

Teacher Integration Awards – General Information 2008-09



Western Suffolk BOCES will be funding the Model Schools teacher integration awards for our component districts that are members of the Model Schools Coser.

Our goal is to award 3-5 \$1000 grants this year. The deadline for submissions is Monday, March 2, 2009. This will give us enough time to review all applications and notify winners by Friday, March 27, 2009.

Districts of winning applicants will furnish Western Suffolk BOCES with a request for payment on district letterhead for Model Schools Teacher Integration awards.

NEW: Teachers awarded \$1000 will be required to send all lesson materials electronically by Friday, June 12, 2009. This will allow teachers and administrators in our region to benefit from the technology integration lesson/unit. All grants will be posted on the Western Suffolk BOCES website.

Teacher Integration Grant Application 2008-09

Title of Project: _____

Teacher: _____

Subject/Grade: _____

District: _____

Building: _____

Phone: _____

Email: _____

I have permission from the district technology director (Model Schools liaison) to submit this grant.

Authorized Signature _____

Title _____

Submit:

1. This application cover sheet
2. Completed Learning Experience Template. Teachers are encouraged to email application dkennedy@wsboces.org Teachers should also send a paper copy with signature of district technology director.
3. Examples of student work to support the application.

Please submit all materials by Monday, March 2, 2009 to:

Debbie Kennedy
Divisional Administrator Curriculum & Instruction
Western Suffolk BOCES
31 Lee Avenue
Wheatley Heights, NY 11798

Any questions please contact Debbie Kennedy (631) 595-6813 or email dkennedy@wsboces.org

Winners will be notified by Friday, March 27, 2009.

NEW: Teachers awarded \$1000 will be required to email his/her grant information and backup materials by Friday, June 12, 2009. This will allow teachers and administrators in our region to benefit from the technology integration lesson/unit. All grants will be posted on the Western Suffolk BOCES website.

Learning Experience Outline

1. Learning Context – describe the purpose, objective, or focus of the learning experience, including:
 - The learning standard(s) and the specific performance indicators being assessed
 - A description of where this experience fits into the school or course curriculum
 - What students need to know and/or be able to do to succeed with this learning experience

2. Procedure – describe in narrative form, the actions of students and teachers and the interactions among and between students and teacher. Include how:
 - Supports student progress toward attainment of the learning standards
 - Reflects current scholarship in your field and best classroom practice
 - Incorporates technology (when used) into instruction to enhance learning and to assess student performance.

3. Instructional /Environmental Modifications – describe the procedures used to accommodate the range of abilities in the classroom, including students with disabilities, limited English proficiency, or bilingual students, such as:
 - Instructional modifications made
 - Physical modifications of the classroom setting

4. Time Required – for each aspect of the learning experience, state the amount of time for:
 - Planning
 - Implementation (hours/days/weeks)
 - Assessment

5. Resources – please note any extraordinary or unique resources (human or material) needed to successfully complete this experience
 - For the teacher
 - For the student

6. Assessment Plan – describe the
 - Manner in which students are involved in developing assessment criteria, maintaining an awareness of their progress, and reflecting on their work
 - Techniques used to collect evidence of student progress toward meeting the learning standards' performance indicators (i.e. – observation, group discussions, journal writing, use of alternative testing techniques)

7. Student Work – send three or four samples of student work:
 - That reflect different levels of student performance
 - Include comments reflecting the basis for teacher’s assessment

8. Reflection
 - Why this lesson was developed for the specific learning standard(s) and performance indicator(s)
 - What you learned from implementing this lesson
 - How the lesson was reviewed by peers prior to submission and what you learned from the review