Title: An Examination of the Impact of Learning to Use Running Records on the Theoretical Perspectives of Classroom Teachers

Project Personnel: Tammy Younts, Purdue University
John Pearl, Battle Ground Elementary School
Virginia Smith, Battle Ground Elementary School
Denise Erickson, Battle Ground Elementary School

Project Description: Teachers at Battle Ground Elementary participated in seven days of professional development during the 2005-2006 school year. The focus of the professional development was to learn ways of using assessment data, gathered through the use of running records, to better understand and teach students. The sessions were done in two-hour blocks with teachers at each grade level. Students from each teacher’s classroom were brought in so that Tammy Younts could demonstrate various assessment and instructional activities. Assessment kits were purchased as part of the grant and teachers were taught how to use these kits and practiced assessing students at various points in the year. This Synergy Grant was renewed and will continue through the 2006-2007 project year.

Title: Efficacy of the BRIDGe (By Remembering I Develop and Grow) Program

Project Personnel: Heather Servaty-Seib, Purdue University
Derek Arrowood, Klondike Elementary School

Project Description: The BRIDGe Program is an 8-session, family-focused, psychoeducational support program for bereaved children/adolescents and their primary caregivers. All participants will respond to an open-ended question regarding family functioning prior to and following involvement in the BRIDGe program. In addition quantitative measures of personal growth related to grief and negative grief symptoms, and family functioning will be completed by pre-teens, adolescents and parents/caregivers. Academic data will be collected from the teachers of K-12 participants prior to and following the implementation of the program. This program was integrated as a service learning component into EDPS 500: Human Relations in Group Counseling. Through this project school counseling master’s students and counseling psychology doctoral students enrolled in EDPS 500 had the opportunity to apply what they learned about facilitating counseling groups in a real world setting.

Title: Expanding Classroom Practice and Instruction Using Interactive Electronic Field Trips as Virtual Narratives

Project Personnel: George Font, Purdue University
Janet Alsup, Purdue University
Nadine Roush, Earhart Elementary School

Project Description: This project investigates to what extent the use of “virtual narratives” in a fifth grade social studies classroom facilitated students’ critical reflection about history, culture, and society. Over the course of this project, the students experienced several electronic field trips. The field trips were video presentations featuring dramatizations of historical events, or “virtual” narratives, and follow-up discussions with historical scholars and re-enactors. The researchers collaborated in the collection and analysis of data, which included classroom observations and field notes, student writing, teacher journals, and pre and post surveys of students about their attitudes toward studying history and the electronic field trips. The study determined there was a change or progression in students’ ability to critically reflect on the historical events and cultural controversies depicted and discussed in the interactive electronic field trips.