SIXTEENTH ANNUAL
COLLEGE OF EDUCATION
CONFERENCE FOR GRADUATE PROGRAMS

Saturday, April 30, 2011
8:00 a.m. – Noon

WICHITA STATE UNIVERSITY
College of Education
Graduate Programs

Rhatigan Student Center
Wichita State University Campus
Message from the Dean

Welcome to the 2011 COE Graduate Student Research Showcase. Research is a major component of advanced education in the College of Education and our graduate students play a vital role in the discovery of new knowledge at WSU. When you present your research results you take one step forward toward finding answers to the great questions of our time. Our graduate programs are designed to foster collaboration among students, faculty mentors, practicing professionals and experts in related fields. These unique opportunities help solve real-world problems and offer career opportunities for our graduate students. Our expert graduate faculty create excellent venues for our graduate students' professional development and preparation to compete in the global knowledge economy. This Showcase is not only about students’ scholarship, it’s about the benefits of research and the power of education to make individuals’ lives better and change the world. Congratulations on your contribution to this 16th annual Showcase.

Dean Sharon Hartin Iorio

Acknowledgements 2011

The 16th Annual 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. We apologize for those names that may have been omitted from this program.

Graduate Showcase Committee: Mara Alagic, CI; Jeri Carroll, CI; Craig Elliott, EL; Janice Ewing, CI; Jeremy Patterson, HPS; Mike Ross, SMGT; Pat Terry, EL; and Mary Myers, Showcase Coordinator
Graduate Student Assistant: Maram Jaradat
Student Assistant: Prabhjit Singh Bagga
Budget: Sharon Iorio & Claudia Keller
Photographer: Alan Aagaard
Technology Liaisons: Day Radebaugh & Georg Schirmer
Wichita State Memorabilia: College of Education; President’s Office; Gregg Marshall, Men’s Basketball program; College of Fine Arts; Educational Leadership Department; University Bookstore; Graduate School; Curriculum and Instruction Department; Sport Management Department

Graduate Showcase Event Schedule

8:00 Registration, Candidates set-up projects, refreshments (3rd floor ballroom)
8:45 Welcome and Opening Remarks in Ballroom
9:00 – 11:30 Portfolios and Posters are on display in the Kansas Room (2nd floor, room 223)
9:00 – 9:40 First Oral Presentations, Rooms 210, 212, 215, 216, 217, 218, 305, 314
10:40 – 11:20 Third Oral Presentations, Rooms 210, 212, 215, 216, 217, 218, 305, 314
11:30 – 12:00 Closing and WSU Memorabilia Giveaway in Ballroom

Dr. Joseph Mau, Associate Dean, College of Education
# SIXTEENTH ANNUAL WSU COLLEGE OF EDUCATION GRADUATE SHOWCASE

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<td>8:45</td>
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<td>9:00 – 11:30</td>
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<td><em>Dr. Joseph Mau, Associate Dean, College of Education</em></td>
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<td><em>Dr. Abu Masud, Associate Dean, Graduate School</em></td>
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Refreshments will be available in 3\textsuperscript{rd} floor ballroom throughout the morning.
### EdD in Educational Leadership
Coordinator: Jean Patterson

### District Licensure
Coordinator: Craig Elliott

### MEd in Educational Leadership
Coordinator: Patrick Terry

### MEd in Curriculum & Instruction
Coordinator: Kay Gibson

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<td>Gordon Parks</td>
<td>Mara Alagic &amp; Scott Dellinger</td>
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<td>Derby</td>
<td>Kay Gibson, Charlene Laramore, &amp; Deb Hamm</td>
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<td>Online Cohort 2</td>
<td>Jeri Carroll &amp; Jennifer Kern</td>
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<td>Online Cohort 3</td>
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### MEd in Exercise Science
Coordinator: Jeremy Patterson

### MEd in Sport Management
Coordinator: Mike Ross

### MA in Teaching
Coordinator: Janice Ewing
Facilitator: Sherry Goodvin
### Safety and Security: Perceptions of a Rural School District

1. **Robert Diepenbrock**, USD 331 Kingman-Norwich  
   *EdD in Educational Leadership*  
   *School Safety and Security*

   School safety and security continues to be a concern in schools as it is not a matter of if, but when a crisis will occur. There is a large segment of the population that attends schools in rural settings making preparedness in rural schools a timely topic. Perceptions of preparedness of a Midwestern school district were examined using a protection-motivation theoretical framework. It was concluded that the school district was well prepared for crisis situations they have faced, but was not prepared for disasters the school district has not faced.

### Ecology of School Engagement & Motivation: Analyzing the Impact of a Summer Youth Employment Program

2. **Natalie Grant**, Wichita State University  
   *EdD in Educational Leadership*  
   *Adolescent Engagement*

   The Department of Labor (2009) estimated that over 7.9 million jobs were lost in the last three years. The impact on youth employment and education is considerable and today over 27% of American teens are unable to secure employment which could have lasting effects on their future employability (BLS, 2010; MPR, 2010). This research gathered students’ perceptions of how a Summer Youth Employment Program has impacted their motivation and decision-making in the context of their lives with specific regard to high school and future planning and documented a social institution’s effort to prepare youth for tomorrow’s educational and workforce realities.

### Selection of Community Colleges Presidents: Exploring Board Members’ Understanding

3. **Mark Watkins**, Neosho County Community College  
   *EdD in Educational Leadership*  
   *Community College Board Understanding of Community College Presidential Leadership*

   This qualitative study sought community college board members’ understanding about (1) their institution utilizing organizational identity theory and (2) the critical elements of the match between their understanding of the community college and the desired characteristics of the selected presidential candidate. Mission statements and presidential position descriptions were collected from both rural and urban community colleges across the nation, analyzed, and compared with board members’ interview data. Board members suggested that presidential communication skills and the ability to develop relationships were vital to the president for effective leadership in collaborative efforts with businesses and the community.
### School Consolidation: A Qualitative Case Study of its Effects on a Sending Community

**Steve Noble, USD 410 Hillsboro**

*EdD in Educational Leadership, School-Community Relations, Educational Leadership, Political Elements in Education*

This research studied the effect of school consolidation on a sending community – a community that lost their high school – from a social constructionist perspective using the theory of social capital as the framework to explain conclusions. The researcher conducted the study using qualitative case study methods grounded in a naturalistic inquiry approach. Using Putnam’s (1995, 2000) theory of social capital, it was concluded the sending community tightly bonded when they felt threatened by outsiders’ attempts at further consolidation. The sending community was more willing to bridge to the receiving community – the community that contained the district high school – when they stood to gain something in return and when there were high levels of trust between them. Implications are that school district leaders and boards of education should make efforts to better understand the history of sending communities in consolidated districts. Additionally, including people from sending communities in decision-making may prove valuable in enhancing communication and efforts for change.

### Why Teach: Stories of Success from Alternative High School Graduates

**Ann Kathleen Patterson, USD 259 Wichita**

*EdD in Educational Leadership, Building Relationships*

This narrative inquiry focused on what six current teachers had to say about their high school experiences, first in a comprehensive high school and then an alternative high school. The narratives focused on the culture and climate of the two different settings and if their experiences affected their decision to teach. The theoretical perspectives of organizational culture, bureaucracy and empowerment provided the framework for this study. Narratives from the individual interviews and from the informal group conversation are shared. The participants told their personal stories of what empowered them to make the choice to succeed in school and become educators themselves. Their stories persistently convey the importance of building positive relationships with students and allowing them some individual choice in meeting graduation requirements.

### Student and Instructor Perceptions of Care in Online Graduate Education

**Gina Marx, Educational Consultant and Leadership Coach, Wichita**

*EdD in Educational Leadership, Online Instruction*

Nel Nodding’s theory of care evolved before online education became mainstream. Therefore, the researcher sought to learn how students and instructors described care and what language or strategies they perceive as conveying care in online instruction. The findings of this study may lead to actions by instructors that could convey more caring and increase student engagement, satisfaction, and achievement, thereby assisting colleges and universities in their retention efforts. Most importantly, the findings may add to the existing literature of what a caring graduate instructor-student relationship encompasses in online education.
Project-Based Learning and Shared Leadership in a Rural, Agriculturally Themed K-4 Charter School
9:50 Room 215

Doug Siemens, Bethel College, Newton; Donna Ferguson, USD 259 Wichita; Penny Hargrove, USD 262 Valley Center; Janis Stucky, USD 259 Wichita

EdD in Educational Leadership
Project-Based Learning, Shared Leadership, Community Support

With the passing of school reform laws, particularly No Child Left Behind legislations, during the past decade there has been an upward trend toward parent school choice. When exercising this option more parents are choosing private or charter schools to educate their children. This qualitative research field study examines a rural K-4 elementary charter school in south central Kansas which uses project-based learning and shared leadership to achieve exceptional results. Students have scored in the top 5% on Kansas performance assessments for the past 4 years in spite of significant numbers of students who are at risk due to poverty or other at-risk factors. The school uses technology and the themes of agriculture and 21st century rural life as a framework for developing curriculum to meet state standards.

