Fourteenth Annual Showcase Conference for Graduate Programs

Saturday, May 2, 2009
9:00 AM to Noon

Hughes Metropolitan Complex
29th St. North and Oliver
Wichita, Kansas
Message from the Dean

Welcome to the 2009 College of Education Graduate Student Research Showcase. Research is a major component of advanced education in the College of Education and our graduate candidates play a vital role in the discovery of new knowledge at WSU. When you present your research results you take one step forward toward finding answers to the great questions of our time. Our graduate programs are designed to foster collaboration among students; faculty mentors, practicing professionals and experts in related fields. These unique opportunities lead to outstanding practical findings that solve real-world problems and offer career opportunities for our graduate students. Our expert graduate faculty members create excellent venues for our graduate students’ professional development and preparation to compete in the global knowledge economy. This Showcase is not only about students’ scholarship, it’s about the benefits of research and the power of education to make individuals’ lives better and change the world. Congratulations on your contribution to this 14th annual Showcase. I look forward to seeing your work.

Dean Sharon Hartin Iorio

Acknowledgements

The College of Education Graduate 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.

Project Leader: Craig Elliott

Department Liaison: Jean Patterson EL, Jeremy Patterson HPS, Mara Alagic C&I

Technology Liaison: Day Radebaugh

Program Editors: Glyn Rimmington, Mara Alagic & Jeri Carroll

Online Submission System: Patrick Hutchison & Cory Martin

Venue, Catering & Security: Mary Myers

Budget: Craig Elliott, Claudia Keller

Graduate Research & Student Assistants: Naveen Anne, Maram Jaradat, Smitha Paramashivan, Prabhjit Singh Bagga
## Fourteenth Annual Showcase Conference

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*Refreshments will be available in Room 180 (Gym) throughout the morning.*
## EdD in Educational Leadership

Coordinator: Jean Patterson

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## MEd in Educational Leadership

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## MEd in Curriculum & Instruction

## MEd in Exercise Science

Coordinator: Jeremy Patterson
Program Implementation Studies: Influencing Factors

1 Chad Cushenbery, Jeff Freund, Ben Myrick, Matt Creasman, Elizabeth Peyser Jana Norman, Sarah Stevens and Paula Rodriguez
USD 259 Wichita

MEd in Educational Leadership – Urban Focus

Program Implementation

Eight students from the WSU/USD 259 Aspiring Urban Principals program have studied implementation practices for various student programs. Each action research study focused on the judgment of key implementation components that included: theoretical and practical basis, resource requirements and capacity, program environment, resources to operate, program processes and systems operating, reaching intended target populations with intended services, and achievement of desired outcomes. A variety of methodologies and methods were used to assess and explain implementation standards and their effects on implementation. An overall causal framework of the collective research is indicated in the studies’ findings with recommendations for implementation improvement.

Collaboration: A Path to Teacher Leadership

2 Jamie Allison, Mary Carpenter, Michelle Cuda, Jared Grover, Theresa Manning, Chad Schuetz, Mendie Vicin and Michelle Wilkes
USD 259 Wichita

MEd in Educational Leadership – Urban Focus

Collaboration

After examining the question, is there reciprocity between quality collaboration and the five energy sources, we discovered that there must be professional development involving the five energy sources in order for the staff to have ownership and implement what they are learning. Throughout our research, our team has conducted surveys, implemented professional development to ensure that teachers are aware of the five energy sources as well as provide support for staff in their professional growth and learning. In this presentation, we present the process and results of our work toward true professional collaboration. Professional collaboration is evidenced when teachers and administrators work together, share their knowledge, contribute ideas and develop plans for the purpose of achieving educational and organizational goals (Cavanagh & Deller (1996).
**Teambuilding in the Educational Setting**

3  Jill Buettgenbach, Trinity Academy, Mike Church, Wichita Heights High School, Jennifer Forker, Haven Public Schools, Stacy Helten, Haven Public Schools, Kelley Nelson, USD 259 Wichita, and Sherrill Scott, USD 259 Wichita

*Med in Educational Leadership – Inquiry Focus*  Effective Teaming

There is an increased demand on students to be versed in teaming in order to be successful in a global society. The knowledge base to create effective teams is not in place in most schools. The purpose of this action research was to understand the process involved in creating and maintaining successful teams. The perspectives of administrators and teachers provided the sources of data for building this understanding. Research results led to an action plan for improving levels of teaming between staff members in schools. The research seeks to answer the questions of how successful teams are developed and maintained.

**Differentiated Instructional Strategies Currently Implemented Within Schools**

4  Stanley Cox, Metro Midtown Alternative High School, Tammy Fellers, El Dorado Extend High School, Kori Heiman, Resurrection Catholic School, Debra Kellogg, Dean Ray Stucky Middle School

*Med in Educational Leadership – Inquiry Focus*  Differentiated Instruction

This study defined differentiated instructional strategies as identified through the literature review, quantitative staff surveys, and qualitative staff questionnaire. As a result of our investigation, administrators may have beneficial feedback about differentiated instruction and how this strategy is implemented within their school.
Students' Descriptions of Successful Classroom Experiences: A Case Study

5 Kris Ehling, Southeast High School USD 259 Wichita, Susan Wright, The Independent School, Paula Green, Haysville Middle School/USD 261 Haysville, Kirby Daetwiler, Gammon Elementary USD 259 Wichita, Kristina Kastor, Heights High School USD 259 Wichita and Lauana Yarbrough, Nelson Elementary USD 261 Haysville

MEd in Educational Leadership – Inquiry Focus Effective Teaching Practices

As schools face mounting pressure to meet ever-increasing student achievement goals, students are categorized into sub-groups based upon ethnicity, socio-economic status, and ability. Immersed in data, schools use multiple measures to define student success. When students do not succeed, schools label students and establish programs to address student sub-groups who are not successful, but these programs do not uniformly change teaching practices. Despite overwhelming opportunities to perform, some students do not meet the locally defined expectations of a successful student. This study offers these students a voice to describe successful classroom experiences. In a multiple-context case study, this study explores students’ beliefs about teachers’ caring, relevant curriculum, and learning styles from the three perspectives: elementary, middle school, and high school.

Parent Involvement and the Impact on Student Achievement

6 Jason Halling, USD 259 Wichita, Crystal Hanke, USD 259 Wichita, Krista Nevarez, USD 259 Wichita, Joshua Ghram, USD 259 Wichita and Amanda Lowrance, USD 259 Wichita

MEd in Educational Leadership – Inquiry Focus Parent Involvement

This action research studies the impact of parent involvement on student achievement. Teacher and parent perceptions were researched through the use of surveys and personal interviews. The surveys were conducted at both the Elementary and High School levels. The study presents the questions including current levels of parent involvement, barriers to parent involvement, and strategies that help with increasing parent involvement.
Staff Culture

7 Dustin Francis, Northeast Magnet USD 259 Wichita, Jana Truman, Goddard High School USD 265 Goddard, Ann Wilcoxson, Maize Elementary School USD 266 Maize, Reva Hood, McCollem Elementary USD 259 Wichita, Amy Snodgrass, McCollem Elementary USD 259 Wichita and John Montford, Oak Street Elementary USD 265 Goddard

MEd in Educational Leadership – Inquiry Focus

This presentation shares the results of action research in area school districts investigating the changes in staff culture. The research focuses on the following areas: staff morale and connectedness, teacher morale and retention, professional learning communities, effects of specialty area teachers, and school improvement plan implementation.

An Analysis of Teacher Recruitment and Retention

8 Beth Lankford, Derby High School, Joey Menninga, Chisholm Middle School, Curtis Nightingale, Pratt High School, Daniel Dickinson, Derby High School, Shannon Hansen, Shawnee Heights Middle School and Aaron Jackson, Pratt High School

MEd in Educational Leadership – Inquiry Focus

This action research was conducted in four public school districts and with numerous Colleges of Education in Kansas. It analyzed both practices and stakeholder perceptions of teacher recruiting and retention practices. Data collection was facilitated with high school seniors, human resource directors, college placement advisors, College of Education deans, and former teachers. The results of the study should help determine successful techniques and resources that can be used to enhance teacher recruiting and retention.
A Narrative Inquiry: The Experiences of Eight Urban High School Students And What We Can Learn From Them

1 Diane Gross, USD 261Haysville

EdD in Educational Leadership

NCLB Effect

Pertinent to this research is that although students have the most to gain or to lose from their educational experiences, their voices are infrequently included in the discussions or decisions made in schools about reform efforts and policies that greatly influence their lives. Recognizing student perspectives are important to schools, this study focused on what eight urban high school students from a variety of backgrounds had to say about adolescent lives and experiences in school. The objective was to consult and listen to students in order to inform practice from their points of view. The belief driving this research is that student voices are essential to educational reform efforts and individuals and groups from diverse social and ethnic backgrounds bring cultural richness and knowledge to schools and communities that must not be ignored. Students’ stories about their lives and school experiences may provide educators, policy makers, and the general public greater insight regarding students’ perspectives and what schools can do to better educate them.
Under The Influence: The Intoxicating Effects of Federal Accountability Policy on Teaching and Learning

2 Jan Petersen, USD 259 Wichita

EdD in Educational Leadership

No Child Left Behind Act of 2001 (NCLB) expanded the federal role in American education, and by doing so altered the distribution of power among the federal government, states, and local districts. This latest federal education policy includes an accountability component that requires states to administer tests and emphasizes student achievement by a single, objective, standardized assessment. Consequently, students, teachers, principals, schools, and even districts are judged as failing or successful based upon a single measure. Studies indicated urban schools of high poverty are more likely to be identified for improvement due to their failure to meet benchmarks for each reported subgroup under NCLB and its measures of adequate yearly progress (AYP). Using a conceptual framework of bureaucratic school culture, a case study was conducted to examine the influence of federal and state accountability policy on the perceptions of educators and students about effective teaching and learning in one urban high school identified for improvement. Findings lead to an overarching conclusion that an established bureaucratic school culture is perpetuated by accountability policy, serving as a barrier to implementation of perceived effective teaching practices that are believed to produce improved student learning.
Stakeholder Perspectives of Graduate Attributes and Preparation for the 21st Century in a Midwestern Suburban School District

3 Lisa Lutz, USD 259 Wichita, Mark Watkins, Neosho County Community College, Larry Callis, Wichita State University, and Dale Herl, Burrton Public Schools

EdD in Educational Leadership – Field Study 21st Century Skills

The realization that our graduates are in global competition for education and employment has made preparedness of high school has become a national focus and priority. In the 21st century, an increasingly interconnected, interdependent and diverse world, increasing interactions with people of other cultures, whether face-to-face or through modern communication technologies makes the augmentation of curricula all the more urgent. In this study, the perspectives of stakeholders in a mid-western suburban school district were sought through an online survey, interviews and focus groups, along with document review. Findings show evidence of differences in perspectives among stakeholder groups. Data from the study will aid the school district in upcoming planning and decisions for professional development and curricula.

