



# Graduate Showcase 2017

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Wichita State University

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**22nd Annual  
Graduate Research Showcase  
Program**

**Saturday, April 29, 2017**

**8:00 a.m. – 12:00 p.m.**



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WICHITA STATE  
UNIVERSITY

Rhatigan Student Center

Wichita State University

Main Campus

# 22nd Annual WSU College of Education Graduate Research Showcase

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## 22<sup>nd</sup> Annual Graduate Showcase

### Message from the Dean

The WSU College of Education, as part of a research university committed to innovation and impact, believes firmly in the benefits of university research and innovation for the betterment of society. For that reason, students in the College of Education are provided opportunities for applied learning and inquiry as an integral part of their program. Such endeavors prepare leaders and innovators who promote advances in health and wellness, education, and the sport industry that cross the lifespan. From wearable technology to instructional design, our students are pursuing questions that matter. This year's Graduate Showcase highlights a myriad of faculty and student projects that have either sparked insights or spurred the development of tools needed to address some of today's most pressing challenges. For our soon-to-be graduates of our programs, we hope today marks a beginning step toward explorations and career opportunities that continue to make a positive impact. Congratulations on your contribution to the showcase and thank you for participating in today's event.

Shirley Lefever, Dean

### Acknowledgements 2017

The 22<sup>nd</sup> Annual College of Education Graduate Research Showcase event and this program are the results of special efforts and collaboration of a large number of individuals. Thank you to all the graduate candidates whose work is being showcased. We apologize for those names that may have been omitted from this program.

Graduate Showcase Committee: Mara Alagic, C&I; JaeHwan Byun, C&I; Craig Elliott, Committee Chair, CLES; Janice Ewing, C&I; Kim Davis, Dean's Office; Jody Fiorini, CLES; Vicki Quade, CLES; Cathy Durano, C&I; Ashlie Jack, COEd Assistant Dean/Accreditation Officer; Pat Terry, CLES.

Sponsorship: Phi Delta Kappa representatives: Bruce Behrendt, Terry Behrendt

Opening Remarks: Dr. Randy Watson, Kansas Commissioner of Education

Program Coordinator: Pat Terry, Vicki Quade, CLES

Budget: Dr. Shirley Lefever, COEd Dean

Website: Kim Davis, College of Education, Technology Coordinator

Administrative Assistant: Vicki Quade, CLES

Closing Remarks: Dennis Kear, Professor (retired), Wichita State University, Grant writer & coordinator of the first Graduate Showcase.

Rhatigan Student Center Events Coordinator: Linda Sims

Wichita State Memorabilia: College of Education; Curriculum and Instruction Department; Counseling, Educational Leadership, Educational and School Psychology Department; College of Fine Arts; Provost's Office; and University Bookstore.


**22nd Annual**  
**WSU College of Education**  
**Graduate Showcase**  
**Schedule**

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<b>Time</b>	<b>Event</b>
<b>8:00-8:55</b>	<b>Registration Opens - Third floor near Beggs Ballroom South end of Rhatigan Student Center</b>
<b>9:00-9:15</b>	<b>Welcome and Opening Remarks, Beggs Ballroom</b>
<b>9:15-9:45</b>	<b>Oral Presentations - Rooms 238, 240, 245, 256, 257, 258 261, 264, 265</b>
<b>9:50-10:30</b>	<b>Poster Presentations - Graduate and Undergraduate 2<sup>nd</sup> floor atrium</b>
<b>10:35-11:05</b>	<b>Oral Presentations - Rooms 238, 240, 245, 256, 257, 258, 261, 262, 265, 266</b>
<b>11:10-11:40</b>	<b>Oral Presentations - Rooms 238, 240, 245, 256, 257, 258, 261, 262, 265, 266</b>
<b>11:45</b>	<b>WSU Memorabilia Presentation and Closing Remarks Beggs Ballroom</b>

**Refreshments will be available in 2nd floor hallway during the showcase. (19 & 20 on map)**

**22nd Annual**  
**WSU College of Education**  
**Graduate Showcase**



**Coordinators/ Facilitators**

**Edd in Educational Leadership**

Coordinator: Dr. Jean Patterson

**District Licensure**

Coordinator: Dr. Craig Elliott

**MEd in Educational Leadership**

Coordinator: Dr. Patrick Terry

**MEd in Learning and Instructional Design**

Coordinator: Dr. Mara Alagic

**MA in Teaching**

Coordinator: Dr. Janice Ewing

MAT/ Transition to Teaching  
and ECU Residency

Facilitator: Dr. Janice Ewing

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## History of the Graduate Research Showcase

The Graduate Showcase started with a grant from KSDE. The grant was written by Dave McDonald, Darla Smith and Dennis Kear. The first Showcase was held at Derby High School in 1996.

In Derby the facilitators were Dennis Kear, David McDonald (associate superintendent in Derby) and Darla Smith (South Central Service Center). The participants in the Wichita site were invited to participate and Cathy Yeotis and Mary Krebbie had all their students participate.

There were 50 students from Derby and 35 from the Wichita site. Of course, teachers from many more districts were enrolled in those first two sites. All of the students were completing their first year of the C & I site-based master's program. When the Showcase was held the next year (1997), both 2nd year (graduating) and 1st year students participated.

Cathy Yeotis also co-taught with Randy Watson in McPherson for 6 Years.

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### Dr. Randy Watson – Opening Remarks

Dr. Randy Watson has been the Kansas Commissioner of Education since July 2015. He carries out the policies and programs prescribed by the State Board of Education to ensure the necessary oversight and support is provided to assist Kansas schools, educators and students in achieving their goals.

Dr. Watson began his education career in 1981 as a high school social studies teacher in Tescott, KS. He has served as a high school principal and provided classroom instruction at the university level.

Most recently, Dr. Watson served the community of McPherson for 22 years — working as an assistant superintendent from 1993-2005 and as superintendent from 2005-2015.

A native of Coffeyville Kansas, Dr. Watson attended Kansas State University where he earned a bachelor's degree in history and a master's degree in science in secondary administration, staff supervision and staff development, building level certification. Additionally, he received his doctorate of education in secondary administration, school law, curriculum development and instructional leadership, and district level certification.

Throughout his career, Dr. Watson has been sought out by schools, districts, education organizations and others for his educational insights as well as his clear thinking around the issues and challenges facing policymakers, educators and students.

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### Wichita State University Phi Delta Kappa, Chapter 0117

PDK is pleased to support the “Showcase” this year and will award a plaque for “Distinguished Team Research.” Kappans Terry Behrendt, Cathy Mong and Clarence Horn will listen to the research and score the presentations to determine the winners. The plaque will remain at WSU.

PDK has been at WSU for over 50 years. PDK International was established in 1906. Over the years PDK has emphasized **Leadership, Research and Service**. We support teachers and school leaders by strengthening their interest in the profession through the entire arc of their career. We honor educators as professionals who learn daily from their work and want to share their knowledge with others to transform the lives of their students and their own specialized work. (check [pdkintl.org](http://pdkintl.org))

We also help sponsor **Educators Rising**, an organization for high school youth who want to become teachers, on campus groups at WSU such as KNEA-SP, Shocker Hall LLC, and others who may assist the students to be successful and stay in the profession.

Students at all levels may join PDK at half-price. See us for details.

