INSTRUCTIONAL TECHNOLOGY GRANT PROPOSAL

Name of Applicant: Scott Ellis

District/School: Fannin County School System

Date: 4/27/17

Total Cost of Project: $7.785.00

Title of Project: Technology Grant for Samsung Chromebooks and Storage Station Carts for 4th Grade at East Fannin Elementary School

To what organization will you submit this grant application in the future?:

Donors Choose (www.DonorsChoose.org)

I. Why is this project important (In 2-3 paragraphs, describe the need for the project and its relevance to the shared vision for instructional technology)?

A portion of the technology vision I created for East Fannin Elementary School is as follows:

"Through a progressive technology infused learning environment and culture that promotes achievement, engagement, and ownership of learning for all educational stakeholders, East Fannin Elementary will develop high capacity, competent new 21st century thinkers and doers who use digital tools and resources effectively, efficiently, and seamlessly in their every day lives by the end of the 2022 school year. All educational stakeholders will have reliable connectivity and access to current and emerging technologies, and digital resources" (Ellis, 2017, pg.2).

21st century learners are highly relational, demand quick access to new knowledge, and are capable of engaging in learning at a new level than before (Blair, 2012). ISTE's Policy Brief learning as having a strong positive effect on student achievement across all segments of k-12 students, supporting equity and access to high-need schools and communities, and strengthening the learners of today's generation with a foundation of technology based skills that "fit within the larger picture of global competiveness" (pg. 5, 2008).

East Fannin Elementary School is currently a Title I school nestled in the mountains of Northeast Georgia. A significant number of the student body struggle with low socioeconomic status, and are affected by the statistical realities and disparities that accompany such an area. Research indicates that it is these students from rural areas that often have issues with equitable access to technology and its usage. As such, it is crucial that technology access and use is increased for all learners, especially those from disadvantaged backgrounds. The students I serve, moving in four

different rotations over the day, are comprised mainly of students who are on free/reduced lunches. Currently, my classroom is equipped with seven desktops or laptops, but I usually serve close to 18 students at any rotation. This is can be seen as a detriment to consistent digital access for all learners, the commitment to make sure that no one is denied digital access, and fails to support the kind of digital citizenship 21st century learners need for success. Problem-based learning and personalized learning approaches depend in large part of the standards-based differentiation, real-world simulations, collaboration, and tailored instruction that digital tools such as laptops can support. As Oblinger and Hawkins assert, "Learning is an active process; technology can provide a wide range of active learning opportunities and can enable those to scale to reach more learners" (p.15). In the attempt to narrow the digital divide that exists at the district, school, and individual student levels with regard to inequity with experiences with technology, as well as access, it seems logical to equip each 4th grade classroom with enough devices for each learner to have access to a device. This will go a long way in maximizing student-learning opportunities through the utilization of technological resources and tools.

II. What would you like to accomplish (In 2-3 paragraphs, describe the project and list instructional objectives/project outcomes.)?

Students currently being served in today's schools will be expected to master more than just the curriculum to succeed in secondary and post secondary institutions. This is no less true in the workplace, as well. Learners will need vital 21st century readiness skills to participate in a technology infused existence, and such skills must be acquired in a technology-infused learning environment. This environment calls for putting technology into the hands of all students. With the world literally at learners' fingertips and amazing student opportunities on the line, the expectation is that every student needs direct access to a techninolgy device on a daily basis. The goal, then, is to provide each 4th grade learner with a "constantly evolving array of technology tools and activities that demand problem-solving, decision-making, teamwork, and innovation" (pg. 1, 2012). This will be accomplished through tapping the rich resource of more technological devices in the form of laptops to support enhanced student learning and achievement.

One outcome of this grant, when realized, will be seen in the significantly reduced inequities in student access and utilization of technology in 4th grade classrooms at EFES. Another outcome will be evident in 4th grade teachers and their learners innovatively harnessing the power of technological resources in order to improve teaching and learning culture at the school. The third outcome will present itself in the form of teachers supporting 4th grade learners in the acquisition of 21st century readiness skills through a technology infused learning environment.

