iThink, iInquire, iCollaborate, iCreate, iSucceed

Classroom Grant

Newman Elementary School

Mr. Travis Niemeyer   schoppj@billingsschools.org
605 S. Billings Blvd   O: 406-281-6215
Billings, 59101   F: 406-254-1675

Mrs. Julie Schopp

605 S. Billings Blvd   schoppj@billingsschools.org
Billings, 59101   O: 406-281-6215

Application Form

Report Fields

Project Name*
Name of project

iThink, iInquire, iCollaborate, iCreate, iSucceed

Amount Requested
Amount requested on application.

$1,000.00

Grade Level
Please select grade level below.

Primary (K-3)

Primary Subject Area
Please select the primary subject area of your grant.

Technology

School
Please select your school from the list below

Newman Elementary

Number of Students Served
Please enter the number of students that will be served by this grant.

22

Project Cost
What is the total cost of your project?

1000

Statement of Need
Please describe the need for this project. For example, how will this project impact student learning?

Statement of Need: Please describe the need for this project. For example, how will this project impact student learning?

My grant request from the Education Foundation for Billings Public Schools is for $1000. My students need three (3) Apple iPad 2 tablets. With additional funding from other sources, I have set a goal of having 1:1 iPads (24) in my class by the fall of 2014. Funding from this grant would bring my class total to 50% of that goal.

My Students: Newman School has students from varied cultural and economic backgrounds. A majority of our students receive free breakfast, snack and lunch daily. Many take "backpack food" home on the weekends, as well. Some of our students are homeless or live in foster care. Many of our students are from single parent families, and some have incarcerated parents. Our families face huge challenges, and they are not able to provide the time and resources to support learning at home through books, magazines, games and activities. My students often have few opportunities for the anticipation, excitement and engagement that learning with technology can offer. Only 23% (5) of my students have Internet connections at home, and only 18% (4) students report using a device at home for academics.

Project Need: Early exposure to technology is a must for my students if they are to compete and thrive in a digital society. My second graders at Newman Elementary School need instruction that promotes creativity, thinking, and inquiry. They need the skills to effectively communicate and collaborate. They need problem solving skills, and they desperately need to make real world connections to their learning. Technology based instruction offers effective, engaging, and enticing lessons that keep students focused and interested.

My project request is just a small piece of a large need at Newman School. My dream is for my students to be part of a 21st Century Digital Classroom where technology usage is the norm for both teachers and students. I see an iPad as so much more than a device for drill and practice. Attached is a list of the ways in which we currently use the technology that we have in our classroom. Keep in mind that I am nearing the end of my first year of TILT training. Every time I attend TILT I learn at least 5 or 6 new and engaging ways to integrate technology into my classroom. I can only imagine what new things I will learn and bring back to my classroom over the next several years!

While three iPads by themselves will not fulfill that dream, I believe that I've set a realistic and attainable goal for 1:1 iPads in my classroom. Furthermore, these iPads combined with all of the other technology available in my classroom will be a giant leap in the right direction. I realize that iPads, or any technology by itself, will not magically transform my students and meet all of their needs, nor will all of the best apps and programs magically transfer knowledge to students. Teacher training alone will not magically produce teachers or lessons that meet the needs of every student. Only when all of these things are placed in the hands of competent teachers—teachers who are willing to commit to changing how they teach, continually assessing and letting those assessments drive instruction—will we see an impact on learning.

Primary Goal

Please describe the primary goal of the project and how it blends with School District 2 goals and curriculum.

The primary goal of my project is to use the iPads to enhance and facilitate instruction, to encourage thinking, inquiry, creativity and collaboration, and to empower student success.

Billings Public Schools has made a commitment to the 21st Century Learning model, and has adopted and implemented a Common Core Curriculum to address the need to develop core academic subject knowledge and literacies. The goals of my project are much like our new curriculum goals, which recognize that students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. "The 21st century skills are imperative to implement in our classrooms in order to prepare our students for our globalized workforce." (Stevens, 2011)

Project Description

Briefly identify the major activities and materials involved in your project.

