

**20TH ANNUAL
GRADUATE RESEARCH SHOWCASE**

Saturday, April 25, 2015

7:00 a.m. – Noon

WICHITA STATE UNIVERSITY

College of Education

Graduate Programs



.....
WICHITA STATE
UNIVERSITY

Heskett Center

Wichita State University

Main Campus

**20TH ANNUAL WSU
COLLEGE OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

TABLE OF CONTENTS

SECTION	PAGE
Message from the Dean.....	ii
Acknowledgements.....	ii
Schedule.....	iii
Coordinators and Facilitators.....	iv
Oral Presentations	
Doctoral/Field-Based Research.....	1 - 2
Dissertation.....	3
District Licensure Projects.....	4
Research Projects.....	4 - 10
Posters	
Presentations.....	10 - 16
Heskett Center Map.....	17

Message from the Dean

The WSU College of Education, as part of a research university, believes firmly in the benefits of university research to improve lives. For that reason, graduate students majoring in Exercise Science, Sport Management, Counseling, Educational Leadership, Educational and School Psychology and Curriculum and Instruction are provided opportunities to conduct and disseminate research as an integral part of their program. Such research endeavors prepare leaders and innovators who promote advances in health, education, and the sport industry that cross the lifespan. From wearable technology to instructional design, our students are pursuing questions that matter. This year's Graduate Showcase highlights a myriad of faculty and student projects that have either sparked insights or spurred the development of tools needed to address some of today's challenges. For our soon-to-be graduates of our programs, we hope today marks a beginning step toward explorations and career opportunities that continue to make a positive impact. Congratulations on your contribution to the showcase and thank you for participating in today's event.

Shirley Lefever-Davis, Dean

Acknowledgements 2015

The 20th 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; 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: 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

Photographer: Patrice Hein, Dean's Office

Technology Liaisons: Amy Belden, College of Education Technology Center

Website: Kim Davis, College of Education, Technology Coordinator

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.

**20TH ANNUAL
WSU COLLEGE OF EDUCATION
GRADUATE SHOWCASE
SCHEDULE**

TIME	EVENT
7:00	Set-up; Registration Opens
8:00–8:10	Welcome and Opening Remarks, Lobby
8:15–8:45	Oral Presentations - Rooms 105, 133, 143, 206, 207, 208, and 209
8:50–9:20	Poster Presentations - Rooms 141
9:25–10:15	Oral Presentations - Rooms 105, 133, 143, 206, 207, 208, and 209
10:20–10:50	Poster Presentations - Rooms 141
10:55–11:25	Oral Presentations - Rooms 105, 133, 143, 206, 207, 208, and 209
11:30–12:00	WSU Memorabilia Presentation and Closing Remarks, Lobby

Refreshments will be available in the upper lobby of Heskett during the showcase.

20TH ANNUAL
WSU COLLEGE OF EDUCATION
GRADUATE SHOWCASE
**COORDINATORS/
FACILITATORS**

EdD in Educational Leadership	Coordinator: Dr. Jean Patterson
District Licensure	Coordinator: Dr. Craig Elliott
MEd in Educational Leadership	Coordinator: Dr. Patrick Terry
MEd in Curriculum & Instruction	Coordinator: Dr. Mara Alagic
MEd in Special Education	Coordinator: Dr. Kay Gibson
MEd in Exercise Science	Coordinator: Dr. Jeremy Patterson
MEd in Sport Management	Coordinator: Dr. Mark Vermillion
MA in Teaching	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. Janice Ewing

20TH ANNUAL
WSU COLLEGE OF EDUCATION
GRADUATE SHOWCASE
ORAL PRESENTATIONS: DOCTORAL FIELD-BASED
RESEARCH

Bridging and Buffering: A Study of the Teacher Hiring Process in an Urban School District

8:15 am, Room 143

Cody Rierson, USD 418, Lincoln Elementary School, McPherson; **Jamie Finkeldei**, Catholic Diocese of Wichita, Wichita; **Nathan Reed**, USD 310, Fairfield Schools, Langdon; **Bilal Obeidat**, Wichita State University, Wichita

EdD in Educational Leadership - Teacher Hiring Process

This study examined the teacher hiring process within an urban school district including the recruitment practices, application, online screener, reference checks, and interview protocol. We conducted a survey with principals and interviewed both principals and Human Resources (HR) employees. We identified qualities that principals sought in candidates. We examined how HR interacted with the principals. We looked at how principals positioned themselves to work within and to maximize the process to hire the best candidates for their school.

