**2009-2010 Synergy Grants**

**Project Title:** Internationalizing Your Classroom: A Model for Teacher Professional Development at the Secondary Level

**Project Personnel:**
Nadine Dolby, Purdue University
Sarah Powley, McCutcheon High School

**Project Description:** The goal of this project is to develop a model for professional development for secondary educators in the area of international education and global competence. The project personnel will develop, implement, and evaluate a workshop for secondary educators in Tippecanoe County to 1.) introduce them to the concept of global competence, and 2.) to work with them to begin to incorporate the principles of global competence into their classrooms and schools. Participants and project personnel will evaluate the workshop. Results will be presented at a conference in 2010, and will be used to develop a preliminary model for professional development.

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**Project Title:** Total School Cluster Grouping: A Quasi-Experimental Study of Program Effects on Student Achievement and Identification and on Teacher Practices and Perceptions

**Project Personnel:**
Marcia Gentry, Principal Investigator, Director, GERI, Purdue University
Tony Strangeway, Principal, Sugar Creek Elementary
Nielsen Pereira, Graduate Research Assistant, Purdue University

**Project Description:** Total School Cluster Grouping (TSCG) is a programming model designed to help teachers better address the learning needs of all students. TSCG has been shown to improve student achievement and result in more students identified as high achieving with fewer students identified as low achieving. This project will be conducted at the request of the Sugar Creek Elementary School administrators with the purposes of (1) Studying how implementation of this model has affected student achievement during 3 years, using achievement trends in the three years prior to its implementation as comparison data; (2) Describing the model’s effects on student identification categories in general and by demographic subgroups; and (3) Understanding teachers’ perceptions of how the model has affected their teaching practices. This study will allow interpretation of how a gifted program affects both gifted students and other students in the school, which is especially important in light of Indiana’s new mandate to identify and serve high-ability students in all public schools.