**H. Bruce Quantic, President :** [bquantic@cox.net](mailto:bquantic@cox.net) **Terry Behrendt, Board:** [tbehrendt@cox.net](mailto:tbehrendt@cox.net) **Clarence Horn, Treasurer:** [chorn8124@sbcglobal.net](mailto:chorn8124@sbcglobal.net) **Cathy Mong, Board:** [cmong@usd259.net](mailto:cmong@usd259.net)

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**ORAL PRESENTATIONS:**  
**Doctoral Field-Based Research**

*Superintendent and Principal Perspectives on Restructuring a Special Education Cooperative*

9:15 am, Room 261

**Raquel Greer**, USD# 263, Mulvane Grade School, Mulvane, KS; **Kevin Harrison**, Wichita State University, Wichita, KS; **Connie Jacobs**, USD# 261, Prairie Elementary, Haysville, KS; **Kristi Arends**, Wichita State University, Wichita, KS

*EDd in Educational Leadership – Organizational Leadership and Restructuring*

This study applies the concept of restructuring to a special education interlocal cooperative comprised of several member districts. Educational restructuring allows leaders to reassess their goals and resource allocation. As student populations in member districts grew, and service delivery became more complex, the Cooperative experienced increased difficulty meeting student needs. The Cooperative chose three goals for the restructuring process: improved communication and collaboration, efficiency and effectiveness, and quality programming. To assess the progress of the restructure, superintendents and principals were interviewed individually and in focus groups. Participants reported mixed responses about the outcomes of the restructure while affirming its purposes and goals. Larger districts desired more decision making autonomy and collaboration with the Cooperative; whereas, smaller districts were content with current levels of participation. Discrepancies between the technical and cultural dimensions of the restructure need to be addressed to maximize the effectiveness of the restructure.

*A Study of Educational Values in a Midwestern School District’s Budget Decision Process*

10:35 am, Room 261

**Felicity Nyaronge**, Catholic Diocese, Wichita, KS; **Karen Kuhn**, SCAESIC # 618, Goddard, KS; **Frances Ervin**, Wichita State University, Wichita, KS; **Michele Hayes**, Technical Assistance Systems Network, Topeka, KS; **Vanessa Souriya-Mnirajd**, Wichita State University, Wichita, KS

*EDd in Educational Leadership – School Finance and Education Values*

As public school funding remains a contentious issue, this qualitative research study sought to understand the educational values different internal stakeholder groups express as most important to them and how those values influence the budget decision-making process. The study was conducted in a Midwestern school district. Data collection consisted of individual interviews, a focus group, and a review of documents. The 24 participants in the study included school board members, district level leaders, principals, and teachers. The findings suggest school finance continues to be a challenge at both the state and local level. Even with these challenges, the number one priority for this school district is “Kids Come First.”



*Developing Leadership Capacity: Administrator Perceptions of the Role of Walkthroughs*

11:10 am, Room 261

**Mike Bonner**, USD# 262, Valley Center District Administration, Valley Center, KS; **Jen Sinclair**, USD# 259, Stucky Middle School, Wichita, KS; **Chelsea Redger**, Wichita State University/Student Affairs/ Student Involvement, Wichita, KS; **Sultan Al-Thobaiti**, Wichita State University, Wichita, KS

*EDd in Educational Leadership – Formative Professional Development*

Riverville Public Schools has utilized classroom walkthroughs to monitor instruction for over a decade. Recently, district leaders addressed a goal to increase student achievement by developing the leadership capacity of their principals through performing classroom walkthroughs with them. The purpose of this qualitative case study was to learn district and building administrators' perceptions during the initiative's early implementation. Incorporating Weick's (1979) organizational sense-making theoretical framework, researchers sought to understand principals' comprehension of, and responses to, expectations of the initiative; participants' thoughts regarding how side-by-side walkthroughs influenced instructional leadership; and, what changes were desired in the initiative. Findings yielded conclusions regarding the value placed on the initiative by participants and perceptions of how sense-giving and sense-making of the initiative influenced leadership capacity. Recommendations included identifying goals and purpose for the process, increasing sense-giving, changing the focus of side-by-side walkthroughs, and integrating use of walkthrough data in administrative practice.

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**ORAL PRESENTATIONS: Thesis**

*Miracles in the Classroom: How to Engage All Levels of Readers Using Multi-Modal Literacy?*

9:15 am, Room 256

**Kelly Connelly**, USD# 263, Mulvane High School, Mulvane, KS

*MEd in Learning and Instructional Design - Literacy*

Students hate reading. Studies show that students report a decline in reading for enjoyment starting in 6th grade, by the time students reach high school they spend less than an hour on average reading for enjoyment. Through research, combined with data collected in my classroom, multimodal literacy has proven to be a way to reengage students who have grown to dislike reading. Graphic novels, comics, videogames, and movies are classified as multimodal literacy, which is literacy that goes beyond just words. Multimodal literacy can actively engage all levels of readers while also meeting 21st century literacy needs. When students are more engaged, it increases their comprehension, enjoyment, and interest in the subject. Multimodal literacy helps struggling readers learn to love reading and help challenge advanced readers in new ways.

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**ORAL PRESENTATIONS: District-Level Licensure**

*Digging Deeper into SAEBRS*

10:35 am, Room 256

**Donna Simpson**, USD# 259, Wichita Public School, Wichita

*District-Level Licensure – Social and Emotional Learning*

The need for students to have Social and Emotional Learning (SEL) skills has been researched for well over twenty years. This project looks at a behavior screener that can be used to help determine which specific SEL skills have a higher need to be taught to students. I will show the data the screener provided and how the staff at Payne Elementary will utilize this data to choose specific skills to teach students.

*Mathematical Mindset in USD 402*

11:10 am, Room 256

**Kristie Thackery**, USD# 402, Ewalt Elementary/ Principal, Augusta, KS

*District-Level Licensure - Math and Social Emotional Learning*

This long range project is a book study being done by our district administrative team, utilizing the Mathematical Mindset book by Jo Boaler to help our district explore the concept of Mindset and Mathematical Mindset in particular. As a district we are looking for ways to help our students find more success in math. As we have progressed through our book study and discussions we have begun to make connections to how the topic of mindset can be carried throughout the curriculum and help support the social and emotional development of our students.

***Delving into and Developing a Strategic Plan, USD# 444, Little River-Windom***

10:35 am, Room 266

**Audrey Johnson**, USD# 444, Little River-Windom

***District-Level Licensure – Strategic Success Planning***

High stakes accountability for public education and how we measure success continue to be a topic for many school districts and legislature. Public education in Kansas has been and continues to be successful, but is presented with utilizing limited resources to provide the highest quality of education as we prepare students for post-secondary success. Strategic plans become necessary to gain stakeholder feedback in efforts to provide the best education at the local level. As there is a delicate balance between high stakes accountability and limited resources, a strategic plan for intentionality within this local district will be shared.

***Panther Prowl: Promoting Wellness Community-Wide***

9:15 am, Room 245

**Amy Jones**, USD# 309, Nickerson Elementary School, Nickerson, KS

***District-Level Licensure - Community Engagement***

The first-annual Panther Prowl 5K and Fun Run fostered collaboration between the school district and community of Nickerson, KS in order to promote wellness awareness and engage the community in a family-friendly affair.

***Standard Based Grade Cards***

10:35 am, Room 245

**Jennifer Forker**, USD# 308, Hutchinson, KS

***District-Level Licensure – Student Evaluation***

The College and Career Ready Academic Standards have changed the way elementary schools report student progress. Gone are the days of letter grades for general subject areas; today’s report cards give parents more information than ever before. However, are the report cards helping or hindering parents’ understanding of how well a student is performing? Is a multiple page document really more informative than the previous single subject version? Educators need to find a balance between overwhelming parents with academic lingo and still giving adequate information in order to best inform the stakeholders in a student’s progress.

