

**EIGHTEENTH ANNUAL
GRADUATE RESEARCH SHOWCASE**

Saturday, April 27, 2013

7:30 a.m. – Noon

WICHITA STATE UNIVERSITY
College of Education
Graduate Programs



.....
WICHITA STATE
UNIVERSITY

Heskett Center
Wichita State University
Main Campus

**EIGHTEENTH ANNUAL WSU
COLLEGE OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

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Message from the Dean

Welcome to the 2013 COEd Graduate Student Research Showcase. Research is a major component of advanced education in the College of Education and our graduate students play a vital role in the discovery of new knowledge at WSU. When you present your research results you take one step forward toward finding answers to the great questions of our time. Our graduate programs are designed to foster collaboration among students, faculty mentors, practicing professionals and experts in related fields. These unique opportunities help solve real-world problems and offer career opportunities for our graduate students. Our expert graduate faculty create excellent venues for our graduate students' professional development and preparation to compete in the global knowledge economy. This Showcase is not only about students' scholarship, it's about the benefits of research and the power of education to make individuals' lives better and change the world. Congratulations on your contribution to this 18th annual Showcase.

Dean Sharon Hartin Iorio

Acknowledgements 2013

The 18th 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, CI; Kate Bohn-Gettler, CLES; Jeri Carroll, CI; Craig Elliott, Chair, CLES; Janice Ewing, CI; Kay Gibson, CI; Sherry Goodvin, CI; Jeremy Patterson, HPS; Wonyoung Kim, SMGT; and Pat Terry, CLES.

Opening Remarks: Interim Provost Keith Pickus

Coordinator: Vicki Quade, CLES; Sherry Goodvin, CI

Budget: Sharon Iorio, Dean's Office, and Claudia Keller, Dean's Office

Heskett Center Facility Coordinator: John Lee, Heskett Center

Photographer: Patrice Hein, Dean's Office

Technology Liasons: Amy Belden and Georg Schirmer, Tech Lab

Website: Kim Davis, WTQP, KBOR

Administrative Assistance: Vicki Quade, CLES

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

**EIGHTEENTH ANNUAL
WSU COLLEGE OF EDUCATION
GRADUATE SHOWCASE
SCHEDULE**

TIME	EVENT
7:30	Set-up; registration opens
8:00–8:10	Welcome and Opening Remarks, Lobby, Interim Provost Keith Pickus
8:15–8:45	Oral Presentations - Rooms 105, 133, 207, 208, and 209
8:50–9:20	Digital Portfolios and Poster Presentations - Rooms 213 - 214 (Second floor teaching lab)
9:30–10:00	Oral Presentations - Rooms 105, 133, 207, 208, 209, and 2nd floor conference room
10:10–10:40	Digital Portfolios and Poster Presentations - Rooms 213 - 214 (Second floor teaching lab)
10:50–11:20	Oral Presentations - Rooms 105, 133, 207, 208, and 209
11:30–12:00	WSU Memorabilia presentation, Lobby Refreshments will be available in the upper lobby.

**EIGHTEENTH ANNUAL
WSU COLLEGE OF EDUCATION
GRADUATE SHOWCASE
COORDINATORS/FACILITATORS**

EdD in Educational Leadership	Coordinator: Jean Patterson
District Licensure	Coordinator: Craig Elliott
MEd in Educational Leadership	Coordinator: Patrick Terry
MEd in Curriculum & Instruction Maize/Online Cohort 4	Coordinator: Mara Alagic Jeri Carroll, Jennifer Kern & Scott Dellinger
MEd in Special Education	Coordinator: Kay Gibson
MEd in Exercise Science	Coordinator: Jeremy Patterson
MEd in Sport Management	Coordinator: Mark Vermillion
MA in Teaching Transition to Teaching and the ML/Secondary Residency Programs	Coordinator: Janice Ewing Facilitator: Sherry Goodvin & Anne Eastwood
Early Childhood Unified-Residency	Facilitator: Kim McDowell

EIGHTEENTH ANNUAL

WSU COLLEGE OF EDUCATION

GRADUATE SHOWCASE

ORAL PRESENTATIONS: DOCTORAL FIELD-BASED RESEARCH

Faculty Perspectives on Leadership Succession Planning: Evidence from a Private Midwestern College

8:15 am, Room 105

- 1 **Brad Pepper**, USD 628, South Central Kansas Education Service Center; **Ardith Dunn**, USD 507, Satanta School District, Satanta; **Pamela Johnson**, Wichita; **Hala Alsatatin**, Wichita State University, Wichita

Edd in Educational Leadership - Higher Education Leadership

Institutional continuity within leadership ranks has spurred a growing number of colleges and universities to formulate strategies for developing and retaining a talent pool to ensure that stable leadership will be an asset for years to come. One approach to address future leadership needs is succession planning, which allows colleges and universities to attract and retain leaders with the skills, knowledge, and dispositions needed to create a pipeline of qualified candidates. Thirty-five faculty and five administrators were interviewed about the feasibility of implementing a succession planning program at a private liberal arts college in central Kansas. Faculty and administrators expressed conflicting views about program goals. Faculty placed more importance on student mentorship while administrators wanted faculty to value fiscal and managerial responsibilities. If succession planning programs aim to build leadership capacity, faculty and administrator disconnects relating to institutional tasks and contributions will have to be addressed.

