

**NINETEENTH ANNUAL  
GRADUATE RESEARCH SHOWCASE**

**Saturday, April 26, 2014**

**7:00 a.m. – Noon**

WICHITA STATE UNIVERSITY  
College of Education  
Graduate Programs



.....  
WICHITA STATE  
UNIVERSITY

Heskett Center  
Wichita State University  
Main Campus

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

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## Message from the Dean

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*Welcome to the 2014 COEd Graduate Student Research Showcase. The opportunity to conduct and disseminate research studies is a vital component of the graduate programs in the College of Education. Collaborating with faculty on research and the creation of new knowledge is integral to the development of scholars and researchers and has the potential to advance professional fields in meaningful and lasting ways. We hope the events today highlight some of the important work our faculty and students are engaging in and the impact they are making. For our soon to be graduates of our programs, we hope today marks a beginning step toward many career opportunities. Congratulations on your contribution to the showcase and thank you for participating in the event.*

*Shirley Lefever-Davis, Interim Dean*

## Acknowledgements 2014

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The 19<sup>th</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, CI; Kate Bohn-Gettler, CLES; Jeri Carroll, CI; Craig Elliott, Committee Chair, CLES; Janice Ewing, CI; Kay Gibson, CI; Sherry Goodvin, CI; Jeremy Patterson, HPS; Wonyoung Kim, SMGT; and Pat Terry, CLES.

**Opening Remarks:** Interim Dean, Shirley Lefever-Davis, and Kay Gibson, Special Education

**Coordinator:** Vicki Quade, CLES

**Budget:** Shirley Lefever-Davis, Dean's Office, and M. E. Yeager, Dean's Office

**Heskett Center Facility Coordinator:** John Lee, Heskett Center

**Photographer:** Patrice Hein, Dean's Office

**Technology Liasons:** Amy Belden, Tech Lab

**Website:** Kim Davis, WTQP, KBOR

**Administrative Assistance:** Vicki Quade, CLES

**Closing Remarks:** Dr. Tony Vizzini, Vice President for Academic Affairs

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

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

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TIME	EVENT
<b>7:00</b>	Set-up; Registration Opens
<b>8:00–8:10</b>	Welcome and Opening Remarks, Lobby,
<b>8:15–8:45</b>	Oral Presentations - Rooms 133, 134, 141, 143, 206, 207, 208, 209, and Lobby
<b>8:50–9:20</b>	Poster Presentations - Rooms 213 - 214 (Second floor teaching lab)
<b>9:25–10:15</b>	Oral Presentations - Rooms 133, 134, 141, 143, 206, 207, 208, 209, and Lobby
<b>10:20–10:50</b>	Poster Presentations - Rooms 213 - 214 (Second floor teaching lab)
<b>10:55–11:25</b>	Oral Presentations - Rooms 133, 134, 141, 143, 206, 207, 208, 209, and Lobby
<b>11:30–12:00</b>	WSU Memorabilia Presentation, Closing Remarks, Lobby

**Refreshments will be available in the upper lobby.**

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

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<b>EdD in Educational Leadership</b>	Coordinator: Dr. Jean Patterson
<b>District Licensure</b>	Coordinator: Dr. Craig Elliott
<b>MEd in Educational Leadership</b>	Coordinator: Dr. Patrick Terry
<b>MEd in Curriculum &amp; Instruction</b>	Coordinator: Dr. Mara Alagic
<b>MEd in Special Education</b>	Coordinator: Dr. Kay Gibson
<b>MEd in Exercise Science</b>	Coordinator: Dr. Jeremy Patterson
<b>MEd in Sport Management</b>	Coordinator: Dr. Mark Vermillion
<b>MA in Teaching</b>	Coordinator: Dr. Janice Ewing
Transition to Teaching and the ML/Secondary Residency Programs	Facilitators: Dr. Sherry Goodvin & Ann Eastwood
Early Childhood Unified-Residency	Facilitator: Dr. Kim McDowell

**NINETEENTH ANNUAL**  
**WSU COLLEGE OF EDUCATION**  
**GRADUATE SHOWCASE**

**ORAL PRESENTATIONS: DOCTORAL FIELD-BASED RESEARCH**

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***Staff Perceptions of the Implementation of a Systematic Instructional Model at an Urban Middle School***

8:15 am, Room 133

**Amber Anderson**, Wichita State University, Wichita; **Hala Alsabatin**, Wichita State University, Wichita; **Martyna Klepacka**, Wichita State University, Wichita; **Brad Miner**, USD 413, Chanute Public Schools, Chanute, KS; **John Lawrence**, USD 413, Chanute Public Schools, Chanute, KS

***EdD in Educational Leadership - Instructional Model Implementation***

Doctoral students conducted a field study to examine the perceptions of administrators, instructional coaches, and teachers regarding implementation of a systematic instructional model in an urban middle school. Interviews and focus groups were held with teachers, administrators, and instructional coaches, and core subject classrooms were observed. Main findings included a high level of district and building leadership support and teacher buy-in, consistent professional development, and the beginnings of cultural change in the building. Concerns were expressed about the model's sustainability in the long term and the uneven level of implementation among core subject teachers.

***Hispanic Enclaves in Rural Kansas: An Inquiry into Community College Enrollment***

9:25 am, Room 134

**Chad Higgins**, USD 423, Moundridge Unified School District, Moundridge, KS; **Roxann Clark**, NWOSU, Northwestern Oklahoma State University, Alva, OK; **Patrick Simon**, Butler County Community College, El Dorado, KS; **Neil Guthrie**, USD 259, Wichita Public Schools, Wichita; **Cathi Wilson**, USD 263, Mulvane Unified Public School District, Mulvane, Kansas

***EdD in Educational Leadership - Higher Education***

Recent research suggests an increasing number of Hispanic students are attending community colleges, where they focus on career and vocational educational goals. Data indicate that few of these students go on to earn bachelor's degrees, a decision that may negatively affect upward social mobility and future employment opportunities. This study was conducted in Southwest Kansas, a region noted for its growing Hispanic population. The purpose of this study was to understand why first-generation Hispanic students chose to attend a community college rather than a 4-year institution. Data were collected at a regional community college using individual and focus group interviews. Participants included high-school counselors, first-generation Hispanic college students, instructional and support staff. Findings indicated that enrollment decisions were influenced by familial ties, cost factors, and a desire for upward mobility. The community college setting provided a comfortable transitional environment that allowed students to mature socially and educationally.

