SEVENTEENTH ANNUAL
GRADUATE RESEARCH SHOWCASE

Saturday, April 28, 2012
7:30 a.m. – Noon

WICHITA STATE UNIVERSITY
College of Education
Graduate Programs

Heskett Center
Wichita State University Campus
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Message from the Dean

Welcome to the 2012 COE Graduate 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 creates 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 17th annual showcase.

Dean Sharon Hartin Iorio

Acknowledgements 2012

The 17th Annual College of Education Graduate Research Showcase event and this program are the results of special efforts and collaboration of a large number of individuals. Thank you to all the graduate candidates whose work is being showcased. We apologize for those names that may have been omitted from this program.

Graduate Showcase Committee: Mara Alagic, CI; Jeri Carroll, CI; Craig Elliott, Chair, EL; Janice Ewing, CI; Kay Gibson, CI; Sherry Goodvin, CI; Jeremy Patterson, HPS; Mike Ross, SMGT; and Pat Terry, EL.

Coordinator: Laura Wagner, CI

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

Heskett Center Facility Coordinator: John Lee, Heskett Center

Photographer: Alan Aagaard, CI

Technology Liaisons: Amy Belden and Georg Schirmer, Tech Lab

Website: Jill Wolf, CI

Administrative Assistance: Vicki Quade, CESP

Wichita State Memorabilia: College of Education, Curriculum and Instruction Department, Educational Leadership Department, Graduate School, President’s Office, Provost’s Office, Sport Management Department, and University Bookstore.
SEVENTEENTH ANNUAL WSU COLLEGE OF EDUCATION GRADUATE SHOWCASE

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<td>7:30</td>
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<td>8:00 – 8:10</td>
<td>Welcome and Opening Remarks, Lobby President Donald Beggs, Dean Sharon Iorio</td>
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Refreshments will be available in the upper lobby.
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<td>Mara Alagic &amp; Scott Dellinger</td>
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<td><strong>MEd in Exercise Science</strong></td>
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<td><strong>MEd in Sport Management</strong></td>
<td>Mark Vermillion</td>
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<td><strong>MA in Teaching</strong></td>
<td>Janice Ewing</td>
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<td>Facilitator: Sherry Goodvin</td>
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<td>Facilitator: Kim McDowell</td>
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1. **Larry Callis**, Wichita State University

*EdD in Educational Leadership*  
*Educational Leadership*

This study examined the counter stories of African American Males who successfully completed a doctoral degree at a Predominantly White Institution (PWI). This study involves collegial leadership in the molding of African American Male doctoral degree attainment. Critical race methodology was used to examine the worldviews of African American Male (AAM) doctoral students and their doctoral experience through the theoretical lenses of Critical Race Theory, Stereotype Threat, and Racial Identity. Data collection involved semi-structured interviews to gather data through critical inquiries about these experiences from a post-degree perspective. AAM doctoral degree attainment is a vital function of student success within a privileged educational paradigm. Results of the study demonstrated that AAM doctoral degree achievement is complicated by his perceptions of racism, racial identity, and the issues of diversity at PWIs.
### A Study of 21st Century Learning Instructional Practices in a Kansas Suburban High School

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<tr>
<td>8:15 am</td>
<td>133</td>
<td><strong>A Study of 21st Century Learning Instructional Practices in a Kansas Suburban High School</strong></td>
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1. **Janice Suzanne Smith**, The Opportunity Project, TOP Learning Centers, Wichita; **Tiffany Irving**, USD 259 Wichita; **Mary Liebl**, USD 259 Wichita; **Brad Pepper**, South Central Kansas Service Center, Clearwater; and **Alicia Thompson**, USD 259 Wichita.

**EdD in Educational Leadership**

**21st Century Learning Instructional Practices**

The Partnership for 21st Century Skills (P21) in 2002 published a report calling for US schools to ensure high school graduates demonstrate skills for success in the 21st century which have been endorsed by the Kansas Department of Education. However, adoption and implementation of 21st century learning can prove challenging. Educational policies and traditional school structures often do not support 21st century teaching environments. This presentation focuses on field-based research in one Kansas suburban high school attempting to implement teaching practices consistent with the ideals of 21st century learning.

### Growth and Sustainability in a Rural Kansas Town: The Role of Public Schools

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<tr>
<td>9:30 am</td>
<td>207</td>
<td><strong>Growth and Sustainability in a Rural Kansas Town: The Role of Public Schools</strong></td>
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2. **Donna Ferguson**, USD 259 Wichita; **Andi Williams**, USD 261 Haysville; **Yelando Wilcoxson**, USD 259 Wichita; **Mike Argabright**, USD 252 Hartford; and **Royce Powelson**, USD 346 Mound City

**EdD Educational Leadership**

**Place-Based Education and School-Community Partnerships**

This qualitative study examined growth and sustainability in a rural Kansas town and the extent to which its public schools were a factor in realizing these ends. We collected perspectives from community leaders and key decision makers that spoke to the dynamic and reciprocal relationship connecting school and community well being. Researchers applied Place-Based Education and School-Community Partnerships as theoretical frames to explore factors that had historically sustained the community and how the public schools were currently situated to support future progress and stability. Findings indicated that although the town was grounded in rich cultural traditions and enduring community values, it was also receptive to fresh ideas and innovative directions. Nevertheless, given the social and economic uncertainties confronting rural communities on the Great Plains, the town was justifiably concerned about identifying ways to strengthen its public schools. Included are suggestions to attract additional residents and businesses that build on the town’s already solid school system.

### Data-Driven Decision Making and Third-Party Consultants

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<tr>
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<td>134</td>
<td><strong>Data-Driven Decision Making and Third-Party Consultants</strong></td>
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3. **Dr. Claude Weathersby**, Wichita State University; **Bill Anderson**, USD 376 Sterling; **Penny Hargrove**, USD 262 Valley Center; **Ardith Dunn**, USD 507 Satanta; and **Terri Gaeddert**, Sterling College

**EdD Educational Leadership**

**Principal Professional Training**

This qualitative study analyzed the perceptions of principals regarding the PrincipalStats process. PrincipalStats is a data-driven professional development process utilized by USD #259. The training occurred on a monthly basis and was facilitated by a third-party consultant. This study identified the connection principals made between the facilitator and training model and how they impacted data-driven decisions in the principals’ buildings.

