2012-2013 Synergy Grants

**Project Title:** The Common Core State Standards in English Language Arts Applied in a Kindergarten Class with English Language Learners.

**Project Personnel:**
Luciana, de Oliveira, Purdue University
Amber Ma, Edgelea Elementary School
Marshall Klassen, Purdue University

**Project Description:** The implementation of the Common Core State Standards (CCSS0 (National Governors Association Center for the Best Practices, Council of Chief State School Officers, 2010) is placing high demands on teachers. The CCSS were designed for a general student population and provide little guidance for teachers who have English Language Learners (ELLs) in their classrooms. This study investigates the implementation of the specific domain of writing in the English Language Arts CCSS and examines how a kindergarten teacher focuses on the teaching of three text types (narrative, informative/explanatory and argument) in a kindergarten classroom with a high number of ELLs in Indiana.

**Funding:** Received Full, $2500

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**Project Title:** Learning Literature through Multiple Literacies

**Project Personnel:**
Benjamin Boche, Purdue University
Josh Roadruck, Oakland High School
Melanie Shoffner, Purdue University

**Project Description:** This project supports a high school-university collaboration to create original curriculum materials focused on developing students’ proficiency with multiple literacies. Working with Josh Roadruck, the English teacher at Oakland HS, Benjamin Boche and Prof. Melanie Shoffner will integrate digital video into a literature unit to support student’s understanding of and proficiency with multimodality, visual literacy and literature response. The scholarly inquiry resulting from this project will advance the understanding of multiple literacies in the English classroom, with the potential to improve classroom practice, support student learning and augment teacher preparation.

**Funding:** Received Full, $2500
Project Title: Understanding Youth Civic Identity through a Community Problem-Based Project

Project Personnel:
Kathy Obenchain, Purdue University
Asta Balkute, Purdue University
Nadine Dolby, Purdue University
Shannon White, Oakland High School
Jon Eifler, Oakland High School
Erin Vaughn, Purdue University

Project Description: Civic education is a long-standing goal of public education. The purpose of this project is to investigate the civic identity of youth from marginalized populations, as they participate in a community problem-based project. Working with social studies and science faculty at Oakland High School to implement “Project Citizen,” a civic-oriented problem-based curriculum, the team will utilize a mixed-methods research design to examine the participating youths’ evolving civic identities throughout the project. The findings of this study will contribute to the literature on civic education and assist OHS in their future curricular choices.

Funding: Received Partial, $1,500

Project Title: Powerful and Personalized Professional Development

Project Personnel:
Kerry Hoffman, Purdue University
Elizabeth Hopper, Purdue University
Todd Reagan, Frontier Elementary School

Project Description: Rural schools are faced with financial challenges that urban and suburban schools do not encounter. Rural administrators must be resourceful in seeking professional development. As the Indiana Department of Education now requires an evaluation tool that includes the student achievement scores of a teacher's class, CLEAR proposes the uses of on-line support through modules of professional development as well as opportunities to review recorded lessons to reflect with the teacher. This online professional development promises the opportunity to allow access to the trainer for clarification of information and provide a venue for the staff to obtain tailored support.

Funding: Received partial, $1,500
Project Title: Transition to the Common Core State Standards: TSC’s Proactive Process

Project Personnel:
Tara Star Johnson, Purdue University
Kathy Nimmer, Harrison High School

Project Description: Tippecanoe School Corporation’s high school English department is taking a proactive approach toward the transition to the Common Core State Standards. A six-member committee is devising a place for incorporating the CCSS into their curriculum and providing professional development for their colleagues. Ensuring faculty buy-in to the consequent curricular modifications will be a key challenge for the committee. Partnership with Purdue will facilitate their process as well as elucidate a promising model for ground-up engagement with the CCSS that could be applicable to other departments and schools who similarly share the incumbency of full implementation by the 2014-15 school year.

Funding: Received Full, $2,500