***Curriculum, Relationships, and Rigor***

11:10 am, Room 245

**Julie Crum**, USD# 111, Denton, KS

***District-Level Licensure - Curriculum, Relationships, and Rigor***

The focus of my long term change project has been to develop curriculum for grades Pk-12, building relationships and showing the importance of relationships in regards to student achievement and to ensure that all students receive quality first instruction that has the level of rigor necessary so that students will be college or career ready.

*Systems of Support for Educators New to Andover USD 385*

9:15 am, Room 257

**Traci Holder**, USD# 385, Andover Public Schools, Andover, KS

*District-Level Licensure - New Teacher Induction and Mentoring*

Research indicates that beginning teachers benefit from a multi-year comprehensive induction program. This project and presentation examines the elements identified in research as being critical for induction programs and details a plan for implementing a two-year induction program for beginning educators for the 2017-2018 school year. The project also includes an overview of a new plan of support designed especially for experienced teachers who are new to Andover Public Schools.

*Developing a Professional Learning Evaluation Survey for a Large Urban School District*

10:35 am, Room 257

**Amy Johnson**, USD# 259, Wichita, KS

*District-Level Licensure - Professional Learning*

Professional Learning occurs throughout school districts in various methods and to various degrees. The Professional Learning Evaluation Survey was developed in order to identify topics and needs of professional learning as a large urban school district first, then at the building level. This tool was designed in alignment with Multi-Tiered Systems of Supports (MTSS) as well as national standards for Professional Learning. Results will identify professional learning strengths and weaknesses and guide recommendations on topics for future professional learning for 2017-18 school year.

*The Dawn of KESA: Preparation for the New School Improvement Process*

11:10 am, Room 257

**Mark Clodfelter**, USD# 474, Haviland, KS; **Staci Derstein**, USD# 422, Greensburg, KS; **Deana Waltrip**, USD# 263, Mulvane, KS

*District-Level Licensure – The Dawn of KESA: Preparation for the New School Improvement Process*

As our state begins to usher in a new accreditation system (KESA), it is important to embrace the movement to engage stakeholders in all aspects of the school improvement process. This demonstration will highlight the refocusing of the stakeholder teams, the KESA implementation process, and the preparation for compliance in the new school improvement process.

# 22nd Annual

## WSU College of Education

### Graduate Showcase

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#### ORAL PRESENTATIONS: Research Projects

##### *Improving Effectiveness in School Discipline*

11:10 am, Room 262

**Crystal Cotton**, USD# 356, Conway Springs Public Schools, Kyle Trueblood Elementary Conway Springs, KS; **Michael DeLange**, USD# 259, Wichita Public Schools, Griffenstien Wells, Wichita, KS; **Amy Pinion**, USD# 470, Arkansas City Public Schools, Arkansas City Middle School, Arkansas City, KS; **Shannon Russell**, USD# 259, Wichita Public Schools, Woodland Health/ Wellness Magnet School, Wichita, KS

##### *MEd in Educational Leadership – Improving Effectiveness in School Discipline*

The purpose of this comparative analysis of current and future perceptions of the effectiveness of the school discipline system is to examine how staff members in four Midwestern educational settings currently view and implement disciplinary action. The team will suggest strategies for staff members to address the lowest ratings and in essence identify a process to effectively evaluate a discipline system in a variety of settings. The study will attempt to answer questions relative to: (a) how stakeholders describe the use of disciplinary action in the school, (b) the value placed on identified components of a quality discipline plan/system, and (c) the contextual aspects of the school and how those aspects impact the current discipline system.

##### *Consequences of Extracurricular Activities on Student Academic Performance*

9:15 AM, Room 258

**Jenae Latimer**, USD# 259, Wichita, KS; **Brandon Leach**, USD# 509, South Haven, KS

##### *MAT - Transition to Teaching – Extracurricular Activities*

Extracurricular activities are widely considered a positive motivator for student achievement in the classroom. Extensive research has examined the effects of extracurricular activities on student achievement and a majority of the research has shown a positive correlation between the two. But, most studies have not addressed the issue of absences related to these extracurricular activities and the consequences of academic performance. The purpose of this study is to determine if absences related to extracurricular activities adversely affect student achievement. This quasi-experimental study looks at two student groups: those involved in extracurricular activities and those who are not. Data will be collected through multiple checkpoints of understanding during a six-week period as well as a Likert scale survey and will be assessed using a standard t-test to determine whether the scores are significantly different.

### ***Technology Distractions in the Middle School Classroom***

10:35 am, Room 258

**Amy Rishell**, USD# 205, Leon, KS; **Brian Anderson**, USD# 259, Wichita, KS

#### ***MAT - Transition to Teaching – School Provided Technology Compared to Bring Your Own Device***

The purpose of this study was to compare the level of distraction between a group of middle school students who have students who have one-to-one iPads and a group of students who have only have access to personal hand-held technology in the classroom. The researchers measured the level of distraction in each classroom. A tally of recorded distractions related to hand-held electronic devices were kept. The researchers categorized students by gender and electronic device type (personal vs. school supplied). In addition, students kept track of when they thought they are distracted by the electronic devices within their possession. Having the students perform a self-assessment of their own distractions allowed the researchers to identify the difference between students and teacher's definition of being distracted. Comparing the number of distractions tallied by both students and teachers creates an opportunity to examine perceptions of distractions. The students in the study will be split up: school A will be made up of forty students and school B will be made of 107.

### ***Time of Day and its Effect on Academic Achievement in Secondary Mathematics***

11:10 am, Room 258

**Molly Dunlap**, USD# 260, Derby, KS

#### ***MAT-Transition to Teaching- Sleep Habits and Achievement in Mathematics***

The idea of being an early bird or night owl has significant implications at the high school level. Many students experience a shift in their wake and sleep cycles as they progress through puberty. What effect does this have on academic achievement? Does time of day have an effect on a high school students' achievement in math class? Would that achievement be more evident if a student was allowed to choose what time of day math was learned? This research will involve high school students taking a math class in a suburban high school in the Midwest. Their end of semester scores will be analyzed to find differences between morning and afternoon scores and to determine if students taking a math class at their preferred time of day will achieve higher scores than those who were not taking math at their preferred time of day.

### ***Children's Involvement in Extracurricular Activities K-3 Grades***

10:35 am, Room 238

**Cynthia Johnson**, Meadowlark Elementary, Andover, KS; **Trenton Tucker**, Rey Woodman Elementary, Wichita, KS; **Alice Reals**, Anderson Elementary School, Wichita, KS; **Houda Elrhuaoui**, Annoor Islamic School, Wichita, KS

#### ***MAT- Early Childhood Unified-Residency – Children's Involvement in Extracurricular Activities K-3 Grades***

The purpose of this study is to determine if race and socio economic status plays a role in the number and types of extracurricular activities a child is enrolled. The study participants will include the parents of children five to eight years of age who are enrolled in, two public and two private schools. The study will take place over a six-week time period. Within this time frame, researchers will distribute a questionnaire that consists of eight questions for the parents to respond to focusing on types of extracurricular activities and the amount of time spent in each.

