The Perceptions of Co-teaching among General and Special Education Teachers

Laura Hunter—University of Central Missouri

Description: The presentation will show the results of a research study I conducted for my Education Specialist degree at the University of Central Missouri. The study was designed to investigate teachers’ perceptions of co-teaching in elementary schools in Johnson County, Missouri. The two questions directing the study were: What are the perceptions of teachers toward co-teaching? To what extent do teachers employ co-teaching methods?

Critical Factors in the Selection of Curricular Materials in Missouri Public Schools

Patty Polster—St. Louis University

Description: A mixed methods approach was used to examine factors reported by school district administrators as having influenced the last elementary reading or math curricular materials selection/ adoption. An attempt was also made to examine factors related to the utilization of research in the selection process.

A Multi-Case Study of Principal Preparedness for Leading in Demographically Changing or Urban Schools: Issues of Culture, Equity, and Social Justice

Catherine Miller—University of Central Missouri

Description: This multiple case study examined four public schools (elementary, middle, and high) in one Midwestern metropolitan area that were identified as having a demographically changing or urban population. It explored principals’ responses to leading in a diverse setting in regard to issues of culture, equity, and social justice. The findings emphasized contradictions between principals’ equity-oriented rhetoric and their underlying beliefs and assumptions affected their diverse school populations. The implications for research and practice include opportunities that principals and principal preparation programs have to keep leadership for social justice at the forefront of the charge to equitably educate all children.

Investing the Headwater: An Examination of the PK-12 Student Experiences of Mexican-American PK-12 Educators to Promote Authentic Educator Recruitment Strategies

Jason Morton—University of Central Missouri

Description: The participants for this collective case study consisted of six practicing PK-12 Latino educators – two elementary educators, one middle-level educator, and three secondary
educators. From the data, two themes emerged: the Role of Relational Support and the Role of Institutional Support. The researcher thus identified strategic recommendations for transformative PK-16 educational leaders to bolster the recruitment of talented Latino students into the PK-12 education ranks. The implications of this inquiry for practice in education could affect both K-12 institutions and higher education institutions as they reflect on existing practices, most of which are predicated upon majoritarian norms (Huber, Lopez, Malagon, Velez, & Solorzano, 2008), so as to cultivate an authentic commitment to diversity with educational practices that respect and validate the unique cultural (and socioeconomic) qualities that Latino youth bring to school each day.

**The Lived Experience of Nurse Mentors: Mentoring in the Profession**

**Allison Norwood—University of Central Missouri**

*Description:* Health care organizations face a continual challenge of providing high quality care in a high technology environment while continually maintaining national standards from multiple accrediting bodies. The lack of studies exploring the thoughts, feelings, and experiences of mentors and protégés limit the richness of understanding mentoring programs. The primary focus of this study was to explore the lived experience of nurse mentors involved in mentoring nurses during various transitions in their professional career. The intent of this qualitative study was to describe nurse mentors’ perceptions and experiences that occurred during the mentoring process to assist in developing effective mentoring programs.

**An Examination of the Influence of PowerPoint Lectures in Higher Education upon Student Assigned Reading Completion**

**Tom Mitchell—University of Central Missouri**

*Description:* Abundant research and literature suggest the unreflective use of PowerPoint (PPT)-type presentations to deliver core content in higher education classes may have a negative effect on student learning. Many students rely heavily on downloadable notes from electronic delivery to the exclusion of out-of-class assigned reading in preparation for assessment. Concurrently a continual shift of student focus away from class preparation and self-learning fosters an environment where students forgo preparation and rely on professors to distill information from texts and render appropriate content conclusions. If students do not possess sufficient core information on a subject for class discussions and activities, conceptual change through active learning is hampered. This qualitative research examined the influence of PowerPoint presentation as a means of delivering content in higher education courses and the influence of this instructional mode on assigned student reading completion.
Summer School’s Effect on Reading and Math Test Scores of Fourth and Fifth Graders

Frederick W. Romaine, Jr.—Missouri State University

Description: The presentation will include data from Scantron’s Performance Series Reading and Math tests. The research compares the reading and math scores from students who attended summer school to those in Springfield Public Schools who do not for the school year of 2009 – 2010.

Secondary Teachers’ Perceptions of the Introduction of Universal Secondary Education in St. Lucia

Verneta Lesforis—Lindenwood University

Description: This study sought to identify the perceptions of the secondary school teachers in St. Lucia about various aspects of the introduction of Universal Secondary Education (USE) in 2006. The study sought the teachers’ perceptions on their involvement in the planning and implementation process; the availability of professional development opportunities; the availability of resources; curriculum and assessment modifications, the availability of student support services; the effect on school culture, and the effect on the educational system in St. Lucia. A qualitative design was selected utilizing document analysis; a researcher-designed questionnaire; and interviews with teachers, former and current Ministry of Education officials and other key informants.