Teacher’s Attitudes Toward Implementation of a Comprehensive School Reform Model in Two Urban Middle Schools

4 Kim Burkhalter, USD 259 Wichita, J.K. Campbell, USD 470 Arkansas City, Bob Diepenbrock, USD 492 Flint Hills, and Gina Marx,

EdD in Educational Leadership School Improvement

In an effort to improve student achievement and meet the mandates of No Child Left Behind, many public schools turn toward externally developed comprehensive school reform (CSR) providers. CSR models provide a top-down direction for designing and supporting the process of school reform. Drawing on the existing literature connected to CSR implementation and scale-up, the field study team developed a framework that includes qualitative assessment of teacher attitudes toward program implementation from a variety of perspectives. This study provides an indicator of teacher attitudes during initial implementation to help guide a school district’s assessment of implementation of a specific CSR model in two urban middle schools.
Parental Involvement in a Rural Consolidated School District

5 Natalie Grant, School of Social Work, WSU, Kathleen Patterson, USD 259 Wichita, Robin Surland, USD 259 Wichita, and Lance Stout, USD 480 Liberal

EdD in Educational Leadership Parental Involvement

Rural consolidated school districts face unique challenges in managing communication and providing opportunities for parental involvement and shared decision-making. The lack of attachment to the school district was a deterrent for families as they held on to the identity of their home community. The research team studied how the district could better understand the needs and perceptions of stakeholders. The researchers found that the district has challenges in truly helping parents, teachers, and students join together as a unified district. These challenges include developing transparent processes for engaging and inviting parents to participate. Through a new sense of unity, the school district and the community can create the capacity to face hard decisions still ahead of them.

Extreme Literacy: A Study of Implementation of an Adolescent Literacy Initiative in a Large Urban District

6 Steve Noble, USD 312 Haven, Heather Eubank, USD 259 Wichita, and Shelia Rathbun, USD 266 Maize

EdD in Educational Leadership Adolescent Literacy

Doctoral students in Educational Leadership, along with their professor, studied the implementation of an adolescent literacy program in Wichita USD 259. The overarching question guiding this study was: How do large urban districts facilitate change in adolescent literacy instruction? The purposes of this study were to examine secondary teachers' implementation of a district-mandated adolescent literacy initiative, to elicit administrators, teachers, and students' perceptions of the initiative, and to determine teachers' perceptions of the district's role in initiating literacy reform against the backdrop of the need for rapid change. The research showed disconnections between the district-lead adolescent literacy initiative and the level of implementation in the buildings and classrooms.
Varied Questioning Techniques Leading To Higher-Order Thinking Skills

1 Mike Sprenkel, USD 385 Andover

MEd in CI - Gordon Parks Academy                          High School Mathematics

The goal of this study was to compare two different instructional methods: Initiation-Reply-Evaluation (IRE) and Student-Led Problem Solving, in terms of student understanding of a given mathematical concept. One class was taught using IRE method. The other was divided into teams and presented with a problem. Teams generated pertinent questions that needed to be answered to solve the problem. The teacher facilitated group discussions in order to develop the mathematical concept needed to solve the problem. Through interaction, groups were able to understand the mathematical concept needed to solve the given problem. After one unit of study, the two groups interchanged roles. Results were compared to determine the more successful instructional method-IRE or SLPS.
Using Repeated Readings to Increase Reading Fluency and Comprehension

2 Stephanie Bogner, USD 263 Mulvane

MEd in CI - Gordon Parks Academy

Reading

This action research examines using repeated readings to increase reading fluency and reading comprehension. This study was conducted over a 6-week period. The participants were third grade students whose reading performance was below grade level. Initially, the students’ fluency rate and comprehension was measured during an oral reading of a passage. Students were then given 5 minutes each day to silently reread the passage. At the end of each week I would then administer the same test to see if their fluency and comprehension had increased. Results showed increases in students’ oral reading fluency and comprehension.

Student-Led Literature Circles

3 Kylan Collins, St. Joseph Catholic School/Diocese of Wichita

MEd in CI - Gordon Parks Academy

Literature Circles

This action research project took place in a self-contained 4th/5th elementary classroom. The traditional approach to a novel review is to teach whole class using a novel study. This project looked at how students test after being in a student-led literature circle compared to the traditional teacher-led novel study. Research shows that student-led classrooms are more effective than teacher-led classrooms, indicating that student-led groups show an increase in both comprehension and higher order thinking skills. Within the class there were two separate literature circles, and one group of a whole class novel study. The same book and posttest for comprehension was used for the entire class.
Oral Language and Reading Comprehension

4 Elizabeth Erickson, USD 259 Wichita

*MEd in CI - Gordon Parks Academy*  
*Reading*

Previous research shows that becoming a successful reader is affected by many factors. One of those factors is comprehension. While it is important to read fluently, one must be able to understand what is being read. Comprehension, in turn, may be affected by oral language fluency. This study examined whether oral language fluency could influence reading comprehension in kindergarten students. Students were tested before and after an intervention for both oral language fluency and reading comprehension. The intervention comprises a focus on increasing oral language fluency through vocabulary with "Mondo's Let's Talk About It" program.

Effects of Reading Interventions

5 Cassandra Ledbetter, USD 261 Haysville

*MEd in CI - Gordon Parks Academy*  
*Reading Intervention*

This study investigates the possible benefits of a reading interventions that uses a selected collection of "sight" words for at-risk students. At-risk 1st grade students underwent an intervention, which comprised the introduction of 10 "sight" words each week for four weeks. Throughout each week, the students worked on recognizing the words, spelling the words and reading the words within sentences. At the end of each week students' understandings of the 10 words were tested. The students were tested before and after the intervention to evaluate its possible benefits.

Structured Parental Involvement and Early Literacy Skills

6 Courtney Merseal, USD 259 Wichita

*MEd in CI - Gordon Parks Academy*  
*Parent Involvement*

Does the amount and frequency of parent-assisted homework make a difference in early reading scores for first grade students? This study used Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment scores to compare first grade students before and after parental instruction in reading. Four first grade students, who scored below a specified benchmark on the DIBELS assessment, were given 3 weeks of structured activities for homework. Different forms of the same DIBELS subtest were used before and after the homework intervention and these data indicate a significant improvement afterward.
**Investigating Reading Fluency and Comprehension**

7  **Erica Mize**, USD 263 Mulvane  

*MEd in CI - Gordon Parks Academy  
Reading*

This action research studies whether repeated readings increases oral reading fluency and comprehension. The study was done in a six-week period. The subjects were 3rd graders who are reading at or above 3rd grade reading level. Initially students were asked to read a passage orally, and their fluency and comprehension was measured. Students were given time to read the same passage silently during the week. At the end of each week they reread the passage orally, and their fluency was measured. Then they answered comprehension questions again to see if their fluency and comprehension had improved. It was found that fluency and comprehension both increased after repeated readings.

**Investigation the Effects of Team Teaching on Elementary Mathematics**

8  **Dana Oswald**, USD 259 Wichita  

*MEd in CI - Gordon Parks Academy  
Math - Number Sense*

This study investigates whether team teaching can help overcome low scores in mathematics for students with Individualized Education Plans (IEPs). Two 4th grade teachers in partnership with a special education teacher taught a combined class totaling 37 students. This class comprised 96% African American students and 91% who qualified for free and reduced lunches. The teachers collaboratively team-taught for four weeks during mathematics classes for 90 minutes each day. The focus was on number and computation standards. Tests of the students before and after the four-week intervention indicated an improvement.

**Problem Solving With Graphic Organizers**

9  **Kellen Potter**, USD 259 Wichita  

*MEd in CI - Gordon Parks Academy  
Math*

This research involves an investigation of the effectiveness of twenty 3rd grade students' use of graphic organizers to solve mathematical word problems. The students were given two different tests of their word problem solving ability before and after this intervention. The intervention comprised lessons on how to use specific graphic organizers to solve similar word problems. It was applied for several weeks. The 20 students had previous experience solving word problems without the aid of graphic organizers. The results indicated an improvement in students' success as problem solvers.
**Investigating the Effects of One on One Intervention in the Language Arts Classroom**

10 **Arta Quam**, USD 259 Wichita  
*MEd in CI - Gordon Parks Academy*  
*Reading Intervention*

Does one-on-one tutoring help increase fluency in first grade students? This study examines the assertion that one-on-one tutoring every day will lead to an increase in reading fluency - as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test. Three first-grade students, whose scores were below benchmark on the DIBELS test, were given four weeks of structured, one-on-one tutoring. This involved research-based practices used by a qualified para-professional. The students underwent the DIBELS test before and after the one-on-one tutoring. The results of this study indicate that the students, who received one-on-one tutoring made significant gains in reading fluency.

**System To Enhance Educational Performance of at Risk Math Students**

11 **Nicole Rice**, USD 261 Haysville  
*MEd in CI - Gordon Parks Academy*  
*Math*

The System to Enhance Educational Performance for at Risk Math Students (STEEP) is an intervention to help at-risk mathematics students. Third grade students were divided into two groups: a control group and STEEP intervention group. The intervention was applied for four weeks. Students underwent pre- and post-intervention tests. These data will enable the STEEP intervention to be evaluated.