Data for this study was gathered through the use of interviews and focus groups with parents, teachers, students, administrators and community members as well as classroom observations. The research team used a framework for analysis based on constructivism, social theory and care theory, to answer these questions: What contributes to the success of this school? What factors are necessary for continued sustainability of this school? What recommendations can be offered to schools interested in implementing a project-based learning environment..

First Year Experience and Retention
9:50 Room 217

William Anderson, USD 376 Sterling; Mary Liebl, USD 259 Wichita; Maram Jaradat and Mohammad Mustafa, Wichita State University; Jo Bennett and Linda Bakken, Wichita State University

EdD Educational Leadership
Doctoral Field-based Research

The purpose of our study is to understand the first-year experience of students at Wichita State University and to investigate ways to improve this first-year experience, contribute to improved retention rates, and facilitate the increase of graduation rates at WSU. This study also seeks to understand what factors contribute to student retention during their first year of college.
America’s Choice: Year Three Implementation

Mark Whitener, USD 470 Arkansas City; Yelondo Wilcoxson, Wichita State University, Janice Smith, Executive Director TOP, Dawn Johnson, USD 444, Little River

EdD Educational Leadership Comprehensive School Reform Implementation

The purpose of this study is to examine the third year of implementation of America’s Choice in one reconstituted middle school from the perspectives of school stakeholders. As the school begins its third year of implementation, WSU researchers postulate a relationship exists among trusting relationships, collective efficacy, and school effectiveness. WSU researchers plan to determine what facilitates and what constrains the development of a culture of trust and collective efficacy in schools.
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<th><strong>Final Year Implementation of USD 266’s Five Year Strategic Plan</strong></th>
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<td>1 <strong>Mike Bonner</strong>, USD 266 Maize High School</td>
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<tr>
<td>District-Level Licensure</td>
<td>Strategic Planning</td>
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<td>The benefits of strategic planning in school districts is well documented. Not only does it assist in providing the basis of fundamental decisions that guide a district, but also provides an avenue for stakeholders to work collaboratively to accomplish the district’s goals and objectives, as well as chart the course for its future. This presentation describes the implementation of the final year of Maize USD 266’s five-year strategic plan, Journey to Excellence-Soaring to New Heights. Attention will be given to the implementation of strategic action plans from analysis, to development, and concluding with the recommendations for the implementation of each plan.</td>
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<th><strong>Efficiency in School Transportation Training and Route Management</strong></th>
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<td>2 <strong>Michael Couch</strong>, USD 382 Pratt</td>
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<tr>
<td>District-Level Licensure</td>
<td>Classified Handbook with a Transportation Focus</td>
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<td>This study should offer a clear picture of what a safe and effective school transportation department should offer its stakeholders. A structure will be provided that brings efficiency in driver training, assurance of meeting driver needs, and assurance of student safety.</td>
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<th><strong>USD 440 District Profile</strong></th>
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<td>3 <strong>Gerald Schwinn</strong>, USD 440 Halstead-Bentley</td>
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<tr>
<td>District-Level Licensure</td>
<td>Education Leadership/Information Sharing</td>
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<td>A comprehensive view of the day to day operations and overall composition of USD 440 Halstead/Bentley. Created through the use of Google Sites and Google Docs, this project is a work in progress, to be completed by the end of Summer 2011.</td>
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<th><strong>Principal Evaluation Rubric</strong></th>
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<td>4 <strong>Daniel Dickinson</strong>, USD 260 Derby</td>
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<tr>
<td>District-Level Licensure</td>
<td>Principal Evaluations</td>
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<td>Sometimes principals are unsure of what they need to do in order to be excellent principals. Principals need to know what is required of them in order to improve from year to year. The presentation for developing a principal evaluation rubric will help the listener understand how to improve the evaluations of principals in the Derby school district. With this rubric, principals will know and better understand the responsibilities that are required of them in order to perform their duties. More importantly, each principal will better understand what is necessary for their own personal improvement</td>
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School district leaders are increasingly challenged as financial, societal, and regulatory pressures multiply. Along with dwindling funding, efforts to meet requirements established by mandates such as NCLB and IDEA are like never seen before. As district leaders continue to make efforts to keep budget cuts away from students, the challenges of a district’s responsibilities as an employer have also escalated. Complicated employment laws, collective bargaining, negotiated agreements, forthcoming insurance requirements, and litigant employees have highlighted the importance of effective human resources management. This presentation is a depiction of one school district’s efforts to develop a district level human resources position.

The Wichita Public Schools is undergoing a districtwide MTSS Multi Tiered System of Supports process to align systems across the district and decrease variability in order to increase student achievement. The presentation is in four parts. Part 1 is on the Leadership Essentials and MTSS overview. Part 2 is on the District MTSS leadership team’s roles/responsibilities, district priorities and task forces. Part 3 is about how the district is restructured into Academic Cohorts by high school feeder patterns to implement an assessment data system district wide and focus on literacy. Part 4 is about the other feeder patterns in the Behavior Cohort and the implementation of behavior tools to make safe, civil and productive schools.

Effective onboarding of new team members is one of the most important contributions any hiring professional can make for long-term, organizational success. It drives new employee productivity, accelerates results, and significantly improves talent retention. USD 261 is transforming the onboarding process of acquiring, accommodating, assimilating, and accelerating new team members, whether they come from outside or inside the organization. The Onboarding Process Improvement committee has explicitly identified and communicated a strategic, integrated and consistent approach to maximize the most "teachable moments" for new team members.
Analysis for Change Long Term Project: District Crisis Planning

8 James Struber, USD 419 Canton-Galva

District-Level Licensure  District Crisis Planning Analysis and Evaluation

This writer decided to focus on district level crisis planning for USD 419 Canton-Galva. This district has a crisis plan that has a structurally sound plan, however it needs to be updated and revised annually, if necessary. Currently, the plan has been updated indifferently since 2006. The respective buildings in the district need to have a process in place to review and then refresh faculty/staff on key tenets of the plan such as fire drills, tornado drills, natural disaster preparedness, potential personal tragedies, and intruders who may wish to harm people within the building.

Negotiations During Lean or Fruitful Times

9 Mark Jolliffe, USD 259 Wichita

District-Level Licensure  Educational Leadership

A study is being conducted to examine the differences of certified teacher negotiations during lean or fruitful times. The researcher is on the board negotiating team during the current recession and is experiencing first hand how negotiations work during lean times. Past negotiations will be reviewed to determine the change during fruitful times.

Transforming Assessment Practices in USD 313

10 Randy Doerksen, USD 313

District-Level Licensure  Assessment

The Kansas Computerized Assessment system (KCA) has transformed assessment practices for Buhler students and their teachers. Now, in addition to formative and summative state assessments, district common assessments, once administered on paper, have been formatted to be taken online. This practice streamlines classroom instructional practices that prepare the students for their assessments of learning. This transformation in assessment practices quickly provides the data needed to drive collaborative learning conversations and decision making—the foundation of MTSS.
Reforming America’s school has long been a contentious subject of conversation across the nation. One main component of any education reform is the revision of teacher evaluation tools. USD 261 began discussing a possible new evaluation instrument during the 2009-2010 school year and began a process in the 2010-2011 school year. In the meanwhile, the Kansas State Department of Education, in response to the U.S. Department of Education’s Race to the Top initiative, commissioned the Kansas Evaluation Project in partnership with the Kansas Learning Network (and member districts), the Kansas National Education Association, and the Kansas Board of Regents to develop an optional state wide instrument for districts to individually consider. Due to the diversity of the stake holders (teachers, administrators, policy makers, parents, and students), achieving consensus is difficult.
1 **Teri Eckhoff**, Hutchinson Community College

*MEd in Curriculum & Instruction*  
*Reading*

This study investigated the best approach to increase a student’s reading rate while using the computerized reading program Reading Plus. The participants were community college students enrolled in developmental reading classes. The experimental students completed guided reading lessons using a guided reading format versus the control students, who completed guided reading lessons using both independent and guided reading formats. Pre- and post-testing assessed reading levels, oral reading rates, and silent reading rates. While pre- vs. post-test scores showed increases in reading rates on three different assessment measures, these increases were not statistically significant.

2 **Cheryl Poage**, USD 385 Andover

*MEd in Curriculum & Instruction*  
*Reading*

The purpose of this study is to determine if the use of electronic readers will increase the comprehension and engagement of struggling readers in the eighth grade language arts classroom. The focus group in this study consists of twelve eighth grade students who performed below grade level on the STAR Comprehension test and NWEA test. The control group will read from print books while the experimental group will use electronic readers. All students in the study are reluctant readers. Based on the assessments and observations, the researcher will determine if the students using the the eReaders will show an increase in both engagement and comprehension skills.