Implementing a Credit Recovery Initiative: Perceptions of Stakeholders in a Rural Mid-Western School District

9:25 am, Room 207

Charla Heddin, USD 253, Emporia; **Martyna Klepacka**, Wichita State University, Wichita; **Christy Skelton**, USD 618, Goddard

EdD in Educational Leadership - Credit recovery

This qualitative study aimed at identifying the perceptions of students, parents, teachers, and administrators regarding the implementation of a credit recovery program in a rural Midwestern school district. Through purposive sampling, 10 participants were selected. Semi-structured formal interviews and artifacts were used in the collection of data. Codes were used to find themes during data analysis. Data findings indicated the presence of at-risk factors. Perceptions ranged from positive, disconnection, miscommunication, hope. Communication and collaboration were recommended as an improvement for the implementation of the credit recovery program.

To Stay or Leave: Retention of Special Education Teachers in a Mid-Western Special Education Cooperative

10:55 am, Room 205

Cathi Wilson, USD 263, Mulvane High School, Mulvane; **Brad Miner**, USD 413, Royster Middle School, Chanute; **Teresa M. Miller**, USD 261, Nelson Elementary School, Haysville; **Florence J. Obat**, Wichita State University, Wichita

EdD in Educational Leadership - Retention of Special Education Teachers

This field study examined the perception of special education teachers and administrators concerning the retention of special education teachers in a mid-western special education cooperative. A Wichita State University Field Study Team conducted on-site qualitative research involving general and special education teachers, and administrators from building, district, and cooperative positions. Research addressed three overarching questions: (1) How do participants describe reasons for choosing to enter the field of special education? (2) How do participants describe reasons teachers stay, move, or leave the field of special education? (3) How do participants describe their experiences of the organizational culture as it relates to job satisfaction? The research presentation will include findings and conclusions derived from data collection and analysis.

Early Childhood Education in Rural Kansas: A Community Capitals Approach

8:15 am, Room 105

Pam Martin, Central Christian Academy, Wichita; **Neil Guthrie**, USD 259, Wichita; **John Lawrence**, USD 413, Chanute

EdD in Educational Leadership - Educational Leadership/Politics of Education

This study focuses on the social, economic, political, and educational opportunities and challenges facing a rural Kansas school district during implementation of a \$1 million early childhood block grant from the Kansas Children's Cabinet and Trust. Grant monies are allocated through a broadly envisioned public-private partnership. We employed a community capitals framework to examine the dynamic interplay of assets available to support early childhood education and care. Using ethnographic techniques such as individual interviews, focus group discussions, and document review, we examine the roles and perspectives of the various organizational stakeholders participating in the grant. Declining economic fortunes, simmering ethnic and racial animosities, and the politics of despair combined to undermine the effectiveness of the partnership. Implications for the long-term viability of the early childhood program are discussed.

20TH ANNUAL
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GRADUATE SHOWCASE

ORAL PRESENTATIONS: DISSERTATION

Experience of Saudi Students Attending a U. S. University: A Qualitative Study

9:25 am, Room 105

Hala Alsabatin, Wichita State University, Wichita

EdD in Educational Leadership - Higher Education

The purpose of this study was to gain a detailed understanding of the experiences of Saudi students attending a U.S. university. Acculturation theory was the theoretical framework through which the experiences of the Saudi students were analyzed and understood. The data were collected by using individual interviews with 21 female and male Saudi students who are undergraduate and graduate students. Findings indicated that both male and female Saudi students varied in their acculturation strategies preferences. Also, the acculturation orientation of the American culture affected Saudi's chosen acculturation strategies. The study provided implications to higher education policy and practice to enhance Saudi students' education in the U.S. Moreover, newcomer Saudi students who desire to pursue their higher education in the U.S. would benefit from understanding these experiences as well.

ORAL PRESENTATIONS: Thesis

The Effects that Math Anxiety and Math Attitudes Might Have on Geometry Performance for High School Students

10:55 am, Room 208

Estelle Wichert, USD 261, Campus High School, Campus High School, Wichita

MEd in Curriculum and Instruction - Math Education

Math is a subject that many students struggle with. Math educators are working hard to find productive ways of communicating with students. It is a difficult task to achieve proficiency standards in math for all students because the subject has a reputation of not working for everyone. This poor reputation has an effect on student attitudes and self-efficacy toward math tasks which sometimes leads to math anxiety and/or poor math performance. The purpose of this study was to analyze the correlation between math attitudes and math anxiety to the performance in a regular Geometry class of students of various math abilities. Three regular Geometry classrooms provided the participants. The results will be based on analysis of the data through the correlation between attitudes, anxiety, and performance in the Geometry class.