**Improving Reading Fluency in Struggling Students**

12 **Denise Schneider**, USD 259 Wichita  
*MEd in CI - Gordon Parks Academy*  
*Reading Fluency*

The purpose of this study was to examine the effects of additional support programs on the reading fluency of struggling 5th grade students. A combination of support programs was used. The first program was computer-based and called Reading Odyssey, a product of CompassLearning. This program is individualized in terms of assessments and activities to meet the needs of each student. The second program was Scott Foresman’s My Sidewalks on Reading Street. This program includes a series of lessons that focus on vocabulary and repeated reading of grade level texts. Data were collected through monthly Dynamic Indicators of Basic Early Literacy Skills (DIBELS) tests and weekly 1 minute readings.
**Reading Intervention Strategies**

13 **Nicole Stamey Watts**, USD 259 Wichita  

*MED in CI - Gordon Parks Academy*  

This study is concerned with the effectiveness of different interventions for at-risk readers. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test was used to identify second grade students, who were struggling. 5 second grade students were identified as candidates for a reading strategy intervention. Literature on strategies used during reading intervention for at risk students was reviewed. Some research considered reading methods based on a five step plan that reviews sounds, patterns, word building, reading and writing to reflect on application of learning. Other research shows that repetition is a key factor along with phonics and phonemic awareness. This project will examine different methods of intervention for struggling readers.

**Effectiveness of Book Clubs in Reading Achievement**

14 **Dianna Thompson**, IXL School/USD 470 Arkansas City  

*MED in CI - Gordon Parks Academy*  

This study examines the effectiveness of book clubs in which 3rd grade students were encouraged to read at higher levels for optimum reading achievement. The literature about book clubs indicates that they can improve student achievement. In this study, students met weekly to share ideas about their independent reading. They were encouraged to read challenging materials within their Zone of Proximal Development (ZPD) and to prepare discussion notes about characters, setting, plot, figurative language, and text structure. The researcher facilitated this discussion and recorded observations. Data comprised pre/post Scholastic Reading Inventory (SRI) testing and session notes. SRI data of book club participants were compared with those for other 3rd grade students, of similar ability level, who were not involved in book clubs.
**Cooperative Learning Structures and Student Engagement**

15 **Jason Townsend**, USD 263 Mulvane  
*MEd in CI - Gordon Parks Academy*  
*Cooperative Learning*

Lack of student engagement can be a challenge. This study tests whether structured cooperative learning groups improve student engagement. Students in this study were 5th graders, aged between 10 and 11. Data comprised students' answers to questions, teacher observations and student comments. The results of this study indicate that structured cooperative learning groups do improve student engagement.

**Small Group Tutoring**

16 **Shannon Wolf**, USD 259 Wichita  
*MEd in CI - Gordon Parks Academy*  
*Math*

This study assessed the effects of small-group tutoring on at-risk students' math problem solving skills. These students were selected based on previous State Math Assessment scores as well as on current teacher observations. The students identified as at risk received four days of additional instruction from the classroom teacher as a supplement to the instruction already received within the traditional classroom setting. The selected students were tested weekly on skills covered within the tutoring sessions. The selected students were evaluated according to benchmarks set up by the classroom teacher. The findings of this study support the assertion that small group tutoring provided some advantages.
Student Reflection and Higher Order Thinking Skills

17 **Sandy Allen**, USD 259 Wichita

*MEd in CI - Gordon Parks Academy*  
*Math*

Higher order thinking skills are essential for problem solving in all areas of the curriculum. Problem solving in mathematics depends upon the student's understanding of the process and of underlying concepts. Time for reflection allows the student to think about what they are learning. This can aid longer term retention of understanding. Here we investigate the relationship between student reflection and ability to work independently. Data were collected on classroom behaviors related to their ability to complete the assignments.

The Implementation and Effectiveness of America's Choice Math Navigator

18 **Lisa Donley**, USD 259 Wichita

*MEd in CI - Gordon Parks Academy*  
*Math*

The No Child Left Behind (NCLB) Act of 2002 provided a challenge for school districts across the nation to meet certain expectations by 2014. Commercially available Comprehensive School Reform programs were created to aid those districts that were having difficulty with meeting intermediary goals. One such program is "America’s Choice". The Wichita Public School District chose to implement this program in seven middle schools to meet NCLB goal and avoid the consequences of failure. This study investigates the effectiveness of the Navigator portion of America's Choice in one 6th-grade mathematics class. This will be determined from data collected in pre- and post-program tests.
Implementation of America's Choice in Wichita Kansas

19 Nancy Fitzgerald, USD 259 Wichita

MEd in CI - Gordon Parks Academy

Literacy Amer. Choice

Attention in many schools today is focused on No Child Left Behind (NCLB). This is reflected in the level of investment by districts in intervention programs that are based on sound research data in order to make Adequate Yearly Progress (AYP). One Mid-Western urban school district has invested in the America’s Choice program for improving literacy scores. Standardized test data for literacy from 2 classrooms in a school using the America’s Choice program and from 2 classrooms in a school not using the America’s Choice program will be compared to assess the value of this intervention program.

Gender-Based Learning Styles

20 Andrea Friend, USD 385 Andover

MEd in CI - Gordon Parks Academy

Effective Teaching

This study investigated differences in learning styles between boys and girls. Three eight grade science classes were used in this investigation. One class was taught using "male" learning styles, another was taught using "female" learning styles, and in the third class, instruction was mixed. Instruction according to gendered learning styles was prepared using current available research-based literature. This study will examine whether teaching according to gender-based learning style makes a difference in students learning.

Using Technology to Improve Social Studies Comprehension for Middle School Students

21 Monty Graber, USD 373 Newton

MEd in CI - Gordon Parks Academy

Technology and Comprehension

Previous research indicates that podcasting may enable the differentiated instruction needed to cater for students' different learning styles and ability levels. This study examined the role of MP3 (podcasting) technology in an 8th grade Social Studies classroom in Newton, Kansas. The teacher and students created podcasts and uploaded them to a Google website. Subsequently, students listened to these podcasts using computers and portable digital media devices, both on and off campus. The focus here was on whether engagement and excitement during the design of podcasts helped increase students’ content knowledge and comprehension of the culture and history of Africa in their Social Studies class.
**Poster Sessions**

**Read-aloud Assessment Accommodation for English Language Learners**

22 **Jodi McArthur**, USD 259 Wichita

*MEd in CI - Gordon Parks Academy  Math Assessment*

The No Child Left Behind (NCLB) Act of 2002 mandates that all states assess English Language Learners (ELL). However, it does not regulate accommodations that may be offered to disadvantaged students. The state of Kansas has identified several accommodations for their ELL population among which one called "read-aloud" in which students in groups of no-more-than 3 receive their entire test, excluding reading passages, through written and oral administration. This research describes the study of a "read-aloud" accommodation for classroom assessments offered to mathematics students at an inner-city, middle school in Wichita, Kansas. It also discusses the challenges that Kansas educators face in identifying students for read-aloud, the disadvantages of its administration, and the inconclusive results when evaluating its effects.

**Multiple Intelligences and Its Effect on Student Learning**

23 **Megan Munson**, USD 385 Andover

*MEd in CI - Gordon Parks Academy  Social Studies*

The Theory of Multiple Intelligences was first proposed by researcher Howard Gardner to explain different learning types. Data from Gardner's studies supported the notion that there are seven different "Intelligences". Contemporary educational assessment strategies tend to focus on aspects of two of these seven intelligences: linguistic and mathematical-logical. This represents a bias in standard classroom instruction and testing. Results from this research suggest that lesson plans that stimulate all seven multiple intelligences will cater for a broader range of preferred learning styles.

**Testing Formats and their Effect on Student Performance**

24 **Alexa Passman-Daily**, USD 385 Andover

*MEd in CI - Gordon Parks Academy  Testing strategies*

Students in our education system undergo frequent standardized testing to monitor their progress. Standardized test data is helpful for improving teaching and learning. Most standardized assessment tests comprise multiple-choice questions. However, classroom teachers tend to use open-ended or short-answer formats. 25 seventh grade students were given two tests. Each test comprised 2 parts: a multiple-choice section and a short-answer section; both concerned with the same material. These tests were conducted over a period of 2 days. Results from this research study can be used to test the hypothesis that students score significantly better on the short-answer than on multiple-choice questions.
Student Motivation in Science at the Middle School Level

25 Ashley Smith, USD 385 Andover

MEd in CI - Gordon Parks Academy

Student Motivation

Student motivation is essential for academic success. The concept of motivation may be said to comprise five major categories: self-efficacy, goals and goal-orientation, interest, value, and control. This study focused on improving student motivation in science at the 7th grade level. The study focused on self-efficacy, interest, value, and control. Students were questioned about these four categories before and after the experimental unit. The instructional strategies used in the experimental unit were hands-on demonstrations, project-based labs, and technology integration. The control unit was taught in a traditional way using the following: textbook, lectures, and note taking. The results for student motivation showed that 85% of students enjoyed participating in class more during the experimental unit than during the control unit.