3 **J. Kathryn Schreiner**, USD 263

*MEd in Curriculum & Instruction*  
*African Americans in Gifted Education*

This research studied the potential impact of teachers’ attitudes and perceptions on the under representation of African American students in gifted education programs. Results indicated that, in general, teachers perceive that African American learners have a more difficult time learning than do students from other ethnic groups. The mean score for White teachers was significantly higher than the mean scores for Minorities. Results also indicated that, in general, teachers perceive that, although African American learners are served at a higher rate than White students in special education programs, they are not misidentified, and thus belong in those programs when they are placed there.
The Need for an Effective System-wide Approach to Discipline

1. **Kim O’Reilly, Matt McLaughlin**, USD 259 Wichita; **Lynn Archer**, USD 402 Augusta; **Cody Rierson**, USD 418 McPherson

*MEd Educational Leadership*  
*School Leadership*

Discipline is one of many issues in schools today. Schools are attempting to change from a punitive system of student behavior management to a building wide approach. This requires stakeholders to agree on what constitutes acceptable behavior and what warrants an office discipline referral (ODR). Research suggests that leaders and teachers have differing views on when a student’s behavior warrants an ODR. An online qualitative and quantitative questionnaire was conducted. The data which will be presented during the presentation could lead to discussion in schools who are reviewing their behavior policies as part of the Multi Tier Support System.

Perceptions of Parental Involvement

2. **Kirsten Wondra, Andrea Locke**, USD 260, Derby; **Greg Stoskopf**, USD 259 Wichita; **Jason Townsend**, USD 263 Mulvane; **Jenifer Pence**, The Independent School

*MEd, Educational Leadership*  
*Parental Involvement*

The purpose of this action research is to determine the perceptions and definition of parental involvement from parents, principals, and teachers. The perspectives of educators, parents, and principals will provide the sources of data for building this understanding. Research results will lead to an action plan for improving parental involvement. The research is guided by the following questions: How do parents, principals, and teachers define parental involvement? How do parents, principals, and teachers view the role of parental involvement in school? What supports parental involvement in schools? What hinders parental involvement in schools?

Technology In the Learning Environment

3. **Kurt Brundage, Sam Le, Travis Stockam, Arianna Witmer**, USD 259 Wichita, **Sherry Goodvin**, Wichita State University

*MEd Educational Leadership*  
*Instructional Technology*

The innovations of new technology within the context of the learning environment have provided educators with multiple avenues of conveying classroom curriculum and equip students with skills for success in a globally technology-rich environment. While it is a beneficial tool, technology also provides barriers and difficulties as well as benefits. In order for schools to most adequately utilize technology in the classroom, the best practices must be established in order to maximize the positives and minimize the negatives. This research explores technological variables including effectiveness, benefits on student learning, barriers to use, and hindrances to learning.
The Effects of Using Graphic Organizers on Comprehension and Retention in the Secondary Science Classroom

9:00 Room 218

Kathryn Smithhisler, USD 261

MA in Teaching  Differentiated Instruction

Research indicates that student comprehension and retention are increased with the use of graphic organizers during instruction and that they have a significantly positive effect on the comprehension and retention of visual learners. In two studies, eleventh and twelfth grade anatomy and physiology students of all learning styles were evaluated for comprehension and retention of content within a secondary science classroom. Both the control group and experimental group were evaluated to determine individual student learning styles. The experimental group received traditional instruction of content along with the implementation of graphic organizers as opposed to the control group which received only traditional instruction of content. Student pretests, posttests, and retention tests were compared among all students as well as the visual students to determine the effectiveness of using graphic organizers. Results of these studies indicate that the use of graphic organizers does not have a significant effect on student comprehension and retention among all students in the secondary science classroom. Further analysis of results indicates that the use of graphic organizers does not have a significant effect on student comprehension and retention among visual learners in the secondary science classroom.

Keywords: graphic organizers, science, comprehension, retention, learning style, visual learning

Keys to Improving Reading Fluency

9:50 Room 218

Teresa Richards, USD 259 Wichita

MEd Curriculum & Instruction  Reading

Fluency is a key component in students being able to read grade level text. The focus of this research project is strategies to promote more fluent readers in a fifth grade classroom. The key strategy that is being focused on is repeated reading using a variety of texts.
Amazing Words: Improving Student Vocabulary

6 Sarah Simon, USD 331 Kingman

MEd in Curriculum & Instruction Reading, Vocabulary

This study was designed to evaluate effective strategies to teach new vocabulary words to young readers. Fifteen kindergarten students, from a rural community, participated in this study. Students need to have strong vocabulary skills so they are effective readers and can comprehend what they are reading. During this study students acquired new knowledge through embedded and extended instruction with the use of read-alouds. Findings indicate that this was an effective strategy, all students successfully improved their scores and enjoyed learning many new words.

The Effect of a Proactive Behavior Management Plan on Student Achievement in an Elementary Classroom

7 Rebecca Wherritt, USD 259 Wichita

MEd in Curriculum & Instruction Classroom Management

Studies have shown that teachers can lose up to 50% of instructional time dealing with off-task behaviors. With the current climate of teacher accountability to ensure that students make adequate yearly progress, such substantial loss of instructional time must be addressed (Cotton, 1990). This paper describes the implementation of the MAC classroom management model, which creates a framework for managing student behavior. Before each classroom activity, expectations for student movement, action, and, opportunity for conversation will be reviewed, with the goal being quicker transitions and less off task behavior, since students will know what is expected of them.

Differentiated Vocabulary Instruction Using Multiple Intelligences

8 Erin Thomas-Baldwin, USD 259 Wichita

MEd in Curriculum & Instruction Differentiated Instruction

Differentiated instruction is a well-documented strategy that has exponential benefits for students. This action research project studied the effects of benefits of differentiation by students preferred multiple intelligences. Students took a survey to identify their preferred multiple intelligences and chose from vocabulary activities that focused on their learning preferences. Pre and post test data was analyzed to determine growth made. Reflective journaling was used to determine vocabulary comprehension growth of understanding. Student interviews described effect differentiated assignments had on student learning.
Becoming a Fluent Reader: Using Smart Board Technology to Increase Sight Word Recognition

Megan Webber, USD 259 Wichita

MEd Curriculum & Instruction Sight Word and Fluency in First Grade Reading

The fluency scores on the universal screener used by USD 259 were lacking in the classroom. With an emphasis on sight words and knowing these words automatically, the research is to see whether or not knowing the sight words will help increase the scores on the universal screener. The scores from December are compared with the scores in April. There was a Smart Board activity done daily in the classroom that had an emphasis on sight words.
**Differentiated Reading Fluency Instruction**

1. **Jacqlyn Hoover**, USD 394 Rose Hill

*MEd in Curriculum & Instruction*  
*Differentiated Instruction*

When teaching children, we as educators, know every child has different needs. Educators are aware of differentiated reading instruction. During an eight week period, 12 first grade students were randomly picked. These students received additional reading time with the instructor to target fluency rates and were given weekly progress monitoring tests. The other students received the regular reading time and had no extra support provided. These 12 selected students did make small gains during this trial period. The data showed these students to have the same reading fluency rate or slightly higher rate, than the other students in their class.

**Through Word of Mouth: Improving Student Vocabulary**

2. **Katie Mastin**, USD 331 Kingman

*MEd in Curriculum & Instruction*  
*Vocabulary Instruction*

Vocabulary knowledge is a key aspect of reading. Vocabulary instruction can influence both comprehension and fluency. This study investigated the effects of vocabulary instruction in a first grade classroom. Prior to implementing the new strategy, the students did not receive much direct instruction in vocabulary. The teacher implemented a new instructional strategy for teaching vocabulary. Students received explicit vocabulary instruction through embedded and extended instruction in shared read-alouds. The results showed that embedded and extended instruction was a more successful strategy than indirect instruction.

**Differentiated Instruction and Class Size: Effect on Grades**

3. **Meagan Meyer**, USD 259 Wichita; **Lynne Ahlgren**, Catholic Diocese of Wichita

*MA in Teaching*  
*Differentiated Instruction*

This poster will investigate various methods and strategies for differentiated instruction in classes of various sizes. Further, it will examine a possible correlation between grades and class sizes and differentiations (or the lack of differentiation). As teachers, we have classes of varying sizes- from 11 to 32 students. Strategies used for instruction must be adapted according the number of learners. The research proposal will review literature published on the topic of differentiation and class size, then will detail how to collect data on the implementation of identified strategies for effective differentiation. Finally, possible methods of data analysis will be discussed.
Spelling Can Be Boring; What Can Make It Engaging?

Sarah Calbeck, USD 357 Belle Plaine

MEd Curriculum & Instruction  Technological Spelling Instruction

Students spelling scores have remained fairly neutral throughout the school year. Students with decent scores kept decent scores and students with low scores kept low scores. This shows that there is not a variety of spelling instruction and continuation of student improvement is not of great value in spelling. How do I improve upon students understanding of spelling rules, and in turn, improve student spelling overall? Give them instruction in a way that interests them. Repeated instructional techniques using the mp3 technology may give the students instruction multiple times solidifying the knowledge necessary for optimal spelling education.

Combining Kindergarteners with Computer Interventions

Rachel Beech, USD 268 Cheney

MEd in Curriculum & Instruction  Phonemic Awareness Interventions

This action research investigates the impact of computer interventions on kindergarten success with phonemic awareness skills. The participants are kindergarten students who are below proficiency in the skills of blending and segmenting sounds. Research reveals that students who are successful with phonemic awareness activities in kindergarten continue to have success with reading in third grade. Students who have difficulty with phonemic awareness will be given intervention time with a computer program to see if they can increase their success with these skills. The participants will be tested before and after the intervention program to determine overall effectiveness.