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

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

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## ORAL PRESENTATIONS: DISTRICT LICENSURE PROJECTS

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<th>Augusta Public Schools Administrator Handbook</th>
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<td>1 <strong>Greg Clark</strong>, USD 402 Augusta</td>
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*District-Level Licensure*  
*Handbook for New Principals Entering the School District*

Augusta Unified School District 402 had a seldom used or looked at the Administrative Handbook. My task was to research other districts’ handbooks and create a new and user-friendly handbook that one could update easily. Remembering that this handbook would become board policy once adopted by the board of education, the facts and information had to be useful for new administrators as well provide them the basic information that would guide them their first year on the job.

## Modern Day “One-Room” School Houses: Could this Model Work?  
9:30 am, Room 209

<table>
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<tr>
<th>2 <strong>Aimee Dester</strong>, Catholic Diocese of Wichita</th>
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*District-Level Licensure*  
*Multi-Grade Level Classrooms*

The Catholic Diocese of Wichita, KS (CDOWK) offers a holistic faith-based education through stewardship-based parish support. Out of 91 parishes, 39 have parish schools serving nearly 11,000 students. In an effort to expand Catholic educational opportunities to families in the diocese, the following project explores an alternate educational approach to serve families with Kindergarten to fifth grade students not currently enrolled in the diocesan school system. A mission of the diocese is to help make a Catholic education possible for all those in the parish who seek it; therefore, the exploration of a multi-grade-level educational approach is being examined with special concentration toward rural parishes not currently having a parish school available for parishioners within the community.

## General Education Intervention Process  
10:50 am, Room 209

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<th>3 <strong>Gillian Gaskill</strong>, USD 266 Maize</th>
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*District-Level Licensure*  
*Implementation of Interventions*

This project is designed to align the current process of the USD 266, Maize School District, Student Improvement Team (SIT) with the General Education Intervention (GEI) process currently used by the State of Kansas and the Special Education Co-op which services the Maize School District. The GEI process is intended to identify school-age children who struggle in school, and to provide problem-solving strategies to assist with academic and/or behavioral concerns students may experience. District staff members will serve on a committee in an attempt to transition the Maize School District to align with the GEI process to provide consistency, and to align terminology, the general process and procedures, and all paperwork and tracking forms, with State of Kansas and the Special Education Co-op which services this school district. A secure district database will also be implemented, to provide access to all students served and all forms used by the GEI process.
**Are We Short-Changing our Kids?**

4  **Peter Bastian**, USD 262 Valley Center

*District-Level Licensure  Academic Calendar*

This year in Valley Center, we have been taking a long look at how we structure not only our day, but our calendar year as well. The current school calendar has been in place for nearly 150 years. Does it meet the needs of our students today? With what we know about summer retention, why do we continue to not look at other calendar options? The task of this committee was to look at our school year and see if it still fits the needs of the students in our district.

**Teacher Evaluation: Consistent Improvement**

5  **Brenda Odgers**, USD 487 Herington

*District-Level Licensure  Teacher Evaluation Tools and Digital Walk-Through Programs*

As school finance worsens and states compete for federal money, teacher and administrator evaluations come to the forefront. USD 487 organized a committee to revisit the district’s current teacher evaluation tool and evaluate the use of digital walk-throughs. The committee considered the Kansas Educator Evaluation Protocol as well as several walk-through programs. From this research, USD 487 decided to postpone rewriting its teacher evaluation tool because of KEEP, and the Technology Excellence in Education Network, the IDL consortium to which Herington belongs, was asked to find a walk-through tool the five districts could share to increase support and decrease cost.

**A Review of Derby Public Schools Job Descriptions**

6  **Kathy Robertson**, USD 260 Derby

*District-Level Licensure  Collaborative Learning Process*

Derby Public Schools job description collaborative project is updating job descriptions district-wide. 200 plus job descriptions are reviewed by teachers, paraprofessionals, supervisors, principals, bus drivers, cooks, secretaries, and the superintendent. The revised job descriptions were then reviewed by the Assistant Superintendent of Human Resources and intern, Kathy Robertson. After the final review, the finalized copy of the job description is forwarded to the Kansas Association of School Board (KASB) attorneys. After KASB reviews the job descriptions and make their recommendations, final changes are made and submitted to the School Board along with the original copy of the job description. Some job descriptions are deprecated and there are new descriptions that have been added and are recommended for approval. All job descriptions have mandatory items such as handling of blood borne pathogens and support philosophy of Derby Public Schools.
The Need for Change: Bond Issue, Boundary Lines, and Budget Constraints

7 Jennifer Sinclair, USD 259 Wichita

District-Level Licensure  District Level Leadership

This project will show a chronology of the process USD 259, Wichita Public Schools, used during the 2011-2012 school year to establish new attendance boundaries based on increasing population in areas of the city, contrasted with declining population in other areas. Other factors that were considered were construction of new facilities under the 2008 bond issue, current budget constraints, and additional cuts anticipated in state funding. Samples of public reaction throughout the process will be discussed and analyzed as a factor in determining the final plan. This project will also compare the process used by Wichita Public Schools to John Kotter’s 8 stages of change, as explained in his book Leading Change (1995).

Unique Learning- Overview of a Curriculum Adoption for Students with Significant Disabilities

8 Christy Skelton, USD 618 Goddard and Sedgwick County Area Educational Services Interlocal Cooperative

District-Level Licensure  Differentiated Instruction

No Child Left Behind and the Individuals with Disabilities Education Act mandate ALL students participate and make progress in the general education curriculum. Faced with making substantial curriculum modifications, such mandates are often disconcerting for educators of students with severe disabilities. Teachers often rely on a mélange of instructional aims and subject matter resulting in huge variances in content and expectations. No longer content with this instructional approach, an area educational agency made it a priority to find and implement a curriculum to support literacy and content learning for students with significant disabilities.
### Examining Native American Epistemological Beliefs

**Tera Bird**, Wichita State University

*MEd in Educational Psychology*  
*Knowledge, Learning, and Native Americans*

The purpose of this study is to examine the epistemological beliefs of Native Americans in order to gain a better understanding of their beliefs about the nature of knowledge and learning. Fifteen adults were interviewed to obtain information related to their beliefs about the source, justification, stability, and structure of knowledge as well as their beliefs about the speed of learning, ability to learn, and their degree of trust in authority. Significant results were found in both the ability to learn and the speed of learning.