District-Wide Behavior Management Model Implementation

9:30 am, Room 105

- 2 **Terri Gaeddert**, Sterling College; **Andi Williams**, USD 261 Haysville; **Roxann Clark**, NWOSU; **Sherry Farrell**, SCCC; **Mike Argabright**, USD 252 Hartford; **Royce Powelson**, USD 346 Mound City; **Todd Carter**, SCCC; **Chad Higgins**, USD 423

Edd in Educational Leadership - School Policy Implementation

The purpose of the study was to examine the perceptions of teachers in an urban school district regarding the training, implementation, and effectiveness of a district-wide behavior management model. The research team sought data from schools the district considered to be at each end of the spectrum regarding their level of implementation. The district is in their third year of implementation after the initial introduction and training of staff. Data was collected using surveys and focus group interviews in elementary, middle, and high schools within the district. A framework of repetitive change syndrome and policy churn was used and several themes emerged highlighting differences in the quality of the initial training, the level of implementation among different buildings throughout the district, and the general beliefs about the effectiveness of the program.

***School Climate Improvement: Perceptions of Administrators, Teachers, and Students
in a Suburban School District***

10:50 am, Room 105

- 3 **Amber Espana**, University of Phoenix, Wichita; **Brian Cordel**, USD 309 Nickerson/South Hutchinson School District, Hutchinson; **Tiffinie Irving**, USD 259, Wichita; **Patrick Simon**, USD 259, Curtis Middle School, Wichita; **Alicia Thompson**, USD 259, Wichita

Edd in Educational Leadership - School Climate Improvement

This qualitative case study examines the perceptions of administrators, teachers, and students involved in the first year implementation of an externally developed school climate improvement program. The field study team conducted focus groups, individual interviews and observations in two middle schools and one high school, all situated in a suburban school district in south central Kansas. The research focused on examining a healthy school climate and the influence of the new school climate program as perceived by stakeholders on relationships, self-managing classrooms, bullying, discipline, academics, and morale. The study examined the fidelity of program implementation by teachers and other participants, and includes recommendations.

ORAL PRESENTATIONS: DISTRICT LICENSURE PROJECTS

Creating a Pre K-12 ELA Curriculum Map

8:15 am, Room 133

- 1 **Sheila Wendling**, USD 373, Newton

District Licensure Project - Curriculum Alignment

This project for Newton USD 373 is to create a curriculum map to provide consistency across the district in Pre K-12 of delivering effective and research based ELA (English Language Arts) instruction. A representative from each grade level and also each of the 5 elementary schools, 5th/6th center, 7th/8th middle school and high school is a member of the committee. The task is to create a philosophy statement of ELA, define curriculum, determine essential elements of ELA instruction, and design a curriculum map. The process is collaborative and powerful for educators to be involved in deciding what instruction should be occurring in every classroom for ELA in Newton schools.

Selecting a Teacher Evaluation Model for USD 402 that Meets the Requirements of the ESEA Waiver

9:30 am, 2nd floor Conference Room

- 2 **Patricia Lynn Archer**, USD 402, Ewalt Elementary, Augusta

District Licensure Project - Teacher Evaluation

In September 2012, USD 402 formed a committee of teachers and administrators to research and recommend a teacher evaluation tool that met the requirements of the Elementary and Secondary Education Act Waiver. The team analyzed their current model against the Waiver criteria. Three additional models were evaluated: KEEP, McREL, and e4E. Team members attended a variety of webinars and conferences to enable them to make an informed decision. The team made a recommendation to adopt the McREL model which was approved by the Board of Education in February, 2013.

EIGHTEENTH ANNUAL
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GRADUATE SHOWCASE
ORAL PRESENTATIONS: THESIS

21st Century Learning

10:50 am, Room 133

- 1 **Adam Dreher**, USD 266, Maize Central Elementary/Fifth Grade, Maize; **Teresa Lewis**, USD 266, Maize Central Elementary/Third Grade, Maize; **Val Ulbrich**, USD 266, Maize

MEd in Curriculum & Instruction - Authentic and Relevant Learning and Learning-Style Based Instruction

Education has seen a lot of changes at the beginning of the 21st century, with the Common Core State Standards driving the most recent modifications. The researchers have attempted to determine if these new strategies showed proven results over more traditional methods, such as textbooks, lectures, and rote memorization. Their studies were conducted in large Midwestern, suburban elementary and middle schools. Their research, largely focused in Social Studies and Reading classrooms, implemented a variety of strategies: learning-style based instruction, as well as authentic and relevant instruction, utilizing news broadcasts and student created museums. Data was collected in the areas of student engagement, critical thinking skills, knowledge retention, and cross-curricular learning. Results were varied and will be discussed further during the presentation.