***Old Spaces, New Faces: Adjusting to a Changing Student Body in a Rural School District***

10:55 am, Room 141

**Todd Carter**, Seward County Community College, Liberal, KS; **Sherry Farrell**, Seward County Community College, Liberal, KS; **Jamie Finkeldei**, Wichita State University, Wichita; **Charla Heddin**, USD 253, Emporia, KS; **Pam Johnson**, Wichita State University, Wichita

***EdD in Educational Leadership - School Culture/Climate***

This qualitative case study examined how one rural school district in Kansas experiencing growth due to an influx of industry could best meet the needs of newcomer students and families. The WSU Field Study Team collected data at the research site from artifacts, documents, focus groups and individual interviews. Study participants included newcomer students and parents, and staff from the district's central office, elementary, middle and high schools. The research focused on examining the systems and procedures in place in the district for welcoming newcomers and discovering how newcomers described their initial experiences in their new school environments. The study provided conclusions and recommendations generated from participant interviews and current literature regarding ways the district could help new students and families acculturate to their new surroundings.

**NINETEENTH ANNUAL  
WSU COLLEGE OF EDUCATION  
GRADUATE SHOWCASE**

**ORAL PRESENTATIONS: DISSERTATION**

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***Teacher Perceptions of Change: A Qualitative Study of a Student-Led, Project-Based Instruction Initiative***

8:15 am, Room 143

**Penny Hargrove**, USD 415, Hiawatha Public Schools, Hiawatha, KS

***Edd in Educational Leadership - Change, Project-based Learning, Instructional Methods***

This study investigated teachers' perceptions of change as it relates the implementing student-led, project-based instruction. Fullan's theory of change implementation was the theoretical framework used to examine what influenced the teachers' willingness to change. The four specific areas of investigation were teachers' perceptions about (a) the need for adding student-led, project-based learning, (b) the clarity of the teachers' knowledge about teaching using student-led, project-based learning, (c) the teachers' preparedness to undertake the complexity of student-led, project-based instruction, and (d) the quality and practicality of current implementation and expansion of practices. The data was collected from interviews with teachers in traditional and project-based classroom environments, informal classroom observations, and a collection of teacher and student related artifacts. The data revealed three themes that impacted their perspective: the different teachers groups perception as to the need for PBL, a clear understanding of what PBL is, the complexity of implementation and the quality and practicality of implementation within the classroom environment. From the findings, I suggest for successful implementation of PBL or other innovative pedagogical methodologies, policymakers need to develop assessments and assessment policies that move away from assessing only discreet content knowledge. Secondly, schools need well-trained experts in the pedagogical methodology being implemented, through pre-service teacher training and/or ongoing professional development. Third, the implementing school or organization should develop a collective, shared definition and vision for the implementation. Finally, teachers, student, and parents should be provided a choice of instructional methodologies as a pathway toward high school graduation.

***The Intersection of Gender and Social Capital: The Underrepresentation of Women Superintendents***

9:25 am, Room 207

**Dawn Johnson**, USD 309, Nickerson School District, Nickerson, KS

***Edd in Educational Leadership - Educational Leadership***

The superintendency is the highest rank one may attain in school organizations and men have historically dominated the position. Using a feminist poststructural perspective and a social capital theoretical framework, this narrative inquiry focused on the career experiences of eight women superintendents. The research sought to understand the advantages and disadvantages of social capital in relation to women networking in a male dominant environment. Data was collected for this study by using semi-structured interviews with the eight women superintendents from a Midwest state. The women have varying years of experience in the superintendency and are located across six different regions in the state. The findings from this study determined that most of the women were not lacking in their ability to access and use social capital for beneficial purposes. Implications from this research are made for women superintendents and aspiring women superintendents, state superintendent organizations, and superintendent vacancy search consultants.

## ORAL PRESENTATIONS: District-Level Licensure

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### ***Implementing Multi-Tiered System of Supports***

10:55 am, Room 208

**Adam Maloney**, South Central Kansas Special Education Cooperative, Sharon, Kansas

#### ***District-Level Licensure - Positive Behavioral Supports***

Multi-tiered system of supports (MTSS) is a process designed to provide appropriate, research based interventions for students in need. Originally implemented by schools as a way to enrich academic learning, the model is proving valuable in assisting schools in dealing with behavioral issues. Sharon Learning Center is a special education setting that provides behavioral supports to students. My long-term project was the implementation of a three-tiered MTSS model at Sharon Learning Center. The previous model was a one size fits all token economy that failed to meet the diverse needs of its student population on an individual basis.

### ***Emergency Safety Intervention Program for USD #402***

8:15 am, Room 209

**Steve Lilly, USD 402**, Augusta Middle School, Augusta, Kansas

#### ***District-Level Licensure - Emergency Safety***

**Intervention** In August, 2013 the Augusta Board of Education adopted the Emergency Safety Intervention (ESI) policy recommended by Kansas Association of School Boards. Once the policy was adopted, several procedures needed to be developed. The results included the development of a tiered training program for all staff, distributing the policy to parents and developing and approving emergency safety intervention forms to be used in the event of an ESI occurrence.

### ***All Staff Working with All Students***

9:25 am, Room 206

**Denise Walton**, Special Education Support Services, Wichita

#### ***District-Level Licensure - Integrating Special Education Staff with Regular Education Staff to Increase Effectiveness of MTSS***

This Long Term Change Project focuses on integrating special education staff with regular education staff to create a holistic environment where every staff works with every child. The goal is to reduce the “silo” affect in education, promote ownership of student achievement, and utilize each other as a resource rather than a roadblock. The action plan includes steps such as surveying Administrators and Child Study Team ( CST), to determine strengths and needs from the perspective of those in the buildings. In addition, required skills were pulled from the Multi-tier System of Supports (MTSS) leadership team in order to correlate what is needed for efficient implementation. The data was then utilized to look at how the needed skills fit into the strengths and needs of CST based on their own feedback. This is what now drives future Professional Development in order to integrate all staff in working with all students.