### The Role of Mood on Inferential Processing

**Melinda Mueller**, Wichita State University

*MEd in Educational Psychology*  
*Reading Comprehension*

The way a reader comprehends a text is influenced by a number of factors. This study examined the effects happy, sad, and neutral moods had on the generation of bridging and predictive inferences. After a video mood induction, participants read texts that supported the generation of inferences but at varying constraint levels (strong, weak, and control). Participants then completed a lexical decision task after each text. Response times and accuracy from the lexical decision task indicated that readers with low working memory were less likely to generate inferences when they were in a sad mood as compared to a happy mood.
What Grade Level Configuration Best Meets the Needs of an Elementary School in Kansas?

8:15 am, Room 207

1 Lynn Archer, USD 402 Augusta; Matt McLaughlin, USD 259 Wichita; Amy Regier, USD 373 Newton; Inge Esping, USD 418 McPherson; and Kenny Waddell, Central Christian Academy

MEd Educational Leadership        School Structure

An action research project was conducted to determine what grade level configuration best meets the needs of an elementary school in Kansas. A literature research suggested that all grade configurations have pros and cons, and that most schools use one grade configuration for all students. Interviews with administrators were held to determine the history behind the current grade configurations. Focus group interviews and a quantitative questionnaire were conducted. The data presented could provide administrators with information on stakeholders’ views about the current grade configurations and support discussions in the district as administrators determine if/how to change the school structure.

Kinesthetic vs. Traditional Vocabulary Instruction

8:15 am, Room 208

2 Deznee Soza, USD 259 Wichita; David Ines, USD 259 Wichita; Adam Butler, Catholic Diocese of Wichita; Sarah Calbeck, USD 357 Belle Plaine; and Allyson Mendenhall, USD 267 Andale

MEd Educational Leadership        Differentiated instruction, cooperative learning, and vocabulary

The purpose of this study is to determine if kinesthetic methods of vocabulary instruction lead to higher scores on open-ended vocabulary definition tests over traditional methods of vocabulary instruction.

Student Connectedness

9:30 am, Room 208

3 Dr. Rachel Norwood, Wichita State University; Bryan Akins, USD 259 Wichita; Tara Craddock, USD 259 Wichita; Daniel Dawson, USD 205 Bluestem; Lindsay Durham, USD 259 Wichita; Stacey Steffes, USD 259 Wichita; and Kurt Geilenfeldt, USD 375 Circle.

MEd Educational Leadership        Action Research

In order to study the perceptions of students and teachers regarding connectedness in their building the team engaged into a research based project to find how students and teachers perceived the importance of connectedness. Additionally, the team investigated the correlations among gender, academic grade level, and teacher perception of academic achievement with student connectedness.
**The Influence of Professional Development on the Use of Communicative Technology**

10:50 am, Room 207

4  **Sam Le**, USD 259 Wichita; **Arianna Witmer**, USD 259 Wichita; **Jeremy Barr**, USD 259 Wichita; **Amanda Sharshel**, USD 259 Wichita; and **Karen LaMunyon**, USD 266 Maize

**MEd Educational Leadership  Teacher-Parent Communication and Professional Development**

School systems invest considerable time and money in rolling-out new technology designed to improve the efficiency and accessibility of communication between home and school. Despite the ubiquity of these programs and a steady demand for teachers to incorporate communicative technology into their practices, widespread and effective adoption of these technologies has often proved elusive. This action research project investigated professional development opportunities with respect to communicative technology training and implementation offered in two Kansas school districts. Findings indicated that with the exception of regular email, district-sponsored technology programs were under-utilized due to insufficient training, lack of time to develop mastery, limited access to professional support personnel, and little to no perceived benefit of the technology.

**Collective Efficacy Perceptions in Urban and Suburban Schools**

10:50am, Room 208

5  **Dr. Patrick Terry**, Wichita State University; **Gail Ferguson**, USD 260 Derby; **Andrea Locke**, USD 260 Derby; **Jason Menard**, USD 385 Andover; **Kirstin Stevens**, USD 259 Wichita; **Greg Stoskopf**, USD 259 Wichita; and **Jason Townsend**, USD 263 Mulvane.

**MEd Educational Leadership  Collective Efficacy**

Teacher efficacy is fluid, can be affected by countless circumstances, and may have a direct effect on student achievement. Circumstances vary widely and can include the age of students taught, location of school and district, subject area, past circumstances, school culture, and more. The purpose of this action research was to determine the perceptions of collective teacher efficacy in urban and suburban schools. The perspectives of administrators and teachers provided the sources of data for building this understanding. Research results led to an action plan for improving collective efficacy.
The Effects of Listening Previewing on Elementary Students’ Acquisition of Knowledge of Reading Vocabulary Words

Andrea Burnett, USD 266 Maize

MEd Curriculum & Instruction

Listening Previewing Vocabulary Strategy

Examining the listening previewing vocabulary instruction strategy and its effects on students’ acquisition of word knowledge was the basis of this action research study. Twenty general education students were presented the listening previewing vocabulary instruction strategy in a fourth grade classroom. The teacher presented the vocabulary words verbally and on a worksheet while reviewing the words prior to reading the selection. Data, comparing the vocabulary pretest to posttest scores, proved that all student’s made gains on vocabulary knowledge by adding this strategy to vocabulary instruction. Findings support that providing this approach to vocabulary instruction is successful in the elementary classroom.

The Effects of Repeated Storybook Readings with the Use of Vocabulary Words on Vocabulary Retention in Kindergarten Children

Casey Cottrill, USD 385 Andover

MEd in Curriculum & Instruction

Storybook Readings with the Use of Vocabulary Words

The purpose of this study was to research the effectiveness of vocabulary development through direct vocabulary instruction with kindergarten students. The study was to evaluate effectiveness of rich and basic instruction to exposure of target words with kindergarten students within a repeated shared storybook reading. This strategy shows a 67% gain in the students’ learning when explicit vocabulary instruction was used during a read aloud. The results from this study also suggested that explicit vocabulary instruction and increased amount of time focused on the vocabulary instruction can result in considerable gain in word learning and comprehension skills.