Encouraging Excellence in P-12 Schools: Literature Circles (Middle), Text Mapping (Elementary), and Dimensional Analysis (High).

8:15 am, Room 207

- 2 **Ashley Ulbrich**, USD 266, Maize Middle School, Maize; **Kelly Palmer**, USD 266, Pray-Woodman Elementary School, Maize; **Teresa Riedinger**, USD 490, El Dorado

MEd in Curriculum & Instruction - Reading, Chemistry, and Math

1. Reading is an essential skill to master, but many students rarely read outside of school. In 6th grade reading classes, a study was conducted to see if literature circles would increase reading comprehension and student motivation to read.
2. Nonfiction reading is a daily occurrence for students and adults. However, little time is actually devoted to explicitly teaching expository comprehension skills. Research examined how direct instruction in the PLAN text mapping strategy would affect fourth-grade student's comprehension and visual representation abilities when reading expository text.
3. This study investigated whether students have difficulty solving dimensional analysis problems in chemistry due to math knowledge or the use of conversion factors. Once math skills were equalized among the students, the use of picture cards was studied in a high school chemistry classroom to see if the technique increased the ability to solve dimensional analysis problems. Results for all three studies will be provided.

ORAL PRESENTATIONS: RESEARCH PROJECT

Student and Parent Perspectives of Effective Discipline Practices Regarding Repeated School Misbehaviors

9:30 am, Room 207

- 1 **Nathan Biggs**, USD 313, Prairie Hills Middle School, Buhler; **Inge Esping**, USD 400, McPherson Middle School, McPherson; **Amy Regier**, USD 373, South Breeze Elementary School, Newton; **Kenny Waddell**, Central Christian Academy, Wichita

MEd in Educational Leadership - School Discipline

Action research was conducted to determine student and parent perspectives about exclusionary discipline in a middle school in Kansas. Further, the researchers explored alternatives to students who do not respond to traditional discipline in lessening misbehaviors as defined in the project. A literature review suggested that exclusionary discipline has pros and cons, and that most schools use detentions and in and out of school suspensions. In addition, the literature suggested that building relationships with students can promote better behavior. Interviews with parents and students were conducted to determine perspectives. The data collected from interviews could provide school leaders with information on stakeholders views of exclusionary discipline. It can also support discussions for improving current disciplinary practices.

Teacher Absenteeism: Policies, Perspectives, and Educational Impacts

10:50 am, Room 207

- 2 **Gail Ferguson**, USD 260, Swaney Elementary, Derby; **Jason Menard**, USD 385, Prairie Creek Elementary, Andover; **Megan Peraita**, USD 259, Stucky Middle School, Wichita; **Kirstin Sadig**, USD 259, North High, Wichita; **Kristie Thackery**, USD 259, Greiffenstein and Wells Alternative, Wichita

MEd in Educational Leadership - Educational Policy

It is well established that students in classrooms with effective teachers have higher levels of student achievement and further agreed that some educators appear to be more effective than others. One component of this knowledge that is being further examined is the relationship of staff absences to student achievement. Due to the effects of achievement, school leaders must consider adopting policies that reduce teacher absences. In addition to a consideration of school procedures, school leaders must account for demographics and environmental factors that may affect teacher absences. The purpose of this action research is to determine the factors that lead to teacher absenteeism. The teacher experiences, demographics, and policies of the school will be taken into consideration. Research results will lead to an action plan that proposes possible solutions to reduce teacher absences.

Positive Benefits of Substitute Teacher-student Relationship Building

8:15 am, Room 208

- 3 **Michael Donovan**, Catholic Diocese of Wichita, St. Anne Catholic School, Wichita

MA in Teaching - Substitute Teaching Practices

The importance of quality substitute teachers has long been known. Research has been conducted about qualities and strategies substitute teachers may employ to insure classroom success, but little research has been conducted regarding the effect of positive substitute teacher-student relationships in ensuring classroom continuity in the event of regular teacher absence. This research project sought to determine the perceptions of the value of such positive relationships. Interviews were conducted with various individuals relating to substitute teaching. The results are articulated, analyzed and discussed by the author.