Phonemic Awareness Utilizing Hooked on Phonics

Stacie Marsden, Wichita Diocese

MEd in Curriculum & Instruction  Early Literacy

Phonemic Awareness; letter recognition, letter sounds, and being able to match words to those sounds are critical to student success. How can struggling readers improve letter recognition and letters sounds to improve reading ability? The participants for this study included four kindergarten students in a private catholic school. The methods took a two research-based strategies, three tier instruction implementing Hooked on Phonics as the third tier. Overall analysis indicate that there was improvement by using these strategies.
### Name Writing, Letter Naming, & Fine Motor Skills

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<td>7</td>
<td>9:00 – 11:30</td>
<td>Kelley Schafers, USD 259 Wichita</td>
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*MEd in Curriculum & Instruction*  
*Handwriting/Literacy*

Many children in Pre-Kindergarten can write their first name by December, but some students are unable to master this task. Is it due to poor fine motor skills? Is it because they do not know the names of the letters? These questions were investigated with 6 of my Pre-Kindergarten students. The results indicated that most of the students fine motor skills improved. The students also needed help sequencing the letters in their name. By giving them an additional 15 minutes of name writing practice every other day for 3 weeks, all 6 students were able to write their first name.

### Direct Vocabulary Instruction in Mathematics

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<td>8</td>
<td>9:00 – 11:30</td>
<td>Michele Page, USD 259 Wichita</td>
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*MEd in Curriculum & Instruction*  
*Mathematics Instruction*

The goal of this research project was to gain information on the benefits of teaching mathematics vocabulary through direct instruction when combined with modeling and graphic organizers. The project was completed with a class of fifth graders, using the Everyday Mathematics curriculum. Students received direct vocabulary instruction prior to math lessons, and were asked to complete a math dictionary. The students used multiple strategies to support the vocabulary including graphic organizers, games, and activities. Students were tested over the material at the beginning and end of the study.

### What Impact Does Teaching Specific Comprehension Strategies Have on Third through Fifth Grade Students’ Learning?

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<td>9</td>
<td>9:00 – 11:30</td>
<td>Donna Dyer, USD 259 Wichita</td>
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*MEd in Curriculum & Instruction*  
*Reading Comprehension*

This action research project will focus on professional development of reading comprehension strategies with grade levels three through five. The purpose of this research is to help teachers with strategies to improve reading comprehension with students. Teachers will receive professional development once a month in regards to comprehension strategies. They will then plan on how to implement these strategies into their core reading. By using these strategies in core reading, it will help with rigor of instruction.
### Becoming Wordy: Teaching Children Vocabulary in the First Grade

**Megan Webber**, USD 259 Wichita  

**MEd in Curriculum & Instruction**  

**Vocabulary Instruction in Science**

I found that in my classroom vocabulary instruction was lacking, I began research and started integrating different strategies to help my students with their learning. I began a unit on trees and we had five vocabulary words. The vocabulary words were branches, trunk, leaves, bark and roots. We did a Vocabulary Cake Walk, Vocabulary Quilts, used them in sentences along with drawing a picture. With the different activities, the 18 of the 21 students were able to meet the target goal of students knowing 80% or more of the words. Each student made gains on the post assessment.

### The Mapping of Words Opens New Pathways to Vocabulary Comprehension

**Christie Gough**, USD 259 Wichita  

**MEd in Curriculum & Instruction**  

**Reading: Vocabulary Instruction**

In this study, I assessed 20 fifth-grade students' vocabulary comprehension after using word maps. This strategy involves a graphic organizer places a vocabulary word in the center of a “web” with the four corners around it sectioned off. The corners provide space for students to write a definition, synonyms, a sentence with the vocabulary word in it, and draw a picture of their association to the word. The results allow me to safely conclude that the use of the word map graphic organizer enhanced my students’ understanding of the vocabulary words.

### Effect of Disruptive Students on the Mainstream Classroom

**Staci Hallum**, USD 259  

**MEd Curriculum & Instruction**  

**Behavior**

This action research took place in a second grade classroom documenting students’ feelings when other students in the classroom were disruptive. This research also included an attempt to lessen classroom disruptions through the “Good Behavior Game” intervention. Pre- and post- data were collected on the number of disruptions during a given period of time. Students were interviewed regarding their feelings when disruptions occurred before the intervention and again after participating in the “Good Behavior Game” for 3 weeks. The researcher recorded observations and kept a reflective journal during the study. A slight decrease in disruptions was found.
Leveled Reading
9:00 – 11:30 Room 223

13 Jessie (Mork) Fishel, Putnam City School District, Oklahoma City, OK

MEd in Curriculum & Instruction  Differentiated Instruction in a 1-5th Grade Multi-aged classroom

Improving student reading skills through the use of leveled reading classroom libraries and computerized programs.

Increasing Vocabulary for ESOL Students Using Oral Strategies
9:00 – 11:30 Room 223

14 Cassie Laffoon, USD 259 Wichita

MEd in Curriculum & Instruction  Vocabulary Development

In a dual language program, vocabulary development is a major area of emphasis for the ESOL students. Vocabulary development in the early grades correlates to success in reading comprehension. In this research, two classes are studied to compare the growth of student vocabulary through oral practice strategies as compared to using the Frayer Model. The first class uses oral vocabulary strategies to practice and apply the meaning of each target vocabulary word, while the second continues to use the Frayer Model. The research shows that providing real-world application through oral strategies increases vocabulary understanding.

Success at Fluency with Primary Aged Children
9:00 – 11:30 Room 223

15 Amber Bolain, Wichita State University

MEd Curriculum & Instruction  Fluency

This action research shows the growth that four individual students have in regards to fluency. The students are aged 4, 6, 9, and 11. I asked each child to begin reading their level of reading aloud while starting a stopwatch. The amount of time it took the student to read the book helped me determine the child’s fluency by taking a running record. I determined reading fluency by looking at the accuracy rate, reading rate and child’s ability to read with expression. The accuracy and reading rates were in the instructional range.
Reading Strategy Impact on Student Comprehension

16  Michele Melton, USD 410 Hillsboro  

MEd in Curriculum & Instruction  
Reading Strategies

Ideally, all students should read at grade level; however, for a number of reasons, many do not. A variety of assessments can be administered to help pinpoint an individual student’s need(s), and interventions can be implemented for struggling readers during a specified time during the school day. Both struggling and at-grade-level readers can benefit from reading strategies implemented during core classes. During core instruction, the teacher models and teaches reading strategies not only to improve comprehension in that classroom, but also to give students a variety of strategies which they can use to aid comprehension in other classes.

Comparative Efficacy of Extended Practice Programs

17  Rachael Walker, Katie Adams, USD 259

MA in Teaching  
English and Language Arts

This project will investigate the efficacy of the America's Choice Navigator vs. Sopris Language! extended practice programs. Data will be gathered from pre and post tests to determine percent gains in student achievement.

Incorporating Small Groups and Examining Positive to Negative Interaction Correlation

18  Sarah Clarady, Alexis Sigg, USD 259

MA in Teaching  
Middle School Math – Differentiated Instruction Middle School Math – Classroom Interactions

One of the following action research plans studies the relationship between weekly small group instruction and test scores for students. Selected students will participate in weekly, teacher-directed groups of instruction. Unit test scores will be compared to average unit test scores for each student to measure individual growth.

The other action research plan will discuss the effect of having three positive interactions to one negative interaction within the daily classroom routine. This has been explained to have a positive effect on the feel of the classroom and how the students interact with each other and their teacher.
Teaching Vocabulary Using the Frayer Model in Middle School Science

Michelle Ackland, USD 259 Wichita

MA in Teaching

Teaching Vocabulary

One of the biggest challenges for middle school science teachers is teaching vocabulary. Prior to introducing a new concept, students must develop an understanding of vocabulary terms associated with the concept. This paper will investigate the following question: Will teaching science vocabulary terms using the Frayer Model improve student performance on multiple choice vocabulary assessments?

Social Promotion: What is Really Holding Kids Back?

Elissa Mahaffey, USD 259 Wichita, Sara Garwood, USD 312 Haven; Steffanie Bradley, USD 259 Wichita

MA in Teaching

Social Promotion

The project will show the negative affects of social promotion in middle school within 6th-8th grades in the subjects of social studies and math courses in relation to reading and math state assessment scores in ninth grade.

Motivating Students by Increasing Self-Efficacy

Stephanie Sandbek, USD 262 Valley Center

MA in Teaching

Motivation

Middle school students sometimes struggle see the connection between their effort and their grades. In order to motivate them to achieve, it is necessary to help them to take responsibility for their learning. As students track effort daily and correlate it to successes enhances students’ self-efficacy and raises motivation.

