

2005- 06 Model Schools Teacher Integration Awards General Information



Western Suffolk BOCES will be funding the Model Schools teacher integration awards once again this year.

If you are interested in applying for a grant in 2005-06, please send your name to Ellen Robertson (erobertson@hhh.k12.ny.us) immediately.

BOCES goal this year is to award 3-5 \$1000 grants. Winners will be notified by Friday, March 17, 2006.

If you would like further information or guidance in developing your grant application, please email or call Ellen Robertson at ex. 3089.

An outline of the application follows on the next pages. This application and all supporting materials must be received by Ellen Robertson no later than February 17th, 2006.

Teacher Integration Grant Application 2005-06

Title of Project: _____

Teacher: _____

Subject/Grade: _____

District: _____

Building: _____

Phone: _____

Email: _____

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

Authorized Signature (Ellen Robertson)_____

Title _____

Submit:

1. This application cover sheet
2. **Completed Learning Experience Template with all supporting materials**
3. Examples of student work to support the application

Please submit all materials by Wednesday, February 17th, 2006 to Ellen Robertson

Forms will then be forwarded for you by Ellen to:
Debbie Kennedy, Coordinator of Professional Development
Western Suffolk BOCES
31 Lee Avenue
Wheatley Heights, NY 11798

Any questions about the application itself, please contact Debbie Kennedy (631) 242-1128 x 222 or email dkennedy@wsboces.org

Winners will be notified by Friday, March 17, 2006.

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