ORAL PRESENTATIONS: District-Level Licensure

Special Education Professional Development for Writing Individual Education Plans (IEP's)

9:25 am, Room 133

Dee Dee Stroot, USD 259, Wichita Public Schools, Wichita

District-Level Licensure - Did Reinstatement of Targeted Professional Development for Special Education Teachers in Wichita Public Schools Help Increase Quality Individual Education Plans

Every year, Wichita Public School system has an audit of specific Individualized Education Plans (IEP's) via file review, for both federal and state. Ever year teachers have not met federal and state compliance standards and written less than quality information. Implementing a new computer program should put into place some checks and balances to eliminate issues that the district encounters annually. It does not, however, address issues in writing quality documents. This long range project addresses the idea of supports in conjunction with targeted professional development, to address quality and compliant individualized education plans.

ORAL PRESENTATIONS: Research Projects

A Study of Teacher Dress

8:15 am, Room 133

Brock Hampton, St. Margaret Mary, Wichita; **Bethany Cauble-Janssen**, USD 266, Maize High School, Maize; **Joel Escarpita**, USD 259, Marshall Middle School, Wichita; **Seth Houston**, USD 259, Brooks Center for STEM and the ARTS Magnet Middle School, Wichita; **Jeremy Bowman**, USD 259, Kelly Liberal Arts Academy, Wichita; **Marchelle Moore**, USD 259, Kelly Liberal Arts Academy, Wichita

MEd in Educational Leadership - Teacher Professionalism

The impact of teacher dress on student behavior and achievement has been argued for decades. Even though it is well established that students in classrooms with effective teachers have higher levels of student achievement, the role of teacher attire in the classroom continues to be a heavily debated topic. Action research was conducted in a large urban area in public, parochial, and suburban schools. Purposive and random sampling was used to select participants at the elementary, middle, and high school levels. Pictures of teachers in professional, business casual, casual, and athletic attire were utilized in an electronic survey to identify perspectives of teachers, administrators, and parents regarding the impact of teacher attire on student behavior and/or achievement. This action research has implications for schools and districts and their consideration to initiate and/or upgrade a standard of dress for teachers.

Support for New Teachers: Perspectives of Principals and New Teachers

9:25 am, Room 209

Tara Allen, USD 259, Stucky Middle School, Wichita; **Robert Bedore**, USD 259, Stucky Middle School, Wichita; **Ronald Orsak**, USD 259, Stucky Middle School, Wichita; **Derrick Heckman**, USD 259, North High School, Wichita; **Todd Roberts**, USD 260, Tanglewood Elementary School, Derby; **Stephanie Warren**, USD 259, Allen Elementary School, Wichita

MEd in Educational Leadership - New Teacher Induction Program

Educational leaders face an on-going problem with a lack of competent teachers wanting to remain in the profession. This results in new teachers leaving schools within the first few years of being hired. Districts must have a new teacher training program in place to improve the retention rate of highly qualified educators. Mentors, peer consultants, trainings, and other initiatives need to be part of new teacher induction. This support should begin before the school year begins, go on throughout the year, and continue in the teacher's first few years.

The purpose of this action research is to determine if new teachers are receiving adequate support in their first three years. The types of support offered at the school and district level will be considered. Research results will lead to an action plan proposing changes to new teacher training systems to ensure a higher number of teachers remaining with the profession.

Effectiveness of Reading Mastery in Improving Achievement Among Elementary-Aged Students with Exceptional Reading Needs

10:55 am, Room 143

Victoria Schmidt, Wichita State University, Wichita

MEd in Special Education - Reading, Exceptional Needs

Recent shifts to Common Core State Standards and research-based instructional practices have stimulated reevaluation of curricula in many school districts across the United States. Reading Mastery is a direct instruction reading/language arts program. Reading Mastery is often used as an intervention curriculum, rather than as a core curriculum, among elementary-aged students. What does research say about the effectiveness of Reading Mastery in improving achievement for elementary-aged students with exceptional reading needs?

The Sustainability and Fidelity of a Discipline System

8:15 am, Room 207

Trista Cuthbertson, USD 263, Mulvane Grade School, Mulvane; **Erica Morris**, USD 259, Spaght Science and Communications Magnet Elementary, Wichita; **Tiffany Bucher**, USD 259, Coleman Middle School, Wichita; **Megan MacKay**, USD 259, Coleman Middle School, Wichita; **Seth Pittman**, USD 259, Southeast High School, Wichita; **Shelby Wehrman**, USD 260, Derby High School, Derby

MEd in Educational Leadership - School-Wide Behavior Intervention Systems

This study was conducted to determine how teacher support impacts the fidelity of a discipline system and what characteristics are most influential in sustaining the system. A literature review suggested staff support is important in sustaining any discipline system, as well as proven effectiveness. In addition, the literature emphasized the importance of sufficient teacher training in correlation to the fidelity of a discipline system. Teachers participated in focus groups and completed a survey of qualitative and quantitative questions regarding teacher fidelity and support levels. This data can be used to provide school leaders with information needed to support teachers with adequate and focused professional development regarding a school's discipline system. Furthermore, the data can be used to inform school leaders seeking to teach and support fidelity, as well as providing modifications or proof of importance in order to sustain a discipline system.