The Impact of ESOL Strategies on English as a First Language Learner

Russell Gray, USD 259 Wichita

MEd in Curriculum & Instruction

Differentiated Instruction

The research of ESOL strategies on English as second language learners expresses the intrinsic and extrinsic gains of ELL students. This paper proposes to examine the impact proven ESOL strategies have on English as first language learners.
The Effects of Teacher Response to Blurting Out in the Classroom

Brenda Benter, Tammi Hallmark, USD 259 Wichita

MA in Teaching Classroom Management

Our purpose is to determine the effects of teacher responses to blurting out by students in the classroom. Blurting out is a disruption to class and interferes with the learning process. One of our responsibilities as an educator is to ensure a positive and productive learning environment for all students. When blurting out interferes with this productive environment our responses can either further hinder the learning process or redirect the learning process back to a productive environment. This research plan will investigate the successful strategies used in the classroom to curb or prevent blurting out.

The Effects of Using Text Messaging to Enhance Science Vocabulary Comprehension

Susan Grommesh, USD 259 Wichita

MA in Teaching Science Vocabulary Comprehension

Research indicates that integrating texting into lessons can improve student motivation and help increase knowledge. For this action research project, two seventh grade science classes were chosen to examine the effectiveness of using text messaging to increase science vocabulary comprehension. When comparing the data between the groups it indicates that the experimental texting group showed increased gains in vocabulary comprehension. Because of the small sample (two), the findings are not generalizable to other groups. The experimental blogging group did not have as high gains. Qualitative survey data showed that students enjoyed learning vocabulary through text messaging and blogging.

The Effects of Competition on Student Engagement and Achievement in a Middle School Classroom

Corey Wendler, USD 259 Wichita

MA in Teaching Math

Competition has become a global phenomenon with the advancement of technology and the Internet. The development of worldwide competition has created the need to look at competition in the classroom. The literature says competition is effective on some students, but hard on others. It also has an effect on achievement. This study was done in two classrooms over a six week time frame. The participants in the study were 27 6th and 7th grade students and 19 8th grade students at a middle school. The study produced the need for a greater look at the effect competition has in a middle school math classroom.
**The Effects of Interactive Technology on Student Achievement in High School Mathematics**

*9:00 – 11:30 Room 223*

**Kuipers, Tammy**, USD 260 Derby High School

*MEd in Curriculum & Instruction*  
*Math*

With the increasing availability of technology in classrooms across America, the expectation would be to see higher achievement scores in the target subjects of math and language arts. The reality, however, is that in some areas of the country, and in some subjects, achievement scores appear to be falling. It would appear that the presence of technology alone is not effective. A deeper look at the ways in which technology is implemented could yield some answers. In this study, an integrated approach to math instruction with emphasis on interactive computer websites used as a supplement to direct and guided instruction was investigated. Based on investigation of current literature, it is reasonable to believe that using technology in the classroom as a supplemental tool to notes and lecture will have a positive impact on student understanding in mathematics. This research was carried out to investigate whether incorporating interactive technology into a math class would enhance student achievement.

**Effective Educational Strategies in the Diverse Secondary Classroom**

*9:00 – 11:30 Room 223*

**Kristin Bland**, USD 313 Buhler

*MEd in Curriculum & Instruction*  
*Instructional Strategies*

Three strategies to increase student learning are explored. Word walls are used to help expand student vocabulary with unfamiliar words. After the vocabulary is explained in four ways the words are displayed in the classroom for frequent reference. Concept maps are designed to help organize key information and for students to develop the skills of determine the importance of information, connecting what they knew before to what they have learned. Cooperative learning is a strategy that develops social skills and challenges the students on the group level. Cooperative learning provides structured social interactions and creates a common goal for the group.

**Impact of Goal Setting on Motivation**

*9:00 – 11:30 Room 223*

**Tracy Patry**, USD 261 Haysville, **Sara Cottam**, USD 448 Inman

*MA in Teaching*  
*Motivation*

This poster will demonstrate the impact the goal setting has on motivating junior and senior high school students.

**The Effect of Incorporating Music into the Language Arts Classroom**

*9:00 – 11:30 Room 223*

**Melinda Pribbernow Eaton**, Laura Waggoner, **Emily Young**, USD 259 Wichita

*MA in Teaching*  
*Music and Learning*

We will explore the effect of incorporating music into language arts and foreign language curriculum and instruction.
### Determining the Efficacy of Mid-Unit Test in Developing Students’ Vocabularies

| 30 | **Arleta Wiebe**, Berean Academy |

**MEd in Curriculum & Instruction**  
Language

Understanding and utilizing an accurate and developed vocabulary are skills necessary for communicating effectively in today's society. This action research study examined the efficacy of paper-and-pencil tests, which allowed students to recall and clarify the contextual uses of vocabulary words. Fifty freshmen and sophomores participated in a six-week study which included discussion of a weekly set of vocabulary words, a mid-point test, which was self-checked and which triggered students and teacher to discuss and correct misconceptions and misunderstandings of vocabulary words before a final evaluation. Results showed that a small but discernable benefit was derived from the additional test.

### How Does Reading Mode Affect Comprehension in Secondary Students?

| 31 | **Erica Ragsdale**, USD 312 Haven |

**MA in Teaching**  
Reading, Comprehension

There have been many studies conducted to find out which mode of reading is superior: silent reading, oral reading, or teacher read-aloud. These researchers are asking the correct questions about comprehension, but in a secondary classroom, comprehension must involve higher-thinking questions.

Does learning have anything to do with reading mode? How will comprehension be affected for secondary students who read aloud, silent read, or have a teacher read to them?

For this study, comprehension means more than relaying facts. To comprehend means to infer also. Can students comprehend, or understand, the situation around them enough to infer a deeper meaning?

### Computer Games in the Classroom

| 32 | **Aurelio Espinoza**, USD 402 Augusta |

**MA in Teaching**  
Differentiated Instruction

This Action Research Plan focuses on the potential knowledge gains that can be attained through the incorporation of computer games in the classroom. The study will measure the ability of students to gain and retain content material with computer games being used and compare the gains with that of a traditional classroom setting. The Plan will discuss the viability of adding the additional teaching method into the planned curriculum designs of other classroom settings.
**Importance of Language Acquisition Through Aural Lessons**

9:00 – 11:30 Room 223

**Elizabeth Tinius**, USD 358 Oxford

*MA in Teaching*  
*Foreign Language*

This action research plan is an exploration of the theory that when students start with aural-only lessons they will not only pick up more of the language, they will retain the information better and become better communicators. The research will attempt to answer this question: Are aural only lessons (i.e. listening, repeating and speaking) before reading and writing lessons beneficial to the retention, understanding, and acquisition of a foreign language? Alongside this question stands the question: Are lessons that require the students to only speak and practice speaking important aspects of language acquisition skills & communication of a foreign language?

**Use of Graphic Organizers in a Science Class**

9:00 – 11:30 Room 223

**Alice D’almeida, Abbie Herring-Erker**, Wichita Catholic School Diocese

*MA in Teaching*  
*Note-Taking Strategies*

This poster presents the use of graphic organizers in middle school and high school science classrooms. In order to assist students who struggle with note-taking, or poor handwriting, class notes in the form of graphic organizers may be provided. These visual representation aids help students organize concepts and increase comprehension.

**Improving Literacy and Learning in Algebra I Using an Alternate Text**

9:00 – 11:30 Room 223

**Charity Kennedy**, USD 259 Wichita

*MA in Teaching*  
*Secondary Math*

My research proposal involves replacing the current Algebra 1 textbook with the book *Hot X: Algebra Exposed* by Danica McKellar in order to raise both literacy and math scores of Tier 2 students.

**The Positive Effects of Differentiating Student Products on Student Achievement and Motivation**

9:00 – 11:30 Room 223

**Bryan Kaplan**, USD 261 Haysville

*MEd in Curriculum & Instruction*  
*Differentiated Instruction*

To accommodate the diverse student population, teachers have been implementing differentiated instruction, a process beginning with students’ assessment. Based on the assessment results, teachers decide to modify content, the learning process and/or student products. This action research project focused on the product to examine how achievement and motivation is affected by that approach. Three sources of data were: a learning/interest survey to determine students’ learning profile; pre- and post-test to determine if unit objectives are met and vocabulary acquired; and, all students were interviewed at the end of the unit and asked questions that relate to their motivation and engagement.
**Effects of Jump Rope Training on Balance and Proprioception**

37 Carlos Arana, Wichita State University

**MEd Exercise Science**

**Exercise Intervention Study**

An exercise intervention study was performed on 4 subjects (2 females and 2 males) to observe if 2 weeks of jump rope training would cause any effect on the subjects balance and proprioception. All subjects were informed of what the study entailed and were asked to sign an informed consent form prior to participating. The study was supervised by a certified personal trainer with jump rope training expertise background.

Subjects were randomly separated into 2 different groups. Groups contained 1 female and 1 male subject: (1) Short interval training (1 minute of continuous jumping and 30 seconds off) upon reaching 5 minutes a 2 minute rest period was given. (2) Long interval training (2 minutes of continuous jumping and 30 seconds off) upon reaching 6 minutes the subjects were given a 2 minute rest period. A total of 8 different maneuvers were used for this study. Subjects met 3 times a week. Pre-training and post-training measurements were performed on all subjects using the Biodex Balance System.