## ***USD 460 Technology Initiative***

10:55 am, Lobby

**Ty Rhodes**, USD 460, Hesston High School, Hesston, Kansas, **Ben Proctor**, USD 460, Hesston Middle School, Hesston, Kansas

### ***District-Level Licensure - Technology***

Over the course of the 2013-2014 school year we have worked to lead the district in refining our technology vision and make decisions regarding the future of our 1:1 program. The process included working with staff members representing all grade levels and leading the USD 460 technology committee. Ultimately, we created a vision, plan for device purchase and usage, and opportunities for training appropriate for the staff in the Hesston school district.

## ***Change Analysis: Student Placement Task Force***

8:15 am, Room 134

**Dave Hickerson**, USD 266, Maize South High School, Maize, Kansas

### ***District-Level Licensure - Collaboration, Planning, and Vision***

The presentation will focus on a project for the EL 992 internship requirements. The presentation will give the audience a clear understanding of the process that was used to determine where students in Maize USD 266 attend school. The district does not have attendance boundaries, so families are allowed to state a preference for which middle school and high school they would like their children to attend once their child finishes 5th grade and 8th grade. In the spring of 2013, the USD 266 Board of Education gave a directive to the superintendent of schools to form a Student Placement Task Force committee. The process began in early April of 2013. The committee presented to the USD 266 BOE at the February 2015 BOE meeting. The committee's objective was to provide an opportunity for interested residents to participate in a process that will identify the advantages and disadvantages of various student placement options and to obtain feedback on the options to present to the Board of Education. The four options reviewed were reconfiguration, boundaries, a feeder system and status quo.

## ***Systemic Communication Via Adobe Connect***

9:25 am, Room 141

**Shannon Rooney**, USD 259, Metro Boulevard Alternative High School, Wichita

### ***District-Level Licensure - Using Technology for Effective Collaboration/Information Management***

This project explores the use of a web conferencing tool, Adobe Connect, to deliver training to and provide efficient opportunities for collaboration for Focus and Priority schools in the Wichita Public School district. Working to be efficient from a delivery and cost standpoint, the goal is to provide effective training via the internet while still working to connect principals to their mentor as well as to each other. Details regarding existing training and its framework are discussed along with the special challenges of supporting Focus and Priority school principals in their work. Additionally, the process for getting principals trained in this new medium is laid out. Finally, considerations for providing productive, effective web conferences are included.

## ORAL PRESENTATIONS

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### ***Reducing Aggressive Behaviors in a Young Adult Male with Autism: A Case Study***

10:55 am, Room 143

**Tom Szambecki**, Maize Trans-Net, Wichita

#### ***MEd Special Education - Special Education***

The purpose of this study is to explore and implement interventions to reduce physically aggressive behaviors in Bob, a young adult with autism. Scientifically based best practices were researched to match skills training with Bob's skill deficits. Interventions aligned with post-secondary and individual education plan (IEP) goals to create a course of study. Data were gathered regarding the function of Bob's communication skills, his independent time-on-task completing instructional activities, his behaviors, the frequency, duration and intensity of physically aggressive events and the effect of interventions. The hypothesis of this case study is that Bob's communication skills are not adequate for him to effectively express his basic wants and needs. Physical aggression is his expression of basic wants and needs. His need for self-determination is undermined by his lack of basic communication skills. This study took place over a two year period and includes input from a multi-disciplinary team that includes school staff, parents and other family members, medical personnel and his adult case manager who coordinates supports outside the school environment. Results, limitations and direction for future research and interventions are discussed.

### ***Surveying the Supports Needed by Millennial Teachers in Their First Year of an Alternative Certification Program***

8:15 am, Room 207

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

#### ***MA in Teaching - Alternative Certification Programs***

As more public schools wrestle with the needs of filling vacancies with effective teachers, many are considering nontraditional resources. Alternative Certification (AC) programs provide educational training and classroom experiences to nontraditional teaching professionals. Many candidates of the AC programs bring a vast background of their specific content area and professional expertise and experience to the classroom. However, many AC candidates struggle with enforcing classroom management, planning curriculum and implementing instruction from theory into practice. This research examines how candidates view their expectations of teaching versus the reality of teaching, and how the Wichita State University's Transition to Teaching Program meets their needs as teaching professionals.

### ***Effects of Direct Instruction on Fluency in Web-Based Reading Intervention Class***

9:25 am, Room 208

**Vanessa Jabara**, USD 259, John Marshall Middle School, Wichita

#### ***MA in Teaching - Reading Intervention***

Online learning poses specific challenges to some students. Learner traits such as intrinsic/extrinsic goal orientation, self-efficacy and level of background knowledge have been shown to influence student success in online learning environments. In this study, students enrolled in an online reading intervention program, Lexia Reading, were provided the intervention of additional teacher-delivered tutoring in basic phonics skills. The impact of the direct instruction on students learning will be discussed.

### ***The Effects of Parental Involvement on Student Performance in the Classroom***

10:55 am, Room 209

**Steve Simmon**, USD 266, Maize South High School, Maize, Kansas

#### ***MA in Teaching - Parental Involvement***

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.

### ***The Effectiveness of Homework Completion on Unit Performance in Middle School Science***

9:25 am, Room 209

**Carri Robison**, USD 259, Curtis Middle School, Wichita

#### ***MA in Teaching - Middle Level Science***

The purpose of this research was to determine whether homework increased the effectiveness of in-class instructional strategies and increased student performance on a unit in a middle school science classroom. Experimental design was provided for two treatment groups: one group was assigned homework and one group was not assigned homework. Surveys were also collected from teachers and students to provide opinions on homework effectiveness. Results from the study will be presented.