Teachers and Administrator Perceptions of the Value of Walkthroughs

9:30 am, Room 208

- 4 **Bryan Akins**, Hominy Public Schools/English, Hominy, Oklahoma; **Daniel Dawson**, USD 205, Bluestem; **Julia Fromm**, USD 259, Truesdale Middle School, Wichita; **Kurt Geilenfeldt**, USD 375, Circle Greenwich Elementary, Wichita; **Tana Ruder**, Marshall Middle School, Wichita

MEd in Educational Leadership - Walkthroughs

The purpose of this research is to study perceptions and attitudes toward administrative walkthroughs. The team investigated whether teachers and administrators perceive that walkthroughs influence teacher performance and/or instruction. The benefits of this research is to provide schools with strategies to enhance professional practice.

Building Level Technology Implementation

10:50 am, Room 208

- 5 **Tom Angelo**, Wichita Diocese, Resurrection Catholic School, Wichita; **Adam Butler**, Wichita Diocese, St. Cecilia Elementary, Haysville; **Sarah Calbeck**, USD 357, Belle Plaine, **Deznee Soza**, Belle Plaine Elementary; **David Ines**, USD 259, Coleman & Robinson Middle Schools, Wichita; **Abdelnasser Hussein**, Anoor Islamic School, Wichita

MEd in Educational Leadership - Technology Implementation

This study attempts to determine strategies to most effectively implement the use of interactive technology used as a student centered instructional strategy. Barriers of implementation, preferred learning styles, and other key pieces of information were assessed through a pre-survey that informed the methodology. A post survey summarized the learning that occurred for staff members. This individualized approach increased their confidence and competence to facilitate student use of technology.

Using Walkthrough Feedback to Guide Reflective Practice

8:15 am, Room 209

- 6 **Jeremy Barr**, USD 259, Coleman Middle School, Wichita; **Karen LaMunyon**, USD 266, Pray-Woodman Elementary, Maize; **Sonya Tice**, USD 266, Pray-Woodman Elementary, Maize; **Amanda Sharshel**, USD 259, Wichita; **Michael Meyer**, Catholic Diocese of Wichita, Holy Savior Catholic Academy, Wichita; **Darrin Sa Romani**, USD 268, Cheney Elementary, Cheney

MEd in Educational Leadership - Observational Feedback

Wichita School District USD 259 has implemented a positive behavior support system called CHAMPS for elementary and middle school classrooms. Within CHAMPS, there is an expectation that emphasizes three positive interactions for every one corrective interaction between teacher and student. Some schools in USD 259 currently incorporate administrative walkthroughs to collect data on the use of 3:1 interactions. To strengthen these relationships, feedback from the walkthroughs has the potential to encourage teachers' self-reflection, thereby deepening relational capacity. We surveyed 27 middle school teachers and conducted four focus groups to learn the extent to which the feedback system guided their reflective practice. Findings indicated that feedback was of limited value and discussions generated as a consequence of the feedback were infrequent or non-occurring. Because current feedback did little to stimulate self-reflection, the desired purpose of the walkthrough was diminished and jeopardized the effective implementation of CHAMPS.

Effectiveness of the Flipped Classroom

9:30 am, Room 209

- 7 **Heather Czechowski**, USD 465, Winfield High School, Winfield; **Joyce Stewart**, USD 260, Derby Middle School, Derby; **Justin Oswald**, USD 375, Benton, Circle Middle School; **Blake Smith**, USD 266, Maize South High School, Wichita

MA in Teaching - Methodology

A complaint among some teachers today is that they are responsible for fitting too much content into one class period. They are also responsible for educating 21st Century learners and ensuring that students with different needs, backgrounds, aptitudes, and learning styles are able to succeed. A method of teaching called “The Flipped Classroom” is gaining traction in some classrooms. Some teachers using it call it a miracle, while others call it ineffective. The good, the bad, and the ugly of the Flipped Classroom will be explained using research data.

At-Risk Students’ Perceptions of School Environment and Their Academic Performance

10:50 am, Room 209

- 8 **Dawn Kebert**, USD 263, Mulvane Academy, Mulvane

MEd in Curriculum and Instruction - Improving School Environment

The purpose of this study is to determine if evidence exists to support a correlation between a student’s perception of school environment and their academic performance. The participants will consist of 45 students who had previously attended traditional public high school and now have attended an alternative high school for at least one academic year. The demographic will include high school aged at-risk students: ethnic minorities, students from low socio-economics backgrounds, students with disabilities. Using student surveys, a comparison of the traditional and alternative school environments, as reported by students, will be conducted. In addition, indicators of academic achievement will be compared with survey results to find a correlation between achievement and student perception of school environment in both traditional and alternative schools. The results of this study will support the proposition that an at-risk student’s perception of school environment is predictive of academic performance.