Teacher Input in the Principal Walkthrough Protocol and Instrument

9:25 am, Room 143

Dustin Razey, USD 375, Circle Benton Elementary, Benton; **David Brunner**, USD 263, Mulvane Middle School, Mulvane; **Kathryn Carey**, St. Anne Catholic School, Wichita; **Jody Foster**, USD 259, Dodge Elementary, Wichita; **Josh Shirley**, USD 261, Haysville Campus High School, Wichita; **Desaree Groene**, REACH Tiny-K Infant Toddler Services, Winfield; **Bridget Vaughn**, USD 353, Wellington High School, Wellington

MEd in Educational Leadership - Teacher Evaluation

This study is a comparative analysis of past and new walkthrough strategies. The purpose of this study is to discuss teacher performance through identification and implementation of strategies by increasing teacher involvement in the principal walkthrough instrument and protocol implementation. The questions answered in this study are relative to: (a) teachers' perceptions of walkthroughs, (b) barriers to positive teacher perceptions of walkthroughs, and (c) ways in which barriers can be eliminated.

The Effects of Frequent and Consistent Teacher-Parent Communication and Student Achievement in Secondary Education

10:55 am, Room 207

Amy Beasley, USD 259, Wichita Heights High School, Wichita; **Sandra Habbart**, USD 259, Hamilton Middle School, Wichita; **Emily Ingram**, USD 259, Truesdell, Wichita

MA in Teaching - Parent Communication

The purpose of this study was to examine the impact of frequent teacher-parent communication on student academic performance in secondary math and science classrooms. Approximately forty-seven students from three different school settings participated in the study. Teachers had weekly contact with the parents of the students in the experimental group; the control group parents were contacted as needed. Contact was conducted through various methods, depending on the parents' preference. Weekly communication included the number of missing assignments and current overall grade. Baseline data were collected for at least five weeks at the beginning of the study, and treatment was implemented for at least five weeks. The study used the percentage of missing assignments per week and overall grade in order to determine the effect. Overall, this study found that frequent teacher-parent communication did not positively impact student grades or number of missing assignments.

The Effect of Verbal Feedback on Academic Performance and Motivation

8:15 am, Room 208

Brieun Scott, Wichita North High School, Wichita; **Kelsea Stueve**, Trinity Catholic High School, Hutchinson

MA in Teaching - Verbal Feedback

The purpose of this research was to determine whether the use of a systematic method of verbal feedback at a 3:1 ratio of positive to negative, would affect student academic performance and motivation in language classrooms. The research participants were 55 to 60 high school students, ranging from low- to high-socioeconomic status. Although similar studies have been conducted, further research had been suggested to incorporate a more systematic method for the use of positive reinforcement. In this study, the researchers examined a control and an experimental group in which teachers provided positive feedback according to a 3:1 ratio. Data results were collected from questionnaires, an electronic charting device, and student grades. The data was analyzed utilizing a variety of correlation tests in order to obtain the results that showed that verbal feedback at a 3:1 ratio had a minimum effect on grades and motivation, but did affect teacher interactions with students.

Cross-Age Peer Tutoring and Mentoring in the Advisory Classroom and its Effects on Student Achievement and Connectedness

9:25 am, Room 208

Rachel Walker, USD 260, Derby Unified School District, Derby

MA in Teaching - Tutoring and Mentoring

The purpose of this study is to determine whether the use of cross-age peer tutoring and peer mentoring in an advisory class has the potential to increase student achievement in core academic classes and student perceptions of connectedness to school due to the creation and building of relationships with peers and staff. Cross-age peer tutoring and mentoring was expected to have results of a greater effect size in impact to student grades and feelings of connectedness to the school community than same-age groupings due to the ability of older peers to draw from personal experience when addressing younger students in academic and social issue conversations. The use of a personally developed tutorial method provided a consistent style of peer tutoring and mentoring between the control and experimental groups. A quasi-experimental descriptive and correlational study design was used in which students in the research group were paired in a cross-age format, while the control group was paired in a same-age format. Both groups received peer tutoring and mentoring from their paired groups using the same tutorial method. Results were measured using bi-weekly student grade checks and an initial and summative survey to gauge student connectedness to school, peers, and staff.