The Effectiveness of Looping When Used in Conjuction with other Research Based Programs

William Nathan Herrington—Missouri State University

Description: The research project assessed the effectiveness of looping when it is combined with other research-based programs such as Professional Learning Communities, Response to Intervention systems, Flexible Grouping, Common Assessments, and an integrated Social Studies and Communication Arts curriculum. The previous two years of archival data was used to gather information on two schools from different districts with similar size, structure, demographics, and programs. The data from the traditional school was compared to the data from the looping school in order to gauge the effects of looping on student achievement (based on MAP data), attendance rates, and discipline referrals.
Key Factors Considering When Hiring Principals

Kelli Rogers, Shayne Brock, Karie Julian, and Lori Jones—Southwest Baptist University

Description: Our research indicated which factors superintendents and board of education members consider when hiring principals. Factors were taken from research based upon key qualities effective principals have modeled. Results showed despite administration programs emphasis on the ISSLC standards, they have little to no merit in the hiring process.

The Advantages and Disadvantages of the Accelerated Reading Program

Sherri Swope—University of Central Missouri

Description: The presentation will show the results of a research study I conducted for my Education Specialist degree at the University of Central Missouri. The study was designed to investigate teachers’ perceptions of the advantages and disadvantages of the Accelerated Reader program in elementary schools in Johnson County, Missouri. The two questions directing the study were: What are the perceptions of teachers towards the Accelerated Reader program? Does participation in the Accelerated Reader program increase Students’ fluency and comprehension?

Does Gender Affect School Performance: An In-Depth Analysis of Teachers’ Perceptions and Its Effect on Boys and Girls

Adam Bax—Missouri State University

Description: The presentation will focus on whether teachers’ perceptions on gender affect students’ performance. There will be two goals for this project that will be presented: 1) Determine the perceptions of certified staff at two elementary schools in regard to gender differences found within the classroom as measured by a perception survey. 2) Determine if boys and girls in third and fifth grade differ in school performance. School performance will be defined as MAP scores (reading and math) in third grade and fifth grade; number of discipline referrals; and Performance scores (reading and math) in third and fifth grade.
From Recruitment to Professional Development: A Comprehensive Plan

Tricia Falke—University of Missouri—Kansas City

Description: In this presentation, viewers will hear about and see research-based methods of how to recruit, select for interviews, and ultimately hire the right person for their opening. The presentation then takes them into the realm of evaluating teachers and creating a professional development program for their building or district. This presentation comes complete with supporting documents that include rubrics for each stage of the process as well as marketing materials to be used in the initial phase of recruitment.

The Impact of Athletic Activity Participation on Overall Student Achievement

Joseph G. Doyle—Missouri State University

Description: The purpose of this project is to determine if a correlation exists between student involvement in school-sponsored athletics and overall student achievement, attendance, and discipline. There are three specific goals for this project:
1) Determine if students who are involved in school-sponsored athletics score higher on average on the Missouri Assessment Program (MAP) in the areas of Mathematics and Communication Arts compared to students who are not.
2) Determine if students who are involved in school-sponsored athletics have a higher overall average attendance than students who are not.
3) Determine if students who are involved in school-sponsored athletics have fewer discipline referrals on average than students who are not.

How Does the Implementation of PLCs in a High School Change the Educator’s Behaviors and Student’s Outcomes?

Mary Magnusson—University of Central Missouri

Description: The purpose of the study was to investigate the impact of professional learning communities (PLCs) on high school administrator and teacher behaviors and student outcomes. Three themes emerged from the data: 1) “We are not alone,” 2) “Learning with rigor,” and 3) “Sense of Urgency.” Administrators became more team oriented. Teachers became more collaborative and added rigor to their teaching. The students felt more challenged and completed more homework. Grades and test scores did improve. Implications of the study could serve to assist schools in the establishment of Professional Learning Communities for sustaining school improvement and impacting student outcomes.
Introduction of New Teachers: A look at a suburban school and rural school aligned to Harry Wong’s Successful Tips for Induction

Angela Danley—University of Missouri, Kansas City

Description: This poster presentation presents an overview of existing literature on induction of new teachers along with Missouri’s outline for induction of new teachers, Kansas’ outline for induction of new teachers, retention rates for both states, and description of the mentoring and induction program for a rural and suburban district in the Kansas City Metropolitan Area.