Kinesthetics in the Classroom

- 9 **Claudio Flores**, USD 259, John Marshall Middle School, Wichita; **Ryan Leaming**, USD 259, Charles Curtis Middle School, Wichita

MEd in Curriculum and Instruction - Classroom Management

The time spent on student behavior and management takes valuable instruction time away from our students. Knowing that many of our students use repetitive kinesthetic behaviors to handle classroom stress and anxiety, we have set aside resources and space for students to help correct those behaviors, while staying in the classroom. Therefore, the purpose of our research is to determine if the use of the Cool Down Zone and Kinesthetic Activities improves the time in class for specific students. Observation and student surveys are being used to determine if students are staying in class longer, while helping those students reincorporate themselves into the class environment without causing disruptions or wasting class time.

Content, Rhyme and Rhythm: Using Music in the Classroom to Facilitate Comprehension and Retention

9:30 am, Room 133

- 10 **Melinda Pribbernow Eaton**, USD 259, East High School, Wichita; **Scott Beard**, USD 259, Curtis Middle School, Wichita; **Leslie Turner**, USD 259, Pleasant Valley Middle School, Wichita

MA in Teaching - Differentiated Instruction

This action research portfolio examines how integrating music into classroom instruction aided with learning and retention in various classroom settings. The educators explored how music affected student engagement and how knowledge gained through musical instruction affected the retention and recollection of knowledge. Three closely related studies were conducted in a large, diversely populated urban school district. Sample sizes comprised of the participating educator's classroom students. The resulting data from all three studies was compared. Each study analyzed the main effect for music used in the classroom versus a classroom using non-musical instructional methods. The educators also explored how the different musical interventions affected student performance and engagement. The results of two studies showed a musical element increased student effort and showed gains in short-term memory and long-term retention, particularly in students needing accommodations. One study showed no connection between music and short-term and long-term gains. All three studies found, however, that a musical element aided in classroom management.

DIGITAL PORTFOLIO AND POSTER PRESENTATIONS

All digital portfolio and poster presenters should be at these stations during these session times

8:50 - 9:20 am and 10:10 - 10:40 am

Room 213 and 214 (Second Floor Teaching Lab)

POSTERS

The Effects of Frequency on Retention and Academic Performance of Science Students

- 1 **Starla Fitten**, USD 259, Wichita

MA in Teaching - Achievement Gains

The purpose of this study is to investigate whether students tend to retain more information or perform higher on tests when quizzes are given frequently than when quizzes are not given. Through research, various articles imply that the effectiveness of quiz frequency can be reviewed by comparing the relationship between the final test performances of the student to the initial pretest performance when intervening quizzes are required than when no intervening quizzes are present. In light of this, the final test performance of the student will be assessed to evaluate retention and an increase in test performance. The hypothesis of the study will be formulated to examine if there is a relationship between frequent quizzing and higher test performance. To facilitate the analyses, seventy-one six grade science students from a public middle school urban community will participate in two analyses with one-way Analysis of Variance (ANOVA).

The Effects of Technology on Vocabulary Retention

- 2 **Derek Goon**, USD 259, Stucky Middle School, Wichita; **Jackie Rico**, USD 470, Arkansas City Middle School, Arkansas City; **Michelle Jeffries**, USD 259, Northwest High School, Wichita; **Diego Lazarin**, USD 312, Haven High School, Haven

MA in Teaching - Technology in the Classroom

The objective of this research is to determine the effects of technology (both device and software used by students) on vocabulary retention. Does the use of student-centered technology such as Quizlet increase retention of content vocabulary? In addition, does the device that is used by the students affect their retention? Through the use of iPads, cell phones and desktop computers, students will be asked to utilize Quizlet, a vocabulary study software to study content vocabulary. With this research we hope to gain an understanding of the effects of the types of devices that allow for most retention paired with the type of software used by students to study. Participants will include students in 8th grade through 9th grade in elective art and foreign language classes. This research hopes to clarify the benefits of technology and retention rates of vocabulary.

The Effects of Using Sentence-Starters in Socratic-Seminar Discussions of Literature

- 3 **Mark Bradshaw**, USD 266, Maize South High School, Maize

MA in Teaching - Instruction Methods

The Common Core's English language arts standards establish expectations for student speaking and listening skills. To improve these skills among high-school juniors, this qualitative study proposes to have eleventh-graders in honors and non-honors English classes practice specific rhetorical moves - summarizing and responding to other's comments - during student-led Socratic Seminar discussions of literature. With the goal of increasing student effectiveness and satisfaction, students will use sentence-starter templates adapted from Gerald Graff and Cathy Birkenstein's book *They Say/I Say: The Moves that Matter in Academic Writing* (2009). The templates aim to assist students in responding to each other, changing topics, and highlighting key points.

Effective Methods of Second Language Learning

- 4 **April Gomez**, USD 259, Wichita; **Brigitte Burandt**, USD 433, Dodge City

MA in Teaching - Foreign Language

Our research is to discover the most effective method for learning a foreign language while still maintaining necessary native language skills for higher learning. We will attempt to discover if full language immersion provides students with the necessary tools to succeed both academically and socially. In order to facilitate new data, we will conduct surveys of bilingual and immersion schools in both Canada and the United States requesting the success of students in their programs. We hope to prove that providing a bilingual experience to students allows them to broaden their perspective on social issues as well as improving their overall knowledge, understanding, and skill set.