**A Comparison of Balance in College Students, Males verse Females**

38 Heather Edwards, Wichita State University

**MEd in Exercise Science**

**Human Performance**

Nearly 8 million American adults have reported experiences of chronic problems with balance. However, there have been few studies on balance among the young adult, and even fewer reports found on gender difference. PURPOSE: To determine if there is balance differences between males and females at the college level. METHODS: Sixteen college students, seven males and nine females, 21-26 years of age, participated in a CTSIB test. The Clinical Test of Sensory Interaction and Balance (CTSIB) is standardized test for balance assessment on a static surface. The test provides a generalized assessment of how well an individual can integrate various senses with respect to balance and compensate when one or more of those senses are compromised. The CTSIB with consist of four, 30 second tests; Condition 1 – eyes open firm surface, Condition 2 – eyes closed firm surface, Condition 3 – eyes open on a dynamic surface, Condition 4 – eyes closed on dynamic surface. Of the two tests on a firm surface, both genders scored the worse on condition 1. Females demonstrated to have 47.50 % more sway, than the males. Results from this study suggest that college males have better balance than college females.
**Effect of Whole Body Vibration on Hand Grip Strength**

Shauna Trammell, Wichita State University

*MEd Exercise Science*  
*Human Performance Studies*

Whole-Body vibration is making an impact in fitness gyms and human performance testing labs around the world. The correlation between whole-body vibration and the way our motor unit muscle activation, interests, all spectrums of professions from Exercise Physiologist to Aerospace Engineers. Whole-body vibrations can be studied at any level and with the smallest of objectives. Several studies and research have found correlations between the vibration platform and acute motor unit recruitment. However, the correlation between hand grip strength and vibration has only been studied for about the last decade and with each study and different conclusion has surfaced. The purpose of this study is to formulate to direct correlation between the effect of whole-body vibration on the acute wrist extensor muscles and the relationship of hand grip strength. Ten college aged individuals (age = 24 +/- 5 years) were chosen at random to complete the testing. All participants were asked to grip the hand dynamometer with their dominant hand and squeeze as hard as they could. The measurements were then recorded. After the initial hand grip was recorded the participants were then asked to place their hands in proper push-up position on the vibration plate. After thirty seconds on the vibration plate at thirty-five hertz the participants were then asked to re-test their hand grip strength using the hand dynamometer. All measurements were recorded. After data collection was evaluated there was a slight significance found in correlation between hand grip strength and the induction of the vibration platform. First, forty percent of the participants actually increased their hand grip strength using the vibration platform. Secondly, only twenty percent of the participants saw no change in hand grip strength overall, leaving the remaining forty percent of participants actually seeing a decline in their hand grip strength after the vibration platform. Lastly, the study was useful in determine a starting ground for continual research and overall the limitations kept the participants to an insignificant number to see the complete outcome of the effect of whole-body vibration on acute muscles of the wrist extensor that are used for determining hand grip strength when using the hand dynamometer.

**Effects of Coffee on Cognitive and Balance Performance**

Mojdeh Baniasadi, Nassim Nadji, Wichita State University

*MEd in Exercise Science*  
*Health Science*

This study investigated the effects of coffee on cognitive and balance performance. Eleven healthy students, aged between 22-29 years, participated. Participants attended two sessions, baseline (the cognitive test -Mirror tracing test/ MMSE test) and experimental (the balance test -CTSIB). Participants were given one cup of brewed coffee (180 mg caffeine), after 25 minutes, the cognitive and balance test were taken. The results demonstrated that consuming caffeine significantly reduced the number of errors and time spent for tracing the star, and also the MMSE score was significantly higher but no significant difference was found for balance test.
The Acute Effects of Whole Body Vibration in College Aged Individuals

Laura Leisinger, Wichita State University

MEd in Exercise Science Human Performance Studies

Whole-body vibration (WBV) training is a method where the individual is exposed to mechanical vibratory stimuli. Purpose: To assess the immediate effects of acute WBV on postural stability.

Methods: 13 college aged (23.38 ± 2.06) students were subjected to stability assessments using the BIODEX® Balance System, WBV using the Wave® vibration plate for 60 seconds at 40Hz, and a second postural stability assessment.

Results: Baseline stability measures (0.43° ± 0.30°) compared to post WBV (0.45° ± 0.36°) showed no significant difference (p > 0.05).

Conclusion: 60 second bout of WBV at 40Hz does not affect postural stability in college-aged individuals.

Effects of Short-Term Cycling With Uncoupled Cranks on Pedal Efficiency

Cori Sullard, Tarun Thummar, Breanne Clark, Jeremy A. Patterson, WSU

MEd in Exercise Science Exercise Science

Uncoupled cycling cranks are designed to improve pedal efficiency and economy of motion during the upstroke phase. With the purpose of evaluating changes in pedal efficiency due to neural activation adaptation, the current study recruited 20 college-aged individuals. Subjects were divided into an uncoupled cranks group (UCG, n=10) and control group (CG, n=9). Each underwent baseline and post-intervention assessments of pedaling efficiency following a 6 session training protocol for a period of 5 minutes each session. No significant group differences were observed (p>.05). However, high levels of significance between baseline and post-intervention measurements for the UCG suggest a trend for improved mechanical efficiency.

30-Second Sprint Test With Resistance, Without Resistance, and Blood Lactate

Cali Simmons, Wichita State University

MEd in Exercise Science Exercise Science

The Wingate 30-s cycling test measures anaerobic performance. Blood lactate concentration inform the tester on the amount of lactate production after exercise. Five college aged students (M=2, F=3) participated in a bicycle 30-second sprint test. Subjects completed no resistance 30-second sprint test. The second test included the resistance 30-second sprint test. After each test was performed blood was taken from a lancet. Results implied stress the body was put under. The blood samples evaluated which testing would bring high levels of blood lactate to the subject. This study suggest the Wingate test to be a reliable test.
An Assessment on Community College Softball Players’ Decision to Attend a Region VI – NJCAA (Kansas)

44 Ashley Byers, Wichita State University

MEd in Sport Management

The purpose of this research was to comprehend factors for community college softball players in Region VI of the NJCAA (Kansas). Major influence factors looked at families’ financial status and distance from participants’ existing home to selected college of attendance. Data collected illustrated a majority of applicants lived within 100 miles or closer to their prospected college and were from an upper to middle class household. Distance to institution data concluded that community colleges were chosen more often when they are within 100 miles from home, convincing that this is a relevant statistic to answer our research question.

Perceptions of Student Athlete Support Personnel

45 April Brown, Wichita State University

MEd in Sport Management

The purpose of this study was to engage in an exploratory and descriptive understanding of infrastructural resources available to student athletes. Specifically, a purposive sample of Division I student athlete support personnel was surveyed regarding their perceptions of available resources for student athletes. The survey instrument developed for the research included both closed and open-ended questions asking for basic personal and department demographics. Additionally, respondents were asked about the types of programs, services, or resources used/available for student athletes in their department and university. The final sample size was ten (n=10). Both quantitative and qualitative results are presented and discussed with recommendations provided specifically targeting Division I student athlete support personnel.
Improving Student Achievement Through Improved Instruction

1 Roberta Swenson, USD 259 Wichita

MEd in Curriculum & Instruction  
Listening Comprehension

The projects included in my portfolio provide evidence of the knowledge that I have gained through the Wichita State University Master’s Program. I have become proficient in locating, evaluating and implementing research based strategies in my classroom. This new knowledge has helped me improve my teaching skills and my ELL student’s vocabulary, oral reading fluency, and listening skills. I have grown professionally by implementing a school wide reading incentive program, writing a grant to help fund this program next year, and presenting at the Delta Kappa Gamma southwest regional conference.

Leading the Way: What You Give is What You Get!

2 Angela St-Germain, USD 259 Wichita

MEd in Curriculum & Instruction  
Leadership

Thank you for your interest in my portfolio. This portfolio will take you on a tour of the journey on which I have been over the past two years. You will see that it has been an exciting and, albeit frustrating at times, worthwhile journey to where I stand today. You will see that leadership is the umbrella covering topics like 21st Century learning, physical activity and academic performance, Multi-Tier System of Supports and strategy-based instruction.

Choose to be Motivated

3 Leigh Ann Tasker, USD 358 Oxford

MEd in Curriculum & Instruction  
Differentiated Instruction

My portfolio contains the following sections: Cover letter, Table of Contents, Resume, Philosophy statement of teaching and learning, and Reflections based on my experiences while in the graduate program. In my portfolio are six artifacts that demonstrate that I have attained the outcome goals laid out in the program matrix for “M.Ed. in Curriculum and Instruction-Learning Community/Cohort Model (Site-based) Program and Course Outcomes Matrices.” The six artifacts include a description and a reflection for each program goal. My portfolio focuses on Differentiated Instruction, Understanding by Design, and the effect of choice on motivation and engagement.
The Effects of Instruction in Syllable Patterns on the Writing Skills of Dysgraphic Students

Mary Hansen, St. James School, Augusta, Catholic Diocese of Wichita, KS

MEd in Curriculum & Instruction

Dysgraphia

This paper presents a treatment study with two young men, with developmental dysgraphia. The young men are currently 4th grade students. They currently take their spelling test orally. The intervention focused on the instruction of syllable patterns in words. The students received instruction in syllable patterns and practiced the pattern for three days orally and written and then took a written test. According to previous research instruction in spelling rules will improve written spelling skills of dysgraphic students.