The Comparison of Two Strategies to Teach Vocabulary in a Fourth Grade Classroom

Shanda Day, USD 385 Andover

MEd in Curriculum & Instruction

Storybook Readings with the Use of Vocabulary Words

This study compared two strategies, one that used a combination of different teacher selected strategies and the other used possible sentences strategy. The participants in this study included 22 fourth graders. The methods of the first strategy included context clues instruction, a jigsaw activity, and the use of visuals and discussion of vocabulary within the class. The second used the prediction of words in sentences, then the identification of the words within the text and correction of incorrect sentences. In both instructional strategies, students were overall successful.
**Attaining a Deeper Understanding and Common Usage of Vocabulary in Fifth Grade**

8:50-9:20 am, Room 141

4 Adam Dreher, USD 266 Maize

*MEd in Curriculum & Instruction*  
*Vocabulary Instruction*

In this study we look at the effect of 30-second vocabulary, vocabulary cards, and online word work on attaining a deeper understanding and common usage of vocabulary in fifth grade. There were 23 fifth grade students in a K-5 building close to a large metropolitan area. There were 10 boys and 13 girls. A 29% increase in word knowledge retention was shown. The largest factors that aided in the success of the study were daily activities that touched on multiple learning intelligences, daily exposure to the words, and more time dedicated to manipulating and using the words.

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**The Effect of the Say-Tell-Do Method on the Vocabulary of Prekindergarten Students**

8:50-9:20 am, Room 141

5 Sharon Lindebak, USD 266 Maize

*MEd in Curriculum & Instruction*  
*Say-Tell-Do Method of Vocabulary*

The study examined the effectiveness of the say-tell-do method of vocabulary instruction on the introduction and application of new words. The strategy was implemented using five target words during read-alouds, direct instruction, and socio-dramatic with 14 prekindergarten students in a half-day inclusion program. Pretests and posttests were administered to collect assessment data. Results of the study showed gains by all students from pretest to posttest. Considerations for future studies would involve matching target words with the initial vocabulary and language needs of each student, as well as implementation of an ongoing monitoring system.

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**The Impact of Using Response Cards on the Acquisition of Vocabulary by Third Grade Students**

10:10-10:40 am, Room 141

6 Teresa Lewis, USD 266 Maize

*MEd in Curriculum & Instruction*  
*Vocabulary*

The effects of using response cards during vocabulary instruction are examined in this study. Response cards have been proven in the past to improve student engagement and increase the acquisition of vocabulary words. Twenty-two third graders from a Midwestern elementary school were tested using this strategy. The researcher employed the use of response cards during vocabulary instruction. The results of using the response cards indicated that students were more actively engaged during whole-class vocabulary instruction and scored higher on a vocabulary posttest.
### The Impact of the Keyword Strategy on Fourth-Grade Vocabulary Acquisition

**10:10-10:40 am, Room 141**

7. **Kelly Palmer**, USD 266 Maize  

*Med in Curriculum & Instruction*  
*Vocabulary Strategy*

Despite the amount of time spent on literacy activities in most classrooms, the amount of time actually devoted to explicit vocabulary instruction is often not enough for students to gain academic language. The intention of this research was to examine how direct instruction in the keyword method would affect student vocabulary achievement. Twenty-two, fourth-grade students received instruction incorporating the keyword method. Results showed that the keyword method increased student gain scores. Low pretest scores would indicate that despite being unfamiliar with most of the vocabulary words, the keyword method was effective in helping students acquire new vocabulary.

### The Effects of Using the Useful Words Strategy on Third Grade Students Acquisition of Math Vocabulary Words

**10:10-10:40 am, Room 141**

8. **Kesha Peters**, USD 266 Maize  

*Med in Curriculum & Instruction*  
*Engaging Students with Useful Word Strategy*

Vocabulary instruction in third grade is primarily thought to go hand-in-hand with reading, but this study shows how taking a vocabulary strategy meant for reading can be used for teaching math vocabulary. This study was a research-based strategy and was about teaching vocabulary through literature. The vocabulary words that were studied for this strategy were from a probability unit. The students had to do a lot of cooperative group work to complete different activities like vocabulary four square and a vocabulary word web. This strategy proved to be very successful with this third grade classroom.

### Using the Frayer Model to Increase Elementary Vocabulary Comprehension

**10:10-10:40 am, Room 141**

9. **Jacquelyn Seirer**, USD 373 Newton  

*Med in Curriculum & Instruction*  
*Reading, Vocabulary*

This study was done in a fourth-grade classroom. Students were instructed in the use of the Frayer Model for vocabulary comprehension. Students completed a pretest and posttest to measure comprehension of selected vocabulary words from a social studies unit. Posttest scores show that students made gains in comprehension after receiving instruction in the Frayer Model.
The Effects of the STAR Model on the Vocabulary Acquisition of Fourth Grade Students

10:10-10:40 am, Room 141

Micah Snider, USD 259 Wichita

MEd in Curriculum & Instruction
Vocabulary Instruction

Using a methodology of a variety of instructional strategies, vocabulary acquisition was investigated in an elementary art classroom setting. Twenty-seven fourth grade students participated. The purpose was to compare two instructional strategies, and their effect on vocabulary acquisition. The comparison involved a teacher-based strategy versus an explicit vocabulary instructional strategy using the STAR Model (Blachowicz, 2005). Students gained significant amounts from pretest to posttest in study one, and continued to use the vocabulary in their discussions and explanations of their artwork. The vocabulary acquired in study two demonstrated more clarity and a stronger understanding of the words in context.

The Effects of Small-Group Vocabulary Instruction with Teacher Read Alouds on First Grade Students

10:10-10:40 am, Room 141

Lana Titus, USD 394 Rose Hill

MEd in Curriculum & Instruction
Vocabulary Instruction

The purpose of the following study was to investigate the effect of small-group vocabulary instruction on the academic success of first grade students. Two vocabulary instructional methods were used with 20 first grade students to see which method showed to be most effective in their learning of vocabulary words. The first instructional method was a teacher-selected practice using mostly whole-group instruction with minimal use of small-group lessons. The second method was a research-based vocabulary instruction. Findings of this study support the use of small-group vocabulary instruction in addition to teacher read alouds.
Grading and Reporting to Assess Student Performance  
8:50-9:20 am, Room 210

1 Scott Beard, USD 259 Wichita and Ericka Waller, USD 497 Lawrence  
MA in Teaching  
Grading and Reporting Practices

In gathering data and conducting research for our Action Research Project, we will collect testing data, conference with parents, students and colleagues, attend school and district in-service and collaboration opportunities, and attend community forums. Additionally, we will collect samples of traditional and standards-based report cards in order to answer the question: Do traditional grading practices provide an accurate portrayal of student achievement, or does the trend toward standards-based reporting give a better representation of student performance? We will analyze and evaluate the data, and compare it to the literature review, in order to answer our research question.