Assessing the Correlations of Working Memory Capacity and Need for Cognition to Dimension Monitoring

5 **Ariel Glover**, Wichita State University, Wichita

MEd in Counseling - Reading Comprehension

According to the Event Indexing Model, when comprehending narratives, readers must track changes across the dimensions of time, space, protagonist, goals, and causation. Ostensibly, working memory capacity would be related to adeptness in dimension monitoring: to track changes along dimensions, one must access text-related information in WM and modify it with incoming information. However, the current literature indicates that disparities in WM capacity are unrelated to dimension monitoring. Another measure, however, need for cognition, has been positively correlated with motivation to comprehend narratives and detect inconsistencies, which could influence dimension monitoring. In this study, participants read narratives sentence by sentence. Reading times were measured, along with answers to probe questions. Separate measures of working memory capacity and need for cognition were taken. The respective correlations of working memory capacity and need for cognition to situation model formation will be assessed in the context of this study.

Retention of First Year Alternative Certification Students

6 **Jonathan Foote**, USD 259, West High School, Wichita

MA in Teaching - Retention of First Year Alternative Certification Students. Alternative Certification, Andragogy, New Teachers, Retention Rates

As more public schools wrestle with the needs of placing good teachers, so too are many professionals looking for employment. Alternative Certification programs, like Wichita State University's Transitions to Teaching (WSU'S T2T) program, provides quality educational training and content while candidates gain real life experiences teaching in their own classrooms. But what is it that makes an AC candidate a success? Studies show that while AC candidates bring in outside experience and content knowledge into the classroom, they are fundamentally lacking in pedagogical training. Yet, many AC candidates are able to persevere and sometimes excel greater than teachers who completed a traditional teaching route. My study will look at candidates in WSU T2T program during their first year of training and teaching to find out what makes them a success. Through interviews, observations and reflections I will explore the personal and professional traits needed to ensure success in AC programs.

Pre-Assessment and Lesson Planning

7 **Molly Hamletts**, Wichita; **Joann Staats**, All Saints Catholic School

MA in Teaching - Student Engagement

Student engagement in the secondary classroom often does not come easily. Our purpose in designing this project is to provide students with a more engaging secondary mathematics education. We wish to accomplish this by eliminating topics from the curriculum that our students have already mastered. The eliminated topics would be determined by the data acquired through pre-assessment. In turn, this would reduce bored or information-overloaded students and differentiated instruction would naturally follow. Students would receive the instruction they need, not necessarily the same as everyone else.

***The Effects of Repeated Reading Instruction on Oral Reading Fluency:
A study of Teacher-Led Small Group, Peer Coaching, and Technology Interventions***

8 Lana Titus, USD 394, Rose Hill Primary School, Rose Hill

MEd in Curriculum & Instruction - Oral Reading Fluency

The purpose of the following study was to investigate the effectiveness of repeated reading interventions on the oral reading fluency of first grade students in a rural school district. The study also researched the effectiveness of three specific repeated reading interventions to assist with oral reading fluency and to see if, perhaps, one strategy would demonstrate increased effectiveness over the others. The three repeated reading interventions that were teacher-led small group instruction, peer coaching, and the addition of technology. The technology source used was the voice recording application on an iPod touch. Each intervention was implemented for three weeks, three times each week for fifteen to twenty minutes. During the intervention sessions, the students were given a fluency passage at their instructional reading level. Each day, they read the same fluency passage three consecutive times and plotted words per minute on their data graph, for each reading. During all intervention sessions, the educator kept log of student engagement on a teacher created checklist.

Best Practices for Gifted Education

9 Donna Lujano, USD 259, Heights High School, Wichita

MEd in Special Education - Identification, Assessment, and Programing for Gifted Education

One of the difficulties in gifted education is defining “gifted”. Because gifted is not federally funded, states and districts find their own definitions for gifted. Based on a programs’ definition of gifted, teachers must identify students through proper recruitment methods and assessment techniques for all students. Research shows that many of our neediest subgroups are underrepresented in gifted education. After students qualify for a gifted program, gifted facilitators and coordinators must create quality programs using the best practices for gifted to meet those individual student’s needs. Because students need a free education provided for all students at their level, educators need to be trained in techniques to meet the needs of all of their students. This literature review was conducted to answer the question what do research results reveal about identification of students in gifted education and how do we create quality programs for all our high potential gifted learners?

