Synergy Grants 2006-2007

Title:  A Comparison of Simultaneous vs. Delayed Video Prompting

Project Personnel:  Teresa Taber-Doughty, Purdue University
                   Stephanie Brennan, Tecumseh Middle School

Project Description: The research for this project will seek to determine whether one instructional strategy is more effective than another when used with middle school students who experience moderate and severe cognitive disabilities. A series of alternating treatment designs (ATD) will be used to examine the effects of simultaneous and delayed prompting on the acquisition of skills used in the community for each student participant. Students will engage in a pretraining phase as well as an intervention and maintenance phase to determine instructional effectiveness. The results of this project will provide teachers with information regarding how early instruction can effectively take place prior to actual implementation of skills, when used by students who experience moderate and severe levels of mental retardation.

Title:  Cluster Grouping: Effects on Student Achievement, Identification, and Attitudes

Project Personnel:  Marcia Gentry, Purdue University
                   Saiying Hu, Purdue University
                   Sue Brady, Wayne Township Schools

Project Description: This project addresses the request to replicate longitudinal programming research on the efficacy of cluster grouping on elementary students’ achievement and identification. Using a quasi-experimental design, cluster grouping will be implemented school-wide in a designated treatment elementary school, and the achievement, identification, and attitudes of the students in the school will be compared to students from a matched comparison school at the end of each year of treatment. At the end of the study, the comparison school personnel will be given the needed information and training to implement the program. Students will have enhanced education because their teachers will receive professional development in methods and strategies for talent development. The goal of the project is to implement a program that facilitates teachers’ reaching and developing the talents of more of their students, so these students’ educations will be greatly enhanced.

Title:  Collection as a Means of Professional Development: Inquiry Groups Centered on Equity in Mathematics Education

Project Personnel:  Lecretia Buckley, Purdue University
                   Michele Crockett, University of Illinois, Urbana-Champaign

Project Description: In this study, collection is the means through which teachers engage in professional development in inquiry groups. One to two inquiry groups will be formed; each inquiry group will consist of 4 teachers and meet four times during the academic year. During the meetings, the teachers collect on an equity issue that they have identified within the school in conjunction with mathematical activities Professor Buckley has designed and one related scholarly paper. The teachers will be asked to keep a journal between sessions and prior to participating in two interviews. The goal of the project is to facilitate teachers becoming aware of equity issues in their schools and taking an active role in changing their own and/or departmental practices to enhance their mathematics programs by making high quality mathematics education accessible to all students.
Title: Gifted and Talented Licensure for Outstanding Undergraduates

Project Personnel: Rebecca Mann, Purdue University
                   Linda Thompson, Carmel-Clay Schools
                   Sue Brady, Wayne Township Schools

Project Description: The goal of this project is to position the College of Education to provide preservice teaching with an understanding of gifted learners and the ability to differentiate the curriculum to meet their needs. Preservice teachers of sophomore standing will have the opportunity to apply to a program designed to earn graduate credits in gifted education with the goal of earning a gifted and talented license to add to their teaching license. Select students will take 15 credits toward their 18 credit license during their junior and senior years. The final licensure course will be taken during the spring of their first year of teaching. The students will be placed in either Carmel Clay or Wayne Township Schools for their student teaching. Student attitudes towards gifted learners and differentiating the curriculum will be measured prior to participation in the program and following their practicum experience.