### ***Teacher-Student Relationships in Online Courses: How Teachers Create Them***

9:25 am, Lobby

**Vanda Baker**, Wichita State University, Wichita

#### ***MA in Teaching - Online Instruction***

The author investigated how instructors create an online relationship with and between students. Successful teachers of online courses shared the techniques they use to build relationships with their students and effective online instructional strategies. The results from the data and the findings will be presented as practical applications for online instructors.

### ***Effectiveness of Brain Breaks on Academic Performance***

10:55 am, Room 207

**Tammi Halmark**, USD 259, Wichita; **Brenda Benter**, USD 259, Wichita; **Sarah Clarady**, USD 259, Wichita; **Kathryn Massaglia**, USD 267, Garden Plain, Kansas

#### ***MA in Teaching - Brain Breaks***

The effectiveness of brain breaks was studied using approximately 120 participants from two urban middle schools where a majority of students are considered "high risk" and one rural high school in which the majority of students are not considered "high risk." The purpose of the study was to analyze whether three short "brain breaks" utilized directly before a test would result in higher test scores compared to the class that receives no treatment. The study was conducted as a result of inconclusive research of extrinsic tools used to increase student test scores.

### ***Building Level Communication***

8:15 am, Room 208

**Tom Angelo**, Wichita Diocese, Resurrection Catholic School, Wichita; **Nasser Hussein**, Annoor Islamic School, Wichita; **Josh Shirley**, USD 261, Haysville Campus High School, Wichita; **David Brunner**, USD 263, Mulvane Middle School, Mulvane; **Kathryn Carey**, Wichita Diocese, St. Anne Catholic School, Wichita; **Jody Foster**, USD 259, Dodge Elementary, Wichita

#### ***MEd Educational Leadership - Communication Strategies***

The time spent on student behavior and management takes valuable instruction time away from our students. Communication barriers were identified through a survey of staff and parents at each building. Customized strategies were then implemented to address those barriers. Data was analyzed to determine the effectiveness of the strategies.

### ***Effectiveness of Digital Flashcards on Vocabulary Retention***

8:15 am, Room 206

**Derek Goon**, USD 259, Stucky Middle School/Visual Arts, Wichita; **Michelle Jeffries**, USD 259, Northwest High School/Visual Arts, Wichita; **Jacqueline Rico**, USD 470, Arkansas City Middle School/Foreign Language, Arkansas City, Kansas

#### ***MA in Teaching - Technology in the Classroom***

The objective of this research is to determine the effects of technology on vocabulary retention. Does the use of student-centered vocabulary technology increase retention of content vocabulary? Through the use of iPads and desktop computers, students will use Quizlet (an online vocabulary study software) to study content vocabulary. With this research we hope to gain an understanding of the effects of vocabulary technology on content-specific vocabulary retention. Participants will include students in 6th and 9th grade in elective visual art and foreign language classes. This research hopes to clarify the benefits of technology and retention rates of content-specific vocabulary.

### ***Building Safe and Productive Learning Environments Through School-Wide Positive Behavior Support Programs***

10:55 am, Room 206

**Sonya Tice**, USD 266, Pray Woodman Elementary, Maize, Kansas; **Aaron Sidwell**, USD 266, Vermillion Elementary School, Maize, Kansas; **Andy Hill**, USD 259, Wichita Northwest High School/Math, Wichita; **Erin Coym**, USD 385, Robert Martin Elementary/Special Education, Andover, Kansas; **Chad Wilmott**, USD 385, Andover High School/Math, Andover, Kansas; **Mike Meyer**, Catholic Diocese of Wichita Kansas, Holy Savior Catholic Academy/Science and Social Studies, Wichita

#### ***MEd Educational Leadership - Behavior Support Programs***

Schools are responsible for teaching students a multitude of skills, including social skills. In an attempt to create an orderly, respectful, and productive school environment, many schools implement schoolwide positive behavior support programs. These programs, designed with goals such as providing more effective educational services, behavioral supports, and teaching social-behavioral skills while diminishing inappropriate student actions, are developed through a multi-step and multi-faceted approach. The purpose of this study was to identify major behavioral issues, define the goals of the schoolwide positive behavior support program, and examine implementation procedures. Teaching staff in one suburban elementary and one urban high school in Kansas were surveyed. Study participants had the additional opportunity to participate in focus groups. Teachers evidenced inconsistent knowledge of their schoolwide program leading to uneven implementation and ineffective results.

## ***Engaging Parents in Effective Parent-Teacher Conferences***

8:15 am, Lobby

**Nathan Biggs**, USD 313, Buhler, Kansas; **Darrin San Romani**, USD 268, Cheney, Kansas; **Trista Cuthbertson**, USD 263, Mulvane, Kansas; **Erica Morris**, USD 263, Mulvane, Kansas; **Megan MacKay**, USD 259, Wichita; **Tiffany Bucher**, USD 259, Wichita; **Shelby Wehrman**, USD 260, Derby, Kansas

### ***MEd Educational Leadership - Parent Engagement***

Action research was conducted to determine teacher and parent perspectives of parent-teacher conferences within two middle schools in Kansas. Further, the researchers compared and contrasted perspectives of an effective conference, conference attendance factors, and preferred parent-teacher communication within both urban and rural settings. A literature review suggested a difference in parent and teacher views regarding parental involvement. In addition, the literature suggested that building relationships with students could promote better student academic success. Parents and teachers completed surveys to provide perspectives. The data collected from surveys could provide school leaders with information on stakeholder views of parent-teacher conferences. This data can support discussion for improving current parent-teacher conferences.

## ***Classroom Technology and Student Achievement***

9:25 am, Room 133

**Tara Allen**, USD 259, Stucky Middle School, Wichita; **Robert Bedore**, USD 259, Stucky Middle School, Wichita; **Ronald Orsak**, USD 259, Stucky Middle School, Wichita; **Megan Peraita**, USD 259, Stucky Middle School, Wichita; **Todd Roberts**, USD 260, Tanglewood Elementary School, Derby, Kansas; **Kristie Thackery**, USD 259, Hadley and Wilbur Middle Schools, Wichita

### ***MEd Educational Leadership - Technology, Math Education***

The purpose of this action research is to determine the effects of technology on student achievement. The level of teacher usage, types of technology used, and student achievement on district screener assessments will be taken into consideration. Research results will lead to an action plan that proposes possible connection to technology and achievement for students of different demographic and gender groups. Common themes identified include planning, support, barriers, benefits, activities, and student achievement.