Materials: Three (3) Apple iPad 2 MC989LL/A Tablets (16GB, Wifi, White)
(As of 3/12/14: Amazon $339; Best Buy $299; Sam's Club $300; Apple $399)

Activities:
My 2nd graders and I use technology everyday at school. As we build our skills and knowledge of 2nd grade academics, we will often use the iPads and laptops in our room for math or reading skills instruction or practice. We also try to make real world connections, so we often use laptops or iPads for research. Here are some explicit ways in which we use technology now. Each is followed with a goal for how this project might change the ways in which we use technology.

• We currently use technology 1-3 times per day every single day.
Goal: To use technology throughout every day and in every subject.

• My students each use a laptop daily to run a new program that our principal purchased in January called, "Scholastic iRead." Students practice phonics and word skills 20 minutes per day per student.
Goal: Scholastic expects to come out with an iPad version, so with 1:1 iPads, my entire class could finish their unique customized lesson in under 30 minutes each day, rather than rotating through 6 laptops.

• We use our Mimio interactive projector 5 or more times per week for math, reading social studies and science lessons downloaded from MimioStudio. My 2nd graders are able to operate the interactive lessons with little supervision during center time. They are always engaged and actively learning at Mimio time!
Goal: To learn ways for kids to use the iPad to interact with me, with each other and with other devices in the room such as the Mimio projector.

• My class uses the iPads daily during math group rotations. Students use a 2nd grade math app that allows review and practice for all 2nd grade Common Core Math Standards.
Goal: With 1:1 iPads, each student could work where he or she has the most need every day.

• We use xtramath.com every day to practice and master addition and subtraction math facts. It takes about an hour for students to rotate through the 10-15 minute lesson using 9 iPads. Goal: With 1:1 iPads, we can do Xtramath.com in under 15 minutes!

• My students use either a laptop or an iPad to read or listen to books for 20-30 minutes per day. (Scholastic iRead, RazKids) Goal: I'd like to try Reading Rainbow and other similar apps.

• We use 4 laptops to research for our Lead21 Inquiry projects. In these project-based lessons, students are learning to collaborate in small groups and to investigate, research, and write answers to questions and topics that relate to our various unit studies in Lead21. Goal: 1:1 iPads will allow 1:1 research tools.

• We used 1 laptop to record video and audio presentations. Goal: 1:1 iPads means students have 1:1 multimedia tools.

• We used a few iPads to generate QR codes linking to their video presentations. We used Word Cloud apps on the computer to collect text evidence from our Lead21 lesson and create lists of vocabulary words. Goal: 1:1 iPads means 1:1 apps!

Professional Development

If your project includes professional development how will it improve student performance?

Two outcomes of my project involve professional development. First, as a life-long learner myself, I am 100% committed to learning all I can about technology. I have a Masters Degree in Educational Computing

(1990) and owned and operated a computer consulting/web design business while on family leave from 1991-2007. Since returning to the classroom, I have earned over 200 hours of training related to technology.

Second, I am 100% committed to encouraging my colleagues to embrace the many opportunities for integrating technology into their instruction. I am especially interested in encouraging those colleagues who lack confidence with technology. Should I receive funding through this grant opportunity, I will offer to take my class into other classrooms so that my students can share what they are learning with other students. In addition, I will work with my principal to offer mini-workshops at staff meetings and trainings on PIR days to the staff at my school.

Project Timeline

When will you implement your project?

My project will be implemented during the 2014-2015 school year.

Timeline:
May, 2014 - Purchase iPads

Summer, 2014
Attend Tech Summit for training

Consult with other teachers who are using 1:1 iPads for suggestions for organization, apps, etc.

Consult with Desiree Caskey during the summer for suggestions for organization, apps, etc.

Install apps on each iPad

Training and implementation with students

Plan for Evaluation

How will you evaluate student outcomes for your project?

As the title of my project implies, I believe that when students are challenged to "think, inquire, collaborate, and create, they will succeed." As students build skills and knowledge through the collaborative process, their ability to read and write should improve in tandem with their abilities to use the technology we are hoping to incorporate into my classroom.

Therefore, I will use the Developmental Reading Assessment (DRA) throughout the school year to measure reading fluency and comprehension. I would expect that after a year of technology integration that the number of students reading on level by the end of the year would increase from the current 50% to 75%.