Effectiveness of Differentiated Instruction: A Case Study

26 Rebecca Strand, USD 259 Wichita

MEd in CI - Gordon Parks Academy

Differentiated Instruction

Differentiated instruction is a perennial topic in education research. This study examined differentiated instruction in 6 sixth grade science classes. It poses the question of how differentiated instruction helps students to become successful learners? It was applied to 30 lessons. Fifteen of the lessons were taught using a consistent approach of non-differentiated instruction. The other fifteen lessons were taught using differentiated instruction. An analysis of the students’ pre- and post-assessment scores, teacher observation, and student surveys, will help determine the effectiveness of differentiated instruction in a science classroom.
Multiplication Facts: Traditional vs. Multiple Modalities

27 Jennifer Thorpe, USD 259 Wichita

MEd in CI - Gordon Parks Academy  Mathematics

There is a variety of methods for teaching and re-teaching multiplication facts at the middle school level. This study compared two different methods for teaching multiplication facts in terms of accuracy and speed of recall. The study involved two 6th grade classes. The first method was a traditional approach and focused on oral and written practice. The second incorporated visual, musical, and kinesthetic approaches with pictures, rhymes and movement. Student performance data for each class were collected before and after this intervention. Teacher observations of students’ class work and conversations were also collected.
Media in the Classroom

28 Connie Hampel, USD 259 Wichita

MEd in CI - Gordon Parks Academy

Math Instruction

Students and young adults of America are drawn to electronic media in its many and varied forms. This array of media has a strong influence on the lives of our youth. Does the interactive structure and multitasking requirements of various media can have an affect on the processing skills and cognitive ability of students in the classroom setting? This study took place in a freshmen algebra classroom and focused on two questions. First, will the use of media and the web serve as a motivating factor for students? Second, if students are encouraged to reinforce their learning with web activities that require multitasking, will it help or hinder their mastery of the material for short-term and long-term recall?
Strategies and comparisons of treatments for atrial fibrillation (AF) are recently emerging as critical studies for researchers. Currently treatment consists of a regimen of pharmological drugs and then catheter ablation upon failure of the drug regimen. The purpose of this study is to determine the electrophysiological response to exercise in patients who have undergone radiofrequency ablation for atrial fibrillation. Methods: We are conducting research including only subjects that have already been through and failed the drug regimen and are ready to seek help with catheter ablation for atrial fibrillation. All participants are being recruited from and are currently patients of Cypress Heart Associates, Wichita, KS. After recruitment, subjects read and sign an informed consent prior to the commencement of testing. Pre- and post-testing is completed at the Cypress Heart facility one day before ablation surgery and one month following. Both stages of testing involve a maximal total body oxygen consumption (VO2) test during a symptom-limited graded exercise test on an electronically-braked cycle ergometer commencing at 10 W and increasing by 10 W. min-1 until the patient can no longer continue to pedal at a minimum cadence of 50 revolutions per minute. Rating of perceived exertion (RPE) was recorded at the end of each minute, prior to the increase of resistance (10W). Expired air was collected and analyzed for ventilation, oxygen intake, carbon dioxide output, and gas exchange ratio (RER). Results: Baseline data suggest the average age (71 +/- 3.5 yrs) and exercise capacity (11.5 +/- 4.3 ml/kg/min) of patients being treated with this procedure for AF are significantly older and de-conditioned compared to the cohorts used in clinical trials (51 +/- 8.1 and 21 +/- 4.8 respectively). Follow up testing for comparison will be done approximately one-month post procedure. Significant increases in maximal aerobic capacity and overall exercise capacity are expected to be seen. Conclusion: Research has shown that AF alone, can significantly impair peak exercise capacity thereby limiting a patient’s ability to perform activities of daily living, reducing their quality of life. This raises the possibility that increasing exercise capacity by ablation and then maintaining functional status might improve long-term outcomes making this a worthwhile investigation.
Reliability of DEXA When Measuring Body Composition

30 Ashley Hervey, Wichita State University, Dr. Jeremy Patterson, Wichita State University

MED in Exercise Science

Body Composition

Dual-energy X-ray absorptiometry (DXA or DEXA) is a versatile body composition tool. In addition to measuring total body mass and bone mineral density, which can be important health indices for diseases such as osteoporosis, DEXA can provide estimates of bone-free lean tissue, fat mass, soft-tissue mass, fat-free mass, and percent body fat. This study set out to assess the reliability of the DEXA machine when measuring body composition in healthy college aged individuals. Methods: Six healthy college aged (22-42, mean 27.5) individuals (three females and three males) were studied over a period of two weeks during which their body composition (i.e., muscle, fat, and bone) was assessed. Prior to each scan their height (in.) and weight (lbs.) was measured. For both weeks each individual participated in a six minute whole body scan to assess their body composition. Following each assessment their scan was analyzed and noted. Results: For the female population we were able to compare their T and Z scores, which showed little change from week to week. Since there isn’t a normal range for males, we were unable to obtain their T and Z scores. Results showed no significant difference from week one and two in the female population. Conclusion: The study shows that the DEXA is a reliable method of measuring body composition in healthy college aged individuals. Further reliability studies are needed that include a large range of BMI and different populations including males so a range of bone health can be established.

The Effects of a 100 meter Swim Test for College Football Players with Elastic Band Resistance vs. Free Weight Training

31 Noah Morford, Student, Dr. Jeremy Patterson, Wichita State University

MED in Exercise Science

Exercise Testing

The mechanics involved in the use of free weights is, at times, problematic for achieving maximal effort. Because of the body's level systems, the maximal weight that can be used during an exercise is limited by a phenomenon commonly known as the sticking point. (Anderson, 2008). With Elastic Resistance (ER), the external resistance during an exercise should theoretically be more evenly distributed over the full range of motion than with Free Weight Resistance (FWR). Greater acceleration translates into greater average force development throughout the whole range of motion. (Wallace, 2006). Pre-and-Post tests were conducted at the start of week 1 and then again at the end of week 4. The study was completed over a 4 week training period. Participants completed an ACSM Par-Q Physical readiness questionnaire, and also were tested in a 100 meter freestyle swim at maximal effort for the testing protocol. The calculated average from the (ER) group decreased from 2:11:02 to 2:08:98 min/sec, and 2:08:72 to 2:05:47 min/sec in the (FWR) group. A decrease by 0:03:25 seconds (average between baseline and post test) was observed for the (FWR) group, and a decrease in the (ER) group was 0:02:04 seconds(average between baseline and post test).
Study of the Duration of Maintained Hamstring Flexibility Gained After Static Stretching Protocol Compared to Brief Period of Cycling

32 Raghupathi Peela, Student, Dr. Jeremy Patterson, Wichita State University

MEd in Exercise Science

Comparative Study

Introduction: Hamstring strains are common athletic injuries that have a higher tendency to recur. The reoccurrence rate is higher in young adults and athletes. Limited flexibility, dyssynergic muscle contraction, insufficient warm up and inadequate muscle strength, has been suggested as a predisposing factors to hamstring injuries. However athletes who statically stretch and wait for a long time before participating in a game can expect to lose the flexibility gained. The purpose of the study is to determine which approach among static stretching and cycling warm up is better to keep the hamstring muscles more flexible for longer duration. Method: Ten collage aged individuals will be assigned randomly to Group A (static stretching group) & Group B (cycling group). All participants perform six active warm up knee extensions. After brief warm up, the Group A performs four 30-second static stretches separated by 15-second rest and Group B performs a 3-minute cycling. Post exercise active knee extension with hip flexion measurements for both groups will be taken at 1st, 3rd, 6th, 9th, 15th, and 30th minutes. Results: There is a significant improvement in the Range Of Motion in the knee joint in Group A that lasted 6 min after cessation of the static stretching protocol. But in cycling group obtained ROM that lasted 3min after the 3 min cycling warm up protocol. Conclusion: A subsequent measurement in both the groups falls down remarkably. However the range of motion gained is high in stretch group, it is temporary and short in duration. Athletes who statically stretch or perform cycling and waited for 3 to 6 min prior to entering a sport or practice can expect to lose the ROM gained. Further research should be done on weather intermittent stretching or activity alone is sufficient to maintain hamstring flexibility obtained from stretching bouts.
This study was designed to investigate the relationship between bone mineral density (BMD) and weekly training volume (TV) in recreational adult male cyclists. Methods: Eleven male participants (n=11; 38.9 +/- 5.5 yrs) were tested in duplicate, 12 weeks apart, for BMD at four sites: total body (TB), lumbar (L), hip (H), and distal radius (R). Participants were also measured for weight, % body fat, and VO2max. TV, in hours, over the 12 weeks was also recorded for each participant at their usual self-selected volume. Statistics: Dependent t-tests were performed for all measurements to analyze changes over time. Mean values for all BMD measurements, weight, VO2max, and % body fat were calculated for each participant. Pearson’s correlation coefficients were calculated for all mean BMD measurements against TV, weight and age. Results: Mean scores were found for TV (7.65 +/- 3.24 hr/wk), VO2max (4408.55 +/- 465.95 ml), weight (80.00 +/- 15.03 kg), and % body fat (17.77 +/- 4.86 %). No differences were found in BMD measurements (TB, L, H, R) or weight, % body fat, or VO2max over time. No significant correlations were found between any mean BMD measurement (TB, L, H, R) and TV (r = 0.130, r = -0.057, r = -0.221, r = 0.321). Conclusion: These results suggest that there is no significant relationship between BMD and training volume in adult male cyclists. Therefore, training volume is not predictive of BMD in adult male cyclists. BMD appears to be dependent on factors other than those tested in this study. However, further study over a longer training period is needed to investigate this possible relationship more thoroughly.
A Comparison of Empirically-Supported Versus Traditional Vocabulary in a Third Grade Classroom

1 Deborah Doern, USD 266 Maize

MEd in CI - Online Cohort 2  

Effective Teaching in Reading

This study was designed to answer the question: Is a researched way of teaching vocabulary better for student learning in comparison to a regular way of teaching? The focus of this study is on a group of twenty five third graders. New approaches are needed to increase student test scores and understanding of vocabulary. Researched strategies are shown to increase student achievement. Students were taught in the regular way using student textbooks and workbooks and then taught with three researched activities. The Pre and Post test score gains reveal student learning can be excelled by using researched strategies. Student interviews explain participants’ likes and dislikes for new strategies. Teachers can now create new lessons designed for students eager to learn in a more effective way.

Research in Best Practices for Vocabulary Instruction

2 Eric Frager, USD 394 Rose Hill

MEd in CI - Online Cohort 2  

Vocabulary Instruction

With the passing of the No Child Left Behind Act, educators have been searching for the best ways to teach their students. In this research report, two different strategies of teaching vocabulary comprehension to fifth-grade students are explored. The teacher-created strategy involved students using context clues from their readings and the dictionary to ascertain meanings for new vocabulary. The research-based strategy incorporated many methods. These included acting out contextual situations, searching for context, direct instruction, drawing pictures, finding a word anchor to aid mental recall, and quizzing done with partners. The results of the projects contrasted greatly. The research-based strategies yielded 18 out of 26 perfect scores on a posttest. The teacher-selected strategies yielded only two out of 26 perfect scores.
The Road Less Traveled: Vocabulary Instruction and its Effects on Reading Comprehension in a Third Grade Classroom

3 Michelle Jennings, USD 266 Maize

MEd in CI - Online Cohort 2

In the third grade classroom of 22 students, a variety of strategies was implemented when teaching vocabulary prior to reading a given text. Researched articles indicated gains could be attained after teaching with given research based strategies: context clue usage, dissecting root words and their affixes, picturing and journaling, resource usage and identifying multiple meanings of words. Data indicated a variety of strategies was beneficial to students, as nearly all students' posttests for vocabulary were considered passing or above. The desired end result was an increase in reading comprehension. All students reading comprehension scores were passing or above.