III. In what ways is this project an example of exemplary technology integration (In 2-3 paragraphs discuss your project regarding one or more of the following: LoTi, SAMR, TPACK, TIM, etc.)?

Re-envisioning the role of technology in the classrooms begins, among other things, with providing each student with access and use of digital tools and resources. The project is intertwined with best practices and exemplary technology integration in several ways. Digital equity with respect to access and usage for all learners in 4th grade supports the high levels of

student engagement, collaborative learning, and authentic problem solving inherent to an effective digital age learning environment. In looking at the Levels of Technology Innovation (LoTi) Framework, the project encourages movement towards higher levels of engagement. With a device in the hands of each student, regardless of content area, the instructional approach is more apt to transition from a level 0 (Non use) or Level 1 (Awareness) to a level 2 (Exploration), with learning tasks and activities becoming more embedded in increasing levels of cognitive processing, digital resources used by students for extension and/or enrichment exercises, as well as information gathering assignments or presentations, all the while along being more student centered and directed learning. A one-to-one device platform will also foster more authentic and relevant learning activities requiring higher levels of thinking, with digital resources utilized to execute more rigorous content-related tasks, which is indicative of level 3 (Infusion) operation.

This project also enables several key best practices in digital learning, thereby supporting the transition from "traditional" pedagogical practices focused on subject matter based learning to digital age learning (Levels of teaching innovation framework, 2017). In essence, effective utilization, instruction, and learning opportunities provided through the use of a device have the potential to elevate student academic growth, engagement, and outcomes. One such practice afforded through technology access and usage for each learner is the promotion of a structured networked collaboration, which supports the connectivist approach to learning. Another identified practice that can be promoted, provided a technology infused learning environment where each student has their hands on a piece of technology, is the personalization and globalization of content through authentic connections (Digital-age best practices: Teaching and learning refocused, 2017). Digital tools and resources can allow students wonderful opportunities to make authentic contextual bridges that connect what they learn in class to the real world.

IV. How will you complete the work? (Describe how the project will be completed.)

A. Describe how the instructional objectives/project outcomes will be met (2-3 paragraphs).

The project outcomes will be met in the following manner:

Outcome 1: A one-to-one student computer initiative will provide each 4th grade student with daily access to a device, with teachers facilitating and supporting the use. This component can be powerful in the quest for all 4th grade students to move towards meeting 21st century learning expectations as established by state and/or national curriculum or standards.

Outcome 2: This will be met for students as teachers effectively integrate and embed technology into teaching and learning experiences, providing multiple opportunities for digital discovery and exploration, creation and design, and authentic audiences, supporting 21st century readiness and curriculum standards. For teachers, ongoing, effective professional development targeting the integration of technology into instruction (pedagogy), learning, and assessment will support student outcomes and achievement.

Outcome 3: This will be met through the process of 4th grade teachers providing consistent technology infused learning, student centered and directed activities, and tasks demanding problem-solving, decision-making, teamwork, and innovation.

B. Describe the time involved (project length including amount of time each day/week).

In order to maximize opportunities for learning and achievement through digital tools and resources, technology implementation and integration using the Samsung Chromebooks will be expected to occur daily, with each learner having direct access to both the technology and the Internet in the classrooms.

C. Describe the people involved (grade level/subject & # of students, teachers and/or staff, other stakeholders).

The 4th grade teachers will act as facilitators, orchestrators, and learning catalysts of and for crafting learning activities, looking to spark defining moments for all 72 fourth grade students. In order to support student performance that approximates student potential, all 72 students will have access to and usage of the chromebooks across all content areas.

D. Describe the materials needed for the project.

Materials needed for this project to become a reality in the effort to improve technology integration transformation for these learners, many of whom come from socioeconomically disadvantaged backgrounds, are the 80 Samsung Chromebooks and the 4 charging carts/storage stations.

IV. What is the timeline for assessing accomplishments and objectives/project outcomes (In 1-2 paragraphs, describe program evaluation procedure.)?

