Annual BOCES Tech Integration Awards

(aka, Model Schools Grants)

Thousand Dollar Technology Grants

It's that time of year again when BOCES aims to highlight the best practices of technology-using teachers by awarding $1000 grants for technology infused lesson plans. Past winners have used their grants to purchase computer equipment, digital cameras, camcorders, scanners, etc. for their personal use in school projects.

In the past 7 years 21 HHH teachers have won this prestigious award including Marilyn Drange, Ellen Robertson, Frank Genise, Maureen Gipp, Martin Boettcher, Dennis Grunbeck, Leslie Mjos, Karen Golden, Betsy Murphy, Harry Shaver, Melanie Laffer, Dolores Ferguson, Betty Volpe, Sue Wright (twice!), Tina Rothenberger, Jeryl Stark, Kim Schepps, Maria Archdeacon, Stacey Bernstein, and Sharon Stepankewitz.

You can view our most recent winners' work by going to the Student Gallery on the new web site or to their site directly:

The Road to Revolution
http://www.halfhollowhills.k12.ny.us/page.cfm?p=213

Will Your Name Be Announced As a 2005 BOCES Technology Integration Winner?

The BOCES Technology Grant application is on the following pages of this document

TECH GRANT WINNERS
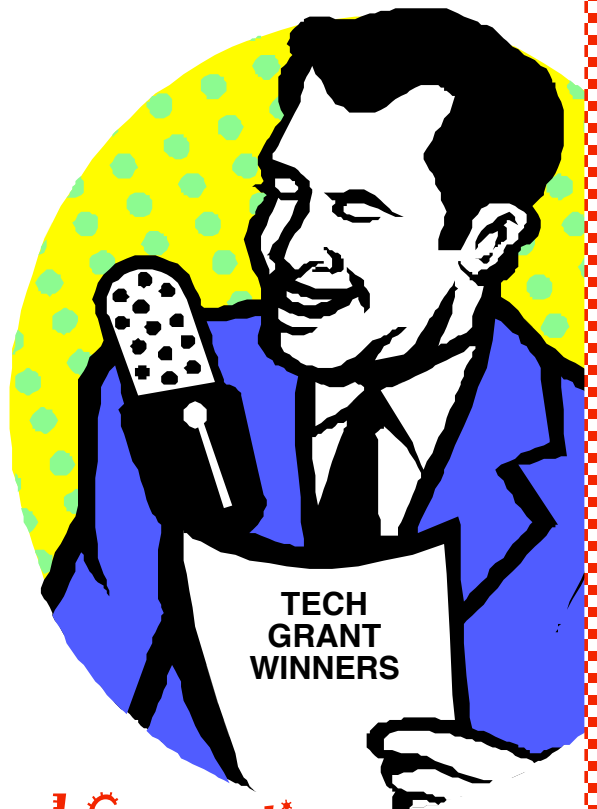
Applications are due at Instructional Computing no later than February 15th, 2005

For more info, call or email Ellen Robertson at ex. 3089

Some "Learning Verbs" to help write your application

Knowledge

Acquire	Indicate	Outline	Recite	Select
Count	Label	Point	Recognize	State
Define	List	Quote	Record	Tabulate
Distinguish	Match	Read	Repeat	Trace
Draw	Name	Recall	Reproduce	Write
Identify				

Comprehension

Associate	Differentiate	Extrapolate	Illustrate	Reorder
Change	Discuss	Fill in	Interpret	Represent
Conclude	Distinguish	Generalize	Paraphrase	Rewrite
Compare	Draw	Give in own	Predict	Restate
Contrast	Estimate	words	Prepare	Summarize
Convert	Explain	Give examples	Read	Transform
Describe	Extend	Infer	Rearrange	Translate
Determine	Interpolate			

Application

Apply	Demonstrate	Illustrate	Predict	Show
Calculate	Develop	Manipulate	Prepare	Solve
Choose	Discover	Modify	Produce	Transfer
Classify	Employ	Operate	Relate	Use
Complete	Examine	Organize	Restructure	Utilize
Compute	Generalize	Practice		

Analysis

Analyze	Contrast	Discriminate	Infer	Relate
Break down	Deduce	Distinguish	Order	Select
Categorize	Detect	Group	Outline	Separate
Classify	Diagram	Identify	Point out	Subdivide
Compare	Differentiate	Illustrate	Recognize	Transform

Synthesis

Arrange	Deduce	Generalize	Prescribe	Rewrite
Categorize	Derive	Generate	Produce	Specify
Combine	Design	Integrate	Propose	Summarize
Compile	Devise	Modify	Rearrange	Synthesize
Compose	Develop	Originate	Reconstruct	Tell
Constitute	Document	Organize	Relate	Transmit
Construct	Explain	Plan	Reorganize	Write
Create	Formulate	Prepare	Revise	

Evaluation

Appraise	Criticize	Distinguish	Measure	Standardize
Argue	Critique	Evaluate	Rank	Summarize
Assess	Decide	Grade	Rate	Support
Compare	Describe	Judge	Recommend	Test
Conclude	Determine	Justify	Relate	Validate
Consider	Discriminate	Interpret	Select	Verify
Contrast				

BOCES **Teacher Integration Awards – General Information**

Western Suffolk BOCES will again be funding the Model Schools teacher integration awards for component districts that are members of the Model Schools Coser. Unfortunately due to the state budget situation, NYSED has not been able to fund these for the past three years. The format for the grant applications is basically the same as in previous years.
BOCES goal is to award 5 applications this year.
Winners will be notified by Thursday, March 24, 2005.

Teacher Integration Grant Application
2004-05

Title of
Project:_____

Teacher: _____

Subject/Grade:_____

District: _____

Building: _____

Phone: _____

Email: _____

I have permission from the following district administrator to submit this grant.

Authorized Signature _____
Title   _____

Submit:
1. This application cover sheet.
2. Completed Learning Experience Template. Application should not exceed three pages (not including examples of student work.)
3. Examples of student work to support the application.
4. List of hardware/software/peripherals teacher is requesting if awarded the $1000.

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