Third Grade Vocabulary Instruction Using Repetition and Graphic Organizers

4 Kristen Lee-Russell, USD 261 Haysville

MEd in CI - Online Cohort 2

Effective, research-based vocabulary instruction is necessary in order for children to succeed in reading. This is evidenced in "No Child Left Behind" in requiring teachers to use proven educational methods, as well as in the school improvement plan, which states that all students will improve their reading comprehension skills across the curriculum. What is an effective way to engage third graders in meaningful vocabulary instruction? Research indicated that graphic organizers and repetition were proven instructional methods. Additional activities accompanied the instruction to ensure that all needs were being met. The results from the assessments clearly showed that all students made significant gains and the majority met the proficiency level indicating that graphic organizers and repetition were effective strategies.
**Juxtaposition of the Frayer Model and Differentiated Vocabulary Instruction**

5 **Katie Moldenhauer**, USD 262 Valley Center

*MEd in CI - Online Cohort 2*  
Reading

The ability to read is a foundation in any child’s education. Vocabulary acquisition is a key factor in gaining this foundation of reading. New approaches to vocabulary instruction are needed to increase children’s understanding and ability to learn vocabulary terms. This study compares a traditional method of teaching vocabulary, i.e. context clues, word parts and definitions, to a research based method, the CD-Frayer model. Classroom observation and assessment data show that the research-based approach was slightly more effective in teaching vocabulary words to students. Thus, teachers can maintain the use of both the CD-Frayer model and traditional way of teaching vocabulary, but should be encouraged to continue to search for more effective vocabulary instructional techniques.

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**Effective Strategies to Improve Vocabulary Awareness and Comprehension**

6 **Mary O'Connor**, USD 259 Wichita

*MEd in CI - Online Cohort 2*  
Reading

The research compares two strategies of teaching vocabulary. The first strategy consisted of a teacher chosen strategy used for one week in a third grade class using analogies, antonyms, and synonyms. The researcher then used a research-based strategy in the same third grade class. Taking place over a one-week period, the study used context clues, acting out words, and cooperative learning activities. In order to measure the growth and progress of the students, the researcher gave a pretest and posttest before and after each strategy. This study found that students were more successful in vocabulary instruction using the research-based strategy. Students had a better understanding of the words’ meaning and were able to use the new strategy with unfamiliar words.
Increasing Vocabulary in Kindergarten Students Using Storybooks

7 Denise Rankin, USD 260 Derby

MEd in CI - Online Cohort 2 Reading

Teaching vocabulary is essential to young children. Studies have shown the direct correlation of vocabulary to reading comprehension. Educators are continually looking for the best method of teaching vocabulary to their students. This research presents results from two studies comparing vocabulary instruction to kindergarten students using a teaching as usual method and a research based method. Both methods involved storybooks and targeting words to emphasize during instruction. The research-based method involved three days of instruction. The results from both of these methods show that words should have for a correlation to the students for maximum retention. A classroom that offers vocabulary instruction where it connects to the student's lives is one that will help foster and retain the word meanings.

Making Connections with Vocabulary: A Kindergarten Study

8 Katy Ryan, USD 375 Circle (Benton)

MEd in CI - Online Cohort 2 Reading

The ability to comprehend any given text can relate back to a young child's experience learning vocabulary. The following action research study was completed in hopes to find a research-based strategy for teaching vocabulary. Research indicated that read aloud stories benefit students comprehension of vocabulary terms. This study examined that strategy to determine its effectiveness when compared to using flash cards, the typical strategy for the students. Nineteen kindergarten students participated. Gains for the students were higher using read alouds than flash cards alone. Further research is needed to determine the extent of gains.
**Strategies to Increase Vocabulary Development in Kindergartners**

9  **Kasandra Walker**, USD 259 Wichita  

*MEd in CI - Online Cohort 2*  

Because of No Child Left Behind (NCLB), teachers are constantly looking for new ways to increase vocabulary development. The purpose of this study is to give schools additional strategies to help students increase their knowledge of standards set by the state. The action research completed compares cooperative learning strategies, read-alouds, and informal assessments versus students repeating words, repeating definitions, and identifying words they know when asked. The pretests and posttests show the comparison of the student’s knowledge before and after a week’s worth of lessons. Cooperative learning strategies allow the students to take responsibility and ownership for their learning. Students gain scores were higher on the research-based strategy than the teacher-based strategy.
Exploring Vocabulary Acquisition in Seventh Grade Math

10 Ashley Fenn, USD 263 Mulvane

MEd in CI - Online Cohort 2 Vocabulary Development

The goal of this study is to explore vocabulary acquisition in attempt to answer the question: which strategy can successfully assist in the understanding of mathematical terms: a traditional method or a research-based method? Research suggests that word maps help students expand word meanings and discover relationships. For this study, participants included 16 seventh grade students. A traditional strategy, listing a definition and example in a basic organizer, and a research-based strategy, the Concept Definition Map, was each implemented for one week. Data indicated that both strategies were unsuccessful in meeting the proficiency goal of identifying at least 80 percent of the terms correctly after one week. Further research using study sponsor recommendations could be used to draw further conclusions and verify results.

Effective Vocabulary Instruction to Enhance Comprehension in Middle School Social Studies

11 Heidi Mort, USD 263 Mulvane

MEd in CI - Online Cohort 2 Vocabulary Instruction

The purpose of this study was to determine the most effective practices for vocabulary instruction. Research shows the need for diversification in instruction. The participants within the study group were twenty-four sixth grade students. The teacher-selected strategy for vocabulary instruction includes: a pre-test, defining new words using the textbook and, a post-test. The research-based strategy, and focus of this study, was to measure the efficacy of the use of a modified Frayer Model (Frayer, Frederick, & Klausmeier, n.d.) to define, illustrate and personalize new vocabulary. Students took a pre-test, used the new strategy, and took a post-test. Results showed that each strategy was effective for some students but that neither strategy was effective for all students.
The Effects of Read-alouds and the Four-square Model on Vocabulary Instruction in Middle School Social Studies

12 Jason Wise, Garden Plain Elementary School

MEd in CI - Online Cohort 2

Vocabulary in Social Studies

This study analyzed the effects of two strategies on vocabulary comprehension within middle school social studies. The question was a teacher-centered strategy or student-centered strategy affected vocabulary comprehension more? The research participants were 17 eighth graders in a small rural school. Strategy one was a four-square method and strategy two was a read-aloud strategy. Research states that read-alouds have minimal affects on increasing vocabulary comprehension. Data was analyzed through pretests and posttests that were presented in matching formats. Gain scores were compared to draw overall conclusions regarding effectiveness of the strategy. Both strategies increased retention of vocabulary knowledge, but the 4-square method had higher incidences of achievement in terms of gains.

Middle School Vocabulary Research Using Word Recall and Four-box Method

13 Kelli Zehr, USD 369 Burrton

MEd in CI - Online Cohort 2

Vocabulary Development

The study examined how students understand vocabulary and ways it could be taught to learn effectively. The population of this study was sixth grade and seventh grade English students. The research problem was to figure out how vocabulary could be taught masterfully to sixth and seventh grade English students. Research findings focused on other ways to teach vocabulary than the ones presented. This study tested vocabulary research strategies and what it took to get students to learn the different strategies and activities set before them. Two sets of data showed how the students have improved under each vocabulary strategy and to what extent they improved during both uses of the strategy.
The Effects of Problem-based Learning on a High School Physical Science Class

14 Teresa Sindelar, USD 313 Buhler

MEd in CI - Online Cohort 2

PBL in Science

The researcher decided to test the effects of problem-based learning versus traditional direct instruction in a freshman physical science class. Twenty one students were exposed to problem-based learning strategies within a volcanoes unit of the Earth science portion of the curriculum. Students were given a pretest and then strategies began. All students in Physical Science were given a final common assessment. The researcher then compared and analyzed the results, hypothesizing that the students who participated in the problem-based learning group would score higher on the post assessment lending to the conclusion that the students learn more effectively when given a problem to solve and when they are allowed to make some choices in their learning.

The Effects of Different Methods for Teaching Vocabulary on an Eleventh Grade Geometry Class

15 Jared Vogel, Bishop Carroll Catholic High School, Wichita

MEd in CI - Online Cohort 2

Math

Based on increased awareness of a need for research-based strategies in the classroom, two strategies were investigated. The first was a notebook and homework method which was the traditional way of teaching vocabulary. The second was an interactive strategy in which students learn vocabulary still using a notebook, but homework involved rotating around the room in small groups working on proofs. Each set of lessons covered one week's time, four lessons involving a pretest and posttest over five days. Based on gain scores from each of these strategies, the second strategy had an average gain score of 51% while the first strategy had an average gain score of 34.6%. The second strategy showed significant improvement over the first, and should be implemented.
Improving Reading Retelling and Retention

1 Mindy Daniels, USD 259 Wichita

MEd in CI - Mayberry

This action research was designed to see if students could increase their reading scores by participating in reading retelling and retention strategies. The study involved 7 students, 4 of them were fourth graders and the remaining 3 were third graders. The students had a list of books that they were responsible for reading. They were given a mid and post-test to see if their reading retelling and retention scores would improve. The students met 1 to 2 times a week for an 8-week period. The research sessions lasted approximately 20 minutes. The students participated in 7 different strategies to increase their retelling and retention. A total of 5 students were able to show improvement in their reading scores.