## *Effect of Instrumental Music Instruction on Science Academic Performance of High School Students*

9:15 am, Room 264

**Ashley Hinton**, USD# 259, Goddard High School, Goddard, KS

### *MEd in Learning and Instructional Design - Science Education*

The purpose of this research was to observe how instrumental music instruction affects achievement of secondary students in science classes. Students are required to have vocal music training throughout lower school choir programs. Some schools have small units (4-6 weeks) of instruction focused on one specific instrument. However, most secondary schools do not require any instrumental instruction to meet graduation requirements. Some students participate in instruction through private lessons, others participate in group instruction. Research to find a relationship between instrumental music education and academic success is scarce. Participants in this study were limited to secondary students enrolled in chemistry. A survey was used to determine each student's involvement in instrumental music training. Results were compared to science grades in the previous year as well as to summative assessments and then analyzed. Students involved in private instruction showed small increases in test scores over students without musical training. There was no significant relationship found between test scores and group instrumental music training.

## *Teacher Perceptions of the Effects of an Additional Recess in an Elementary School Setting*

9:15 am, Room 262

**William M. Barton**, Annoor Islamic School, Wichita; **Laura Johnson**, USD# 261, Rex Elementary, Haysville, KS; **Carrie Thrash**, USD# 261, Haysville, KS; **Phil Daignault**, USD# 259, Mayberry Middle School, Wichita, KS; **Brian Herod**, USD# 259, Brooks Middle School, Wichita, KS; **Natasha Reyes-Boom**, USD# 259, Colvin Elementary, Wichita, KS

### *MEd Educational Leadership- Effects of Recess on Learning Environment*

The amount of time schools give to student recess is a topic of debate. Some feel as though students need more time for instruction, so time is taken away from recess in order for students to have increased instructional time. Research has shown that though recess time means a loss in potential instructional time, the benefits to students and to the school environment more than compensate for the possible loss in instructional time. This study investigates two elementary schools, one public and one private religious, which have added an additional recess time to their daily schedule. The action research team studied the perceptions of teachers on the effects of adding an additional recess on student effort in class, on their classroom behavior, on academic achievement, on students socially and emotionally, as well as any other effects on the overall school environment either positive or negative.



*The Effects of Corrective Feedback, First Language and Second Language in the Spanish Classroom*

9:15 am, Room 240

**Molly Kretzer**, USD# 267, Andale High School/Garden Plain High School, Andale, KS/ Garden Plain, KS

*MAT-Transition to Teaching – Foreign Language*

The purpose of this research was to examine how written feedback affects language retention in high school Spanish students. The study focused on determining the efficacy of feedback during second language (L2) speech. Participants included high school students in four sections of Spanish: two Spanish 1 sections and two Spanish 2 sections. All sections spent time speaking only L2 weekly. All four received oral feedback. One of each Spanish 1 and Spanish 2 sections also received written feedback following each L2 session. The results were measured through a mixed methodology including a series of post-unit short-answer and essay tests, and surveys. Each unit tested over the current curriculum and over any previous units' content. Students completed a Likert-type scale survey post-L2 period to measure their perception of their L2 language retention. The guiding question of this study is: "What effect does written CF have on increasing student Spanish language retention?"

*The Effect of Progress Monitoring on Student Motivation and Academic Success*

10:35 am, Room 240

**Holli Gill**, USD# 259, Hadley Middle School, Wichita, KS

*MAT-Transition to Teaching – Progress Monitoring in Mathematics*

The purpose of this mixed methods quasi-experimental study was to investigate the effects of progress monitoring on motivation and academic success. There has been little research on progress monitoring in middle school mathematics classrooms. This study gathered qualitative and quantitative data from two urban middle school math intervention classrooms. Prior to instruction, all students completed a Likert scale self-motivation survey to determine motivation and a pretest over one unit of instruction. Students in the experimental group recorded quiz and test scores as well as reflections of individual progress in a journal. At the end of the unit, students completed a posttest and the motivation survey again. Pretest and posttest scores were compared to determine growth. Comparisons were made between the two motivation surveys to determine if there was an increase in motivation. The preliminary results indicate that progress monitoring can increase student motivation that in turn positively affects academic success.

## *The Effect Homework has on Academic Performance*

11:10 am, Room 240

**Reece Landenberger**, USD# 259, Wilbur Middle School, Wichita, KS; **Bryn Blasdel**, USD# 259, Brooks Magnet Middle School, Wichita, KS

### *MAT - Transition to Teaching – Differentiated Homework Practices*

This action research will focus on the effects homework has on students' academic performance. The researchers will utilize two middle schools located in a Midwest urban school district. One researcher will focus on how homework affects learning in social studies, while the other researcher focuses on the effectiveness of homework in math class. Homework treatments for social studies will include students providing summaries of content learned in class, reading and summarizing articles provided, analyzing and revising class notes independently and creation of relevant projects. Homework treatments for the math class will include solving equations and math problems that will incorporate the material learned during class time. Comparisons will be made between the classes. Data will be collected over the course of three units of study. The students will be given a pretest to begin each unit. Then will be given two quizzes during each unit and finally a posttest to conclude the unit. Grades will be recorded for each formal assessment given to students. The researchers will observe look at the growth of each student from pretest to posttest. Conclusions will be drawn from the analyzed data to influence future academic decisions involving homework in the classroom such as: Is homework more beneficial in one core subject than another? Is there a better use of class time than grading and assigning homework daily? Should all demographics receive equal amounts of homework? Does homework lead to more students becoming angry and dissatisfied with school?

## *Teacher Perceptions of State Standards*

10:35 am, Room 262

**Luke Westerman**, Wichita Catholic Diocese, Kapaun Mt. Carmel High School, Wichita, KS; **Elizabeth Barnaby**, USD# 266, Maize South Elementary, Wichita, KS; **Kara Loux**, USD# 266, Wichita, KS; **Deidra Wagner**, USD# 259, Gammon Elementary, Wichita, KS; **Zach Lorensen**, USD# 385, Andover, KS; **Connie Reddic**, USD# 259, Mead Middle School, Wichita, KS

### *MEd Educational Leadership – Teacher Perceptions*

State standards have been put in place to ensure that all students receive quality education regardless of where they attend school within the United States. The benefits of state standards are many, but obstacles exist that may prevent the standards from achieving optimal results. These obstacles could include a lack of professional development, lack of time, or a lack of resources. Because teachers are the people who will be directly involved in delivering the standards to students, their perceptions of the state standards may provide valuable insight on what is working and what needs to be changed to best educate students. The purpose of this action research is to hear directly from teachers their perceptions of the state standards. A survey will be administered to all staff from the five participating schools. Interviews will be conducted with selected staff members. The research will lead to an action plan incorporating ideas from participants.

## *Effects of Music on Achievement for Middle and High School Students*

9:15 am, Room 238

**Jonathan Sobonya**, USD# 259, Southeast High School, Wichita, KS; **Susan Caywood**, USD# 261, Campus High School, Haysville, KS; **Karen Gardner**, USD# 259, Wichita, KS; **Johnathan Nichols**, USD# 259, Jardine STEM and Career Explorations Academy, Wichita, KS

### *MAT - Transition to Teaching – Music and Instruction*

This study will examine the effects of music on student achievement. Music will be used during non-instructional time, such as group work, individual daily work, and tests. The purpose of this study is to determine if music will improve student's test scores on new material. Participants for the study will come from middle school and high school math and English classes. The study will take place over a four-week period and consist of a control group and an experimental group from each school. The experimental group will receive the independent variable, background music, while the control group will receive no music during instruction. The dependent variable for the study will be student achievement on written tests over material learned during the week. The scores from these tests will be analyzed and compared to look for differences between the groups exposed to music and those who were not.

