

LCSD Cisco CSIPP Grant Question	Guidelines, Discussion Points, & Examples	Teacher Response
<p>1. What is your vision for your classroom and the goals for achievement of that vision as a result of the Cisco CSIPP grant?</p>	<p>The vision of LCSD for the Cisco CSIPP grant is for teachers and students to become passionate learners. Include the broad vision that you have for your classroom as a result of the CSIPP grant. Also include the goals for achievement of the vision. Relate how your vision and goals will ultimately help to achieve the LCSD vision for the CSIPP grant.</p>	<p>Vision: <i>Enhance student understanding of math through technology and inspire them to seek careers in math, science and/or technology.</i></p> <p>Goals:</p> <ol style="list-style-type: none"> 1) Involve students in mathematics on a daily basis using technology (not just presenting the information). 2) Show students the beauty and awe of mathematics outside of the “plug and chug” method of teaching. 3) Give students the opportunity to experience the excitement of technology that is available because of mathematics.
<p>2. What key challenges are you facing within your classroom that you’ll address with the CSIPP grant?</p>	<p>Identify specific, prioritized challenges facing your students that you wish to address with the equipment and training provided through the CSIPP grant.</p>	<ol style="list-style-type: none"> 1) Only one computer in the classroom – many activities I would love to incorporate are not attempted because of this. 2) Not enough types of technology – students only have limited access to computers and have not experienced interactive whiteboards or graphing calculators. 3) Math needs more “wow” factors – students have the incorrect assumption that mathematics is all “plug and chug” processes.
<p>3. What specific teaching and learning processes will you impact?</p>	<p>In order to improve the teaching/learning process within your classroom, what processes are identified as needing improvement and how will you address those needed improvements?</p>	<p>Students basically understand the processes of mathematics and that’s it. “To get the right answer, I have to follow these steps.” Because of this robotic style of computation, students rarely understand the concept and substance of the mathematics they are doing. State testing will change from basic rote knowledge to higher depths of knowledge. Without understanding concept and substance, our students will not be successful with the new testing system.</p>
<p>4. How will you</p>	<p>How will you document your experiences?</p>	<p>Students will take surveys at the beginning of the year prior</p>

<p>document your programs to ensure that they can be sustained and replicated by others?</p>	<p>Describe how you will document key elements of your strategy, solution and change management plans, and your progress (successes and learning points) throughout the project?</p>	<p>to bringing in the technology. These surveys will measure student attitudes regarding the interconnection of math and technology. The technology will be incorporated daily into lessons (PowerPoint, Excel, internet, TI calculators, etc). I will keep a weekly checklist and journal of the technology used in the classroom, documenting what is successful and what is not. Students will keep “technology autobiographies” where they will document not only the technology they are using, but how it affects they way they learn mathematics. Students will take an end of the year survey to see if incorporating the technology enhanced their understanding of mathematics.</p>
<p>5. What is your current technology plan for your classroom?</p> <p>How will the CSIPP grant change your overall technology plan for the next 3 years?</p>	<p>Identify the current plan for technology that you have for your classroom. Then, identify how the CSIPP grant will enhance that plan for the next 3 years.</p>	<p>Current Plan: I have received \$1000 in grant money towards an interactive whiteboard. I plan to write more grants to fully pay for the whiteboard within the next year. I will write grants for a classroom set of TI-84 Plus graphing calculators, TI-Navigator software, six Calculator Based Rangers (CBR’s) and six Calculator Based Laboratories (CBL’s). Once I have the technology, I will request to teach a math/science/tech elective class that will allow me to teach using hands-on project based lessons. I will also request (by 2008) to host a math, science, and technology summer camp for girls that I’ve developed that will encourage girls to seek careers in those fields.</p> <p>If I receive the grant: The CSIPP grant would make all of this a reality instead of a dream. My current plan is based on the hope that our school would qualify for grants that are currently available. The problem I’ve faced is that most of those grants do not fit the demographics of our school.</p>