How to Get to Collaboration Station

2 Kris Trimmer, USD 465 Winfield

MEd in CI - Oxford

This portfolio represents the work completed over a two year period with the goal of attaining a Masters of Education in Curriculum and Instruction at Wichita State University. The theme of this portfolio, "How to Get to Collaboration Station" suggests the journey from collaboration as a potential teaching tool to actually effectively implementing it in the classroom and using it to further professional development. This portfolio includes artifacts which include action research projects, collaborative projects with other WSU students and self reflections, all connected to the six program goals.
### Using Graphic Organizers to Increase Reading Comprehension Scores among First Grade Students

3 **Eboni Armstrong**, USD 259 Wichita

*MEd in CI - Mayberry*  
*Reading Comprehension*

The project investigated the use of graphic organizers and their effects on reading comprehension. The purpose of this study was to improve students’ reading comprehension skills by incorporating graphic organizers into the core reading instruction. Another first grade classroom was included in the study as a control group. The researcher’s classroom contained 16 students. Data was collected through the use of identical pre and post assessment, graphic organizers, Higher Order Thinking Questions, and a teacher observation checklist. Findings indicated that increasing graphic organizers into the core reading instruction improved the student's reading comprehension skills. While the control group showed gains, there was a more significant increase in the post assessment scores in the researcher’s classroom.

### Road to Literacy Independence

4 **Connie Brummer**, St. Francis of Assisi

*MEd in CI - Mayberry*  
*Reading*

This portfolio reflects the path I have taken through the Masters of Education in Curriculum and Instruction at Wichita State University. The road with all its curves has helped me to meet the individual needs of my students and inspired me to grow as an educator. Throughout the course of this graduate program, I have researched and implemented instructional strategies that have allowed me reach more students and enhance their learning. Each strategy I have implemented: enriching vocabulary for English Language Learners, using prior knowledge strategies, and utilizing a student driven management structure, has helped me to become a more effective teacher by differentiating instruction. This portfolio also includes my personal reflections and my growth as a leader.
Building Bridges to Learning

5  **Trista Cuthbertson**, USD 263 Mulvane

*MEd in CI - Oxford  
Fluency and Comprehension*

This electronic portfolio highlights key artifacts that have attributed to my professional growth throughout the graduate program. Included in this portfolio are topics such as action research in oral reading fluency and comprehension, grant writing, literature reviews, and collaboration.

Reaching for the Stars - WSU Masters Portfolio

6  **Darci Davison**, USD 418 McPherson

*MEd in CI - McPherson  
Masters C&I*

This portfolio shows how all Wichita State University goals and outcomes were met for the Masters of Education in Curriculum and Instruction at Wichita State University. Pieces of work are presented in a logical order to show completion and understanding of each. The title of the portfolio "Reaching for the Stars" was chosen for two reasons: (a) each year we have Reaching for the Stars as our class theme and set a goal for ourselves and the class; (b) for the last two years I have put everything I had into teaching and completing my masters and that goal will soon be met.

Working Toward Success Through Collaboration

7  **Katie Entwisle**, USD 263 Mulvane

*MEd in CI - Oxford  
Fluency, Reading Comprehension*

This is a digital portfolio created in a Powerpoint to show graduate level projects completed over such topics as action research in fluency and comprehension, grant writing, literature reviews, and collaboration. There are hyperlinks to artifacts completed during the course of the program along with reflections on my growth as an educator and as a student. An updated resume, which includes my philosophy of teaching is also included.
Portfolio Presentations

**Foundation of Education**

8 **Wendy Gottwald**, USD 418 McPherson

* MEd in CI - McPherson  
  Elementary

My portfolio is a collection of six artifacts that represented the six main goals for this program. At the beginning of my portfolio is my personal information such as Cover Letter, Philosophy of Education, and Resume. This is followed by my six artifacts and copies of my work. My portfolio ends with my course reflections.

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**Using Daily Intervention Techniques with Struggling Readers: Does Daily Intervention Help Students Make Significant Gains in Reading?**

9 **Emma Heier**, USD 259 Wichita

* MEd in CI - Mayberry  
  Reading Intervention-MTSS

Response to Intervention (RTI) has been a recent "buzz word" in education. The Kansas Department of Education has created the Multi-Tiered System of Supports (MTSS) as an RTI program to give each student an opportunity to achieve high standards academically. This study was conducted in a small school located within a large urban Kansas school district to determine if the MTSS program would assist four fifth grade regular education students, struggling with reading, to make significant growth in their reading skills. The fifth graders were in a daily reading intervention class for 30 minutes and completed pre and post-assessments. Students were assessed in comprehension skills, word parts, and text structure. They participated in activities based only on their weakest areas. This study demonstrated that daily intervention does help students make significant gains in reading.
**Building Skills: Story Sequencing**

10 **Evonne Kuhrt**, USD 259 Wichita

*MEd in CI - McPherson*  
*Story Sequencing*

This study investigates the use of additional time and support given to students who have not successfully mastered the skill of story sequencing. First quarter assessments revealed students in kindergarten were not meeting district standards in story sequencing. This study conducted during the third nine weeks of the 2008 - 2009 school year, included one of three kindergarten classes in an elementary school in Wichita, Kansas. The selected class had two 30-minute sessions each week in story sequencing. Scores from the Kindergarten Progress Report assessment were used as the starting point and a similar evaluation was administered at the end of the study period. Classroom teacher and librarian observations were also used to evaluate students’ progress.

**Brain Friendly Learning**

11 **JoRae Myers**, USD 418 McPherson

*MEd in CI - McPherson*  
*Effective Teaching*

The purpose of this portfolio is to give the viewer a glimpse into the educational insights made during the past two years in the Masters of Education in Curriculum and Instruction at Wichita State University. The artifacts in the portfolio include an action research based on mnemonics and vocabulary, an ESOL endorsement, a collaborative project involving revision of a SAT form, an action research project on cooperative learning and brainstorming, a grant proposal for a visual presenter and a professional presentation on the "Aha Effect" with mnemonic stories and gadgets.

**Seeking Education Through New Eyes**

12 **Carla Neufeld**, USD 418 McPherson

*MEd in CI - McPherson*  
*Effective Tools*

My four semesters of work represented in the portfolio look at education through cooperative learning, mnemonic strategies, differentiated learning ideals, the 3 R’s of instruction - rigor, relevance, relationship and presenting as a professional learner.
Improving Reading Fluency in Visually Impaired Students

13 Patricia Postoak, USD 259 Wichita  
*MEd in CI - Mayberry*  
*Reading Fluency*

The purpose of this case study is to determine if listening to auditory recordings of peer readings with an opportunity for repeated reading will result in an improvement of reading fluency for visually impaired (VI) students. Due to their visual impairments, the participants are at a disadvantage during instructional reading activities in their classroom as they cannot access the visual clues that peers utilize to read text. The fluency levels of the participants are markedly lower than the target levels for their age. In recording peers reading text and having the participants listen to auditory text as they visually or Braille read, a notable increase in reading fluency level was expected.

I'd Like To Teach The World To Sing

14 Sharon Short, USD 358 Oxford  
*MEd in CI - Oxford*  
*Music and its Impact on Learning*

This portfolio features music and its impact on teaching and learning. Artifacts supporting the six program goals are included as well as a cover letter, teaching philosophy and resume. Several artifacts report what research says about the correlation between music and the brain.

Building Reading Comprehension

15 Barbara Vanderpool, USD 260 Derby  
*MEd in CI - Oxford*  
*Reading Comprehension*

This electronic portfolio focuses on building comprehension; and through a collection of documentation, highlights my personal and professional growth as an educator. My goal was to increase my students’ success in reading through increasing reading fluency and comprehension scores on various assessments. I researched and attempted effective strategies for struggling readers to impact their achievement. The artifacts selected include an action research project, poster, and brochure, as well as a collaboration project, grant, literature review, and professional development plan. These artifacts exhibit how each of the six program goals in the Masters of Education in Curriculum and Instruction at Wichita State University was met.
### Coming Out of the Darkness

16 **Cynthia Wacker**, USD 358 Oxford  

*MEd in CI - Oxford Technology*

This portfolio is focused on moving from being a digital immigrant to a digital native for my students, the staff I work with and myself. This is a culmination of the past two years providing documentation of my journey through this process of becoming a digital native within my classroom.

### Structure and Classroom Management in the Library.

17 **Paula Walker**, USD 259 Wichita  

*MEd in CI - Mayberry Effective Teaching*

The following summary communicates ideas and strategies that may aid in establishing classroom management and structure in the library. The policies consist of the production of classroom rules with students, positive reinforcement from the teacher librarian, presenting students with redirections which coincide with the school-wide behavior system, procedures for students entering the library, the procession to exit the library. In addition, methods for checking out library materials and student activities during library were reevaluated.

### The ABCs and 123s of Kindergarten

18 **Jennifer Wilmoth**, USD 353 Wellington  

*MEd in CI - Oxford ABCs and 123s of Kindergarten*

The theme for this portfolio is The ABCs and 123s of Kindergarten. All of the projects and research included in this portfolio took place in or were centered around a kindergarten classroom. The projects and research include information on reading, math, praise/motivation, collaboration, and professional development.
The purpose of this collaborative action research project was to examine the effects, if any, of additional reading instruction on students’ DIBELS scores. The librarian-researcher collaborated with a kindergarten classroom teacher and delivered additional weekly reading instruction to selected students from the kindergarten class. The research group was composed of four students who had low DIBELS scores and were not getting extra reading instruction. The control group was composed of four students who remained in the classroom and did not receive any additional reading instruction. Data was collected from both groups’ end-of-second quarter DIBLES scores and compared to the mid third quarter DIBELS scores. The DIBELS data showed that the research group did improve more than the control group.
The Effect of Advance Organizers on Student Engagement

20 Evelyn Cutaran, Sunrise Christian Schools

MEd in CI - Mayberry

Effective Teaching in Math

This action research was a collaborative effort between the researcher and a colleague who both used the same curriculum for their math classes. The purpose was to determine if advance organizers affect student engagement and test scores. The researcher created organizers for her class while the other class did not use any organizers at all. The experiment lasted for three months covering four chapters. Three sources of data were analyzed and documented. First, average test scores were compared between the two classes. Second, the average test scores of students in the researcher’s class before and after using the organizers were compared. Finally, surveys were used to determine how the students feel about the use of organizers.

