon CHECK IN  
Multipurpose Room, Bowen-Thompson Student Union,  
Second Floor
- 9:00am-10:30am SESSION 1  
Various rooms on Second & Third Floor,  
Bowen-Thompson Student Union
- 10:30-10:40am BREAK
- 10:40am-11:40am SESSION 2  
Various rooms on Second & Third Floor,  
Bowen-Thompson Student Union
- 11:40am-1:05pm LUNCH  
Multipurpose Room, Union 228, Second Floor,  
Bowen-Thompson Student Union  
Lunch Provided with Ticket from Registration
- 12:15pm-1:05pm PANEL DISCUSSION  
Multipurpose Room, Union 228, Second Floor,  
Bowen-Thompson Student Union
- 1:05pm-1:15pm BREAK
- 1:15pm-2:30pm SESSION 3  
Various rooms on Second & Third Floor,  
Bowen-Thompson Student Union
- 2:30pm-2:40pm BREAK
- 2:40pm-3:55pm SESSION 4  
Various rooms on Second & Third Floor,  
Bowen-Thompson Student Union

**Those Who Can** **Do**  
**accept the world as it is**

**Those Who Cannot**  
**Teach**

--Nina Poole, PCC