## ***Usage, Barriers, and Integration Level of Technology in Classrooms***

10:55 am, Room 134

**Tana Ruder**, USD 259, Instructional Support Center, Wichita; **Joel Escarpita**, USD 259, John Marshall Middle School, Wichita; **Julia Fromm**, USD 259, Stucky Middle School, Wichita; **Brock Hampton**, St. Margaret Mary, Wichita; **Marchelle Moore**, USD 259, Kelly Liberal Arts Academy, Wichita;

### ***MEd Educational Leadership - Technology***

What, Where and Why to integrate technology can be explained by two integration models. The TPACK model is based on intersection of teachers' technology, pedagogy, and content knowledge. In the second model, SAMR, created by Dr. Ruben Puentedura, teachers use basic technology tools at the Substitution, Augmentation, Modification, and Redefinition levels take students to higher levels of achievement. This showcase will provide a basic understanding of these two integration models while exploring the steps needed to move teachers from the lowest level of the SAMR model to its higher levels which improve student achievement. It will present participation levels of the research participants within the models and barriers to achieving the higher integration levels which lead to students acquiring the ability to access knowledge quickly and manipulate information in numerous ways.

## POSTER PRESENTATIONS

All poster presenters should be at there stations during these session times  
8:50 - 9:20 am and 10:20 - 10:50 am  
Room 213 and 214 (Second Floor Teaching Lab)

### ***The Role of Self-Conscious Emotions on Inference Generation***

Room 213 - 214

Jill Heisler, Wichita State University, Wichita

### ***MEd in Educational Psychology - Emotion and Reading Comprehension***

Emotion may play a critical role in readers' abilities to comprehend text. Past research has shown that basic emotions, such as happiness and sadness, influence processing and thus can impact comprehension. More specific emotions, such as self-conscious emotions, require a reader to allocate more cognitive resources to process those emotions. This study examines the effects of pride, shame, guilt, and neutral emotions on readers' abilities to generate planning knowledge and physical knowledge inferences. After an autobiographical memory task, participants read texts that required a planning knowledge or physical knowledge inference to be generated. Response times and accuracy rates for the inference generation task were examined. There was a marginally significant effect of mood found when examining accuracy rates for knowledge validating questions, such that pride facilitated general knowledge activation in readers. Implications of these findings are discussed in terms of current theories of emotion.

### ***Technology Based Projects in the English Classroom to Increase Student Engagement and Achievement***

Room 213 - 214

Courtney Eck, USD 254 , Medicine Lodge High School, Medicine Lodge, Kansas

### ***MA in Teaching - Student Engagement, Technology, English***

Technology is ever becoming a larger part of society, and these changes are seen in classrooms everywhere. The purpose of this study is to incorporate technology in the classroom, specifically social media, in order to see if there is a correlation between student engagement and achievement when students are assigned writing projects, such as an online blog, as opposed to standard essays. Rubrics will be developed for each, and scores will be compared to see if the technology based writing project fosters greater writing in students. Another goal in this study is to enable students to see the value in writing and that it is a skill they will use all the time in a variety of settings.

### ***Effects of Interactive Computer Simulations on Student Performance in High School Science Classrooms***

Room 213 - 214

Sean Ritterhouse, USD 259, Kapaun Mt. Carmel Catholic High School, Wichita

### ***MA in Teaching - Technology Integration, Computer Simulations, Science***

The emergence of new education technology is ever increasing; interactive computer simulations are of growing use and could provide a useful tool for increasing student achievement. This study will be conducted in two different science classrooms, chemistry and biology. Two classes from each subject will be chosen, one class will receive traditional instruction and the other will receive instruction supplemented with interactive computer simulations. All groups will receive a pre and post tests, and the scores will be compared to determine the effectiveness of the instructional technique used. The study will cover multiple units of instruction (greater than a nine week period) to allow for sampling of multiple simulations within the research period.

### ***Poetry: The Means to Increased Literacy***

Room 213 - 214

**Debra Laughlin**, USD 313, Prairie Hills Middle School, Hutchinson, Kansas

#### ***MA in Teaching - MA Teaching English Language Arts***

In the current classroom, poetry is squeezed in or tacked on as a stand-alone topic in the ELA setting. Are students missing a creative path to better literacy? There is no other written form of literature that can provide sources for recognizing figurative language, the purposes and uses of punctuation, or precise word selection. Connotative and inferential language literally pops out of the pages. This study will examine the multifaceted benefits of studying the infrastructure as well as the oral qualities of poetry and how study of them can increase the literacy spectrum. After a course of poetry analysis, memorization, and recitation, how well does the student recognize literary elements and then use them in his writing?

### ***Using Technology in Writing Instruction: Motivating Students with Authentic Projects***

Room 213 - 214

**Russell Coleman**, USD 312, Haven High School, Haven, Kansas

#### ***MA in Teaching - Language Arts***

Technology has afforded teachers new and varied ways to instruct and provide content to their students and has become a very powerful tool in helping English teachers create authentic writing projects. Writing instruction is central to language arts, and while students show competence and interest in using technology, the challenge that English teachers continue to face in writing instruction is student motivation. The question that this study will address is does the use of technology in writing instruction to create authentic writing projects increase student motivation? The students will be pre-assessed both for writing competence and interest in and motivation for writing projects. One class will receive the intervention while a control class will receive more “traditional” writing instruction. The post assessment will measure the students’ skill mastery in writing after instruction as well as interest in and motivation for writing projects.