The Effect of Gender Grouping on Student Achievement in Classroom Activities

21 Lisa Dirks, USD 259 Wichita

MEd in CI - Mayberry

Gender Grouping Study

The purpose of this study is to determine if grouping students by gender will improve their overall grades. Students will be grouped by gender within a 6th-grade science class and a 7th-grade math class. A survey will be given at the beginning and the end of this study. The teachers will monitor grades and keep a journal. The results indicate that gender grouping may have a positive impact on student achievement.
**Spotlight on Literacy**

22 **Sherry Giddens**, USD 259 Wichita

*MEd in CI - Mayberry*  

Writing assessments occur on a regular basis in today’s educational process. The intent of this process was to determine the affect of instruction in the Six-Trait writing method on student writing achievement. Three assessments were given to 124 eighth grade students. The first assessment was given with students having no prior introduction to Six-Trait writing. After a brief discussion of the six traits, a second assessment was administered. Students were then given intensive direct instruction on each trait followed by a final assessment. The collaborating teacher refrained from six trait instruction. The researcher found using direct instruction involving the six traits of writing did increase overall achievement scores of the experimental group when compared to the control group.

**Effective Strategies for Students with Special Needs**

23 **Beth Klassen**, USD 418 McPherson

*MEd in CI - McPherson*  

The theme for my portfolio is "Effective Strategies for Students with Special Needs". I chose this theme, since all of my projects were completed with students with disabilities. This portfolio is documentation of the various projects I have worked on for the past two years of my graduate studies. My portfolio is organized by the six program goals, with artifacts supporting the achievement of each goal.

**Rising to the Top with Teamwork**

24 **Lee Ann Reiss**, USD 418 McPherson

*MEd in CI - McPherson*  

My portfolio theme of "Rising to the Top with Teamwork" documents my work throughout the last two years of my graduate studies. I have chosen this theme because the literature reviews, projects and studies have all been connected to the positive effects that parents, teachers, students and the community can have on a child's education when they all work together as a team. My portfolio is organized according to the six program goals with artifacts supporting documentation of each goal. This portfolio also documents my desire to continue to grow as an educator as well as a learner.


**Steps to Success**

25 **Kristin White**, USD 353 Wellington

*MEd in CI - Oxford*  
*Math*

My portfolio, "Steps to Success", includes artifacts which all represent my journey through the Masters of Education in Curriculum and Instruction at Wichita State University. Many of the artifacts I have chosen to display in this portfolio involve developing and implementing teaching strategies that will increase student motivation therefore improving students’ math skills and their test scores. We have to start at step one to reach the top step and attain our goals. My portfolio also includes future steps I will take for continued professional as well as personal growth.

**Technology: Quilting Lives Together One Stitch at a Time**

26 **Sherry White**, USD 358 Oxford

*MEd in CI - Oxford*  
*Technology in the Classroom*

Through my portfolio I will show my many areas of growth. I will demonstrate how I have met each of the Masters of Education in Curriculum and Instruction program goals and share some of the many projects that have been tackled throughout the last two-years. I chose my title "Quilting Lives Together One Stitch at a Time", because I feel that the last two years have been a work in progress, one step at a time. Through my research on technology I discovered some of the possibilities that technology has to offer. I have tried many new things including making videos, and working with projectors, Promethean boards, and clickers and have found technology to be a successful way to engage students when the subject areas are difficult to understand.

**The Power Within**

27 **Judith Wilson**, USD 259 Wichita

*MEd in CI - Mayberry*  
*Effective Teaching*

The portfolio shows my progress through the six program goals over the four semesters in the Masters of Education in Curriculum and Instruction at Wichita State University. My cover letter, resume, philosophy and artifacts all show the power I have within.
Males Friendly Classroom

28 Albert Herrera, Mayberry Middle School

MEd in CI - Mayberry  Effective Teaching

The purpose of the study was to collaborate with another teacher in finding the best seating arrangement for male students in the classroom. The researcher collaborated with another teacher on lesson planning and in creating a male friendly classroom. Students were allowed to move freely around the room and find a seat where they were comfortable. The hypothesis of the survey is if hands on activities and physical space are provided to male students, then more male students will be successful in the classroom. The results were inconclusive and more data will have to be analyzed with larger population of students.
A World of Possibilities

29 Terri Browning, USD 358 Oxford

*MEd in CI - Oxford*  *Reading*

This portfolio shows the teacher's/student's growth over the last two years of the Masters of Education in Curriculum and Instruction at Wichita State University. For all phases of action research, the focus was on improving the reading skills of struggling high school readers. The portfolio also demonstrates the author's expanded knowledge of technology and its use with students to improve learning.

How to Get to Collaboration Station

30 Angela Carter, USD 465 Winfield

*MEd in CI - Oxford*  *Effective Teaching*

This portfolio contains the work completed over a two year period with the goal of attaining a Masters of Education in Curriculum and Instruction at Wichita State University. The theme of this portfolio is "How to Get to Collaboration Station". This theme suggests the journey from collaboration as a potential teaching tool to actually effectively implementing it in the classroom and using it to further professional development. This portfolio includes artifacts representing work completed during the master's program which includes action research projects, collaborative projects with other WSU students and self reflections, all connected to the six program goals.
Portfolio Presentations

**Instructional Strategies and Professional Development**

31 **Gretchen Elliott**, USD 418 McPherson

*MEd in CI - McPherson*  
*Effective Teaching*

The artifacts I have chosen to include in my portfolio are an action research paper based on tourette's syndrome in the classroom, the matrix project which was an AP Studio Art brochure as well as a collaborative project based on the revision of parent teacher conferences at McPherson High School. Also included within this portfolio are two literature reviews. These include the importance of the arts in schools and positive student engagement in the classroom. The last artifact I have chosen to include is a grant proposal for a new printing press for my high school art room.

**The Graph is Always Greener on the Other Side**

32 **Kristi Flax**, USD 260 Derby

*MEd in CI - Oxford*  
*Effective Teaching*

Through learning and applying the concepts of action research during the last two years, my teaching skills and my students skills have grown quickly. Therefore, growing a lush, beautiful lawn is an appropriate portfolio theme for both types of growth. The majority of my action research focused on the teaching of graphing skills. The artifacts demonstrate my increasing skills in researching, learning and then applying research-based methods to my own classroom. This portfolio demonstrates how the benefits of these methods are worth the effort when you see the results.

**Making It Real**

33 **Melissa Howard**, USD 260 Derby

*MEd in CI - Oxford*  
*Math*

My "Making It Real" portfolio focuses on projects that I have completed with an emphasis on using real world mathematical applications to enhance student learning. These projects were completed while working on my Masters of Education in Curriculum and Instruction at Wichita State University. Artifacts included in this presentation include two action research projects, an accepted grant application, and strategies used to create a new mathematics curriculum. The completion of these projects has shown me that using real world applications gives students an answer to the question "When am I going to use this?" I enjoyed working on these projects and plan to continue and enhance the real world applications for many years to follow.
Successful Strategies for Students and Educators

34 Jane Janssen, USD 418 McPherson

MEd in CI - McPherson School and Reading Enrichment

This portfolio presents artifacts used to accomplish the goals and requirements to earn a Masters of Education in Curriculum and Instruction at Wichita State University. My portfolio includes various projects completed over the past two years, as well as personal information, such as my cover letter, philosophy of education, resume, and course reflections.

Meeting the Challenges of Education Today & in the Future

35 Trena Lackey, Kansas State University

MEd in CI - McPherson Effective Tools

My portfolio is a reflection of artifacts that I have researched and generated through my last two years of study for my graduate program. I have included artifacts of two action research papers; one on classroom management tools and the other on music in the learning environment. I also include the work of my collaboration project, a matrix project on organizational styles, a P21 project on cooperative learning, and last a book study that is a reflection of my teaching styles and learning.

Effectiveness of Pre-experiment Activities

36 Frederick Schmidt, USD 259 Wichita

MEd in CI - Mayberry Science Education

During the course of this research paper the procedure for the research is outlined as well as the results which show how using graphic organizers with drawing pictures of procedures can benefit the students. Students are benefited through better understanding of the procedures which can lead to greater understanding of the experiment.
This portfolio focuses on specific projects to show completion of the Masters of Education in Curriculum and Instruction six program goals. It is in an online format using the computer program iWeb.

This electronic portfolio is a collection of artifacts that demonstrate my personal and professional growth throughout the past two years. For me, the primary focus of this journey has been to explore new methodologies and techniques that will make learning more engaging and effective in my classroom. Therefore, a common theme of most of my artifacts is brain-based teaching and the multiple intelligences approach to education. Included in this portfolio are collaborative projects, action research projects, and my literature review. These artifacts chronicle my growth as a teacher and demonstrate my commitment to life-long learning for increased student success.

This study aims to prove that an increase in technology use can increase student motivation, test scores, and class participation. The author compared student performance prior to the introduction of the white board to performance with the use of the white board. The study focused on the implementation of Smartboard technology and the positive effects it has on student achievement.
The impact of instruction in the use of library online resources was investigated. A review of related literature was conducted, and the purpose of the action research was to determine if students would be more likely to use the online resources if provided with instruction. Two classes served as the control group and the experimental group. Measurements included the following: a pretest, a questionnaire, and a posttest. Results did show that the experimental group of students was more comfortable using the library resources after receiving the instruction.
Building Blocks of Support with Parental Involvement

41 Lisa Deal, USD 358 Oxford

*MEd in CI - Oxford*  
*Parental Involvement*

The focus of the portfolio shows the growth of the student. That growth includes the use of technology, different learning opportunities, and an action research project. The focus of the action research in this portfolio studied parental involvement within the high school ranks.
### Building Readers in Order to Create Life-long Learners

1. Jill Allen, USD 266 Maize

*MEd in CI - Online Cohort 1*  
*Reading*

This portfolio is a reflection on my two year journey in obtaining my Masters of Education in Curriculum and Instruction at Wichita State University. My focus has been on developing and researching ways to improve reading instruction. Within the 6 program goals you will see reflections and artifacts that helped to obtain my degree and ways to create life-long learners through reading instruction.