Computer Simulation's Effect on Student Achievement and Engagement

10:55 am, Room 133

Abbie Herring-Erker, Diocese of Wichita, Kapaun Mt. Carmel School, Wichita; **Sean Ritterhouse**, Diocese of Wichita, Kapaun Mt. Carmel High School, Wichita

MA in Teaching - Incorporation of technology

This study seeks to determine the overall effectiveness of interactive computer simulations across multiple topics. The study will address two central questions: (1) Do interactive computer simulations improve student achievement on traditional assessments?, and (2) Do interactive computer simulations improve student engagement or interest in the content material? This will be evaluated through summative unit assessments, teacher evaluations, and self-evaluation questionnaires. The study will be conducted over lessons in secondary chemistry and biology. For each subject area, there will be two sample groups—one that will use interactive computer simulations (50 students, experimental) and one that will receive equal time of traditional classroom instruction (50 students, control). At the end of the study, mean test scores will be evaluated to measure student achievement. Teacher evaluations and self-evaluation questionnaires will be used to assess engagement.

The Effects of Systemic Teacher-Parent Communication in a Rural Secondary Science Classroom

8:15 am, Room 209

Valerie Tomes (Hooper), Albany Rill High School, Albany, MO

MA in Teaching - Parent Communication, Student Academic Achievement

The purpose of this study was to examine the impact of systemic teacher-to-parent communication on student academic performance in a rural secondary science classroom. Approximately forty students participated in the study. The teacher had weekly contact with the parents of the students in the experimental group, and the control group parents were contacted as needed. Contact was conducted through email, or phone call, depending on the parents' preference. Weekly communication included the number of missing assignments the student had at that time, his or her overall grade, his or her last unit test score (if applicable), and any other type of communication including behavior and miscellaneous information. Baseline data were collected for a period of six weeks and treatment was implemented the following six weeks. The percentage of increase in individual student and class performance on overall grades were used in order to determine the effect of treatment.

Does the Use of Assistive Technology (AT) by Students with Traumatic Brain Injury Increase a Student's Retention of Information in the Content Area?

9:25 am, Room 206

Joanne Feyes, USD 259, Southeast High School, Wichita

MEd in Special Education - Special Education

Students returning to school after sustaining a Traumatic Brain Injury (TBI) face many challenges. Assistive technology (AT) available for these students can be as simple as a graphic organizer or as complex as a computer that translates written word to voice. With the wide variety of AT available, is there a specific type that is more beneficial than another? Students with TBI have a wide variety of disabilities that may have to be addressed after their return to school. Some of the AT available discussed here are Personal Data Assistants (PDAs), iPad computers and alarm wrist watches. Students who have access to AT devices are more able to become independent and learn to advocate for themselves which leads to more self-confidence. AT is growing which may lead to more devices that will aid students returning to the classroom after sustaining a TBI to make a successful transition back to the classroom.

Teacher Perceptions of Inclusive Classrooms

10:55 am, Room 209

Andy Hill, USD 385, Andover High School, Andover; **Chad Wilmott**, USD 385, Andover High School, Andover; **Rachel Oliver**, USD 259, Pleasant Valley Middle School, Wichita; **Tawnya Berlin**, USD 259, Pleasant Valley Middle School, Wichita; **Aaron Sidwell**, USD 266, Pray-Woodman Elementary, Maize

MEd in Educational Leadership - School Leadership/Special Education

Educating students in the Least Restrictive Environment prompts schools to establish inclusive classrooms in which students with disabilities are educated alongside non-disabled peers. One popular model utilizes classes co-taught by a regular education and special education teacher. A number of implementation challenges are associated with this approach: lack of definitional consistency, asymmetrical preparation of teachers, time and budget constraints, and variations in the special education population itself. To examine teacher understandings and expectations about inclusion, we conducted surveys and focus group discussions in a suburban high school and urban middle school. Results indicated uneven pedagogical preparation, relative unfamiliarity with the concept, skepticism about the efficacy of designing a more effective school-based model, and consent for allowing special education teachers and regular education teacher volunteers to share full responsibility for co-teaching in inclusive classrooms. Implications for the improvement of special education instruction are discussed.