PORTFOLIO – DIGITAL

Andrea Burnett’s Professional Portfolio

1 Andrea Burnett, USD 266, Maize

MEd in Curriculum & Instruction - Curriculum and Instruction

As I close in on the end of my journey in getting my Masters in Curriculum and Instruction, I am proud to share my professional portfolio. The portfolio is a collection of my course work over the past two years, a reflection of who I am as an educator, and a documentation of the achievements of my goals. The digital samples display my leadership capabilities through three projects; professional presentation and collaboration, school leadership, and grant writing. I have shared three action research projects which cover various topics including; successfully implemented Reading vocabulary strategies, critical thinking through project-based learning, and project-based learning as a way to reinforce student learning and engagement. Other work samples show my dedication to teaching. Creating a resume made me realize that I have accomplished a great deal over my past twelve years in education. The various readings and book studies we completed have added to my knowledge as a teacher. The new ways to implement technology that we have learned about have contributed to my success as a student and a teacher. I am proud to share my course work from the past two years in this final portfolio.

Taking Ownership in Education - One Classroom at a Time

- 2 **Sharon Lindebak**, USD 266, Maize Early Childhood Center, Maize

MEd in Curriculum & Instruction - Using Action Research in the Classroom

The action research process enables educators to improve the teaching-learning process by turning research questions and theories into specific practices. Educators can contribute to the development of the profession by generating the knowledge that informs the practice of teaching. This portfolio highlights my use of action research in the classroom to improve my teaching and overall student learning. Through conducting action research projects and focusing on academic writing and research, I have documented my professional and personal growth and the impact of my findings in the classroom, the district and the community. Samples of this reflective practice are displayed in my professional presentations, collaborative projects and research studies.

Quality vs. Quantity in Visual Arts Education:

Does Project-Based Learning Increase Student Engagement and Quality of Work?

- 3 **Micah Snider**, USD 259, Kelly Elementary, Wichita

MEd in Curriculum & Instruction - Project-Based Learning, Student Engagement

Using project-based learning, levels of student engagement and quality of work were investigated in an elementary visual arts setting. Seventy-one fifth grade students from an urban elementary school participated. The purpose was to use project-based learning strategies to teach visual arts, and to determine if student engagement and quality of work improve. The goal is to improve the quality of learning experiences for elementary students by placing an emphasis on the quality of projects constructed and the effects on effortful student engagement. The emphasis shift will allow for quality learning experiences instead of pushing for higher quantities of lower quality work. Results are yet to be determined, this study is still in the process of being conducted.

How Can the Use of Graphic Organizers with Pictures Increase Comprehension Skills in Kindergarten Students

- 4 **Casey Cottrill**, USD 385, Andover Public Schools, Andover

MEd in Curriculum & Instruction - Differentiated Instruction

The effect of using graphic organizers with pictures on increasing comprehension skills in kindergarten students was the main focus of this study. The research took place in an all day fee-based kindergarten classroom in the Midwest. Participants were 19 culturally diverse kindergarten students from varying socioeconomic backgrounds with 45% of free or reduced. The class consists of 86% Caucasian, 7% Black or African American, and 7% Hispanic. A pretest-posttest design was used to investigate the effects of interactive instruction with the support of graphic organizers on students' ability to gain and apply knowledge from a read aloud. The pretest-posttest consisted of a graphic organizer with four squares labeled: character, setting, problem, and resolution. The students were directed to either draw a picture or write a word to represent each element of the GO.

Jacquelyn Seirer Professional Portfolio

- 5 **Jacquelyn Seirer**, USD 373, Northridge Elementary, Newton

MEd in Curriculum & Instruction - Technology

As an educator, it is critical that I demonstrate commitment to professional growth and continuous improvement. Through the program offered to me as a candidate for Master's in Curriculum and Instruction, I have been able to refine my teaching skills, examine my practice with reflection and action research, and collaborate with colleagues. I have gained valuable leadership experiences through presentations and grant writing opportunities. This portfolio documents my journey through this program. Included in the portfolio are three action research projects, focusing on vocabulary instruction, peer tutoring, and the use of digital media in reading comprehension instruction. Additionally, the portfolio includes evidence of my collaboration and leadership with USD 373's English/Language Arts curriculum committee. This portfolio demonstrates my dedication toward continuous improvement and reflective teaching practices.

Effects of Journaling

- 6 **Kesha Peters**, USD 266, Pray-Woodman Elementary, Maize

MEd in Curriculum & Instruction - Math

My goal over the last two years while earning my Masters in Curriculum and Instruction was to look at how journaling and writing during mathematics impacted student learning. I have read many articles and have seen firsthand how this can impact a student greatly and make them a more successful mathematician. My portfolio shows how I used journaling in my classroom to show how this was accomplished. I feel that I made big gains in this area. I plan to continue using journals and writing during math for many years to come.