## *Group Based Learning in Middle Level Mathematics*

11:10 am, Room 238

**Trey Utz**, USD# 259, Coleman Middle School, Wichita, KS

### *MAT – Middle Level/ Secondary-Residency – Cooperative Learning, Mathematics, Middle School*

Group-based learning is an effective teaching method which can promote increased student engagement and allow students the ability to complete complex tasks with a higher degree of learning. The purpose of this study is to determine the effectiveness of this teaching method specifically in regards to middle school mathematics classrooms. The study will look at three separate groups of students one which will focus primarily on individual based reinforcement activities. The second group will use only group based reinforcement activities and the third will be given a combination of the two methods. Reinforcement activities are characterized, for this research, as any activity done after the initial concepts are taught to strengthen the knowledge of the students. This research will provide additional information to help determine which teaching methods are most effective in a middle level mathematics classroom. Data will be collected using a combination of individualized assessments, participant interviews and observation.

## *A Wasted Opportunity: Is the School District's Reading Program Supporting Social Studies Standards?*

9:15 am, Room 265

**Aubrey Simmons**, USD 261, Freeman Elementary, Haysville, KS

### *MEd in Learning and Instructional Design - Reading Series Versus Kansas Standards for History, Government and Social Studies*

The purpose of the study was to answer two guiding questions: 1) Are the Kansas Standards for History, Government and Social Studies supported by a reading series and 2) How are they supported? The teacher-researcher compared the Wonders Reading Series to the Kansas Standards for History, Government and Social studies to answer the guiding questions. Findings showed, for fourth and fifth grades, only 7.5% of the stories in Wonders support the KSHGSS. For history in general, fourth grade had 13% and fifth grade had 20% of the stories not meeting standards. This shows that the KSHGSS standards are not supported within the Wonders Reading Series which was picked by the school district.

## *Literacy Integrated Family Engagement: An Evaluation of the Effectiveness of a Family Engagement Program*

10:35 am, Room 265

**Jennifer Wagner**, Oswego, KS

### *MEd in Learning and Instructional Design - Family Engagement*

The purpose of this study was to evaluate the effectiveness of KRR's family engagement program, LIFE. My goal was to use surveys, personal interviews, and compare and contrast student reading scores to determine what kind of impact the program had not the parents, students, and families of those involved. Participants included parents of the children in the LIFE program, LIFE staff, and all students in grades Kindergarten through third grade at Neosho Heights Elementary School in Oswego, KS. Parents were given a pre- and post-survey asking about family dynamics, their knowledge of the school reading score system, and their relationship with their child. Four parents from each LIFE cycle were selected to participate in an interview to ask their opinion of the LIFE program. LIFE staff were interviewed to determine their overall thoughts and opinions of the program. Through this study, my hope was to determine how effective the program has been both in helping the students involved produce higher reading scores and creating healthy family habits for the LIFE participants.

## *Capturing Corporate Curriculum Flow*

11:10 am, Room 265

**Robert Merritt**, USD# 265, AGCO Technical Training, Hesston. KS

### *MEd in Learning and Instructional Design - Cooperative Learning*

Leadership in education and business is coming to recognize that one Curriculum and delivery model may not always work with different groupings of individuals that have the requisite strengths to impact a particular goal. Also, it is becoming a common practice in private education to put together, from existing personnel, effective skillsets to develop a new training element to fill in a current need. In this environment a problem has developed where redundancy is leading to inefficiency and curriculum is not captured and shared. When multiple instructors or regions are trying to teach the same curriculum, some knowledge documentation methodology is needed to apply new knowledge gained to subsequent basic classes so it can become conventional wisdom in future objectives. Knowledge creation in organizations is the topic of Jose Mathews' (2012) exhaustive compilation of many of private and public business knowledge retention methodologies from research done over the span of the last 60 years. Many of the studies cited in his work document purposeful effort to create and capture a knowledge base for businesses that strive to build on an adaptive and resourceful employee base as they solve problems. This work will be used to identify where some of the known education curriculum design theories match up and augment the efforts of workgroups that have been researched. In some cases they are being held up as positive examples and in others will point to a need to utilize ongoing innovation to stay current with technology. In this case the training will never outrun the technology since new product being released is the reason for the training in the private sector. This work will attempt to add a framework where new delivery venues and technology update and move forward curriculum design to keep pace with technology. With technology continuing to advance there needs to be a curriculum methodology that keeps pace automatically with the developing technology.

## *Literacy Perceptions of What Makes an Effective Teacher*

11:10 am, Room 266

**Chris Fisher**, USD# 266, Maize Middle School, Maize, KS; **Michael Sessions**, USD# 259, Coleman Middle School, Wichita, KS; **Sheila Berridge**, USD# 309, Nickerson Elementary School, Nickerson, KS; **Matthew French**, USD# 259, Brooks Middle School, Wichita, KS; **Caleb McCaffree**, USD# 261, Ruth Clark Elementary School, Haysville, KS; **Tran Vu**, USD# 259, Cessna Elementary, Wichita, KS

### *MEd Educational Leadership – Teacher Evaluations*

This qualitative study examines criteria used to evaluate teacher effectiveness. States mandate school districts to implement comprehensive teacher evaluation systems that define effective teacher attributes. The most widely used evaluation instruments in Kansas are Danielson, KEEP, Marzano, and McREL. A problem associated with these instruments is teacher perceptions of effective teaching often differ from the attributes assessed in these models. Data was analyzed from six focus groups comprised of 37 elementary and middle-school teachers from a diverse sample of districts. Our summary of the evaluation instruments show the commonalities between the various evaluation tools as well as areas of difference. Additionally, differences and similarities between evaluation systems were contrasted with teacher perceptions regarding valuable evaluation criteria. Findings indicated inconsistent frequency of the administration of evaluations and a lack of follow through useful for professional development. Claims that the instruments would improve teaching were not supported by teacher responses.

# 22nd Annual

## WSU College of Education

### Graduate Showcase

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#### GRADUATE POSTER PRESENTATIONS

All poster presenters should be at their stations during this session time 9:50 - 10:30 am  
2<sup>nd</sup> Floor Walkway

##### *The Impact of High-Stakes Benchmark Testing and Testing Reduction*

**Paige Shavlik**, Wichita State University, Wichita, KS

##### *MEd in Learning and Instructional Design - Strategic Plan*

The purpose of this study is to explore the literature on benchmark testing to determine the effectiveness and need of testing used to prepare for high-stakes standardized tests. This study first examines the development and use of high-stakes testing and the impacts testing has on students. The diversion of time from curriculum-based teaching to test preparation will be explored. The research has been examined in order to establish the need for benchmark testing and whether or not these types of practice test are necessary for student success. Applied research from other studies of state mandated testing will form the quantitative data. This data in conjunction with a strategic plan will be analyzed to determine effectiveness and need for practice tests that are used to prepare for high-stakes standardized testing.

##### *Measuring Creativity: Evaluating Middle School Students Using a Divergent Thinking Task in the Visual Art Classroom*

**Tracy Collins**, USD# 264, Clearwater Middle School, Clearwater, KS

##### *MEd in Learning and Instructional Design - Curriculum and Instruction, Divergent Thinking, Creative Thinking, and Visual Art*

Can creative thinking be measured? This research study seeks to understand the divergent thinking process, creative fluency and elaboration differences in middle school students who have never taken a visual art class compared to students who have. A modernized, digital version of the Guilford Alternative Uses Task test was used for this study. Collected data was interpreted by determining whether: student's creative fluency and elaboration of solutions are developing at the same rate; fluency and elaboration results are impacted by the thinking time of the activity; gender differences play a role in fluency and elaboration of ideas. Finally, this study will determine if students who have taken a visual art class before can develop more solutions than students who have not.