POSTER PRESENTATIONS

**All poster presenters should be at their stations during these session times
8:50 - 9:20 am and 10:20 - 10:50 am
Room 141**

Implementing Affective Note Taking Strategies in the Classroom

Rooms 141

Jarrold Nolan, USD 259, Brooks Magnet Middle School, Wichita

MA in Teaching - Note Taking Strategies in Middle School

In order for a student to be successful in the classroom it is important for them to begin to understand how to conceptualize the content and organize their thoughts on paper. As a student progresses through their knowledge through understanding content in a given unit they need to have a way to reflect on what they have learned and what they need to continue to study in order to achieve a certain objective. In a classroom there should always be an essential question, a content objective, a literacy objective or all three, giving a student a compass of what they need to achieve for the lesson. This study will focus on how note taking strategies are effective in furthering a student's success and show a direct correlation between students that are proficient in taking notes and those that are not and how it impacts their overall success rate on formative and summative assessments. There are many note taking strategies in which Cornell Notes, the Frayer Model, and an experimental flowchart strategy will be implemented in order to measure the outcomes of a student's success in a given lesson and unit. The purpose for experimenting different, main stream, strategies is to determine which strategy is most effective in the classroom. With expected outcomes addressed, this research will focus on what is the best approach in teaching the effective note taking strategies and which strategies should be implemented in the classroom. If successful, the strategies will train the way students are able to breakdown information in order to apply implemented content, along with allowing students to build confidence with the content that is learned in the classroom and on an assessment.

Literary Standards in the Mathematics Classroom

Rooms 141

Taylor Nguyen, Wichita State University, Wichita

MA in Teaching - Mathematics

The topic examines the benefits of integrating literacy and writing objectives into the mathematics curriculum. Specifically, it will focus on optimizing content knowledge by emphasizing vocabulary, definitions, theorems, and postulates. The mathematics student who has a strong math literacy background not only understands the calculations and solutions of a math problem but also appreciates the process behind an answer. He or she can explain the problem and its solution and deconstruct it into its component parts.

The Effects of Kinesthetic Activities on Student Academic Achievement

Rooms 141

Sasha Schmidt, USD 261, Haysville West Middle School, Haysville

MA in Teaching - Differentiated Instruction

Learning intelligences and styles are now a fundamental part to lesson plans and curriculums. Students often demonstrate they learn through a variety of means and ways that may or may not be similar to their peers. A group often forgotten, the kinesthetic learners, struggle the most in the typical classroom setting. Students are told to sit still, be quiet, etc. throughout the entire school day. Many times, these students then become distracted and not paying attention. The goal of this research is to see if adding kinesthetic activities into the lesson increases overall student achievement. A class will be selected from the researcher's school and data analyzed afterwards to see if a correlational relationship exist between increased movement and academic achievement.

Reducing "Lost" Assignments with Google Classroom

Rooms 141

Andrew Ramirez, USD 438, Skyline High School, Pratt

MA in Teaching - Classroom Organization

A common problem in classrooms in the busy world of teaching is misplaced assignments. This project proposes the use of Google Classroom to increase the organizational effectiveness of teachers and students in assigning and collecting course work. This project will focus on two classes of sophomore English students for one semester. The control class will be assigned course work using verbal or written notification and will be required to hand in assignments on paper. The variable class will receive notification of assignments on Google Classroom and must hand in electronic assignments through this application. Each instance will be recorded in which an assignment is missing from the grade book but a student states that the assignment was turned in. At the end of one semester the number of such instances for each class will be compared to determine if Google Classroom helps to reduce the number of misplaced assignments.

Parent Communication and Student Performance

Rooms 141

Mae Lin Young, USD 259, Mead Middle School, Wichita; **Jennifer Anker-Loman**, USD 259, Mayberry Middle School, Wichita

MA in Teaching - Family Engagement

The purpose of this action research project is to examine the link between parent usage of the available web-based grade book/communication system (Synergy-ParentVue) versus mailed progress reports (and possible phone calls home) and its link to student performance as measured by student work turn in rates. Participants will be middle school students from two public urban middle schools in Wichita, Kansas and their parents/guardians and will be conducted by two classroom teachers over the course of a semester. Factors that need to be considered in this study include parent/guardian access to Internet, ease of use of the site (Synergy-ParentVue) and district provided trainings, as well as the language spoken in the home. The researchers anticipate that communication in the form of mailed progress reports in the student's home language will increase student performance as measured by an increase in student work turn in rates.

Project-Based Learning by Use of Technology

Rooms 141

W. Justin Woodruff, USD 259, Gordon Parks Academy, Wichita; **Matthew D. Lewis**, USD 259, Wichita High School Southeast, Wichita

MA in Teaching - Project-Based Learning

This action research project will investigate the impact of technology on student participation in the classroom. Two classes will be given a project to do that investigates a topic that addresses the standards for that unit. One class's project will be done using a technology component, while the other class will use a more traditional approach. The students from both classes will be given daily participation points as well as a summative assessment. By addressing both participation and learning, we will be able to better understand whether the heightened engagement through the use of technology led to increased learning.