Empowering Students Through Writing

- 7 **Terri Buchanan**, USD 266, Maize

MEd in Curriculum & Instruction - Writing

I have found completing the Master's program timely, rewarding, and rejuvenating for my career. I have had the opportunity to apply the timely Common Core Initiative that we have learned and discussed in our Master's classes in my own classroom. Also, it has been extremely rewarding and beneficial to me as a researcher, as well as my students, to transfer current educational research and practices to my teaching and classroom. Most importantly, this program has rejuvenated me as a teacher. Included in this electronic portfolio are Action Research papers implementing vocabulary and writing strategies, professional presentations incorporating technology in the classroom, and book studies that covered practical research-based strategies.

Shanda Day's Professional Portfolio

8 **Shanda Day**, USD 265, Amelia Earhart Elementary, Goddard

MEd in Curriculum & Instruction - Curriculum and Instruction

During the past two years working to complete my Masters in Curriculum and Instruction, I have made many professional and personal accomplishments. This portfolio is a collection of the many ways I have learned and grown professionally. Throughout this program, I have conducted various research projects to explore different reading strategies in the classroom. Also, I have had opportunities to grow through projects such as collaboration, presenting, leadership, and grant writing. In addition, I have learned many teaching strategies and resources to use in the classroom through book studies and technology. In this portfolio, my growth as an educator is shown through these documents and reflections.

Staci Brown's Professional Portfolio

9 **Staci Brown**, USD 266, Maize High School, Maize

MEd in Curriculum & Instruction - Cooperative Critical Literacy Within a Social Studies Classroom

Through completing my masters in Curriculum and Instruction, I have grown personally and professionally. I want my students to feel comfortable to grow academically and personally too, and through each of the action research projects I have implemented into my classroom I believe that I have achieved that. Through cooperative work and using critical literacy, students are in a warm and caring environment to explore and learn through discussions and debates. By investigating the stories in our past, we will define our future. It is from those stories and using literacy within a history classroom that teaches students the abilities to be able to deal with tomorrow. By using literature, students will walk away with a better understanding of the world. They will come to appreciate what their role in society is, how they fit in it, and to take action in making life better for their future and others.

Student Success in the Classroom

10 **Tiffany Houle**, USD 259, Northwest High School, Wichita

MEd in Curriculum & Instruction - Differentiated Instruction

This study will show how differentiated teaching instruction will increase student performance both in the classroom and on assessments. By differentiating the process through which students are learning and the product that they are responsible for creating, students will have an increased understanding of the material which will reflect in their test scores.

Diane Moser's Professional Portfolio

11 **Diane Moser**, USD 266, Maize

MEd in Curriculum & Instruction - Secondary Education

This portfolio is a collection of the projects, research, and readings that have helped me improve upon my skills in the classroom as an educator over the past two years. Through action research and studies of multiple strategies I have learned how to bid for students in improving their skills and preparing them for the future. Working with my colleagues and others in the district I have developed skills of communication and have developed in my own personal growth as a team member. With the use of technology I have been able to incorporate many new ideas into the classroom and teach others how to implement these strategies as well. This program has guided me in my professional growth as an educator.

Action Research Portfolio for Middle School Math Classroom

12 **Rachel Wetta**, USD 259, Stucky Middle School, Wichita

MEd in Educational Leadership - Middle School Math, Vocabulary, and Motivation Strategies

This portfolio has been completed over the past two years during my Masters in Curriculum and Instruction program. Throughout the portfolio you will find a Professional Presentation given to new teachers, a Grant submission for Scholastic Math magazine, as well as two Leadership projects for Family AVID Nights. With these projects it has become very clear that being a teacher is much more than what happens inside the classrooms. This has made me a much more collaborative member of my staff. Also in this portfolio are three action research projects completed over the course of the two year program. Projects focused on vocabulary strategies and student feedback and motivation, and artifacts of all projects are included. This portfolio is also a perfect example of how my knowledge and fluency in technology has improved both inside and outside the classroom.

GRANTS, FELLOWSHIPS/SCHOLARSHIPS, AND PROFESSIONAL PRESENTATIONS

Awards

Cottrill, C. C. (2007, 2012). Golden Apple Award. *Wichita Public Schools, Andover Public Schools.*

Grants

Cottrill, C. C. (2011). Loving Literature for Everyday Math. *Andover Advantage Foundation Grant Program.*

Day, S. M. (2010). Horizon Award. Kansas Exemplary Educators Network

Fellowships/Scholarships

Snider, M. M. (2011, 2011-2012, and 2012-2013). Esther and Clayton Staples Scholarship; *School of Art and Design, Wichita State University.*

Professional Presentations

Day, S. M., (2012, December). Technology in the Classroom. Joint Site Council, Goddard, KS

Day, S. M., (2013, March). Technology in the Classroom. A Virtual Tour of Websites to Use in the Classroom. USD #265 District In-service, Goddard, KS

Wetta, R. X., (2012, August). Model Classroom for New Teachers in USD #259. Wichita, KS

