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Abstract: These Proceedings document an educational research forum held at Wake Forest University (Winston-Salem, North Carolina) on December 7, 2005. Table of contents and 26 research studies of high school teaching are included. Studies include: (1) Mathematical Reasoning in Multiple Representations: Connections and Confidence (Justin Allman); (2) The Effects of Problem-Based Learning on Student Engagement and Motivation (Joshua Bragg); (3) Creative Thinking Questioning in the Secondary Social Studies Classroom (Eric M. Cain); (4) Suppositional Language in the Secondary English Classroom (Lauren Casey); (5) Vocabulary Instruction in the Secondary English Classroom (Mariah Dillard); (6) Instructional Methods and Engagement: An Observation Study of Teacher and Student Behavior (Michael P. Fischer); (7) The Effects of Problem-Based Learning on Students Understanding of Animal Behavior (Shawnda M. Herring); (8) Igniting Discussion in the English Classroom (Brian A. Hill); (9) Instructional Strategies Used to Promote Cultural Awareness (Mary Julia Hinson); (10) The Use of Authentic Literature in the High School Spanish Classroom (Cecilia Jimenez-Santos); (11) Discussion and Student Engagement in the English Classroom (Kimberly S. Jones); (12) The Extent to Which Primary Sources in the Biology Classroom Are a Tool for Teaching Scientific Literacy (Meredith Lentz); (13) Mathematical Discourse During Investigations: A Comparison Study (Diana Liberto); (14)

Verbal, Academic Teacher Feedback in Secondary English Classrooms (Kerri McFarland); (15) LOL: The Use of Humor in Secondary Social Studies Classrooms (Stephen Miura); (16) Inspiring High School Readers: Teacher Action and Student Reactions (William Austin Morris); (17) "Look Who's Talking": Discussion Patterns in Secondary Social Studies Classrooms (LaTosha D. Parker); (18) Practical Ways to Engage United States History Students (Karen Riddle); (19) Multiple Intelligences in the High School Social Studies Classroom (Wingate Thompson Smith); (20) A Study on the Effectiveness of Writing Across the Curriculum (Beth Sperfenne); (21) The Effect of Science Fiction Media Clips on Science Attitudes and Achievement (Bradley Stephenson); (22) The Use of Portfolio Assessment in the K-12 Spanish Classroom (Amy Talley); (23) Diverse Literature, Diverse Voices: Do They Go Hand in Hand? (Katherine Thompson); (24) Re-membering Mathematics: The Effect of Culturally Relevant Math History Lessons on Students' Attitudes (John Troutman); (25) Multiple Intelligences in the English Classroom (Margie Van Orden); and (26) Making Lasting Impressions: Teachers' Use of the First and Last Five Minutes of Class Time (Cameron F. Wells). Each paper contains a literature review, methodology, results, conclusions, and references.