### ***The Effects of Critical Co-Reflecting in the Classroom***

**Emily Martin**, USD# 259, Clark Elementary, Wichita, KS

#### ***MEd in Learning and Instructional Design - Critical Co-Reflection***

People have different points of view on pretty much everything. The key is to teach people to understand other people's perspective and understand that it is ok to see things differently. The purpose of this study was to explore the idea that if you can get students to start co-reflecting critically at a young age, then you can set them up for success at accepting people that are different than them. The study examined students' opinions of different perspectives than their own, to see if they accepted those different viewpoints from their peers. They had to use critical co-reflecting skills during their conversations. The study was completed in a first grade classroom.

### ***Living Learning Communities: Student Needs for Internationally Themed Living Learning Communities***

**Rebecca Snow**, Wichita State University, Wichita, KS

#### ***MEd in Learning and Instructional Design - Living Learning Communities***

Living learning communities are a growing trend, through which universities are able to create smaller communities that support student's social and academic growth as they transition into life at college. While international living learning communities are functioning in several universities, little research has been done to determine how they can best be utilized. The purpose of this study is to explore the way in which an international living learning community can meet the social and academic needs of both domestic and international students living in Wichita State University housing. Data collected through student focus groups will be used to determine what students view as the needs of their community and how these needs can be met. This knowledge can then be used to design a living learning community which supports students socially and academically, while teaching cultural skills for a global society.

### ***Facilitation of Behavior Specific Praise in the Classroom***

**Nicole Fahsholtz**, USD# 385, Prairie Creek Elementary, Andover, KS

#### ***MAT- Early Childhood Unified- Residency - Behavior***

For all students, learning can be hindered when so much time is spent on discipline, redirection, and how to treat classmates respectfully. Creating an effective, motivating, and positive environment is vital to ensure student success. In many classrooms, individual students may demonstrate inappropriate behavior during lessons, which causes a disruption with the rest of their peers learning. This has required teachers to reflect on practices and change how they are facilitating positive behavior in the classroom. How a teacher communicates with students has an impact on the student's behavior and teacher-child relationships. This study will utilize two preschool/ pre-kindergarten classrooms to determine if behavior specific praise used by educators affects students who are on Individualized Education Plans to promote overall positive behavior within a classroom.

### *Programs and Services Offered to Gifted Students*

**Shireen Humera**, Wichita State University, Wichita, KS

#### *MEd in Learning and Instructional Design - Gifted Programs*

This meta-analytical study has been conducted to determine the most useful, and commonly used programs in the gifted education field. Thirty two studies about gifted programs have been selected by using ERIC, SAGE, JSTOR, Google Scholar, and Education Full Text databases. These studies were published between 1970-2017. In these studies, the patterns and frequencies of services offered to gifted students were investigated. All services/programs found were clustered in to four major categories, named Models/Services for Elementary-Secondary, Acceleration and Enrichment, Grouping, and Support Services. All the programs/services described under these four categories were found to be effective and successfully used to serve the gifted students. However, the findings strongly pointed towards a few programs, which were most effective, and were most commonly used. These programs were pullout program, enrichment, acceleration, ability grouping, cluster grouping, from-loading, and self-contained classes.

### *The Effects of Student Involvement in Setting Goals in Reading Fluency on Achievement*

**Kaylee Francis**, USD# 266, Maize Elementary, Maize, KS

#### *MEd in Learning and Instructional Design - Reading*

The purpose of this study was to determine the relationship between student involvement in their oral reading fluency (ORF) and improvement in their test scores. Teacher and students, together, set goals for fluency and then track their test scores to monitor achievement. The ORF tests that were given were the Dynamic Indicator of Basic Early Literacy Skills. The groups of students being tested were 2nd graders and 4th graders from the same public school. There were a total of nine students that were given the opportunity to discuss their goals of the ORF test with their teacher. These same students were also able to see the score of each test after they have taken it. The other students (control group) in the classes did not get the same opportunity. The ORF test was given every two weeks over a three-month span. During this time, the rate of growth was monitored for each student. The data were analyzed to determine if the rate of growth increased under the given conditions (setting goals with students, tracking test scores, and discussing ORF performance). After being analyzed, it was determined that the variable group did have an increase in their oral reading fluency.

### *Prevalence in Adults Returning to Education*

**Laurell Mailloux**, USD# 259, Allen Elementary, Wichita, KS

#### *MEd in Learning and Instructional Design - Transformative Learning*

For my research I would like to research and study more about adult education through transformative learning. I have grown an interest in adults returning to continue or gain more education after starting a life. Adults' returning to education has been something that has grown more prevalent and something that I have been able to experience and be a part of with my own education. While I was a traditional student, I have had plenty of courses with adults who were returning or just beginning with their education.



### ***Impacts of Speech and Language Impairment on Prosocial Development***

**Brianna Newell**, Wichita State University, Wichita, KS

#### ***MEd Educational Psychology – Speech and Language Impairment***

The participant in this case study was a three-year old female with reportedly low levels of language production. Since speech/language impairment impacts a child's communication skills, language-use during interactions was a primary focus, with emphasis on pro- and/or anti-social behavior, social norms, and empathy. The assessments used for data collection included The Mirror Behavior Questionnaire, Speech Behavior Checklist, Intelligibility in Context Scale, Tyminski's Social Skills Checklist Revised, and age-appropriate Piagetian Activities. The results of these assessments, a parental interview, and my observations were combined to indicate that a lack of ability to verbally communicate with others reduces the frequency and duration of the child's interactions. Her understanding of social norms as well as exhibition of prosocial behavior in these limited interactions did not seem to be negatively affected; however, nonverbal/verbal aggression was used periodically when she was vocally prompted by others. This study brings light to how much of a role speech and language have on shaping a child's behaviors. Practical implications for the participant include more frequent and longer-lasting interactions with increased opportunity to practice prosocial behaviors as a result of enhancing her verbal communication.

### ***Intercultural Sensitivity in the Workplace***

**Shannon Sommers**, USD# 413, Chanute Public Schools, Chanute, KS

#### ***MEd in Learning and Instructional Design - Cultural Sensitivity, Cultural Competence***

This paper explores the role that intercultural sensitivity plays in communicating and working with a culturally diverse group of people in the workplace. The need to learn about ones' own beliefs as well as those of others and the steps to alter or change the way interaction takes place between culturally different ideas and perspectives. The educational setting is being faced with the task of preparing teachers to work in and with culturally diverse people and settings. Equipping teachers with knowledge and understanding of their own ideas, perceptions, beliefs and attitudes has a huge impact on the education of students.

### ***Teachers' Perceptions of How the Environment Impacts Student Behaviors***

**Amber Price**, USD# 259, Little Early Childhood Center, Wichita, KS

#### ***MAT – Early Childhood Unified-Residency - Behavior***

The purpose of this project was to gain insight into teachers' perceptions about how the environment impacts their students' behaviors. Mixed methods research design was utilized for the purposes of this study. Included results indicate not only if the teachers in the sample agree that the environment has an impact on student behaviors, but also to what extent specific environmental attributes impact their behavior. The qualitative portion of the research was aimed to gather more detailed descriptions of teachers' philosophies and experiences in the classroom pertaining to how the environment has affected his/her students' behavior in the past.