In addressing disparate technology access and usage for 4th graders at EFES, a movement towards cultivating a teaching and learning culture focused on enhancing students engagement and achievement through meaningful technology integration takes a significant amount of time. While there is no time framework or predicted trajectory for such a process, progress as it relates to achieving the desired outcomes as laid will be assessed every 4-5 months upon receiving the devices. These responsive assessments will continue, and may be modified, depending on assessment data and/or results.

V. How will the students be impacted by the project (In 2-3 paragraphs, include details regarding how the impact on students will be assessed and reported to students, parents, teachers, and others.)?

At the heart of this grant/project are student learning outcomes, engagement, and 21st century readiness. The impact of this project on students will be assessed through students' increased access and usage of the chrome books, as well as participation in high quality technology infused

learning activities/tasks in which they participate. Another impact will be assessed through problem and/or project based learning products or solutions created by students, more time spent learning with discovery and exploration activities (Internet research, virtual manipulations), creation and design (student created digital media such as Wikis, presentations, iMovies), and incorporating authentic audiences with which to share and publish work (blogs, discussion forums). These impacts on students can be best reported to learners through digital programs and applications that provide individual feedback to students, work samples, rubrics, and e-portfolios.

Teachers can assess impact of the project through improved technology embedded pedagogy, ongoing professional development, opportunities to provide personalized and differentiated learning tasks, improved collaboration with colleagues, more comprehensive planning, and more support and use of technology to enhance teaching and learning by other teachers. This can be assessed through teacher surveys, planning/sharing times, and reflection on practice.

Parents and the community can support the project through modeling positive beliefs and habits at home with technology access and usage for learning, obtaining Internet access at the home, communication with teachers, and other professionals. The demonstration of effective technology use for learning, communication, and project management has been shown to positively affect student motivation and interest in using technology in their own work (ITSE, 2008, pg. 9).

VI. What is the proposed budget? Include information on the following:

A. Materials/supplies: None

B. Equipment: 80 Samsung chromebooks XE303C12-A01US (refurbished); 4 Tripp Lit 16 Port AC charging cart / storage station

C. Total Cost of Proposed Project: $7,785.00

D. Additional Funding Sources: Parent and community donations for plastic laptop protective covers

V. List your supporting references.

Blair, N. (2012). Technology integration for the new 21st century learner. *Principal,* January/February 2012. Retrieved from http://www.naesp.org/principal-januaryfebruary-2012-technology/technology-integration-new-21st-century-learner

Ellis, S. (2017). Shared vision & rationale. Retrieved from file:///Users/scotty/Desktop/Ellis%20Shared%20Vision%20Paper.htm

ISTE. (2008). Technology and student achievement: the indelible link. *ISTE Policy Brief*. Retrieved from http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf

Loti Connection Inc. (2017). *Digital age best practices: Teaching and learning refocused*. Retrieved April 26, 2017 from http://loticonnection.cachefly.net/global_documents/Digital_Age_Best_Practices.pdf

LoTi Connection Inc. (2017). *Levels of teaching innovation framework*. (2017). Retrieved April 26, 2017 from https://loticonnection.cachefly.net/global_documents/LoTi_Framework_Sniff_Test.pdf

Oblinger, D. G., & Hawkins, B. L. (2006). The myth about no significant difference. *Educause review, November/December.* Retrieved from https://net.educause.edu/ir/library/pdf/erm0667.pdf

Sheninger, E. (2014). *Digital leadership: Changing paradigms for changing times*. Thousand Oaks, CA: Corwin.

INSTRUCTIONAL TECHNOLOGY GRANT PROPOSAL
EVALUATION FORM/SCORING RUBRIC

Total Points (out of 200): _____

1. Impacts a variety of skill levels and/or learning styles or impacts an important target population.

   Possible number of points: 40 _____

2. Clearly identifies standards and learning objectives/project outcomes being addressed.

   Possible number of points: 40 _____

3. Pedagogically sound, based on research and/or best practices.

   Possible number of points: 40 _____

4. Clear plan for assessment of project and goals with examples of implementation methods.

   Possible number of points: 40 _____

5. Impacts large number of students and/or can be recycled/reused.

   Possible number of points: 40 _____

General Comments:

Adapted from: The Education Foundation of Oconee County, Inc.