<p>6. Identify any district policies and procedures that might impact the feasibility or sustainability of the project?</p>	<p>What policy-level changes or new procedures will be required to successfully implement this program?</p>	<p>I cannot imagine dangling the technology “carrot” in front of the students on a daily basis without ever allowing them to use the technology. I would probably require a student/parent and teacher contract at the beginning of the year on proper use and procedures regarding the technology in the classroom. Students who cannot be trusted to use and respect the technology will have their privileges removed.</p>
<p>7. What outcomes do you anticipate as a result of this program(s)?</p>	<p>What are the measurable outcomes you expect? Please indicate how these align with your articulated vision/strategy and map to the LCSD vision for the Cisco grant.</p>	<p>1) Students will create an end of the year PowerPoint project relating 4 math concepts they learned to the real world using Excel, graphing calculators, the internet, and other technology resources.</p> <p>2) I will incorporate the same resources into my lessons.</p> <p>3) All of these resources will be made available to LCSD faculty and students. Teachers could use the projects and lessons in their classrooms. Students could access the materials from home as tutorials.</p>
<p>8. How will you measure the impact of the program(s)?</p>	<p>What are the metrics for this program and how will you measure the impact (as well as determine the current baseline)? Will there be additional data requirements to support the measurement of the program, and if so – how will you do this?</p> <p>Describe the formative & summative evaluation methods to be used in the project, including how this evaluation links to other ongoing evaluations within the district.</p>	<p>To determine the beginning baseline, I will give a technology pre-test in August.</p> <p>Formative assessments will occur regularly as each chapter test will have questions related to using the technology. Students will be using the technology on a daily basis and I will be monitoring their growth.</p> <p>A summative post-test will be given in May to determine the impact of technology on student attitudes and math achievement.</p> <p>To assist with ongoing evaluations within the district, I will implement the SPMS curriculum testing software in my classroom.</p>

<p>9. Describe risks and potential barriers to success. Include a mitigation plan to deal with these potential challenges.</p>	<p>What risks or dependencies are there for the success of the program and what will you do to mitigate the likelihood and minimize the impact of these risks?</p> <p>Risks could include technology challenges, resource and/or skill constraints, behavior changes, cultural barriers, etc.</p>	<p>Risks: Most of these students have only had access to computers so I will have to teach them how to use the other technology. Some students may not have had access to a computer at home, only at school. I will offer extra help with the technology like I do before and after school with math.</p> <p>Students may become dependent on the technology. Not as a method to learn mathematics, but as an entertainment value in addition to the mathematics. However, several teachers at Oak Grove High School use interactive whiteboards and graphing calculators in their classrooms. Therefore, I do not see the technology dependency as a negative aspect. I see it only as a tool to excite students (“I’ve used that before!”) and set a level of comfort.</p>																
<p>10. Total Served by Program</p>	<p>How many people do you expect to serve in total with this program?</p>	<p>I teach approximately 85 students each year and I coach the math team which has approximately 45 members. Therefore, I will be reaching at least 130 students per year with the program.</p>																
<p>11. Ages Served</p>	<p>Identify the approximate age group that will benefit from this specific program.</p>	<p>The age group benefiting from this program will range from 11 to 14.</p>																
<p>12. Nature of Population Served</p>	<p>Please supply any additional information about the population your program serves, e.g., backgrounds, income levels, etc.</p>	<table border="0"> <tr> <td>Median Household Income:</td> <td style="text-align: right;">\$41,166</td> </tr> <tr> <td>% Eligible for Free Lunch</td> <td style="text-align: right;">28%</td> </tr> <tr> <td>% Eligible for Reduced Lunch</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>% African American</td> <td style="text-align: right;">17%</td> </tr> <tr> <td>% Asian</td> <td style="text-align: right;">2%</td> </tr> <tr> <td>% Hispanic</td> <td style="text-align: right;">1%</td> </tr> <tr> <td>% White</td> <td style="text-align: right;">80%</td> </tr> <tr> <td colspan="2">** from www.publicschoolreview.com **</td> </tr> </table>	Median Household Income:	\$41,166	% Eligible for Free Lunch	28%	% Eligible for Reduced Lunch	10%	% African American	17%	% Asian	2%	% Hispanic	1%	% White	80%	** from www.publicschoolreview.com **	
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