Paraprofessional Management and Training

Rooms 141

Rebecca Hoskinson, USD 266, Sedgwick County Area Educational Services Interlocal Cooperative 618, Maize

MEd in Special Education - Paraprofessional

Educators are asked to manage and train paraprofessionals but feel as though they have not received the training or education to productively manage paraprofessionals. Managing and training paraprofessionals can be stressful, especially with the broad and varying requirements that paraprofessionals are required to have. The level of education and training that paraprofessionals have may vary from high school diploma's to degrees' in education. This can be concerning legally. It is also concerning to think about students relying on support and academic gains from paraprofessionals who may not have a background or education in teaching. These issues can potentially lead to students being taught at educational levels that may not be developmentally appropriate or using methods which are ineffective. It then becomes the educator's job to educate and train paraprofessionals so that they can feel competent helping children with exceptionalities to reach their academic pote.

The Effects of School-Wide Positive Behavior Supports in Alternative Education Schools

Rooms 141

Katherine DeMott, USD 259, Enterprise School, Wichita

MEd in Special Education - School-Wide Positive Behavior Support

School-wide positive behavior support (SWPBS) has been widely researched over the past two decades to be an effective method for reducing challenging behaviors. However, SWPBS in alternative schools has minimal research to support its effectiveness in these unique settings. This author conducted a systematic search of two major psychology and education research databases to identify empirical research articles from the last twenty years. “School-wide positive behavior support” and “alternative school setting” were used to locate articles in the databases. A lack of research articles including both phrases was discovered. This article synthesizes information gathered regarding (a) alternative education settings and its characteristics (b) school-wide positive behavior support, and (c) the effects of SWPBS in alternative school settings.

The Impact of a Group Learning Environment Versus an Individual Setting on Reading Comprehension Assessments

Rooms 141

Chere Calderon, USD 259, Wichita South High School, Wichita; **Nickolus Rivera**, USD 259, Wichita South High School, Wichita

MA in Teaching - Cooperative Learning

This action research will focus on two separate learning climates: working for a duration of time in a group setting versus working individually. We will be judging which is more conducive to high student achievement and will look to determine if one particular setting is more effective for a particular type of learner. This study will begin by looking at research that both supports and negates the effectiveness of the two learning settings. Data collected through scholarly articles, journals and books will be accessed through the Wichita State University Libraries. The data will inspect the age range tested in the studies, student contextual information and other pertinent information to ensure they are relatively equal before drawing conclusions on which is more or less conducive to student retention.

The Effects of Food on Student Performance

Rooms 141

Lizabeth Richardson, USD 259, Heights High School, Wichita; **Meghan Berry**, USD 259, Heights High School, Wichita; **Kasie Kieffer**, USD 205, Bluestem Jr/Sr High School, Leon

MA in Teaching - Student Performance and Participation

We will set up research to find out how eating a healthy breakfast or lunch affects student performance within the classroom. We will do this over two separate nine week periods, students will be documented from the same class period. During the first nine weeks, we will document which students eat and their overall performance (grades and participation) and attitude in class. Next, we plan to provide breakfast or lunch to those students who did not eat and see what results might change. We will focus on their grades, and their attitude and basic performance in class; all of which will require a rubric. For the Showcase, we will provide a tri-fold poster displaying our plan, hypothesis, before results, and after results. We may provide rubrics for the different areas being observed and a menu of the foods provided.

iPads as Organizational Tools: Maximizing Efficiency Through Technology Applications

Rooms 141

Shelby Miller, USD 359, Argonia High School, Argonia

MA in Teaching - Improving Organizational Skills

Two years ago, Argonia Jr/Sr High School, a small school of fewer than 100 students, implemented 1-on-1 iPads for its junior and senior high, and the results so far have been mixed. There are many benefits, although detriments include distractions, disorganization, and missing or late assignments. The hypothesis is that an implementation and support of strong organizational apps and strategies will produce results of better time management, better classwork organization, less missing and late assignments, and higher grades.

How does Bibliotherapy Impact 3rd Grade Students' Ability to Cope with Emotional Issues?

Rooms 141

De Nicholas, The Independent School, Wichita

MEd Curriculum and Instruction - Bibliotherapy

As educators measure the value and effectiveness of the process of bibliotherapy within their literacy programs and practices, educators must be versed in the selection of quality literature that adequately addresses their students' emotional needs. By incorporating the Big Five reading practices as recommended by the National Reading Panel, the process of bibliotherapy will positively impact students' social emotional health. The National Reading Panel recommends that all literacy programs include the following skill based practices: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Teacher modeled oral fluency techniques, the direct instruction of unfamiliar vocabulary words, and guided reading practices that are important in the development of literacy. It is important that students comprehend and make personal connections to what is read in the classroom for the process of bibliotherapy to be meaningful and therefore impact students' social emotional health.