### ***The Benefits of the Flipped Classroom***

Room 213 - 214

**Tina Reintjes**, St Thomas Aquinas Catholic School, Wichita; **Debi Runyan**, USD 353, Wellington High School, Wellington, Kansas

#### ***MA in Teaching - Instructional Methods in Math***

Frequently teachers don’t have enough class time to teach a lesson and aid students with their assignment. Therefore, when students work on assignments later they are confused and receive little assistance. Parents aren’t able to help their student with assignments because math methods have changed. Common Core State Standards have forced learning to go deeper with more real world application. One private middle school teacher and one public high school teacher will each teach two classes during the same quarter. One class will use traditional instructional methods and the other will use “flipped” lessons, which involves watching a video the night before and completing an in-class assignment. Each teacher will give her students the same pre-assessments, daily assignments, and summative assessments for each unit taught. Assignment and assessment scores will be evaluated. Each teacher will analyze the results of her two classes to determine the effectiveness of the “flipped” classroom.

## ***The Impact of Instructor-Initiated Positive Interaction on Student Achievement, Academic Performance, and Attitudes***

Room 213 - 214

**Kelsea Schleusner**, Trinity Catholic School, Hutchinson, Kansas; **Brieun Scott**, USD 259, North High School, Wichita; **Leah Oswald**, USD 331, Norwich High School, Kingman, Kansas

### ***MA in Teaching - Feedback***

In this study, researchers will examine how teachers' positive actions affect students' attitudes, academic performance and behavior in the classroom. The researchers will have one control group, and one experimental group. In the control group, the instructor will continue lessons and feedback as he/or she has done in the past. In the experimental group, the teacher will offer three positive interactions for every negative or corrective interaction. The experimenter will administer assessments before and after treatment for both control and experimental groups. Student performance and attitude assessments will include instructional content-based test scores, surveys, and observed behavior charts. The surveys will assess students attitudes toward learning, school, the content field, the specific class in which they are enrolled, and how they view themselves as learners (academic identity). Additionally, researchers will gain insight, from the students' perspective, on how impactful the behavior, attitude, and teaching style of the instructor has on student learning.

## ***The Effects of Teacher-Parent Communication on Student Performance***

Room 213 - 214

**Amy Beasley**, USA 259, Heights High School, Wichita; **Sandra Habbart**, USD 259, Hamilton Middle School, Wichita; **Emily Ingram**, USD 259, Tresdell Middle School, Wichita; **Valerie Hooper**, USD 385, Andover Central High School, Andover, Kansas

### ***MA in Teaching - Parent Communication and Student Performance***

This study will be used to determine if frequent parent communication will improve student performance in the area of overall grade, number of missing assignments, and unit test scores . Teachers will randomly select two classes to be used as a control group and an experimental group. Teachers will have weekly contact with the parents of the students in the experimental group, and the control group parents will be contacted as needed. Student performance during the first five weeks of third quarter will be used as a baseline, and the following four weeks will be used to conduct the study. The study will use percentage of increase in individual student and class performance on overall grade, number of missing assignments, and unit test scores to determine the effect.

## ***Do ADHD Accommodations Increase Time on Task?***

Room 213 - 214

**Nick Webster**, USD 262, Valley Center High School, Valley Center, Kansas

### ***MEd in Special Education - Special Education Accommodations***

ADHD is one of the most common disabilities in education. There is much research about the accommodations for students, but little research about which accommodations are most effective at increasing time on task. The purpose of this portfolio is to present the findings of a review of literature. Findings include the success of specific accommodations and discussions about the need for future research.

### ***Using Dynamic Geometry Software in Homework Assignments: Does it Increase Student Achievement?***

Room 213 - 214

**Daniel Scislowski**, Word of Life Traditional School, Wichita

#### ***MA in Teaching - Mathematics, Technology***

Much research has been done on the use of Dynamic Geometry Software (DGS) in the classroom. These studies have been reviewed, and in this proposal, the effectiveness of DGS will be studied outside of the classroom in homework assignments.

### ***Preparing Students with Autism Spectrum Disorder to be Successful in Their Post Education Lives***

Room 213 - 214

**Jonathan Scott**, USD 465, Lowell Elementary School, Winfield, Kansas

#### ***MEd in Special Education - Autism, Transition***

Educational facilities today have responsibilities to educate students with and without exceptionalities. Students with autism spectrum disorder (ASD) often attend special classes tailored to their unique exceptionalities. Many other students with autism spectrum disorder attend schools with their typically developing or unidentified grade level peers. Teachers and teachers of students with exceptionalities work with students on the spectrum daily and help them to achieve individual goals. When these students advance through the educational system there are supports to help the students with ASD to be successful in the areas of social skills and academics. It may be important to examine what happens to individuals with ASD after completing their formal schooling.

### ***Effectiveness of Information Retention of Cornell Notes in Students with a Specific Learning Disability***

Room 213 - 214

**Kaleena Pendergraft**, USD 259, Southeast High School, Wichita

#### ***MEd in Special Education - Special Education, instruction***

Taking notes in the classroom is incredibly important for students to be successful in the high school curriculum. Many schools are using the Cornell Note System to assist students who struggle with this task. Students with learning disabilities in particular struggle with this task since they have difficulty processing both verbal and written language, they may have trouble making a meaningful connection to the information and using the notes to study from later. Does the Cornell Note System assist students with a learning disability take better notes, make more meaningful connections and help them study for assessments at a later date? Or is the system too cognitively difficult and makes an already frustrating task more frustrating? The research in this Capstone Project provides data that supports the Cornell Note System and its ability to assist students with a learning disability to retain information from lecture in the classroom.

### ***Teaching Reading to Students with Intellectual Disabilities and Autism***

Room 213 - 214

**Kathryn Thackery**, USD 259, East High School, Wichita

#### ***MEd in Special Education - Special Education Reading Instruction***

Historically, Special Educators have used the whole word method for teaching students with Intellectual Disabilities and Autism how to read. The whole word method involves memorizing sight words, without learning individual letter sounds. The research conducted is a review of literature in order to determine the most effective way to teach students with Intellectual Disabilities and Autism how to read. The literature reveals that using the whole word method by itself is not effective. Using the whole word method along with phonics instruction is more effective. The whole word method is used in order to help students read words that do not follow the rules of phonics.