Effects of Cooperative Learning on Student Motivation in a First Grade Classroom

Ashley Rudkin, USD 259

MEd in Curriculum & Instruction

Cooperative Learning

The purpose of this two week study was designed to answer the question: Will the research strategy of cooperative learning groups increase a group of first graders engagement during reading? The focus of this study is on a group of first graders during core reading. Based on student observation a new approach is needed to increase student engagement during reading.

The Effects of Literature Circles on Reading Comprehension in a Fifth Grade Classroom

Jeannie Betsworth, USD 259

MEd in Curriculum & Instruction

Reading Comprehension

According to a study done by Office of Educational Research students in the United States are performing poorly with reading comprehension as compared to other countries. This study has been created to determine, what are the effects of incorporating Literature Circles in a fifth-grade classroom to increase student comprehension in reading? The study will focus on a group of fifth graders in a low income school. Using information gathered from AIMSweb testing the teacher determined that reading comprehension was low. The teacher collected AIMSweb data, anecdotal notes, gave a pre and post test and incorporated leveled books. The pre and post test scores demonstrated gains in comprehension. The teacher will create future lessons to further increase reading comprehension.
Now You See It; Now You Don’t

Nichole Kelley, USD 331 Kingman

MEd in Curriculum & Instruction

How Vision Affects Oral Reading Fluency

There are different reasons that students struggle with oral reading fluency. One of them may be due to a lack of vision accuracy. Research has indicated that if a child is having trouble seeing/focusing on the written print, he/she may become frustrated. This in turn, may lead to behavior problems. Will the use of the Reading Plus program with fourth grade students with eye tracking problems improve their reading fluency scores? The study will include fourth grade students in a rural school district. Two groups of students will participate. Each group will be given an Oral Reading Fluency assessment at the beginning of the research. The experimental group. The first group will complete their regular coursework and spend 30 minutes a day 3-5 times a week for 30 lessons in Reading Plus. The other group will continue their regular coursework which includes lessons in language arts, mathematics, science and social studies. At the end of the 8 weeks both groups will be given the Oral Reading Fluency assessment again.

Growing In Education

Tia Speed, USD 255 Kiowa

MEd in Curriculum & Instruction

3rd Grade, Virtual Manipulatives in Math, Blogging in Reading Comprehension, Semantic Mapping in Vocabulary, Creating Classroom Websites

Having grown in both the areas of technology and research skills, I have learned how to create a classroom environment that is tailored to the individual student through research based interventions and state-of-the-art technology. My portfolio includes two professional presentations, one on incorporating Study Island with CPS and one on using virtual manipulatives on the Smart Board. Also included, are three Action Research papers developed to evaluate semantic mapping and its effects on vocabulary, blogging and its effects on storytelling skills, and virtual manipulative and their effects on number sense skills in a third grade setting. For my collaborative projects, I helped every teacher in our PK-6 building to create their own class website.

The Effects of Cooperative Learning on Text Structure Identification and Comprehension

Mary O’Connor, USD 259 Wichita

MEd Curriculum & Instruction

Cooperative Learning and Text Structure

This portfolio displays the journey that I have taken in the search of my Masters degree in Curriculum and Instruction. This portfolio contains research and other projects integrated into my classroom in the years that I have been teaching. My class has benefited from action research projects focused on vocabulary comprehension, cooperative learning, text structure and summarizing.
Instructional Strategies for Increasing Student Success in Reading

9:00-11:30 Room 223

10 Lisa Westmoreland, USD 260 Derby

MEd in Curriculum & Instruction Differentiated Instruction with Focus on Reading Strategies to Improve Fluency and Comprehension

In this portfolio you will be able to follow the theme of growth in learning and the documentation of the attainment of the six program goals for the Masters of Education in Curriculum and Instruction Program. I have grown by meeting these goals because they served as an outline for understanding and improving curriculum by keeping it current and relevant. This portfolio chronicles the study of reading instruction and the implementation of new techniques and strategies. I have enriched my focus on sound instructional theory and practice because I understand the critical need for improving student achievement in reading.

The Importance of Early Literacy a Digital Portfolio

9:00-11:30 Room 223

11 Stacey Vanderhoff, USD 260 Derby

MEd in Curriculum & Instruction Effective Literacy Strategies

This digital portfolio is a website located at: www.svanderhoff.weebly.com. A stack of books of which people are climbing up represents the theme throughout the portfolio. To me this means that people become leaders through knowledge, like the saying, “Knowledge is Power.” During this graduate program, whenever I was able to choose a topic for an assignment, it involved teaching reading.

This portfolio is organized into sections. There are six artifacts presented in this portfolio to acknowledge my achievement of the program goals of the Curriculum and Instruction's graduate program.

The Power of Words

9:00-11:30 Room 223

12 Marjorie Warkentine, USD 260 Derby

MEd in Curriculum & Instruction Vocabulary

My portfolio contains artifacts that demonstrate my achievement of the goals of the WSU program to obtain a Master’s Degree in Curriculum and Instruction. Most of the artifacts relate to my major theme, which is vocabulary. My portfolio also includes reflections based on my experiences in the graduate program, summarizing my personal growth and learning as a professional educator.
Moving Into the 21st Century with New Technology and Motivational Practices for Remedial Readers

9:00-11:30 Room 223

13 Sandra Geschwentner, USD 260 Derby

MEd Curriculum & Instruction

21 Century Learning Tools and Motivational Practices

My name is Sandra Geschwentner and I would like to welcome you to my Professional Portfolio project which I created within the Master’s of Education in Curriculum and Instruction program at Wichita State University. This portfolio represents my journey through this program and what I have learned and developed through this process. It contains a variety of artifacts that represent my professional growth. I am currently working as a Reading Specialist at Park Hill Elementary within the USD-260 District of Derby, KS. This is my fifth year in this position and my fourth year; full-time. This is also my tenth year as an educator.

The focus of this portfolio is on the importance of using 21st century learning and motivational practices to enhance the learning environment of remedial reading students. All elements of this portfolio demonstrate the growth I have made in becoming a better teacher, mentor, and leader within my school.

The two-year journey through this program has been a huge challenge for me, but also a very rewarding experience and feeling of accomplishment. I have learned how to conduct various action research projects, implement and evaluate new strategies to improve curriculum practices, develop and deliver a professional presentation, and have improved my knowledge base on the topics of motivation and 21st century learning.

An Educational Journey

9:00-11:30 Room 223

14 Jennifer E. Hailey, USD 259 Wichita

MEd in Curriculum & Instruction

Portfolio Presentation

Within this portfolio presentation a variety of goals are meet fulfilling personal and program requirements, including: grant work, professional presentation, action research, collaborative leadership project, and other relevant examples. Using technology, the presentation focuses on a journey encompassing three years of metacognition and implementation in teaching.

Intriguing Interventions

9:00-11:30 Room 223

15 Janci Ramirez, USD 465 Winfield

MEd in Curriculum & Instruction

Interventions

Intriguing Interventions, is a collection of research, artifacts, data, and reflection collected over a period of two years. The goal was to attain a Masters of Education in Curriculum and Instruction at Wichita State University. The portfolio focuses on different types of interventions to meet the six program goals.
Masters Portfolio: Gilbert C & I

9:00 – 11:30 Room 223

16 Kara Gilbert, USD 263 Mulvane

MEd Curriculum & Instruction

Vocabulary comprehension and retention, effective lesson design, and learning strategies for differentiated instruction

Included in the portfolio are research-based methods that were implemented in three action research projects that focus on vocabulary and retention and effective lesson design. Also included is group work, a collaborative project, and professional presentation work.

Reading in the Digital Age

9:00 – 11:30 Room 223

17 Matt Hobbs, USD 385 Andover

MEd in Curriculum & Instruction

Language Arts

Middle school students struggle to read, both in processes and motivation. Throughout this study, student reading was analyzed through the use of electronic readers to determine whether comprehension, vocabulary, and reading speed increased.

Motivated to Learn

9:00 – 11:30 Room 223

18 Alison Jacoby, USD 259 Wichita

MEd in Curriculum & Instruction

Student Choice and Professional Growth

The artifacts in my portfolio articulate my teaching philosophy. I am an advocate of minds-on learning where students are fully engaged. My action research focused on this type of learning. My artifacts also reveal my own ambition to continue learning as a professional in the educational field. Reading current publications and literature that apply to education helps me improve my instruction. Additionally, education requires the support of parents, families and communities. When all groups are working together, students will benefit. My cooperative project was a step in the right direction, as it worked on improving the home and school relationship.

