Brecksville-Broadview Heights City Schools

Teacher Technology Grant Application

Spring, 2008

This form should be completed and submitted electronically via email to John Schinker (schinkerj@bbhcsd.org) prior to the application deadline. One form is required per project proposal. Please see the *Teacher Technology Grant Guidelines* for details. The application deadline is **6:00 PM on Friday, February 15, 2008.** Applications cannot be accepted after the deadline.

Please Note:	
This form requires macros to be enabled on your computer. To see if they are, click on the button on the right. You should get a dialog box indicating that the macros are fine. **If you don't see this dialog box after clicking the button**, go up to the menu and click on Tools, Macro, Security, and set the Security Level to LOW. Then, **close this document and re-open it** and test again to make sure it's working. If you do not have macros enabled, you will not be able to complete this application properly.	Test Macros

General Information				
Project Title:	Planet Protectors - Going Green With Technology			
Primary Applicant:	Vanessa Russell			
Co-Applicants:	Kelly Fisher & Sara Kamps			
Project Location:	7th grade- Middle School			
Affected Students:	Number:	200	Description:	Diverse learners, 11 IEP's , 9 ELL, and 38 accelerated
Project Summary:	Students will use technology to research, design, and implement a community conservation plan. They will investigate local environmental issues and develop strategies for change.			

Goals & Objectives	
Please list the goals of this project:	
	Students will use technology to research, design, and develop a community conservation plan.
	Students will implement their green projects and be enpowered to make a difference in their community by taking content and applying it to the real world.
	Students will be engaged frequently in interactive technologies, giving them proper levels of support in the classroom and at home to be challenged and successful.
	Data will be recorded to graph and track individual student progress.
Which Technology Academic Content Standards are met by your project?	
	Standard 5: Technology and Information Literacy Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.
	Standard 2: Technology and Society Interaction Students recognize interactions among society, the environment and technology, and understand technology's relationship with history.
	Standard 3: Technology for Productivity Applications Students learn the operations of technology through the usage of technology and productivity tools. Students use computer and multimedia resources to support their learning.

	Standard 4: Technology and Communication Applications Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.
How will this project improve students' 21st century skills?	
	By incorporating both personal response systems and computers into our classrooms, we will be able to better meet the needs of over 200 hundred students including 11 students with IEP's, 9 ELL, and 38 accelerated. This technology will help students gain the skills needed to succeed in the 21st century. In our project, students will be increasingly engaged in cross-curricular learning, using technology as a mode to increase communication. Students will explore and solve real-world problems relating to local environmental issues. While working together with their peers, students will share data and information. Finding success in the 21st century requires individuals to problem solve, think critically, demonstrate information literacy, and work successfully in teams. Incorporating the personal response systems into our classrooms will help our students gain the skills needed to succeed in the modern world. Technology coupled with computer access opens the window to the world beyond textbooks.

Project Plan

Please describe the project:	
	Kids can make a difference one step at a time. Local water quality, pollution, and recycling are just a few of the issues that these "Planet Protectors" may choose to investigate in this interdisciplinary project. Using the response systems, students will participate in a carbon footprint survey to assess their current energy usage and planetary impact. Students will see how their carbon usage contributes to the United States being number one in energy consumption per capita. The poled and graphed results will fuel a call for action and empower students to make a difference in their community while integrating math and science standards. Students will start this project in Language Arts by researching and investigating a variety of environmental issues that affect their community. The computers will provide access to resources and global contacts not readily available in the classroom environment, such as websites like www.epa.gov/students or http://www.globe.gov. Once initial research is complete, students will design and create a survey for fellow peers. The survey will provide preliminary data concerning their chosen environmental issue. A website or PowerPoint presentation will be created to educate community members for the need of change. Finally, students will become activists and promote their cause by educating parents and fellow students at the Middle school. The summative results will be presented in a public forum. These activities allow for the integration of Science, Math, Language Arts, and Social Studies with a variety of technology.

Budget

Please select the quantity and descriptions of items required. Refer to the hardware menu for prices and details on allowable items.

Quantity	Description	Unit Cost	Extended Cost
2	Class Set of 32 Turning Point IR Personal Response Systems	895.00	1790.00
4	Desktop Computer-two for each room without student computers	925.00	3700.00
1	Scanner	100.00	100.00
0		0.00	0.00
0		0.00	0.00
0		0.00	0.00
0		0.00	0.00
0		0.00	0.00
0		0.00	0.00
0		0.00	0.00
0		0.00	0.00
0		0.00	0.00
		TOTAL:	5590.00

Please provide any necessary notes or comments on the items listed above.

Included in the class sets of Turning Point IR Response Systems are:
-TurningPoint 2006, interactive PowerPoint® software
-Wireless ResponseCards®, credit card size keypads
·USB-based response Receiver
·Compact carrying case or binder
·Color coded QuickCard highlighting function keys
·QuickStart Guide to facilitate set up·Office 2007support
·Plug and play hardware setup.
·Bundled TurningPoint AnyWhere software. Our AnyWhere polling application uses the same functionality as TurningPoint through a floating toolbar that allows users to poll from content in any PC application including web browsers, PDFs, Word documents, and more.
·Customized save locations- Save data directly to hard drive or removable thumb drive for maximum flexibility.
·vLinks software extends TurningPoint functionality to remote locations — for video conferencing meetings, trainings, and classes.
·Expanded reporting options.

Please describe other sources of funding, and how that money will be used.

SmartBoards will provide the technology for displaying the students' Green Project. One of the whitboards was awarded through a previous grant, Martha Holden Jennings Foundation.

How will the project be sustained beyond the first year without additional technology funding?

Financial assistance over the first few years will not be needed.

Project Evaluation

Please describe how you will measure the success of your project in meeting the goals outlined above:

1. A research paper on an environmental issue.
2. The question survey of fellow students will be graded using a rubric.
3. Survey data will be analyzed using mathematical standards to focus a project goal.
4. Implement a community based green project.
5. PowerPoint presentations and/or websites used to educate the community about their issue will be evaluated using a rubric.
6. The students will complete a short survey about their attitudes regarding the public forum.

Procedural Assurances

Please check the boxes next to each of the following statements to indicate your acceptance to the terms and conditions of this project:	
☒	Purchased equipment belongs to the school district, and may be removed or reassigned if the awardee fails to follow the procedures of the grant.
☒	Projects that target a particular school, grade, or subject may stay with the target population if the applicant's teaching assignment changes in subsequent years.
☒	All purchases related to the grant will be made directly by the district. Funds will not be dispersed to awardees.
☒	Grant decisions will be made by the district technology team whose decision will be final. The technology team may enlist the help of media specialists and administrators in first-round evaluations of grant proposals.
☒	Grant awardees may be asked to make presentations about their project at staff meetings, inservice opportunities, or conferences.
☒	An evaluation of the project, following the evaluation procedure outlined in the grant proposal, must be completed and submitted by May 31, 2009. Grant awardees will receive the procedure for completing this requirement.
☒	Proposals will not be funded without the support of the building principal.