## ***Is the 'Modern Student' Getting a Transformative Educational Experience Through Online Learning?***

**Amy Beldon**, Wichita State University, Wichita, KS

### ***MEd in Learning and Instructional Design - Transformative-Learning in Online Education***

By creating a transformative learning experience in the online environment, higher educational institutions have the opportunity to increase their learner base as well as the quality of instruction that is offered. The study of online learning with an emphasis of transformative experiences could be a tool that higher educational institutions can use in creating instructional methods and materials that will benefit both the institution and the learner. This research study examines how the participants experience online learning and if that experience was successful. The participants for this study are college students who are currently enrolled in an online course. They were surveyed regarding their experience with online learning. By better understanding the online needs of the student, quality online instruction and courses can be created.

## ***Retention Versus Learning: Moving Towards Far Transfer***

**Bart Potter**, Flight Safety International, Wichita, KS

### ***MEd in Learning and Instructional Design – Adaptive Training***

To help narrow the gap that may exist between the transfer of learning and the transfer of training this case study examines adaptive training to improve far transfer leading to higher transfer of training. The study consisted of two professional pilots undergoing the transition training to a new corporate business jet. Both participants were given the same content of a lesson but were taught in different ways: one was a fixed difficulty method and the other an adaptive method. Final outcomes from this research aim to narrow the gap between successful training and useful application by comparing pilot transfer of learning to pilot transfer of training.

## ***The Effects of Active Listening on Content Comprehension***

**Richelle Trevino**, Diocese of Wichita, Kapaun Mt. Carmel Catholic High School, Wichita, KS; **Aubry Weigel**, USD# 259, Wichita, KS

### ***MEd in Learning and Instructional Design - Active Listening***

The purpose of this study was to determine if active listening techniques have a greater impact on learning comprehension than traditional teaching techniques do in a classroom setting. For this study, thirty-nine students from a parochial, non-profit school were asked to participate. Most were considered middle-class and were 15 or 16 years old in age. The demographics of students included Caucasians, African-Americans, Asians, Indians, and Hispanics. Student groups were based on class schedules and level. Throughout the five-day study, one class of students was taught using active listening techniques and the other class was taught using traditional teaching techniques. We used quantitative methods to collect data on student performance. Implications we expected from this quantitative study were that the students who used active listening techniques to learn content would outperform the students who did not, especially in the area of listening.

## *Bodymindfulness Differences in Communication Throughout Generational Gaps*

**Holly Stewart**, Wichita State University, Wichita KS; **Jennifer Roe**, Wichita State University, Wichita, KS

### *MEd in Learning and Instructional Design - Bodymindful Communication*

This study will explore the presence of bodymindfulness in communication throughout generational age groups. Bodymindfulness, studied by Nagata (2004), focuses on mindful communication through attuning one's inner self, including emotions, feelings, body and spirit, to appropriately convey one's whole self through verbal and non-verbal communication. We believe that as society has become dependent on technology as a means for communication, individuals that have more experience with technology driven communication will exhibit less bodymindfulness in their conversations. The analysis will be based on personal interviews of 45 individuals, from the Baby Boomer generation, Generation X and Millennials, asking them dichotomous, emotion-driven response questions about the 2016 Presidential election. We will analyze verbal and non-verbal responses on a nominal scale, including changes in body positioning, speech volume, eye contact and facial expressions. Our research hopes to educate bodymindful communication to younger generations,

## *Dialectic Rhetoric in the Classroom*

**Mikylee Burris**, Wichita State University, Wichita, KS

### *MEd in Learning and Instructional Design - Dialectical Thinking*

The purpose of this study is to increase the awareness of Dialectic Rhetoric among our students. The movie "Stand and Deliver" will be studied as the teacher in this movie takes drastic measures to teach his students Math. The movie "Freedom Writers" will also be looked at for the same reasons, the teacher in this movie also goes to radical measures to ensure that her troublesome students will learn English. In doing so these teachers not only get the students to learn about their subject matters, they are also teaching them a new way of thinking: dialectic thinking. In this study I will compare and contrast how these two main characters are using dialectic rhetoric to accomplish their goals. I hope that will help me further my thinking about the question, by adding Dialectic Rhetoric in our classrooms could our students retain information and learn new subjects? (Skype Presentation)

**22nd Annual**  
**WSU College of Education**  
**Graduate Showcase**

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**ASPIRING GRADUATE RESEARCHERS**

(Undergraduate Poster Presentations)

**All poster presenters should be at their stations during these session times 9:50 - 10:30 am  
2<sup>nd</sup> Floor Walkway**

*How Does Professional Development Affect Student Achievement?*

**Brianna Hovey**

*Curriculum and Instruction – Professional Development and How it Impacts Student Achievement*

My poster examines the effects of professional development on student achievement. It includes findings from two different research articles. In addition, it displays the data I collected from my school about how professional development affects student achievement. Based on my research, professional development can be used to effectively increase student achievement for students who struggle with learning. Professional development also improves pedagogical practices and increases teachers' content knowledge. Often times, professional development does not show immediate gains in student achievement; however, over time it can be extremely effective if it is implemented correctly.

*Boys vs. Girls Reading*

**Rachel Epley**

*Curriculum and Instruction - Literacy*

I will present my data and evidence of the changing trends of reading and boys.

## *The Effects of Family Structure on Academic Achievement*

**Taylor Sills**

### *Curriculum and Instruction - Family Structure*

Data gathered from personal field experience and scholarly journal research takes a deeper look at the connection between family structure and academic achievement. The parental involvement, family income, number of siblings and other factors out of the educator's control take a heavy toll on the independent student. Understanding these structures and how to overcome the obstacles they present is an extremely important duty of an impactful educator.

## *The Impact of Pre-K on School Readiness*

**Grace Powell**

### *Curriculum and Instruction – Early Childhood Education*

Does attending prekindergarten better prepare students to attend kindergarten? Students entering kindergarten are expected to already have many foundational academic skills, such as counting and letter recognition, as well as basic school skills, such as following directions and positive classroom behaviors. However, since pre-k programs are not readily available for all families, not all students attend prekindergarten and may not learn many of those skills they need to be successful. Do those students start school with a disadvantage? By observing the performance of kindergarten students in a Title I school, the impact of prekindergarten on students' overall school readiness can be seen, calling into question the necessity for more readily available pre-k programs.

## *Independent Reading Improves Literacy Skills*

**Lynette Abitz**, Wichita State University, Wichita, KS

### *Curriculum and Instruction – Reading Fluency and Comprehension*

The data from my classroom shows a correlation between the level of independent reading and improved fluency and comprehension scores on AIMSweb testing. Those who averaged more than 100 minutes each week usually scored higher in both fluency and comprehension, whereas those who averaged less than 100 minutes each week had lower scores, with some below the target levels.

## *Daily Supported Reading and Academic Achievement*

**Megan Tronsgard**, Wichita State University, Wichita, KS

### *Curriculum and Instruction - Daily Supported Reading and Academic Achievement*

My field experience in a Kindergarten class provided me with the opportunity to research and gather data over Daily Supported Reading (DSR) and academic achievement. My research leads me to different environmental factors and what this conclusion can mean for future educators.

### *Is There a Connection Between Video Games and Student Achievement?*

**Chari Dyer**, Wichita State University, Wichita, KS

#### *Curriculum and Instruction – Video Game Use, Student Achievement, English Language Arts*

This research project examines data from thirty-four 5th grade males and females to offer insight into the ways that different levels of video game use might affect elementary age students' academic performance. The data is arranged so that video game use and student achievement can be viewed by gender, which provides a unique look at female video game use and academic performance that is often overlooked. Students' English Language Arts (ELA) grades offer a look at how ELA scores relate to hours spent playing video games, while available Lexia completion predictors offer more specific information about a subgroup of students who participate in Lexia, an online, computer-based reading intervention program. The research poster highlights connections between the data collected and recent research related to student achievement and video game use.