The Effects of Peer Tutoring on the Acquisition of Middle School Vocabulary  
8:50-9:20 am, Room 210

2 Terri Buchanan, USD 266 Maize  
MEd in Curriculum & Instruction  
Peer Tutoring

Peer tutoring was found to help students with behavioral problems do better in school. They especially improved in reading vocabulary and multiplication according to the Center for the Effective Collaboration and Practice. This study's goal was to find out how effective peer tutoring was on vocabulary acquisition. Twenty-two students were examined in a social studies class to work in peer tutoring dyads to learn ancient vocabulary. Findings from the study indicate that the practice of peer tutoring improves performance on ancient vocabulary words. The implications of this study regarding the students’ knowledge of ancient Egyptian vocabulary words are discussed.

Effect of Electronic Educational Games Upon Student Motivation in a High School Science Classroom  
8:50-9:20 am, Room 210

3 Michael Donovan and Vanda Baker, Catholic Diocese of Wichita  
MA in Teaching  
Student Motivation, Project-Based Learning, and Science

Multiple factors can negatively affect student achievement in middle and high school science classrooms. Consequently, students often become unmotivated to succeed in a science class and deem science as “boring.” This research seeks to determine if project based learning through an online interactive educational game can improve student motivation. Students were surveyed before and after the interactive game to determine the effectiveness of the program upon motivation. The results of the study will indicate the effectiveness of the program upon student motivation.
**Video Based Instruction in a Title 1 Middle School**

8:50-9:20 am, Room 210

4 Ryan Leaming and Lyndon Perry, USD 259

*MA in Teaching*  
*Language Arts*

This action research was designed to determine whether video based instruction increases student attention and improves student achievement. The research includes four separate Language Arts classrooms in a Title 1 middle school. Two classes were taught a unit of study using traditional instructional methods while the other two classes were given the same unit of study utilizing video based instruction. The results from the study will be shared.

**The Effects of Time Logs on Student Productivity**

8:50-9:20 am, Room 210

5 Tomos Voboril, Catholic Diocese of Wichita and Jose Lopez, USD 259 Wichita

*MA in Teaching*  
*Student Time Management*

This research studied students’ time management skills and subsequent reflection on their choices based on their understanding of the relationship between time management and academic achievement. The purpose of this study was to educate students on the effectiveness or ineffectiveness of their current use of personal time by utilizing time logs. Students’ time logs were analyzed and compared to students’ grades. Corollaries between students’ time usage and academic achievement were conveyed back to the students. Students were asked to reflect and utilize a second time log. Post-reflection logs were analyzed for improvement of time management.

**The Use of the SIOP Teaching Model in a Secondary English Language Learner classroom**

10:10-10:40 am, Room 210

6 Leslie Turner and Claudio Flores, USD 259 Wichita

*MA in Teaching*  
*SIOP*

Sheltered Instruction Observation Protocol (SIOP) provides structure for language and content-based learning objectives for English Language Learners (ELL) in the classroom. This research project identifies the challenges for ELL students and teachers, but also proposes the SIOP model to increases ELL skills and the ability to learn standard based material set forth by assessments. In previous work the research conducted proved the SIOP model to be effective. The following research and results are from two schools with similar demographics in 2012. Findings and conclusions will be presented confirming the effects of the SIOP model.
### The Effects of Graphic Organizers on the Acquisition of Vocabulary in a Sixth Grade Reading Class

**10:10-10:40 am, Room 210**

<table>
<thead>
<tr>
<th>7</th>
<th><strong>Ashley Ulbrich</strong>, USD 266 Maize</th>
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<tbody>
<tr>
<td><strong>MEd in Curriculum &amp; Instruction</strong></td>
<td><strong>Graphic Organizers</strong></td>
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<tr>
<td>Vocabulary acquisition is essential to learning; without proper vocabulary skills, the possibility that students will struggle with reading increases. At a suburban middle school in the Midwest with a reading class of 21 sixth graders, a research-based strategy studying the effects of graphic organizers on the acquisition of vocabulary was implemented. Students were given twelve words and taught how to use vocabulary squares to categorize new information into four quadrants: definitions, synonyms, example sentences, and pictures or mnemonic devices. The strategy of using graphic organizers positively influenced the students’ acquisition of vocabulary for all but one participant.</td>
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### The Effects of Using Interactive Word Walls for Vocabulary Acquisition in Sixth Grade Social Studies

**10:10-10:40 am, Room 210**

<table>
<thead>
<tr>
<th>8</th>
<th><strong>Val Ulbrich</strong>, USD 266 Maize</th>
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<tbody>
<tr>
<td><strong>MEd in Curriculum &amp; Instruction</strong></td>
<td><strong>Word Wall</strong></td>
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<tr>
<td>Content areas require reading skills that become increasingly more sophisticated as students move through secondary education. Vocabulary development is critical in being able to read content material and connect to it meaningfully. In order to promote better vocabulary acquisition in social studies, an investigation was conducted using a word wall. Students kept a word journal with the word definitions and illustrations to represent their meanings. The word wall was “visited” frequently in class discussions and during textbook reading as a means of review and connection to concepts. The results support the importance of systematic, directed vocabulary study throughout secondary education.</td>
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### Middle School Comparison of Vocabulary Strategies: Multiple Exposures and Structured Discussions

**10:10-10:40 am, Room 210**

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<thead>
<tr>
<th>9</th>
<th><strong>Rachel Wetta</strong>, USD 259 Wichita</th>
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<tr>
<td><strong>MEd in Curriculum &amp; Instruction</strong></td>
<td><strong>Mathematics Vocabulary</strong></td>
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<tr>
<td>Several research strategies were studied to find effective vocabulary strategies for middle school students, including multiple exposures and structured discussions. The purpose of this research was to find effective ways to improve students’ knowledge of key vocabulary terms in a mathematics classroom. One seventh grade class was selected. This class contained 25 advanced skills students. The results showed that both strategies were effective for students, though they were effective on different levels of comprehension. Multiple exposures showed students gains on a strictly knowledge based level. Structured discussions led to more student knowledge on a higher thinking level. These results could be useful for planning future vocabulary lessons for mathematics students based on the level of knowledge that students are intended to gain.</td>
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</table>
The Effects of Student Acquisition in Technical Content Vocabulary to Eleventh Grade Students in a Social Studies Classroom

1  Staci Brown, USD 266 Maize

MEd in Curriculum & Instruction  Vocabulary Instruction

Investigative research on vocabulary interventions were categorized into four areas: (1) computer assisted instruction, (2) fluency-building vocabulary, (3) mnemonic strategy instruction, and (4) concept enhancement instruction. Social studies should be analyzed with prior knowledge with making connections from past to new material being taught. Concept enhancement instruction is in the following: A definition instruction condition was compared to activating the students’ background knowledge, developing conceptual understanding, and building semantic relationships among word meanings through semantic mapping, semantic feature analysis, or semantic/syntactic feature analysis. Results revealed students who participated in concept enhancement instruction outperformed students who received definition instruction.

