

Research on the Brain-Targeted Teaching Model Developed by Dr. Mariale Hardiman

Research Study Design

For a doctoral research study conducted at Johnson & Wales University, Dr. Peter Bertucci (2006) conducted a mixed-method qualitative case study as well as a quantitative ex post facto study of the Brain-Targeted Teaching Model.

Method

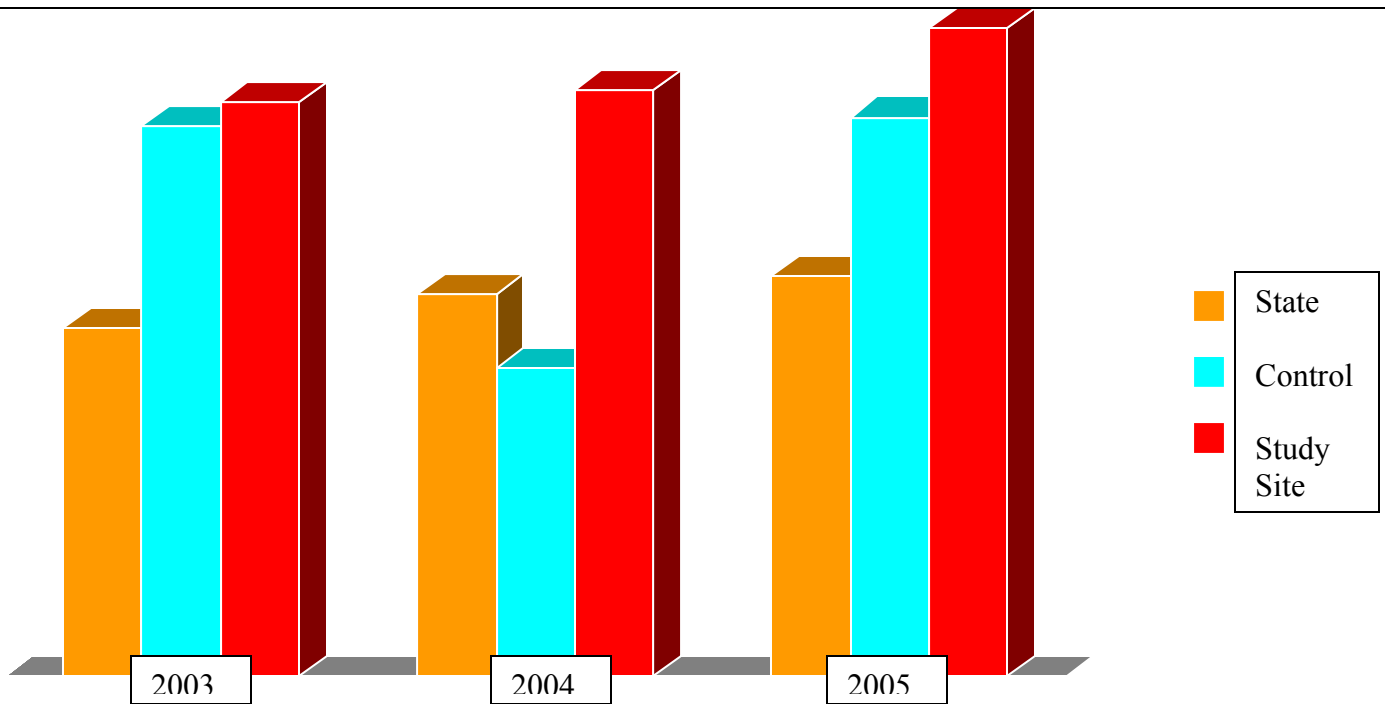
Data was collected from two urban elementary schools (study site and control site) in Baltimore, MD. Qualitative data collection at the study site included randomly selected classroom observations; teacher surveys; and administrator, teacher, and parent interviews. Quantitative data analysis compared the urban school study site with the control site, which was matched for student demographics and baseline student achievement at the advanced levels of reading in fifth grade on the annual Maryland School Assessment (MSA).

Findings

Data suggest that the study site, which used the Brain-Targeted Teaching Model as the primary instructional framework, produced students with “deeper conceptual understanding and better extension of knowledge, more engaged and happy students and strong state test performance” (Bertucci, 2006). In particular, striking differences were found in the percentage of students of poverty who performed at the advanced levels of reading achievement on the MSA. The study site clearly demonstrated significant gains in achievement compared to the control site (see attached graphs).

“The program evaluation findings validate the utilization of the Brain-Targeted Teaching Model” (Bertucci, 2006).

Maryland School Assessment Scores for Advanced Level of Reading: Comparison of Aggregate Scores for State, Control School, and Study Site



Maryland School Assessment Scores for Advanced Level of Reading for Students Receiving Free and Reduced Meals: Scores for State, Control School, and Study Site