### ***The Effect of the Buddy Support System on Motivation to Learn Among Students with Learning Disabilities***

Room 213 - 214

**Florence Obat**, Wichita State University, Wichita

#### ***MEd in Special Education - Special Education***

The purpose of this study is to examine how effective the buddy support system is, in increasing motivation to learn among students with learning disabilities. Learning disabilities is a classification including several areas of functioning in which a person has difficulty learning in a typical manner. Literature review revealed that the buddy support system increases the motivation to learn by influencing self-efficacy, self-esteem, goal orientation, effort expended and persistence at learning tasks. Students with learning disabilities are more likely to possess lower academic self-efficacy, to believe that intelligence is fixed and nonmalleable, to prefer performance over learning goals, and to interpret the exertion of effort as meaning they possessed limited levels of ability. The procedural structure of the buddy support system and guided discussion supports a new self-understanding that is at odds with old beliefs, creating dissonance about learning as something over which an individual has no control.

### ***Effects of Tutoring on Student Performance in Mathematics***

Room 213 - 214

**Christopher Garza**, USD 260, Derby High School, Derby, Kansas; **Bernarr Wharton**, USD 259, North High School, Wichita

#### ***MA in Teaching - Technology***

In many schools there are opportunities for students to get tutoring help before, during and after school. There is time for students to get help from their own teacher, from other teachers, and possibly for college students. But with all these additional resources available, how many students even attempt to take advantage of these opportunities? And of the students that do take advantage of these opportunities, is there evidence that there is any statistical improvement in their grades that can be measured? The goal of our research is to examine tutoring plans for mathematics and look at utilization of the available tutoring opportunities that are available at two area high schools. We propose that the students that avail themselves to available tutoring opportunities will show an overall improvement in their grades over those that do not.

### ***Parents and Academic Achievement for Students with Special Needs***

Room 213 - 214

**Merle Shofner**, USD 259, South High School, Wichita

#### ***MEd in Special Education - Special Education***

This is a review of literature to determine if students with special needs who have parents that engage in their education are more likely to be successful.

### ***Positive and Negative Effects of Siblings of Individuals with Disabilities***

Room 213 - 214

**Erica Bunton**, Heartspring, Wichita

#### ***MEd in Special Education - Special Education***

ADHD is one of the most common disabilities in education. There is much research about the accommodations Families of individuals with disabilities face a very different set of challenges than those of families with typically developing children. This is particularly true for siblings of children with disabilities. Siblings of children with disabilities may experience embarrassment, resentment, stress, internalizing and externalizing behaviors, care taking roles, school failures and challenges in their behaviors. Siblings may also experience positive effects that include: characteristics of kindness, compassion, caring in nature and higher levels of cooperation. Another experience throughout life that is positive is having an effect on their career choices in adulthood. This research based paper gives information on both the struggles, as well as the benefits of being a sibling to an individual with a disability. The objective for this research is to gather the information on different aspects of the sibling's lives, as well as the positive and negative effects that can come into play throughout their lives. Keywords: disabilities, individuals, siblings, effects, positive, negative.

### ***Mathematics Performance of Students with Intellectual Disabilities and Mathematical Learning Disabilities***

Room 213 - 214

**Kristen Gray**, USD 259, Hadley Middle School, Wichita

#### ***MEd in Special Education - Math and Special Education***

This is a research study which provides a review of literature pertaining to students with intellectual and learning disabilities and the challenges they face in the subject area of mathematics. Studies discussing students with Down's Syndrome are also embraced within this study because students with Down's Syndrome fall under the category of intellectual disabilities as well: displaying weaknesses in mathematics. Mathematical learning disabilities will also be incorporated into this report. Articles discussing working memory, dyscalculia and mathematical language will be reviewed as well as implications for future studies. Students with intellectual, learning, and mathematical disabilities along with the strategies and accommodations in the area of mathematics recommended to assist them are also presented.

## ***Social Skill Interventions for Secondary Students with Autism and High Functioning Autism***

Room 213 - 214

**Ryan Alliman**, USD 259, Wichita Heights High School, Wichita

### ***MEd in Special Education - Special Education, Social Skill Interventions***

Autism Spectrum Disorder (ASD) is a disability that is being diagnosed in schools and in the medical field at a higher frequency than previously shown. The students diagnosed with ASD are entering the schools with new sets of difficulties and needs that teachers are unknowledgeable on. With this, the teachers do not currently know the needed accommodations to properly suite the child's best interests. Students with ASD are lacking many social skills that non-exceptional students possess, and with this, students with ASD are being shunned from peer interactions further. This research article will examine scholarly articles to answer the research question of "What are successful social skill interventions for high school students with autism and high functioning autism". Within this initial research question the article will also identify the implementation process of the interventions and how the interventions can more appropriately be suited for students depending on where on the autism spectrum the students land. Discussion will be shown on the real world implications for the researched social skills interventions and how they pertain to both the regular education and special education setting to benefit these unique students through their education.

## ***Animal-Assisted Therapy and Students with Learning Disabilities***

Room 213 - 214

**Shauna Black**, USD 618, Sedgwick County Area Special Education Interlocal Cooperation, Goddard, Kansas

### ***MEd in Special Education - Teaching Strategies: Animal-Assisted Therapy***

The use of Animal-Assisted Therapy (AAT) in educational settings has increased as research is conducted and AAT programs have been created. With this comes the desire to know the effectiveness of AAT with students. The purpose of this evidence based inquiry is to determine just that; what are the effects of Animal-Assisted Therapy on the academic achievement and self esteem of students with learning disabilities? Based on research, when a student with disabilities participates in an AAT program there is an increase in the emotional state, academic abilities and motivation of the student. AAT in the special education classroom is not only recommended and an appropriate tool but a beneficial one for students who need the additional support that AAT can provide. Future research should be conducted on the various AAT programs and models in order for a Special Education teacher to decide in which to be trained.