The Effects of Creating Podcasts to Increase Chemistry Vocabulary Knowledge in Sophomore Chemistry Students

2  Teresa Riedinger, USD 490 El Dorado

MEd in Curriculum & Instruction  Vocabulary Instruction

Vocabulary knowledge is critical to understanding and applying the topics of chemistry. Prior to the invention of technological tools such as the computer, I-pod, or I – pad, vocabulary was taught by worksheets and memorization. In schools that have technology available to them, the ability to teach vocabulary has broadened to include the use of technological tools. This study focused on the development of podcasts to learn chemical vocabulary in a sophomore honors chemistry classroom. With the results showing an 86% improvement in vocabulary knowledge, the podcast shows definite promise as a technological tool to help students internalize vocabulary knowledge.

Effectiveness of a “Flipped Classroom”

3  Heather Czechowski, USD 465 Winfield and Blake Smith, USD 266 Maize

MA in Teaching  Instructional Methods

Recent advances in technology allow much more flexibility in teaching methods. One of the newest innovations is the “flipped classroom.” Our objective is to determine the effectiveness of this method for high school students of differing demographics. To complete this research, we will each create a lesson to be used at our respective schools, one a suburban and one a rural. Effectiveness will be gauged based on assessments given to students in both “flipped” and traditional approaches. The results will show whether the “flipped classroom” method positively impacts student achievement, thereby providing evidence for its further use.
For one week, 29 government seniors worked with vocabulary over the founding principles of American government. First, the participants were pretested on their vocabulary knowledge. The participants were taught how to use concept wheels as a way to organize their information. During this strategy the participants, were exposed to the vocabulary and had the Prezi program role modeled to them. The gain scores from the pretests to the posttests were from as low as 30 percent to as high as 80 percent. These gain scores implicate that concept mapping vocabulary strategy was an increased success with these participants.

Using Think-Aloud and Paired Reading in High School to Compare Effects on Reading Comprehension

I began by asking the questions, “Will teaching paired reading or a metacognitive strategy such as a think-aloud be more effective in improving reading comprehension?” and “Will my students be effective at using the strategies on their own?” Overall results show an advantage for students in the think-aloud group. Students showed greater gains in being taught in this way versus the paired reading group with less explicit teaching. This study will be helpful for other secondary teachers who want to measure comprehension strategies in their own classrooms.
**Effect of Whole Body Vibration While Performing Full Body Squats**

8:50-9:20 am, Room 141

1 **Bobby Berry, Anthony Lucero, and Jeremy A. Patterson, PhD**, Wichita State University.

*MEd in Exercise Science Whole Body Vibration, Squats, and Fatigue*

The purpose of this study was to analyze the effects of 2 trials of full body squats, one trial on a Whole Body Vibration (WBV) platform and one trial on a stable platform. The goal was to see which surface caused quicker fatigue. Twenty college aged students, 10 males and 10 females were tested. Results from this study suggest that WBV while performing squats cause quicker fatigue. Males overall had a 5.36% increase from vibration to non vibration, females had a 5.13% increase from vibration to non vibration. Out of the 20 subjects tested 11 of them reached fatigue quicker with vibration than non vibration. Fatigue results show that males fatigued quicker on vibration than females.

**Physiological Responses to Interval and Constant Rate Treadmill Training**

8:50-9:20 am, Room 141

2 **Travis Robillard**, Wichita State University

*MEd in Exercise Science Physiological Responses, Treadmill Training*

Athletes aim to increase their endurance by using many different training methods. Currently, high intensity interval training is a popular training method among athletes. Studies have found high intensity interval training (HIT) can be more beneficial in building trained athletes’ endurance than constant rate training (CR) (Ortiz, Greco, de Mello, & Denadai, 2006). Physiological responses to workloads can be measured in many ways. Blood lactate and heart rate are common and reliable measures used to assess participants’ physiological responses to exercise (Agaoglu, Tasmektepligil, Atan, Tutkun, & Hazar, 2010). **Purpose:** The purpose of this study is to analyze the effects that two different types of HIT and one type of CR training have on blood lactate levels in high school aged competitive cheerleaders. Another purpose of this study is to support other findings that HIT is a more effective form of training to increase athletes’ endurance than CR training (Paul B. Laursen, Blanchard, & Jenkins, 2002). **Methods:** High school athletes will be recruited from Cheer Eclipse All-Stars, a competitive cheerleading and tumbling academy. They will be asked to complete one of three different treadmill exercises. Each participant will have their blood lactate and heart rate taken every four minutes during the 12 minute session. These measures will be compared and analyzed to assess which exercise had the highest blood lactate and heart rate levels.
Comparison of Balance and Cognitive Function in Youth Gymnast and College-Aged Individuals Using Smartphone Application Software

3  Carina A. Staab, Elizabeth J. Epps, Jeremy A. Patterson, and Douglas F. Parham, Wichita State University

**MEd in Exercise Science**

**Concussion and Cognition**

Concussion is a term referring any cognitive dysfunction that individuals may experience following a head injury. Although concussion is a common term used by the public and health professionals, it is not clear what the exact cause of the cognitive changes. **Purpose**: This study focuses on comparing the measurements of balance, reaction time and cognitive function of competitive gymnast and college-aged students. **Methods**: 17 college-aged students and 16 gymnasts participated in multiple tests using smart phone application software. Each participant performed a five-minute test consisting of measurements of one leg balance stance and tandem stance, reaction time, and working memory repeated three times on a solid surface. **Results**: Three analyses were run calculating trial (trial 1 vs. trial 2 vs. trial 3) by group (college students vs. gymnasts) for each of the three tests (reaction time, motor control, and memory). In the first analysis, there was not a significant trial main effect for reaction time, but there was a significant group main effect (p = 0.001). There was no significant interaction between trial and group interaction. In the second analysis, there was not a significant trial main effect for motor control. There was no significant group main effect or interaction between trial and group interaction. In the third analysis, there was not a significant trial main effect or group main effect, however, the p-score was almost significant (p=0.076, p=0.073). There was not a significant interaction between trial and group interaction; however, the p-score was almost significant (p=0.067). **Conclusion**: No significance was found for balance, reaction time, or working memory between the college-aged students or the youth gymnasts. A larger number of gymnasts and college-aged students may show a significant difference in scores in all 3 measures.
**The Impact of Writing Instructional Methods on Beginning Writers**