I will measure math fact fluency using an online program called "Xtramath.com." I would expect that after a full year of iPad usage that the percentages would increase to around 70% passing addition, 50% passing subtraction and 25% passing multiplication. (2012-13 end of year totals were 33%, 18% and 0% respectively.)

Project Budget

Please explain how the funds from this grant will be spent to support your project goal. You can either type or upload a project budget to show how funds will be used. Please identify other funding sources if applicable.

iCreate Picture.docx
3 Apple iPad2 Tablets with WiFi-16 GB – White
From Apple: $399, Amazon: $349, Best Buy: $299 (on sale 3/9/14)
Total cost at $299-399 each $900-1200

Other funding sources: Donna Bliss will fund any balance over $1000 for the purchase of three iPad 2 Tablets. In the event that Donna cannot fund the balance, I will personally fund the difference above $1000.

**iPad2 vs iPad mini: I prefer the larger size, screen and "finger space" on the keypad of the iPad 2 for students this young. Also, we have 9 iPad 2 tablets already, so it would create a "sharing" issue if they are not all the same.

Supervisor Approval*

I have received approval from my supervisor to apply for this grant.

yes

Attachment 1

Please attach any photos, pages from catalogs, or other documents below. This is completely optional.

Schopp Addendum.doc

Attachment 2

Attachment 3

File Attachment Summary

Applicant File Uploads
- iCreate Picture.docx
- Schopp Addendum.doc

Created on the iPad using an app called, "Skitch."

Education Foundation for Billings Public Schools
Grant Application Addendum
iThink, iInquire, iCollaborate, iCreate, iSucceed
Julie Schopp
Newman Elementary School
March 14, 2014

My Personal "iPad Quest": I currently have 9 iPads and have 4 more on the way! I call my adventure, "My iPad Quest," because I am consistent, persistent and creative at getting iPads for little or no cost to my school or me!

I began my personal iPad Quest in the fall of 2012 when a local realtor and close family friend called me at home. She had just seen a report on TV about another teacher in Billings who had received a grant for a classroom set of iPads. My friend, Donna Bliss, volunteered to donate a small percentage of her commissions to begin building me a classroom set of iPads! WOW! At the time, I had not really thought much about the concept of a 21st Century Digital Classroom, but Donna's offer reignited my passion for technology. As of today, Donna has donated about $2000 towards our growing classroom set of 9 iPads.

I accepted a small part time job in October. I have donated 100% of those funds (close to $1200 so far) to purchasing iPads from Craigslist and DonorsChoose.org. My family and friends think I'm obsessed with iPads. I chuckle and admit, "Yes, my 'Quest' for 1:1 iPads for my Newman kiddos is THAT important to me." Donna's and my investment of time and personal finances shows my commitment runs deep.

I am a teacher on a mission to build a 21st Century Digital Classroom! By "Mission," I mean that I have committed my personal time for technology training and the learning curve that comes with every new piece of hardware or software. I have committed personal time and finances to the purchase of iPads, cases, and apps. My family and friends are also on board with my "iPad Quest" and have contributed as well.

I've been on this journey for my entire career and have always been passionate about technology. As I discover new and innovative ways that my students can learn in this new "Digital Classroom," my challenge is to keep learning, keep growing and keep "remodeling" _how_ I teach. I am excited to learn innovative new ways to teach. Being a leader in 21st Century teaching means making the shift from chalk to dry-erase markers to a stylus on an interactive whiteboard. This has made my lessons more creative and my students more engaged in the learning process. I can't wait to learn more and then apply that learning to my instruction, assessment, and interaction with my students! This will provide them with a pathway to confidence and success in school, work and in their future in our new digital society.

Some current goals for iPad usage in my class include:
- Selecting apps which meet the needs of individual or groups of students
- Selecting apps which target instruction through differentiation
- Selecting apps that can be used in class projects that build higher order thinking skills through exploration, collaboration, and problem solving
- Selecting apps which provide immediate feedback to students
- Using the iPad as a research tool and note taking for Lead21 (and other) research projects.
- Using apps such as "Educreations,"as an individual tablet much like a small individual whiteboard for students.
- Using each individual iPad as a method of assessing individual learning within my class and then targeting my instruction in my small groups reading and math groups.

