

INSTRUCTIONAL TECHNOLOGY GRANT PROPOSAL

Name of Applicant: Alyssa Sills

District/School: Gwinnett County Public Schools/Taylor

Date: April 20, 2019

Total Cost of Project: 1,000

Title of Project: Taylor Tech Time

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

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)?

Taylor Elementary School is a part of Gwinnett County Public Schools. The vision for the school is to educate and train all students and staff to reach their full potential. According to Sheninger, "It is time to transform schools into vibrant learning communities that are connected and allow access to numerous social media tools that can unleash the creativity of our learners. This will increase engagement and ultimately achievement (2014)." The way for students to reach their full potential is to increase their engagement and achievement through the use of technology. The school has a variety of devices that the students can use on a regular basis for example: 4 computer labs, 5 sets of 5 iPads, and 3 laptop carts. The issue is that students do not have access to computers and devices at home. All students should have access to computers at school and at home.

Due to the fact that Taylor Elementary School is 50.2% Free and Reduced Lunch many students cannot afford to have technology at home so they are not able to benefit from online discussions using social media or the Learning Management System. The LMS is very similar to social media where the students can communicate locally and globally with other students. The goal for this project is to open up a computer lab every other Thursday so that students can come after school and have access to online communication. This would be supervised by two teachers. This project would support specifically low SES students so that they would have access to online communication tools to complete projects that will help them work with others locally and globally.

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

Due to the fact that many students do not have access to collaboration technology at home the students will have monthly time to stay after school and access devices and computers. Through this project the students will learn to work well with others and communicate effectively. In the changing world it becomes more and more vital for students to know how to communicate online. During school many times teachers do not have the time to let students have online collaboration time so they assign students homework to do an online discussion. Some students do not have access to the technology so they are unable to get the practice with this skill. Every other Thursday teachers will be in the computer lab to help students complete real life scenario homework as well as assign students communication tasks to work with others online. The goal is to ensure all students have access to technology.

- Students will use the extra technology time to enable learning outside of school for students of low socioeconomic status that may otherwise be unable
- Students will use the computer lab time to connect with learners from multiple backgrounds and cultures to broaden understanding and learning
- Students will use collaborative technology to work with peers, experts or community members to learn different viewpoints.
- Students will contribute constructively to group work by having roles and responsibilities to work toward a common goal.
- Students will explore issues outside of the school and use the collaborative technology to investigate real life solutions.

ISTE Standards (2019)

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.)?

This project is an example of exemplary technology integration based on the LoTi Framework. The LoTi Framework describes the ways that technology integration could benefit students the best way possible. The framework asks various questions about how technology is being integrated into lessons. Because this project is about giving students access students are using the technology in various ways to enhance learning. Students could be communicating with others using their extra technology time for any content related content (2018). They can talk with experts, peers or community members to relate their learning back to the content that they learned in class. The LoTi standards also discuss the idea that technology should be student centered and related to real-world, as well as ensuring that students are having two-way collaboration with experts outside of the classroom. The entire goal of this project is to work on communication through technology. This project would not just allow students access to technology but allow them to work with anyone through video chatting, google documents (already provided by the school), the schools learning managements system, and email. Students would have the extra time they needed not only to do school related assignments but to pick a topic and explore it more on their own using technology as a communication tool.

The LoTi specifically states that students should have cognitive complexity which means that students should be able to think at a higher level when using technology. The extra time in the computer lab will not be designated for math games or practice, students will only be allowed to work on real world problem based learning where they have to make decisions about their learning. Two-way communication is the key for this project (2018).

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).

First students who are on Free and Reduced lunch will be identified and invited to attend the after school technology sessions for global communication. Students will receive a sign up form online and a paper copy for parents to sign. Students will then take a pre survey that will show how well they are already meeting the objectives. Students will answer questions about global awareness and cultural beliefs as well as communication skills. Students will then attend after school technology sessions where they will be able to communicate with others in the community as well as around the world to learn about communication skills as well as cultures. Students will have a goal for that session already set up before the session. Throughout the year there will be checkpoints to see if the students are learning what they are supposed to learn from the sessions.

After a year students will take a post assessment survey which will show what they have learned throughout the sessions. Students should show that they have better technology skills, communication skills (typing and talking), and greater knowledge of other cultures and beliefs.

B. Describe the time involved (project length including amount of time each day/week; include a timeline for planning and implementation).

The time involved for this project will be one years funded by the grant. Teachers will be on a rotating schedule where they get a stipend for being the teacher during Taylor Tech Time. Each month teachers will be available in the designated computer lab from 3:45-5:30 where they will help students with collaborative communication using technology. If students do not have a project to work on teachers will give them a real life scenario explore. The school will hold this technology time every other Thursday. Teachers will assign projects that involve real life scenarios and students will use the time in the lab to communicate with classmates through discussions or Google Docs or they can work with experts in the field. Students do STEM time every Friday so many of the projects will be related to their STEM projects they are doing in class.