1. **Rachel Beech**, USD 268 Cheney  
   
   *MEd in Curriculum & Instruction*  
   *Kindergarten Writing*

   A research study on the influence of guided writing on kindergarten students’ abilities to generate and write short and simple sentences. Students in the experimental group will receive instruction focusing on six-trait writing concepts based on their current writing abilities. Sample student writing pieces from both the control and experimental groups will be graded on a kindergarten six-trait writing rubric. The results showed that students in the experimental group made slightly higher gains than the control group.

**The Benefits of Educational Games to help Children Learn Letters and Numbers**

2. **Kelley Schafers**, USD 259 Wichita  
   
   *MEd in Curriculum & Instruction*  
   *Literacy and Numeracy*

   Many pre-Kindergarten children know a majority of their letters and numbers by December, but some are unable to master these skills. Is it because of poor comprehension skills, lack of exposure, lack of repetition, or some other underlying factor? This investigation involved six of my pre-Kindergarten students. The results indicated that multiple exposures in repetition did improve their knowledge. An additional 15 minutes of daily intervention for four weeks, through the use of educational games and board games, proved to help these six students. Five of the six students made significant gains.

**The Effects of Explicit Grammar Feedback on Student Writing**

3. **Arleta Wiebe**, Berean Academy  
   
   *MEd in Curriculum & Instruction*  
   *Language Arts and Writing*

   Grammar, the order and coordination of words in the English language, is essential to useful and elegant communication. This study addresses the effect of teacher feedback on student writing. Three groups of five freshmen students wrote three essays, and following teacher critique, revised the writing. Each group received different styles of feedback: explicit grammar corrections within the text, marginal notes without specific correction, or narrative teacher response. The results showed that all students improved their writing, but the group receiving a narrative response from the teacher developed a higher level of ideas and organizational structure within their writing.
Effects of Integration of Technology in Reading Instruction in Regards to Fluency Practice by Utilization of an iPad in a 1st Grade Classroom

1  Amber Bolain, Wichita State University

MEd in Curriculum & Instruction  Reading Fluency

A fluent reader is one who understands the text and does not make many errors in reading. Clearly, there is a relationship among ability in print skills, vocabulary knowledge, comprehension, and fluency. One reason for teaching reading fluency is that it leads to better silent reading fluency. A second is that some research suggests that teaching fluency leads to better comprehension (National Reading Panel, 2000). According to Peter Fisher (2008), teachers want students to read at an appropriate rate (not too fast, not too slow), with a high degree of accuracy, and with good expression. With technology growing faster than ever before, teachers must remain well equipped and knowledgeable in the ways that children find enjoyment and excitement with learning. So, what effects of integrating an iPad 2 in the first grade classroom have on fluency skills?

What Effect Does the Use of a Research-Based Reading Program have on Student Achievement in a Kindergarten Classroom?

2  Donna Dyer, USD 259 Wichita

MEd in Curriculum & Instruction  Reading

Our district recently adopted a research-based reading program for Kindergarten, the Read Well Curriculum. This study is an evaluation of the effectiveness of the program. Baseline data was collected on Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, and Phoneme Segmentation. At the end of the intervention period, the same assessments were given to students. When looking at the data there was an overall decline of about 20% in each tested area. The results were compared with an earlier implemented program called Treasures.

Jessie Fishel's Professional Weebly Portfolio

3  Jessie Fishel, First Christian Childcare Center, Edmond, OK

MEd in Curriculum & Instruction  Whole Brain Learning and Differentiated Instruction

This portfolio showcases two years worth of graduate work during the curriculum and instruction masters program. Topics include: Whole Brain Teaching, Differentiated Instruction, Cooperative Learning Projects, Teaching Blogs, and Classroom Book Publishing.
4 Christie Gough, USD 259 Wichita

_MEd in Curriculum & Instruction  
Reading Research_

My digital portfolio showcases how I have met the program goals for WSU’s MEd. It contains my: resume, philosophy of education, three action research projects, professional presentation, grant writings, collaborative leadership project, book study, technology usage, and program reflection.

5 Staci Hallum, USD 259 Wichita

_MEd in Curriculum & Instruction  
Reading Fluency_

Teachers are constantly trying to find new strategies to “catch up” the reading fluency of struggling readers. There are many strategies that are used: phonics based, repeated reading, reader’s theater, and various combinations. This research project focuses on using repeated reading to improve reading fluency. Does having students read a passage repeatedly help students increase their fluency? What effect does having struggling readers practice reading the same passage have on their feelings toward reading and their reading successes? Students made gains on their reading fluency through the practice of repeated readings.

6 Jacqlyn Hoover, USD 394 Rose Hill

_MEd Curriculum & Instruction  
Differentiated Reading Instruction_

Dynamic Indicators of Basic Early Literacy Skills was designed to progress monitor student reading abilities. A new component of the test evaluates whole words read (WWR). Students must read the word rather than sound it out orally. How does differentiated reading instruction focused on whole word reading affect the pace of reading acquisition? The control group engaged in traditional methods of teaching reading. Whole words read and fluency rates were evaluated after nine weeks – growth was made for all students.


**Lights, Camera, Action! Using Reader’s Theatre to Increase Reading Fluency**

7  **Cassie Laffoon**, USD 259 Wichita

*MEd in Curriculum & Instruction  Oral Reading Fluency*

Fluency is the ability to read quickly and accurately. It is a bridge between being able to decode and comprehend. Reader’s Theatre has been used as a strategy to build fluency for students. Over six weeks of reading intervention, Reader’s Theatre was used in a small group setting to increase oral reading fluency among second grade students. Rate, expression and accuracy were the target areas for improvement. The group’s progress was compared to a similar ability level group, which was not participating in Reader’s Theatre. The results showed that Reader’s Theater yields a higher average gain in fluency.

