Introducing the
Florida Educational Research Association
2018 Annual Meeting Special Issue

Jennifer R. Wolgemuth
Alyson Adams
Maria D. Vasquez
Lodi Rohrer
Deb Christie

The FERA 2018 Special Issue is a collection of manuscripts and brief reports featuring important work presented at the 63rd Florida Educational Research Association’s Annual Meeting (FERA 2018). Held in St. Petersburg on November 14–16, the FERA 2018 meeting showcased the work of over 200 researchers, educators, administrators, policymakers, and students on pressing educational issues ranging from social justice in K–12 education to the validation of educational tests and measures.

While FERA and the Florida Journal of Educational Research (FJER) were both established in 1959, this Special Issue is the first of its kind. We, FJER Editors, have been actively involved in FERA for many years, including regularly attending its annual meetings. Over time, and particularly at the 2018 meeting with its record-breaking attendance, we noted two things: 1) the presentations we saw were invariably interesting, provocative, educative, meaningful, and of high quality, and 2) many presenters had no concrete plans to disseminate their work beyond the conference. We were troubled that so much important work might not be shared with the educational research community beyond the bounds of the FERA conference. Our troubling, as all good troubling does, came together in a grand plan to publish a special issue every year featuring high-quality presented papers.

We are excited to introduce the first annual FERA Special Issue.

To build the FERA 2018 Special Issue, we disseminated a call for papers in December 2018, with a February 2019 deadline for submission. In the call we requested submissions in the form of brief reports (2,000–4,000 words) and full manuscripts (7,000+ words). We also specifically requested teacher inquiry submissions from the teachers who presented their classroom inquiries as part of the annual meeting’s Teacher Inquiry strand. All submissions were peer-reviewed by members of the FJER Editorial Board, Teacher Inquiry Board, and Graduate Student Review panel.

We are pleased that this year’s FERA 2018 Special Issue publication includes 16 thoughtful contributions from university faculty and graduate students, school district administrators and teachers. Below we list the authors and titles of the contributions, arranged by the educational contexts and topics they address. We also feature one of the Graduate Student Poster Award winners.

Collectively, we expect these contributions will foster thinking and dialogue in the Florida educational research community that informs education policy, practice, pedagogy, and inquiry in schools, districts, universities, and other educational contexts. We thank our authors for their roles in stimulating these important conversations!
## Contents

### Teaching and Learning in K–12 Contexts

- The Relation of AVID Program Participation in Middle School with 9th-Grade Behavioral Outcomes  
  *Abigail Todhunter-Reid*

- Analyzing High School Administrators’ Knowledge and Confidence to Provide Instructional Leadership in Digital School Environments  
  *Drew Shepard*

- An Inquiry into Literacy Engagement Practices at a Rural, High-Poverty School  
  *April F. Fleetwood*

- The Intersection of Standards Based Grading and Universal Design for Learning in a Sixth Grade Language Arts Classroom  
  *Blake Mickle Beckett*

- Using Citizen Science Projects to Increase Student Interest and Perceptions of Relevance in AP Environmental Science  
  *Renee Andrews*

- Three-Dimensional Science Learning and Assessment in Biology  
  *Mickey MacDonald*

- The Impact of Choice Novels on Student Reading Motivation  
  *Jessica Baker*

### Teaching and Learning in Higher Education

- APA Style Writing Instruction in Graduate Education  
  *Melanie R. F. Law*

- Augmented Reality to the Rescue of Language Learners  
  *Alia Hadid, Patrick Mannion, & Babak Khoshnevisan*

- Integrating CALL to Develop Metacognitive and English Proficiency Skills in EAP Classrooms  
  *Imelda Bangun, Patrick Mannion, Zhengjie Li, & Ke Cheng*

### Research Methods and Methodologies

- IPA as a Method for Identifying Education and Training Needs of Informal Caregivers  
  *Martha M. Snyder & Laurie P. Dringus*

- “Those Who Do Not Learn from History...”: Contemporary Implications from the History of Teacher Inquiry  
  *James Rigney, Amanda Pate, & Tara Ferland*

- Positioning Teachers as Researchers: Lessons in Empowerment, Change, and Growth  
  *Michelle Vaughan, Christina Cavallaro, Jessica Baker, Cheri Celesti, Christopher Clevenger, Hannah Darling, Rebecca Kasten, Maria Laing, Rachel Marbach, Agnes Timar, & Kelli Wilder*
Education Policy and District Analyses

Language-in-Education Planning: The Florida Consent Decree After 25 Years
Maria R. Coady, Mark P.S. Lopez, & Shuzhan Li

An Analysis of Geographic Trends in Exceptional Student Education Services
Lodi Rohrer, Alisha Braun, Phyllis Jones, Jennifer R. Wolgemuth, David Lamb, Karen Colucci, Vonzell Agosto, & Zorka Karanxha

The Effect of Florida School District Classifications on Academic Outcomes: A Multivariate Analysis
Lauren Raubaugh & Ying Xiong.

Graduate Student Poster Award

Bridging the Gap Between Theory and Practice: An Autoethnography
Denise Donohue