### *The Effects of Lighting in a Second Grade Classroom*

**Melissa Archer**, Wichita State University, Wichita

#### *Curriculum and Instruction - Classroom Environment*

After reviewing two articles, a six-week study was conducted in a 2nd grade classroom. Alternative lighting was implemented utilizing two floor lamps. Students were assessed on concentration skills and their perceptions of their behavior for the day. The assessments show that lighting may impact students in both areas. Students showed a positive response to alternative lighting that had a lower brightness (lux) and a warmer correlated color temperature (Kelvin).

### *Computer Science in Schools: Where Does the US Fit In?*

**Dominic Suter**, Wichita State University, Wichita, KS

#### *Curriculum and Instruction - Curriculum and Instruction*

Comparing the US computer science curriculum to various other countries around the world.

### *Does Prekindergarten and Preschool Attendance Enhance School Readiness?*

**Michelle Cyphers**, Wichita State University, Wichita, KS

#### *Curriculum and Instruction – Education/School Readiness*

The information gathered came from two research articles about preschool and school readiness. Both articles described enhanced prekindergarten/preschool programs as being programs that consisted of teachers who had a Bachelor or Master's degree in Early Childhood. One of the articles indicated that students who attended an enhanced preschool/prekindergarten program yielded better results when it came to academics and behavior. Both articles concluded that students who attended an enhance preschool/prekindergarten program were better prepared for kindergarten. Both articles also concluded that the results were not sustainable long term. Third grade was the cut off. By third grade there was no difference between a student who had attended an enhance preschool/prekindergarten program and a student who did not attend one.

### *Children With Autism and Their Reading Abilities: Case Study of Three Children*

**Carrie Van Dusen**, Wichita State University, Wichita, KS

#### *Educational Psychology – Reading*

Many researchers focus on children with severe autism, which is needed indeed. What is also needed is research on children who have a diagnosis but are not as severe. Children with autism have been found to struggle with inferences but do exceedingly well in explicit questions. I conducted a case study on two children with autism, one boy aged 10, and one girl aged 12. I explored if they had difficulty with inferences using the Qualitative Reading Inventory-4. I also considered their current grade cards, and interviewed parents about their past and about the child's abilities, or difficulties, incl. the use of Adult Reading History Questionnaire/ARHQ. The results revealed that both children struggled with retelling the stories independently. They all did well on the explicit answers but did struggle with the implicit ones and inferences. Overall, the findings of the study lead to more questions about how schools can work on this issue to tailor the reading classes/ instruction to enhance deep comprehension of children with autism.

### *How Classroom Noise Levels Effect Student Achievement*

**Taylor Bristoe**, Beech Elementary, Wichita, KS

#### *Curriculum and Instruction – Noise Levels in the Classroom*

This presentation discusses how classroom noise affects student achievement in both reading and mathematics. The first portion of this study includes summaries of research that has been published in scholarly journals. The first article focuses on the consequences of classroom management styles (one that emphasizes the importance of a quieter classroom and one that does not). The second article takes a closer look into types of noises and their specific impact on reading and math performance. The next portion of this presentation includes several forms of field research: student survey, observation data, and a comparison of grades in different types of classroom environments (one that is noisy and one that is quieter). The final piece of this presentation is my conclusion of what has been determined by scholars and research pertaining to how noise in the classroom influences academic achievement.

*Poverty and Reading Achievement*

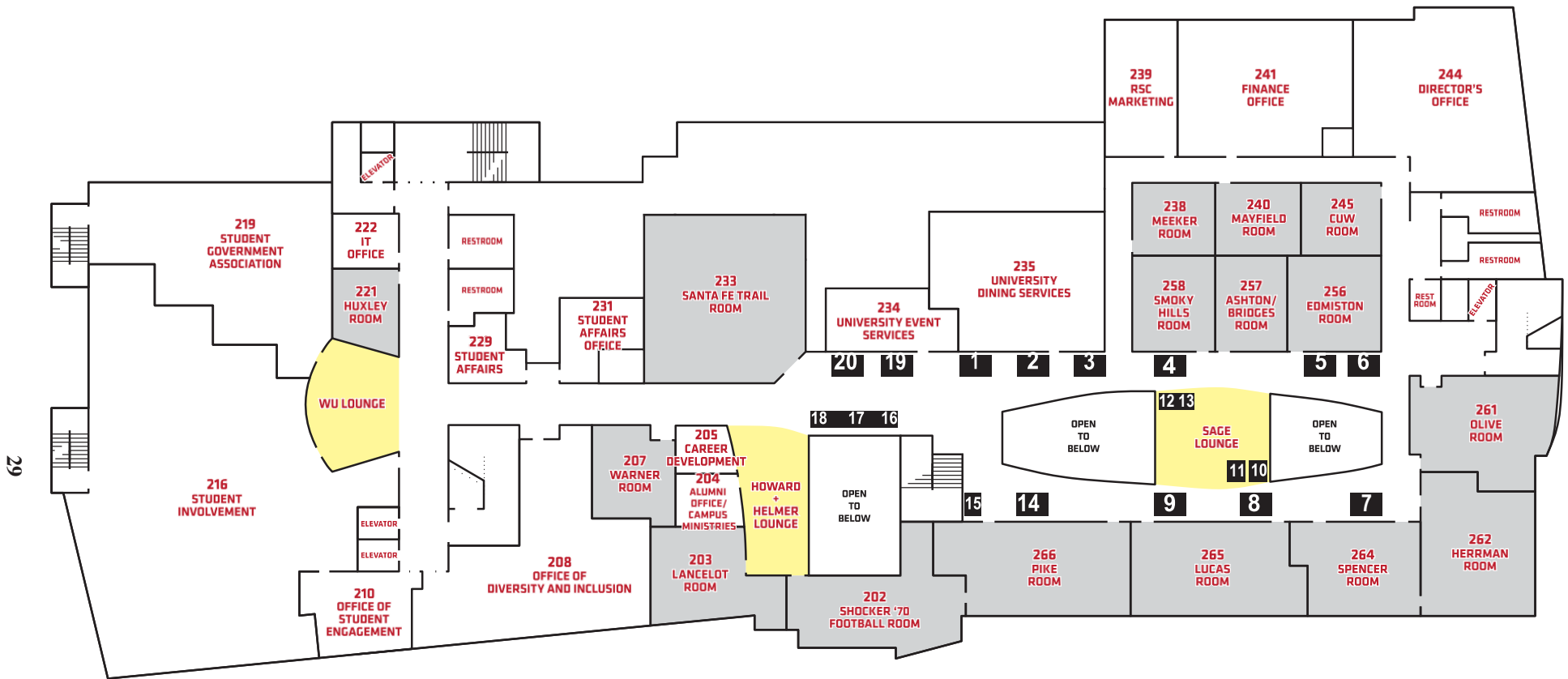
**Bethany Snow**, Wichita State University, Wichita, KS

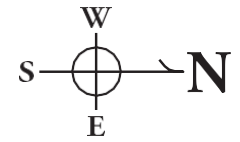
*Curriculum and Instruction – Literacy – Reading*

This presentation studies the correlation between poverty and reading achievement. Research surrounding the causes of low reading achievement among low-income families is presented, as well as real-world data comparing the reading scores of a low-income school to those of a more affluent school. Overall, this presentation serves as a charge to educators to provide quality education for all students, consistently working to lower the achievement gap.



# RSC SECOND FLOOR INFO TABLES





### Third Floor

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