The Selfie: The Good, The Bad, The Ugly

Rooms 141

Joshua Ayres, USD 206, Remington, Whitewater

MEd Curriculum and Instruction - Cultural and Social Trends

A selfie is a picture where the subject of the image is also the one taking the photo. Generally, it is taken with a camera phone with the subject turning the camera's lens back toward themselves. Oxford dictionaries chose the word "selfie" as their word of the year for 2013 and the selfie has become so ingrained in our culture that it has become commonplace in entertainment, media, social media, and advertising. A majority of selfie takers are school-aged children and young adults, but in recent years the selfie trend has started to encompass all age groups. What is the purpose of the selfie, why is it popular now, how does it affect the social development of our youth, and what does it say about our culture?

The Effect of Gender on Student Attitude in Science: in General and in Core Class

Rooms 141

Terry Williams, Wichita State University, Wichita

MA in Teaching - Science Motivation

Historically, research has shown student attitudes in science to be higher in males than females. More recent research suggests that gender is starting to play a less significant determiner of attitude toward science but instead may be linked to type of learner.

In the dark?

Rooms 141

Aubree Bates, USD 259, Stucky Middle School, Wichita

MA in Teaching - Classroom Environment

Fluorescent lighting is used in many classrooms across the nation. But are we doing our students a disservice by seating them under buzzing, flickering, glaring light? This study will determine whether or not fluorescent lighting has a negative effect on student performance, and if using indirect lighting in classrooms can bolster results on student work and test scores.

Effects of Daily Quizzes on Student Achievement in a Math Class

Rooms 141

Ashley Cole, USD 385, Andover High School, Andover

MA in Teaching - Student Achievement

A common problem in secondary classrooms is lack of completed work. In lieu of required homework assignments, daily mini quizzes over recommended homework problems could improve work completion and retention of new knowledge. In addition, students with adequate prior knowledge are not required to complete busywork. This method could reduce the number of missing assignments and improve student achievement on assessments.

The Effects of Language Immersion Instruction

Rooms 141

Devin Naccarato, USD 375, Circle High School, Towanda

MA in Teaching - World Languages

The purpose of this action research is to examine the effects of teaching a language in an immersion classroom, which is a classroom where instruction is delivered in the target language. The plan compares two classes of the same subject in which one is an immersion classroom and the other is a non-immersion classroom where instruction is delivered in English. The data between the two classes will show to what extent delivering instruction in the target language will improve student retention and improve test scores.

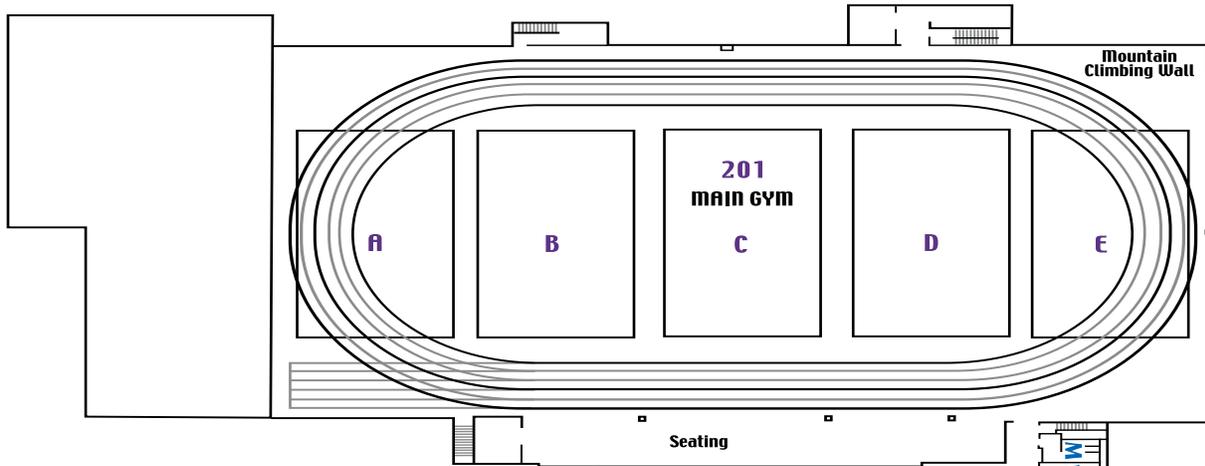
Positive Feedback and Its Effects on Motivation

Rooms 141

Lisa Stang, USD 259, Mead Middle School, Wichita

MA in Teaching - Motivation, Feedback

I will look at the effect positive feedback has on middle school students motivation levels in terms of their willingness to participate in school work in a middle school math classroom.



Heskett Center Legend

- CAMPUS PHONE**
- PUBLIC PHONE**
- RESTROOMS**