Opening Your Eyes to Reading

9:00 – 11:30 Room 223

19 Dianna Nottingham, USD 260 Derby

MEd in Curriculum & Instruction

Reading

My portfolio will encompass my journey through the Master’s Program at Wichita State University. My teaching philosophy has become a working document that has been reflected upon and changed as I have grown as an educator. The six artifacts are included which give evidence of the program goals required and my reflections of each growing experience.
The Effects of Using Discussion Boards in a High School English Classroom

Erin McClung, USD 259

MEd in Curriculum & Instruction  Technology

This portfolio shows the work and research conducted through the master's program in curriculum and instruction. This portfolio contains action research, professional experience, and other work related to the program goals.

Reflections on the Integrity and Seriousness of Teaching

Sarah Haar, Insight School of Kansas

MEd in Curriculum & Instruction  Science

As I have worked for the past two years to complete my Masters in Curriculum and Instruction, I have accomplished many professional and personal feats. First off, I have realized it takes more than a license from the state to be a great teacher. It takes continual reflection, dedication to personal learning, and willingness to try new things within the classroom. Through this program, I have been able to conduct various research projects that have allowed me to do all three things. I also learned that to be a great teacher, there must be collaboration amongst colleagues so that the personal growth that I have gained can then be shared with others to make our entire school better. Through various projects like book studies, grant writings, and presentations, I have been able to see this happen first hand. In this portfolio, it is shown through artifacts and reflections the professional growth and maturity I have accomplished.

Jacob Johnston’s Masters in Curriculum and Instruction Portfolio

Jacob Johnston, USD 259 Wichita

MEd Curriculum & Instruction  Cooperative Learning

The portfolio demonstrates how I have successfully completed three action research projects. The first two tested the effectiveness of Word Maps and Peer-Assisted Learning Strategies. The final action research project focused on cooperative learning. During the program, I was constantly learning about the new direction that education is taking in our country. I helped my school implement a new change to the schedule where by a new class was created. I helped two other teachers develop the curriculum for the new Numeracy class.
**Learning to Increase Student Achievement and How to Be a More Effective Teacher**

23 Leslie Dougan, USD 259 Wichita

*MEd in Curriculum & Instruction*  
*Math*

This professional portfolio is a demonstration of what I have learned and accomplished over the last two years while earning my Master’s degree in Curriculum and Instruction at Wichita State University. In my three action research projects, you will see how using strategies such as LINCS cards, integrated curriculum and journaling, and Brain Gym exercises affect the achievement of high school Geometry students. In my professional presentation, you will find games like Guess Who with Quadrilaterals, designing a city using parallel lines and transversals, and using a scavenger hunt to review concepts in a unit.

**Book, Line, & Sinker**

24 Jennifer Ghram, USD 260 Derby

*MEd in Curriculum & Instruction*  
*Reading*

My electronic portfolio will serve as documentation of how my professional growth as an educator has advanced over the past two years in this program. Included in the portfolio are six artifacts that each support one or more of the six goals determined by Wichita State University Curriculum and Instruction Master’s of Education program. The theme of my portfolio focuses on implementing research-based instructional strategies to foster life-long reading. The education issues addressed in my portfolio include the significance of fostering life-long reading skills, implementing sustained silent reading, and sparking reader motivation.

**Student Centered Learning**

25 Matthew Koehn, Social and Rehabilitative Services

*MEd in Curriculum & Instruction*  
*Student Centered Instruction*

This portfolio centers around the student and how teachers can get students to take ownership of their own learning. The main focus of this portfolio is examining how teachers can become a facilitator of learning, someone who can help direct learning while students are the drivers of learning. It involves action research projects that examine student attitudes toward the choice they are given in the classroom and their role in the educational process. This portfolio also takes a brief look at how technology is making students more responsible for their own educational success with the emergence of online schools.
Surface to Air Training™

9:00 – 11:30 Room 223

26 Carlos Arana, Wichita State University

MEd Exercise Science

Exercise Program

Surface To Air Training™ is an exercise program that incorporates dynamic plyometric functional maneuvers. This program is devised to help those that partake to achieve more productive athletic movements. By properly targeting the cardiovascular (aerobic/anaerobic), strength, muscular endurance, agility, footwork, hand-eye coordination, balance, flexibility, and core maneuvers a new level of athletic capabilities can be achieved.
# Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Award Description</th>
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<tbody>
<tr>
<td>Schafers, K.</td>
<td>(Fall 2010) <em>Good Apple Award Recipient</em></td>
</tr>
<tr>
<td>Doerksen, R.</td>
<td>(2007) <em>Kansas P.T.A. Educator of the Year</em></td>
</tr>
<tr>
<td>Nottingham, D.</td>
<td><em>Craig Murphy Memorial Book Award</em></td>
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# Grants

<table>
<thead>
<tr>
<th>Name</th>
<th>Grant Description</th>
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<tbody>
<tr>
<td>Schafers, K.;</td>
<td>Curious Kids: Math &amp; Science Explorers @ DonorsChoose.org – Grant has been funded $115 to date</td>
</tr>
<tr>
<td>Doerksen, R.</td>
<td>&quot;21st Century Leaders: Planting the Seeds of Character&quot; - Sprint Character Education Grant - $14,506.65; &quot;It Takes a Community to Raise a Child: CHARACTER COUNTS! in Reno County&quot; - Hutchinson Community Foundation - $6,000.00; &quot;itouch the 21st Century&quot; - Technology Rich Classroom Grant - Kansas State Department of Education - $200,000.00</td>
</tr>
<tr>
<td>Rudkin, A.</td>
<td>DigitalWish.com – 2 Flip Cameras; Donorschoose.org – 2 Kodak Playsport Camcorders</td>
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<tr>
<td>Calbeck, S.</td>
<td>Belle Plaine PTO grant recipient for two new classroom MP3 players</td>
</tr>
<tr>
<td>Kelley, N.</td>
<td>Recipient of SCKSEC grant</td>
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<tr>
<td>St-Germain, A.</td>
<td>Donors Choose – Books for Kids!</td>
</tr>
<tr>
<td>Jacoby, A.</td>
<td>SLAG (School Library Advocacy Group) of Wichita Mini-Grant funded Battle of the Books for school year 2010-2011</td>
</tr>
<tr>
<td>Sullard, C.</td>
<td>Graduate Research Assistant for Susan G. Komen Grant – a collaborative grant between KU School of Medicine and Wichita State University</td>
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<tr>
<td>Tasker, L.</td>
<td>RAY Special Opportunity Grant</td>
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# Honors

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<th>Name</th>
<th>Honors Description</th>
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<tbody>
<tr>
<td>Sullard, C.</td>
<td>Dean’s List 2009-2010</td>
</tr>
<tr>
<td>Hailey, J.</td>
<td>Certificate of Recognition by the Office of Multicultural Affairs for Academic Excellence 2010-2011</td>
</tr>
</tbody>
</table>
FELLOWSHIPS/SCHOLARSHIPS

Grant, N. (2009 - 2010). *Art & Gladys Anderson Fellowship Recipient*

Richards, T. *Kansas Teacher Service Scholarship*

Byers, A. *Sport Management Fellowship*

Byers, A. *Lenora N. McGregor Scholarship*

Byers, A. *J R & Inez W Jay Endowed Scholarship*

Noble, S. *Art and Gladys Anderson Fellowship*

Marx, G. *Herbert & Lavina Hannam Endowed Fellowship*

Jacoby, A. *Teacher Service Scholarship through the Kansas Board of Regents*

Nottingham, D. *L. Canton & R. Miller Education Scholarship*

Nottingham, D. *James and Catherine Buck Education Scholarship*

Sullard, C. *Graduate Assistant Athletic Trainer at WSU (2009-2010)*

Sullard, C. *Graduate Research Assistant for Human Performance Lab at WSU (2010-2011)*

Tasker, L. *Clayton Staples Fellowship*

PROFESSIONAL PRESENTATIONS


Swenson, R. (July 1, 2011) *“Fun With Sight Words and Word Families” Delta Kappa Gamma Southwest Regional Conference in Denver, CO*


Doerksen, R. *“Character Development Seminar” – CHARACTER COUNTS! National Faculty Member & National Presenter*


Doerksen, R. *“The P.T.A./School Relationship: Making It Work!” – Kansas P.T.A. Convention*
Doerksen, R. “Here Come the D.O.G.S. (Dads of Great Students)” – National P.T.A. Convention

Doerksen, R. “Transforming Assessment Practices in U.S.D. 313” -- Kansas State Assessment Conference

Leisinger, L. -- ACSM’s 58th Annual Meeting

St-Germain, A. Strategy-Based Instruction: Meet Behavioral and Academic Goals

Jacoby, A. WSU GRASP presentation of Action Research done of Student Choice

Nottingham, D. Sustained Silent Reading – Derby Educational Support Center

Ghram, J. Sustained Silent Reading at Derby Educational Support Center

Sullard, C. 1. Effects of Short-Duration Cycling with Uncoupled Cranks on Leg Strength (to be presented at ACSM Conference, May 2011); 2. Balance and Gait Analysis Following Uncoupled Cranks Cycling: A Pilot Study (to be presented at ACSM Conference, May 2011)

Hailey, J. GRASP Symposium 2011 – poster

PUBLICATIONS

Noble, S. (February, 2011) NASSP Bulletin

Schafers, K.: Selected to be in the 2011 Who’s Who Registry of Distinguished Individuals