A description of Mrs. Schopp's Current Digital Classroom:
- Our PTA provided each teacher with an iPad mini last year. It is with me 24/7 and is used every day in my teaching—with and occasionally by my students.
- Thanks to Tech Levy Funding, my classroom has become home to a new Mimio Projector. Knowing this was going to happen in the fall, I attended two trainings in the summer and one in September to help me learn how to use both the hardware and software. Each week, I download or create 1-3 lessons and use them with my class for all subject areas. I am excited that the students are so engaged in these activities, but it is even more exciting to use these lessons to help gauge where the kids are in the learning process. My next lessons can then be adjusted to meet them at that point.
- Our principal purchased 6 new Macbooks for 1st and 2nd grades and bought us a subscription to iRead by Scholastic. This interactive web based software provides each of my students with 20 minutes/day of explicit phonics and word study practice. I received training by Scholastic in January and continue working hard to learn the software. This program allows practice for my students, and it gives me reports and tools that can help drive my instruction.
- Tech Levy Funds also provided a set of Mimio Vote Clickers to my school. While these are shared with the entire school, I do try to use them at least once per week. They also live in my room, so my students are quick to remind me if too much time passes without using them!
- Last, but for sure not least, we use iPads every day in my classroom with a variety of apps.

My biggest challenge this year has been to stay at least a step ahead of my 2nd graders! From time to time you will hear a student in my class help me when I get stuck with our Mimio Projector: "Mrs. Schopp, you gotta click on the selection tool!"

My Tech History:
I have been actively involved in educational technology for 32 years. During my first career in teaching, I began my studies to earn a Masters Degree in Educational Computing. I served several years on the board of MCCE, including 2 years as president. I taught numerous technology related workshops and represented several educational software companies at MEA conventions.

Just prior to the birth of our first son, I wrote my Master's Thesis based upon a study I conducted in Billings Public Schools. In short, the study surveyed how teachers were using technology and made recommendations to a district Computer Committee. In looking over my thesis this past weekend, I had to chuckle at some of the changes. In the late 1980's, some schools had computers and phones only in the offices. By 1990, there were many BPS elementary buildings with 20 desktop Apple computers. Some had a lab of 20, and some chose to distribute one per class. Teachers had little training by that time and many felt uneasy taking a computer training class. A majority of teachers did not use the computer as a tool for planning or instruction.

While on family leave from 1991-2006, I founded and operated a home technology consulting and web design business. In 1999, I founded, designed and still maintain an alumni website for Billings West High.

It is my hope in sharing this that you will see that I not only have a renewed interest in technology, but also a passion for it. Some might even call it an obsession! One thing is for certain—if I am fortunate enough to receive these iPads from the Education Foundation of Billings Public schools, there is no doubt that they will be put to good use in student learning and teacher instruction.

Bibliography

"23 Ways To Use The IPad In The 21st Century PBL Classroom." *TeachThought*.

TeachThought Staff, 10 Nov. 2012. Web. 09 Mar. 2014.

<http://www.teachthought.com/technology/23-ways-to-use-the-ipad-in-the-21st-

century-pbl-classroom/>.

"Digital Teaching Platform." *Wikipedia*. Wikimedia Foundation, 22 Feb. 2014. Web. 02

Mar. 2014. <http://en.wikipedia.org/wiki/Digital_teaching_platform>.

"The Elements Of A Digital Classroom." *TeachThought*. TeachThought Staff, 08 Aug.

2012. Web. 09 Mar. 2014. <http://www.teachthought.com/technology/the-

elements-of-a-digital-classroom/>.

Engelward, Andy. "Technology in Math Education: The IPad a Game-Changer?"

Technology in Math Education: The IPad a Game-Changer? Harvard Extension

Hub, 13 Nov. 2012. Web. 10 Mar. 2014.

<http://www.extension.harvard.edu/hub/blog/math-teaching/technology-math-

education-ipad-game-changer>.

"Framework for 21st Century Learning - The Partnership for 21st Century Skills."

Framework for 21st Century Learning - The Partnership for 21st Century Skills.

N.p., n.d. Web. 09 Mar. 2014. <http://www.p21.org/about-us/p21-framework>.

Stevens, Mark. "21st-Century Learner." *Rss*. NEA Today, Aug. 2011. Web. 06 Mar.

2014. <http://www.nea.org/home/46989.htm>.