**Benefits of Intensity Boards to Improve Numeracy and Literacy Skills**

8  **Stacie Marsden**, Catholic Diocese of Wichita

*MEd in Curriculum & Instruction  Early Literacy and Numeracy*

There are numerous skills introduced in Kindergarten that must be mastered by the end of the year in order to be successful. These skills include number recognition, letter recognition, and letter sounds. The goal is to have 100% of students master these skills by the end of the year. The purpose of this study was to implement intensity boards to five struggling students who had not mastered letters, sounds, or number recognition. Four of the five students mastered all three skills and the fifth child made visible gains.

**The Effects of Computer-Assisted Instruction on First Graders’ Math Fact Fluency in Addition**

9  **Katie Mastin**, USD 331 Kingman

*MEd in Curriculum & Instruction  Math Fact Fluency*

Developing math fact fluency in the primary grades leads to stronger problem solving and computation skills in the intermediate grades and beyond. Students who do not have good fluency are slower in their work and struggle solving multi-step problems. This study investigated the effects of computer-assisted instruction on addition fact fluency in a first grade classroom. Prior to implementing the new strategy, the students only received the regular math curriculum instruction. The teacher implemented computer-assisted instruction in the form of a computer game each day along with the regular math instruction.
The Effect of Retelling on Reading Comprehension

10  Michele Page, USD 259 Wichita

MEd Curriculum & Instruction  Reading Comprehension

The purpose of the study was to gain information on the effect of teaching retelling through explicit instruction when it is combined with graphic organizers. This research was accomplished in conjunction with the Treasures reading curriculum in an upper elementary classroom. Students received explicit instruction on retelling, story elements, and the use of graphic organizers. Three measures were used in order to assess the effects including a comprehension test, multiple-choice retelling questions, and a written retelling. Students involved in this study demonstrated growth in both the ability to write a retelling, and comprehension scores.

The Effects of Reader’s Theater on Reading Fluency in a Fifth Grade Classroom

11  Teresa Richards, USD 259 Wichita

MEd Curriculum & Instruction  Reading Fluency

This study examined strategies that could be used to increase fluency rates with fifth-grade students. Many strategies were found to be effective but the purpose of this study was to focus on the Reader’s Theater Strategy. Results of the study show that the Reader’s Theater Strategy is an effective strategy to help increase fluency and comprehension rates. All students that were included in the study had a significant increase in fluency scores from baseline to post-intervention assessments.

Strategies on Improving Mastery of Basic Math Facts

12  Sarah Simon, USD 331 Kingman-Norwich

MEd Curriculum & Instruction  Math Facts

This study evaluated the effects of using the Peer-Assisted Learning Strategy to increase computational fluency with kindergarten students. Nineteen kindergarten students, from a rural community participated in this study. Students were first taught for three weeks using the district curriculum. Pretest and posttest were given, and results indicated that only seven students increased their scores by one to three points. Then, the teacher used the selected research strategy, Peer-Assisted Learning Strategies for three weeks in combination with the district curriculum. The same pretest and posttest were given, and results show that sixteen students increased their scores. Their gain scores range from one to twelve. Results demonstrated that this was an effective strategy and students significantly increase their knowledge of basic math facts.
In a first grade classroom containing 23 students, there was a great need to increase the number sense of the students. A review of the literature indicated that Cognitively Guided Instruction (CGI) could help increase number sense and problem solving skills of students. This study focused on the use of CGI with first grade children over the course of a year. Students were given the AIMSWeb test to assess their number sense and problem solving abilities. They were given five subtests relating to math, and all were taken into account for this study.

Recent research has confirmed what researchers and educator have long recognized; students who aren’t reading proficiently by third grade are more likely to drop out of school before earning their high school diploma. My district recently purchased the SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) reading program to be used for Tier II intervention. The goal of my action research was to determine whether using the SIPPS program would result in improved achievement for a group of at risk first graders. AIMSweb results showed little growth; however the students did show improved fluency in classroom observations.
Fourth grade students were introduced to new vocabulary words using a traditional method of making vocabulary cards, using computer games, and studying with partners. They were also introduced to new vocabulary words using the Frayer Model, computer games, and studying with partners. Comparisons were made between the two methods. The Frayer Model proved to be more effective for learning new vocabulary words with 96% of the students scoring a 91% or above on the vocabulary test; whereas, the traditional method only had 71% of the students scoring at 91% or above on the vocabulary test.

Teachers desire to foster a lifetime love of reading in their students. The question remains: how? Two reading evaluation frameworks are discussed: Accelerated Reader (AR) and Alternative Book Reports (ABRs). With AR, students take quizzes containing literal recall questions to determine their level of comprehension (Schmidt, 2008). With ABRs, students utilize different types of literature responses in order to understand material at a deeper level (Smith & Westberg, 2011). The control group took AR tests to evaluate comprehension, while the experimental group demonstrated comprehension through ABRs. Results show that the majority prefers ABRs and finds them fun, interesting, and creative.

Our district administers oral reading fluency testing three times a year as one measure to tell us about students’ reading ability. If students don’t meet grade level fluency scores, how do you help them improve? My action research project studied the effects that Reader’s Theatre and repeated reads have on fluency scores. Half of my students engaged in repeated reads while the second half practiced a Reader’s Theatre piece. When compared to baseline testing from the study, all students improved their fluency scores. Surprisingly, the group that engaged in repeated reads showed a higher level of growth.
Scaffolding is an integral part of effective teaching. It provides temporary support to bridge the gap between current abilities and intended goals. Scaffolded lessons follow a basic format: I do, we do, and you do. The amount of scaffolding depends on student ability, background knowledge, and difficulty of the task. The purpose of this research project is to determine the importance of the “we do” stage in regards to vocabulary retention. Three sources of data collected were: a pre- and post-test for measuring student growth, post-project student interviews, and Frayer Models to determine quality of student work.
Grants


Wherritt, R.B. (2012). Listening and Learning to Become Fluent Readers. *DonorsChoose.org*
Fellowships/Scholarships


Professional Presentations

Burnett, A., Palmer, K., Peters, K. (2012, January 16). Research Based Vocabulary Strategies to Use in the Classroom. Presented at the USD 266 Staff Academy, Maize, KS.


Ulbrich, A., Lindebak, S., Buchanan, T., & Ulbrich, V. (2012, January 16). Technology in the Classroom. Presented at the USD 266 Staff Academy, Maize, KS.