## ***Effects on Post-School Outcomes for Students with Disabilities as a Result of Early Transition Instruction***

Room 213 - 214

**Francie Kramer**, USD 259, Enders Elementary School, Wichita

### ***MEd in Special Education - Transition Planning for Students with Special Needs***

In recent years, there has been an increase in research on transition planning to enhance positive post-school outcomes for students with disabilities. No Child Left Behind Act of 2001 requires transition planning to begin as late as age 16, although some states continue to choose to begin at age 14. The intent of this research paper is to highlight the need for earlier transition planning in elementary school. Teaching an early transition planning curriculum in elementary school. Teaching an early transition planning curriculum in elementary school may promote a greater understanding of the process for the student understanding and active family involvement in the transition process as having a positive impact toward future success for students with disabilities. Through reviewing professional articles, journals, and educational research pertaining to transition planning to support students with disabilities and their families, this project will answer the proposed research question and demonstrate the definite need for further research.

### ***Social and Academic Effects of Animal Assisted Therapy***

Room 213 - 214

**Connie Akred**, USD 263, Munson Primary School, Mulvane, Kansas

#### ***MEd in Special Education - Social and Academic Effects of Animal Assisted Therapy***

Animals have provided humans with a large variety of assistance. In the past assistance came in the form of a service dog that assisted individuals who have mobility impairment with tasks such as a hearing dog, guide dog, or alert and response dog. Growing in occurrence is the use of a therapy dog that has been trained to provide a person(s) with attention and physiological and psychological comfort. Often used in schools, hospitals, nursing homes, hospice, and counselor's offices and with children who have special needs. For the purpose of this paper as well as, future implications into my special education classroom, an exploration of literature on the effectiveness of animal assisted therapy in a school setting that would likely optimize social emotional and reading gains with special education students.

### ***What Conceptual Changes Can be Seen in First Grade Students' Thinking as They Explore Air?***

Room 213 - 214

**Kayla Kinder**, USD 465, Lowell Elementary School, Winfield, Kansas

#### ***MEd in Curriculum and Instruction - Elementary Science***

First grade students were guided through three specific science lessons to study air with a goal of helping them to overcome misconceptions they may have about air. They were questioned on specific attributes of each lesson both before and after the lesson. Students were assessed through interviews and by creating drawings to show their thinking. The goal was for them to learn that air is matter, air takes up space, and air resistance affects how things move. Different levels of conceptual change were seen in individual students, depending upon the lesson.

### ***How Does Universal Design for Learning Effect Functional Classrooms? What Does Universal Design for Learning Look Like in a Functional Classroom?***

Room 213 - 214

**Mariah Thompsun**, USD 418, McPherson, Kansas

#### ***MEd in Special Education - Universal Design***

Functional special education classrooms have long embraced the concept of Universal Design. Varying student needs are all met under the umbrella of universally designed lesson that draws upon the strengths and abilities of a wide range of students. This same concept can be adapted to not just functional special education classrooms but to all classrooms. All too often teachers are creating a lesson plan for the average child and then differentiating this lesson plan into multiple facets to meet the needs of their students with exceptionalities. Universal Design turns this process on its head. Rather than having one lesson that must be differentiated, universal design brings each of these varying components into the lesson at the forefront. This radical approach to curriculum has many advantages not only for the average student, but also for students with diverse needs.

***Possible Reasons and Remedies to Why Males are Failing Academically and How We Can Rectify the Growing Trend***

Room 213 - 214

**Carissa Schaef**, USD 259 , Seltzer Elementary, Wichita

***MEd Special Education - Disproportionality Among Males in Special Education***

As an educator in the United States today, everyone wants to point the finger at why our youth are not successful. It is abundantly clear by watching the news at night that we are living in a scary world that makes us question our children's futures. In this research paper I will review research that shows the nation's male population is increasingly being placed in special education for various reasons, having decreased performance on national tests, not graduating from high school, and not pursuing higher education; and more times than not, it is due to lack of effective instruction.

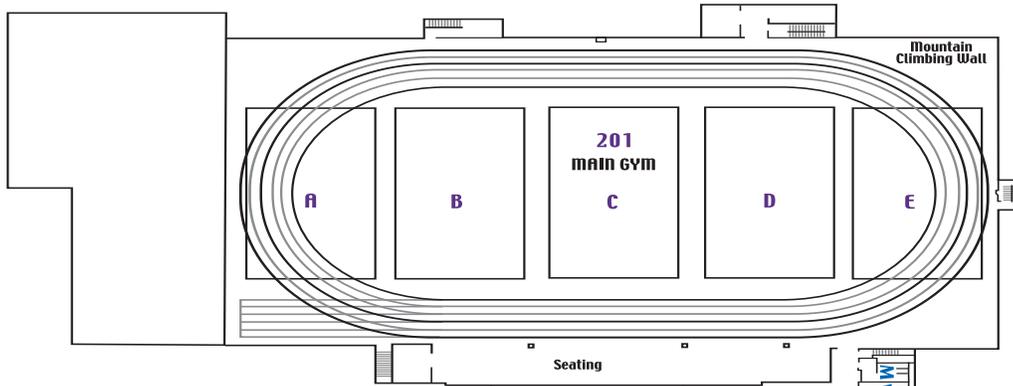
***Building 21st Century Teachers: Pre-service Teacher Technology Preparation Program Using the ISTE NETS-T Standards***

Room 213 - 214

**Felicity Nyaronge**, Wichita State University, Wichita

***MEd in Curriculum and Instruction - Technology in Education***

This study evaluated the influence of a 7-week long teacher technology preparation program on pre-service teachers' use of the National Educational Technology Standards for Teachers (NETS-T) in their future instruction. The study was based on the idea that the NETS-T standards provide a framework for pre-service teachers to identify their success in effectively integrating technology in classroom instruction. The Teacher Technology Survey based on the International Society for Technology in Education (ISTE) NETS-T Standards was administered to evaluate/estimate the technology literacy skills and knowledge levels displayed by participants before and after participating in the pre-service teacher technology preparation program. Analysis of the survey results using a paired sample t-test indicated a significant increase in participants' technology literacy skills and knowledge levels from the pre survey to post survey. The results from this study also indicated that the pre-service teacher technology preparation program did significantly prepare pre-service teachers to meet and implement the NETS-T Standards in their future instruction.



**Heskett Center Legend**

- CAMPUS PHONE
- PUBLIC PHONE
- RESTROOMS