### Hop into Technology

2. Kristen Bender, USD 266 Maize

*MEd in CI - Online Cohort 1*  
*Technology Integration*

Jumping into teaching students using technology-based strategies in this day and age keeps students engaged, and provides a new way of learning content. This portfolio contains the evidence of incorporating technology as a way of improving student learning within the classroom. It includes samples of teacher-created lessons that incorporate technology, as well as other research-based strategies that can be used within the classroom. Three action research projects show how some of the research-based strategies affected student learning in a fourth grade classroom. They are on the topics of cooperative learning, reading fluency, and differentiated instruction. Results of these findings along with ways to incorporate technology were presented to other professionals.
Online Portfolio Presentations

Opening the Eyes of Youngsters Everywhere

3 Erika Cannady, USD 266 Maize

*MEd in CI - Online Cohort 1*

Differentiated Instruction

This portfolio contains ideas, reflections, and artifacts that I have completed during my two year journey in this program. You will see three action research projects: Readers' Theater, Cooperative Learning, and Differentiated Instruction. There are also teacher-created lessons as well as internet activities, and information from a professional presentation. You will find technology integrated throughout these artifacts under each program goal.

Reading Opens New Doors

4 Pamela Chapin, USD 419 Canton-Galva

*MEd in CI - Online Cohort 1*

Reading

My portfolio is a reflection of artifacts that I have researched and created through the last four semesters of the graduate program. I have selected and arranged my artifacts based on the six program goals required by Wichita State University. I have included artifacts of two action research projects: one on Differentiated Reading Centers and Phonics and the other a powerpoint on the effects of Guided Reading Strategies on First Grade Student's Reading Comprehension. I have also included a book study powerpoint on Formative Assessment Techniques. This portfolio will also reveal my current resume, my philosophy of education, and my two-year reflection of this graduate program.

Technology-Infused, Research-based Instruction

5 Ruth Farrell, USD 266 Maize

*MEd in CI - Online Cohort 1*

Effective Teaching

This portfolio displays the learning process I have gone through over the past two years in the Masters of Education in Curriculum and Instruction at Wichita State University. The process includes artifacts, reflections, and learning goals from action research projects in cooperative groups in math instruction, reading and writing integration, and motivating above grade level readers through adaptable technology. I have also included artifacts from school improvement strategies in problem solving, a collaboration project on internet resources, and a book study presentation. This portfolio also includes my resume, philosophy of education, and reflection over my desire to become an effective teacher for each student throughout the masters program.
Breaking Language Barriers in Reading

6 Lori Harvey, USD 259 Wichita

MEd in CI - Online Cohort 1  Sheltered English Instruction

This portfolio represents two years of assignments that have helped lead students towards breaking through ESOL barriers, faced in reading. The action research conducted has improved my teaching and helped my students to overcome obstacles they face in reading. The research focused on best strategies for ESOL students. Artifacts are shared that show how students’ educational needs were supported, as well as my ability to help them learn through the most appropriate methods. Each artifact shows completion of the six program goals. This portfolio is a positive reflection of the accomplishments and achievements of myself and my students.

Henderson's Portfolio with an Emphasis on Mathematical Instruction

7 Jacqueline Henderson, USD 259 Wichita

MEd in CI - Online Cohort 1  Mathematics

This portfolio is an accumulation of what I have learned in the last two years while pursuing a Masters of Education in Curriculum and Instruction at Wichita State University. My specific focus has been on determining ways to improve the methods of mathematical instruction provided to students. The action research projects I completed were primarily related to mathematical curriculum in a fifth grade classroom. The articles that appear in this portfolio show how I have gained the knowledge represented in the six program goals. Information such as collaboration with other educators, professional development, and integration of technology in the curriculum are included as well.

Technology Isn’t So Scary

8 Kelsey Keckler, USD 266 Maize

MEd in CI - Online Cohort 1  Technology Integration

This portfolio is a reflection of program goals that have been met through the Masters of Education in Curriculum and Instruction at Wichita State University. Within those program goals you will see reflections and artifacts that were used to help in obtaining each goal. Oftentimes teachers fear that integrating technology into elementary classrooms will be a scary endeavor. Through the reflections and artifacts it is evident that the incorporation of technology isn’t so scary, instead it was used as a way of improving student learning.
Encouraging All Students to Love Learning

9  **Sarah Lewis**, USD 259 Wichita

*Med in CI - Online Cohort 1*  
**Effectiveness of Recess**

As an educator, my mission is to teach all students, encourage a love of learning, and respect all students’ needs. I have chosen to do my portfolio electronically because we are in the digital age and today, more than ever, it's the most advantageous way to communicate. In my portfolio you will find my resume, philosophy, program goals, reflections, and grants.

Through the Years

10  **Kelli Miller**, USD 259 Wichita

*Med in CI - Online Cohort 2*  
**Reading**

This portfolio depicts the journey I have embarked on over the past two years as a Graduate Student at Wichita State University. This portfolio will show you the six program goals, my reflections, teaching philosophy along with a grant I wrote and some artifacts that chronicle my learning. Explore each section of the my digital portfolio to see some of the new learning strategies I have learned that have helped me become an even better educator.

The AHA! Moments of Learning How To Teach

11  **Rachel Schneeberger**, USD 470 Arkansas City

*Med in CI - Online Cohort 1*  
**Writing**

This is an online portfolio that highlights some of the knowledge I gained the last two years in pursuing a Masters of Education in Curriculum and Instruction at Wichita State University. My goal was to uncover what good teaching looked like, and how I could achieve that. The six program goals, that I met, are outlined with artifacts and reflections that demonstrate this knowledge gained. I would encourage everyone to take this journey because I know that I am a better teacher because of it.
Learning Through Goals

12 **Susan Urban**, USD 264 Clearwater

*MEd in CI - Online Cohort 1*  
*Reading*

This portfolio shows the steps that were taken in reaching the goal of obtaining a Master’s degree. Through reflections, action research projects, and involvement in curriculum areas I became more aware of what was best for students and how to help them achieve to their best abilities. I have learned the importance of research and using that research to drive instruction. I have learned that reaching your goals is great but it’s more important to look at what you have learned along the way. My Master’s portfolio shows evidence of this through my artifacts. My portfolio is organized by the program goals that I have met through the Master’s in Curriculum and Instruction program through Wichita State University.

Focus on Phonics through Animated Technology to Increase Oral Reading Fluency

13 **Shane Vondracek**, USD 259 Wichita

*MEd in CI - Online Cohort 1*  
*Reading*

This portfolio is a reflection on things I have learned during my Masters of Education in Curriculum and Instruction at Wichita State University. My focus has been on developing and researching ways to improve reading instruction and oral reading scores among first grade students. You will see reflections and connections I have made within the six program goals.

A Journey Toward Better Teaching

14 **Amy Wright**, USD 266 Maize

*MEd in CI - Online Cohort 1*  
*Project-Based Learning*

This portfolio shows the path I took over my two year journey to complete the Masters of Education in Curriculum and Instruction at Wichita State University. Exploring my portfolio, you will find my resume, philosophy of education, and reflections throughout the trip. You will also pass my learning goals, reflections, and artifacts from action research projects focused on improving writing through daily oral language, cooperative groups, and project-based learning using research projects. Continuing on the tour of my portfolio, you will find other artifacts including those of technology, multiple intelligences, school improvement strategies, and cooperative group projects. Combined, these show my journey to becoming a better educator.
**A Journey Through Education**

15  **Georgia Sweetwood**, USD 470 Arkansas City

*MEd in CI - Online Cohort 1*

You are invited to join my educational journey. For the last two years, I have been pursuing my Masters of Education in Curriculum and Instruction at Wichita State University. The focus of my education has been to improve my teaching strategies so that I can more effectively engage my students and their learning. Six program goal areas, along with my teaching philosophy, reflections, grants and supporting documents are outlined on this Web page in an effort to document and demonstrate my growth as an educator. Teachers should never stop learning. Expanding my knowledge, skills and abilities is one of my life's greatest adventures - and one that I enjoy sharing with my students.
Science Alliance

16 Todd Miller USD 490 El Dorado

MEd in CI - Online Cohort 1

Through several action research projects over the past two years, I have been able to learn many new strategies and techniques that has produced a strong alliance between my students and myself. As you view this portfolio you will see artifacts that illustrate the learning I have experienced. You will see how I demonstrate some of the skills I acquired such as; research skills, grant writing experiences, reflection and teaching strategies. Education is a great journey that a teacher and student take together.
Awards


Fellowships


Grants

Allen, J. (2008). *Differentiating instruction through the purchase of reading and language arts materials. Maize Partners in Progress, Maize, KS.* ($350.00)


Entwisle, K. (2008). *The Lanore Bishop Grant from the Belle Plaine Community, Mulvane Grade School Smart Board Technology.* ($1,300)
Recognition


Lewis, S. (2008). *Making Homework Fun, Education Edge Mini-Grant. ($1,000).*


Reiss, L. A. (2008). *"Moving Toward Excellence Through the Use of Technology" Education Foundation Grant. Explore Learning, Learning Planet and Brain Pop Internet sites. ($1,713.94).*


Sweetwood, G. (2008). *ACE Grant for Bullpups Writing Club, USD 470, Arkansas City Middle School, Arkansas City, KS. ($438).*

Vanderpool, B. (2008). *TGIF Grant, Credit Union of America. ($500).*


| Honors |


Howard, M. (2008). *Using real world applications in a mathematics classroom to enhance student learning*. Presented to the Special Education Department at Derby High School, Derby, KS.


Recognition

Petersen, J. (2008, May). *Intercultural communication and voices of high school students.* Presented at ICCC5, Wichita, KS.

Sweetwood, G. A. (2008, October). *Integrating YAL, Crossing the Wire, into Curriculum.* Presented at the Heartland Award for Excellence in Young Adult Literature, Lawrence, KS.


White, K. (2009, January 9). *Use of BAIP (Blending Assessment with Instruction Program) as an effective supplement and enhancement to classroom instruction.* Presented at USD 353 Teacher In-service Wellington, KS.

Williams, E. (2008, September 29). *NCA accreditation standards: Documenting and using results.* Presented to Derby High School faculty, Derby High School, Derby, KS.

Williams, E. (2008, October 1). *NCA accreditation standards: Documenting and using results.* Presented at NCA Community Day, Derby, KS.