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

All grade level teachers will be involved due to the fact that they will one assign projects that involve problem based learning and two they will be volunteering for being the supervisor in the rooms. Students who are on free and reduced lunch will be able to use the computer lab after school on the

designated days. Administration and the Local School Technology Coordinator will be in charge of making sure the technology is working and the technology devices are ready. Stakeholders like parents will be involved to support students learning by ensuring they are able to attend technology time and get the communication skills they need.

D. Describe any professional development that you or others will complete prior to implementing the grant.

There is no professional development needed for implementing the grant. Teachers have all been trained on how to use Google Docs as well as the Learning Management System when they enter the school district. Teachers will be there to troubleshoot and supervise. The only professional development needed is an overview of what the students are and are not allowed to do during technology time and some ideas for teachers so that the students get the most out of their time in the labs. This can all be done in a Friday meeting to all teachers. The previously selected technology team will come up with the topics for students who do not have a project and the list will be given to the teachers working in the lab that day.

E. Describe the materials needed for the project (provide links to relevant websites; include a written description of how the technology/ies will benefit students).

Team ISTE states that according to neuroscience it is known that students need to have an emotional connection to something to learn (2015). Students who work with other people locally and globally through online communication will learn more through real life experiences. If students are unable to work online at home, they have less time to communicate with others. At schools we are unable to provide ample time to do a lot of online communication so the best way is for students to communicate outside of school. Team ISTE also states that “Exposing students to global collaboration also builds cultural understanding, communication skills and knowledge and awareness of the wider world (2015). We want our students to be well rounded and see things from others perspectives. Students who are low SES are less likely to get these experiences and we want them to have every opportunity to thrive and use their communication skills to better themselves.

ISTE has a variety of articles and information that proves just how beneficial communication can be which confirms the belief that students should have opportunities after school outside of the classroom for global communication:

<https://www.iste.org/explore/ISTE-blog/Global-PBL-projects-connect-students-across-continents>
https://conference.iste.org/2018/program/search/detail_session.php?id=110746168
<https://www.iste.org/explore/In-the-classroom/5-levels-for-taking-your-classroom-global>

IV. What is the timeline for assessing accomplishments and objectives/project outcomes (In 2-3 paragraphs, describe the program evaluation procedure. Explain how each objective will be measured and how success will be determined.)?

The timeline for this project will be one school year. Students who are on free and reduced lunch will complete a pre-assessment survey about their communication abilities. This will give a baseline to see how much they know and how much global communication they are getting outside of school. This project will span one school year every other Thursday throughout the year. When the project is finished it will be assessed by having the students take another survey to see how much they have learned through having extra communication time.

These surveys will indicate if students have a broadened understanding of multiple backgrounds and cultures. It will also indicate if they have learned about others perspectives and viewpoints. Students should show in the survey they have learned about others and learning to work with others in a real life setting.

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.)?

The biggest impact on students will be that they will have the communication skills that they need for their future profession. Many businesses are looking for workers who have good online communication skills and many times we find that low SES students have less opportunities so they do not have as many skills in this area. After attending the afterschool communication sessions students will be better suited for middle school, high school, college and their future job. This impact will be assessed by the survey that the students are doing as a pre-assessment and a post assessment. We will see a change in their communication skills and their feelings and beliefs toward other cultures because they are learning more about them.

This will be reported to others through information sessions with PTA as well as with technology online newsletters. Parents will learn about the benefits of the sessions while attending PTA meetings so that they show what the students have learned. We will also put information in the online technology newsletter that is sent to parents and students.

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

- A. **Materials/supplies-** Google Classroom, video chat software, Learning Management system with a discussion function: all of this is already provided by the county- no additional cost.
- B. **Equipment-** A computer lab at the school- already provided, Teachers to be in the room to help students (Stipend \$50 a session per teacher)
- C. **Total Cost of Proposed Project (include a line item for any required professional development)-** The only cost of the project will be the money to pay the teachers who will be staying late. Teachers will get a stipend for their time in the computer lab helping students. The school will not have to pay extra to keep the school open because it is open to teachers until 8:00PM every night. No professional development is needed for teachers

other than meetings for no additional cost to ensure teachers are up to date on what should be happening at the technology time.

D. Additional Funding Sources

V. List your supporting references.

ISTE Standards for Educators. (2019). Retrieved from <https://www.iste.org/standards/for-educators>

LoTi Connection (2018). LoTi Framework. Retrieved from <https://www.loticonnection.com/loti-framework>

Sheninger, E. (2014). Digital Leadership: Changing Paradigms for Changing Times. Thousand Oaks,

CA: Corwin

Team ISTE (2015). Global PBL Projects Connect Students Across Continents. Retrieved from

<https://www.iste.org/explore/ISTE-blog/Global-PBL-projects-connect-students-across-continents>

**INSTRUCTIONAL TECHNOLOGY GRANT PROPOSAL
EVALUATION FORM/SCORING RUBRIC**

Total Points (out of 300): _____

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

Possible number of points: 60 _____

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

Possible number of points: 60 _____

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

Possible number of points: 60 _____

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

Possible number of points: 60 _____

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

Possible number of points: 60 _____

General Comments: