MARIAN UNIVERSITY SCHOOL OF EDUCATION

Department of Educational Technology

EDT 655 - Developing Grant Proposals Integrating Technology

ACTION ASSIGNMENT 6 – FINAL GRANT PROPOSAL

Name: Aimee Hyland School & Grade Level: Waukesha STEM Academy/ K-5 General Music Date: 5/2/14

Grant Title: “Communication Station” – Digital Media Lab

Grantor: Waukesha Education Foundation

Grantor’s url: <http://www.waukeshaeducationfoundation.org/GrantsScholarships.aspx>

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| --- | --- | --- | --- | --- |
| Criteria | Emerging/  Approaching Expectations  (1-2 points) | Developed/  Meets Expectations  (3-4 points) | Highly Developed/  Exceeds Expectations  (5 points) | Points Earned |
| Grantor’s Information and School/Organization information  (Researching and Collaborating) | **Grantor’s**  **information**:  vague grantor’s guidelines, criteria and exclusions; hyperlink (url) not provided; **School information**: failed to align school’s mission and vision with grantor’s; did not provide school history, leadership and programs related to the proposed project; did not provide evidence of capacity to undertake the grant with applicant’s *vitæ* and lacks evidence of institutional support (letters of assurances) | **Grantor’s information**: contains some parts of grantor’s guidelines, criteria and exclusions; provided the correct link (url); **School information**: somewhat  aligned school’s mission and vision with grantor’s; provided sketchy school history, leadership and programs related to the proposed project; provided some evidence of capacity to undertake the grant with applicant’s *vitæ* and some evidence of institutional support (letters of assurances) | **Grantor’s information**: contains complete grantors guidelines, criteria and exclusions and provided the correct link (url);  **School information:** clearly aligned school’s mission and vision with grantor’s; provided school history, leadership and programs related to the proposed project; convincingly established capacity to undertake the grant with applicant’s *vitæ* and evidence of institutional support (letters of assurances) | /5 |
| Cover Letter & Abstract  (Persuasive writing) | **Cover letter**: fails to grab the reader’s attention, vaguely alluded to project’s uniqueness, did not link proposed project with grantor’s interests, did not show good fit with the grantor’s priorities and parameters; many spelling, grammatical and logical errors **Abstract**: incoherent and incomplete description of the project, did not address most of the required elements; showed little value of the project (the relationship of benefits to costs);  project initiative does not seem unique and innovative; many spelling, grammatical or logical errors | **Cover letter**: somewhat grabs the reader’s attention, pointed out project’s uniqueness, linked proposed project with grantor’s interests showing good fit with the grantor’s priorities and parameters; no spelling, grammatical and logical errors) and easy to understand **Abstract**:  somewhat coherent and concise in parts, but left out vital sections in describing the project, did not address a few of the required elements; showed overall value of the project (the relationship of benefits to costs);  somewhat unique and innovative; no spelling, grammatical or logical errors | **Cover letter**: completely grabs the reader’s attention; pointed out project’s uniqueness, linking proposed project with grantor’s interests, thus showing goodness of fit with the grantor’s priorities and parameters; no spelling, grammatical and logical errors **Abstract:** coherent, concise; clear, and complete description of the project, addressed all of the required elements; showed overall value of the project (the relationship of benefits to costs); unique and innovative; no spelling, grammatical or logical errors | /5 |
| Statement of Need, Objectives and Activities  (Researching, Planning and Problem solving) | **Needs**: statement of need did not express urgency and timeliness; provided very little support in terms of recent data, case studies, interviews, survey results, media attention based on research; incorrectly followed grantor’s guidelines; many spelling,  grammatical or logical errors; provided incomplete, inaccurate and irrelevant references citing  a few current sources within the last 5 years and appendix following APA format **Goals and Objectives**: generic goals and objectives; corresponding expected outcomes are unclear and unassessable, incorrectly followed grantor’s format and guidelines; many spelling, grammatical or logical errors  **Activities**: procedures and strategies are unrealistic, and not developmentally-appropriate, not outcome-oriented based on best practice and research; did not include most of the who will what, how and when, with innovative use of emerging technologies; included relevant graphics, charts, and tables pursuant to grantor’s preferences; incorrectly followed grantor’s format and guidelines; many spelling, grammatical and logical errors | **Needs**: statement of need somewhat expressed urgency and timeliness; provided some support in terms of recent data, case studies, interviews, survey results, media attention based on research; inconsistently followed grantor’s guidelines; few spelling, grammatical and logical errors; provided incomplete, inaccurate and irrelevant references citing some current sources within the last 5 years and appendix following APA format **Goals and Objectives**: vague goals and objectives; corresponding expected outcomes are somewhat clear but hard to assess, inconsistently followed grantor’s guidelines; a few spelling, grammatical or logical errors **Activities**: procedures and strategies are somewhat realistic, and developmentally-appropriate, outcome-oriented based on best practice and research; included some of the who will what, how and when, with innovative use of emerging technologies; included relevant graphics, charts, and tables pursuant to grantor’s preferences; inconsistently followed grantor’s guidelines; many spelling, grammatical and logical errors | **Needs**: statement of need clearly expressed urgency and timeliness; provided strong support in terms of recent data, case studies, interviews, survey results, media attention based on research; consistently  and correctly followed grantor’s guidelines; no spelling or grammatical errors; provided many relevant references citing current sources within the last 5 years and appendix following APA format **Goals and Objectives**: stated specific, measurable, achievable, relevant and time-bound goals and objectives; with corresponding expected outcomes that are tangible; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors **Activities**: procedures and strategies are realistic, reasonable, and effective; outcome-oriented drawing on best practice and research; included who will what, how and when, with innovative use of emerging technologies;  correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors included graphics, charts, tables, pursuant to grantor’s preferences; no spelling, grammatical and logical errors | /5 |
| Budget & Sustainability  (Budgeting and Planning) | **Budget**: unrealistic budget based on grantor’s funds and other sources, did not include all cash and in-kind contribution; did not attach digital photos of tech gadget for clarification **Sustainability**: implausibly explained how the project will continue after the funding is terminated; incorrectly followed grantor’s format and guidelines; many spelling, grammatical or logical errors | **Budget**: somewhat realistic budget based on grantor’s funds and other sources, included some of the cash and in-kind contribution; attached digital photos of tech gadget for clarification  **Sustainability**: somewhat explained how the project will continue after the funding is terminated; incorrectly followed grantor’s format and guidelines; many spelling, grammatical or logical errors | **Budget**: realistic budget based on grantor’s funds and other sources, including both cash and in-kind contribution; attached digital photos of tech gadget for clarification **Sustainability**: convincingly explained how the project will continue after the funding is terminated; correctly and consistently followed grantor’s format and guidelines; no spelling, grammatical or logical errors | /5 |
| Evaluation  & Dissemination Plan  (Analytical thinking and Reporting) | **Evaluation**:  provided weak formative and summative assessment, did not purposefully triangulate data sources to determine whether goals and objectives are met; alluded WI core standards; incorrectly followed grantor’s format and guidelines; many spelling,  grammatical or logical errors **Dissemination**: impractical plan for sharing results of the project, unspecified media to be used- publication, replication, blogs, mailings, presentations; did not reflect on lessons learned;  incorrectly followed grantor’s required report forms and deadlines; many spelling, grammatical  or logical errors | **Evaluation**:  provided some formative and summative assessment with unclear triangulation of data sources to determine whether goals and objectives are met; somewhat referred to WI core standards; inconsistently followed grantor’s format and guidelines; a few spelling,  grammatical or logical errors **Dissemination**: somewhat practical plan for sharing results of the project, specified media to be used- publication, replication, blogs, mailings, presentations; somewhat reflected on lessons learned;  inconsistently followed grantor’s required report forms and deadlines; many spelling, grammatical  or logical errors | **Evaluation**:  provided solid formative and summative assessment by purposefully triangulating data sources to determine whether goals and objectives are met; included WI core standards; correctly and consistently followed grantor’s format and guidelines; no spelling,  grammatical or logical errors **Dissemination**: practical and useful plan for sharing results of the project including publication, replication, blogs; mailings; presentations; reflected on lessons learned;  followed grantor’s required report forms and deadlines; no spelling, grammatical  or logical errors | /5 |
| Peer Review  (Evaluating and analytical thinking) | **Evaluation of classmate’s grant proposal** did not demonstrate a comprehension of the grant proposal and need for technology integration; did not provide comments or suggestions for improvement; rating is not thorough, thoughtful, objective and fair | **Evaluation of classmate’s grant proposal** demonstrated some comprehension of the grant proposal and need for technology integration; provided unclear comments or suggestions for improvement; rating is somewhat thorough, thoughtful, objective and fair | **Evaluation of classmate’s grant proposal** demonstrated comprehension of the grant proposal elements and need for technology integration; provided clear and constructive suggestions for improvement, rating thorough, thoughtful, objective and fair | /5 |
| Total Points  Earned |  |  |  | /30 |

Number of times this evidence was submitted before a minimal level of 80% was achieved \_\_\_\_\_\_\_\_\_\_\_\_

**\*** Grantor did not specifically request highlighted areas. Grantors questions were answered using selections from the remaining areas. Grantor requested only 750 characters and the complete responses to the grantors application are linked [here](https://docs.google.com/document/d/1LRoqI-oPGYT0hNHiz8SzmH8iMJRT2nwynGvOwk8rSJs/edit?usp=sharing). The final application was submitted on April 21st, 2014 and the application window and request form has been closed.

**Cover Letter**

(Waukesha STEM Academy Letterhead)

Monday April 21st, 2014

Waukesha Education Foundation

c/o Waukesha County Community Foundation

2727 N. Grandview Blvd.

Waukesha, WI 53188

Dear Waukesha Education Foundation Board Members,

I currently serve as the K-5 Music Integration Specialist at the Waukesha STEM Academy – Randall Campus and am applying for a grant from your organization to fund a “Communication Station” digital media lab for our school. I am requesting $1,630 which will be used to purchase a MacBook Air laptop editing station, a Green Screen Kit (including lighting, green screen and stand), and 2 iPad stands for student use within the media lab space.

Since opening in 2010, the Waukesha STEM Academy – Randall Campus, with over 500 students and staff members, has embraced its mission of engaging, inspiring and empowering its learners and challenging them to think, innovate, collaborate and create each day. To continue that mission at a high level and incorporating a key component of STEM education, technology can and will play a crucial part as we look to educate and prepare the most innovative leaders of the future. Aligned with the School District of Waukesha’s technology initiatives and philosophies (Waukesha One) and a Waukesha Education Foundation priority, the Waukesha STEM Academy looks to expand and explore the possibilities of student learning with technology in creating a digital media lab space within our school. The funds requested for the “Communication Station” digital media lab will help ensure that students at the Waukesha STEM Academy have necessary components for these incredible digital media creations to come to life and their demonstrations of learning to happen on a daily basis.

I want to thank you for your continued support of the high quality educational opportunities available to the students in the Waukesha School District. Your recognition of innovative and enriching practices means a great deal not only to the students of this district, but to the staff and teaching professionals as well. I believe the Waukesha Education Foundation grant is the perfect match for funding the “Communication Station” digital media lab, seeing as you recognize and value innovation, collaboration and technology, just as we do at the Waukesha STEM Academy. If you need any additional information about the grant proposal or would like to speak me in person, please feel free to call (262-970-2346) or email me ([ahyland@waukesha.k12.wi.us](mailto:ahyland@waukesha.k12.wi.us)) at any time. Again, I thank you for time and consideration.

Sincerely,

Aimee Hyland

Waukesha STEM Academy- Randall Campus

**Project Abstract**

**Applicant:** Aimee Hyland, K-5Music Integration Specialist, Waukesha STEM Academy

**Project Title:** “Communication Station” – Digital Media Creation and Communication Lab

**Funding Requested:** $1,630

**Project Description:** It is the goal of this grant to have students at the Waukesha STEM Academy to express their learning and communicate their thinking through the use of digital media technology. Through increased application, collaboration, and creation opportunities with digital media tools, students will have the ability to use higher order thinking skills in connection with demonstrating proficiency of content standards. With a focus on innovation, including technology, the Waukesha STEM Academy staff and students will use this digital media creation space and the components requested through the grant funding for hands on creation and collaboration on a daily basis.

Within the Waukesha School District Technology Profile, the Waukesha STEM Academy data shows a need for students to use digital media for creation and communication of learning on a regular basis and at an innovative level. To accomplish this goal, students will be asked to create digital media demonstrations of learning to be included in their electronic portfolios with opportunities to share them with parents, staff, and the community. Connected and integrated across the content standards and curriculum, students will be able to use their current technology (iPad Air) along with the requested MacBook Air editing station, the Green Screen Kit (lighting and screen), and iPad stands to create these professional demonstrations and engage in creative and collaborative learning experiences. In addition to the individual opportunities, students at the Waukesha STEM Academy will have the ability now to collaborate around the creation and production of a school news/announcement broadcast through the use of the requested items.

Committed to the need for this type of learning and innovating, the Waukesha STEM Academy has set the foundation for success for this grant and project to continue and evolve into the future. Construction on the physical lab space will begin during the summer of 2014 and staff at the Waukesha STEM Academy will continue to engage in weekly professional development around student digital creation in connection to learning in the years to come. The Waukesha STEM Academy has also developed a partnership with the Carroll University Communications Department that focuses on students’ presentation and communication skills (verbal and written) and extends learning beyond the wall of our campus and classrooms. With all of these components (including items from the requested funds) in place, the students at the Waukesha STEM Academy will be able to innovate and create digital media productions now and for their future.

**Project Length:** Beginning in 2014-2015 school year and beyond

**People that will benefit from this project:** 500 students at the Waukesha STEM Academy – Randall Campus, WSA staff, WSA parents, Carroll University Communications Department faculty and students.

**Grantor’s Information/Criteria and Objectives and School Narrative:**

Wording from the grantor’s site states:

Successful proposals will meet the following criteria and objectives:

* That they be of a dollar amount that is reasonable to fund given the dollars available to fund grants
* That in total, programs impact as many kids in the district as possible
* That there be evidence of need for the program
* That the proposed project is clearly articulated and is feasible within the grant timeframe
* That the program show promise of sustainability beyond the period of the grant
* That the programs have a clear objective that is aligned with the target areas of funding for the Foundation
* That they be of a dollar amount that is reasonable to fund given the dollars available to fund grants
* That there be clear measures of success for the programs
* That to the extent possible, the grants be spread across grade level, school and department within the district, also considering recipients of grants in previous years
* That the grants are in alignment with District standards and policies and not funding activities that should be covered by on-going district operating budget.

Waukesha STEM Academy Mission: ENGAGE, INSPIRE, and EMPOWER a community of learners in THINKING, INNOVATING, COLLABORATING and CREATING for the future!

Waukesha STEM Academy Vision: Prepare the most innovative leaders to collaboratively create the future.

As written in the mission of the Waukesha STEM Academy, we ask students as learners to create and collaborate for the future. But are we giving them all the tools and spaces to do so? Through the funding of this grant along with the school district Waukesha One initiative, students will be armed with the tools and technologies where creations and learning can come to life, along the way preparing and empowering the most engaged, innovative, and creative leaders of our future.

The Waukesha STEM Academy is an innovative charter school serving over 800 students (K-8th grade) within the School District of Waukesha. Focused on the WHAT (Science, Technology, Engineering and Math) as well as the HOW (Strategies That Engage Minds) of a well rounded STEM education, the WSA-Randall Campus strives to meet the needs of all its 500 learners through multiage classrooms facilitating personalized learning, project –based learning, and innovation at every level. Since opening in 2010, the Waukesha STEM Academy has been dedicated to taking risks within the traditional educational frameworks, including the STEM focus area of technology. As we look forward to educating the innovators of the 21st century, technology that helps to facilitate student creation and communication focused on learning and achievement will be a key component of STEM education and our continued work toward our mission and vision at the Waukesha STEM Academy.

Within this proposal, all 500 students at the Waukesha STEM Academy will have the regular opportunity to use the technology components (MacBook Air, Green Screen Kit, and iPad stands) available in the “Communication Station” with are directly in line with the School District’s Waukesha One initiative. With a focus on the WEF initiative of Technology, student creations and the use of these requested tools will extend and sustain well into the future of WSA, as we continually strive for students to use these higher level thinking skills to explain and extend their learning. Included as a key component of the grant activities, the partnership with Carroll University’s Communications Departments will help solidify a solid commitment to this type of learning experience for our students, to ensure that students will have a solid foundation in skills and concepts regarding these creations, as well as the a commitment to pushing innovation with technology forward at the Waukesha STEM Academy.

The grant proposal for the Waukesha Education Foundation only requires a question regarding Yes/No approval from the building principal. No request for vitae was made by the grantor, but was included as an Appendix to this proposal for reference. Email communication, as well as an introductory meeting has taken place with several professors from Carroll University regarding the partnership with the Waukesha STEM Academy and the Communications Department to begin in the Fall of the 2014-2015 school year. The partnership with Carroll University will focus on preparing the students at all levels to think critically around the Common Core Literature Anchor Standard regarding Speaking and Listening. Through in-depth study of questioning and presentation skills as well as mentorship in the area of journalism and broadcasting, students and staff will be able to work with professors and college students as advisors and facilitators in work towards proficiency of this anchor standard. Specific instructional practices and activities/curricular connections will be established during collabortive work time both in June and Fall planning sessions.

https://plus.google.com/u/0/_/focus/photos/public/AIbEiAIAAABECImuvMqJlKb1ngEiC3ZjYXJkX3Bob3RvKig2NTc5Y2MyNmE0MGI1NWZiOTg5Y2VhOTE2YjI2M2ZiMzg2ZjU0YTM4MAGcn9m-Rt7KqTiLZRI7PP7c7HNFbw?sz=24

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Aimee,

I support the grant you are writing for the equipment needed to develop and implement an audio/video production studio at STEM.  Thanks for your vision and effort to see this happen.

Chris

--   
**Chris Kluck**

**Principal**

**Waukesha STEM Academy - Randall Campus**

[ckluck@waukesha.k12.wi.us](mailto:ckluck@waukesha.k12.wi.us" \t "_blank)

[www.waukeshastemacademy.com](http://www.waukeshastemacademy.com/" \t "_blank)

**[262-970-2310](tel:262-970-2310" \t "_blank)**

**Statement of Need:**

Since opening as a charter school within the Waukesha School District in September of 2010, the Waukesha STEM Academy – Randall Campus (WSA) has lived the words of its mission through the education of its close to 500 students. Using STEM (Science, Technology, Engineering and Math) curricula along with a STEM (Strategies That Engage Minds) philosophy, students from the Waukesha STEM Academy are engaged, inspired, and empowered to think creatively, innovate, and collaborate daily (Kluck & Murray, 2013).

Connecting that creativity, engagement, and collaboration in an 21st century learning environment challenges teachers and students at WSA to continually innovate around their learning, including the implementation of technology. Using higher ordering thinking skills and 21st century student outcomes as a guide, the goal for students at WSA has become one of “more creation than consumption” in regards to technology (Partnership for 21st Century Skills). Technology facilitated instruction, incorporating levels of Blooms taxonomy, allows students and teachers to move beyond basic substitution/remembering functions toward the desired creation/redefinition outcomes (Schrock, 2013). With the expanded capabilities available in a 1:1 environment and the potential for this “Communication Station” to come to life with the funding of these desired components, students at the Waukesha STEM Academy will have the ability for that creation and redefinition of their learning to occur at their fingertips.

Student creation using digital media (audio and video communication included) is an aspect of learning and instruction that the Waukesha STEM Academy can continue to improve. As presented in our Waukesha School District Technology Profile, data shows that students at WSA are in need of instruction and digital media learning opportunities in the higher level thinking categories, especially Appropriation and Innovation as illustrated in Chart 1 below (School District of Waukesha, 2013). Additionally as presented in Chart 2, student survey data shows between 85-90% of students using media and technology to create audio or video projects less than once a week (School District of Waukesha, 2013). As educators of these 21st century learners, we not only need to address these creation needs of our students but also be aware of the connection and impact that this type of creation can have as we address Common Core College and Career Readiness anchor standards of Speaking and Listening (Common Core State Standards Initiative, 2014). With a room in our building now repurposed to meet the spatial needs of such creation opportunities, it is vital that we equip the students at the Waukesha STEM Academy with the proper technology tools and components, such as iPad stands, a centralized editing station/computer and a green screen as requested in this grant, for this transformation and creative process to begin.

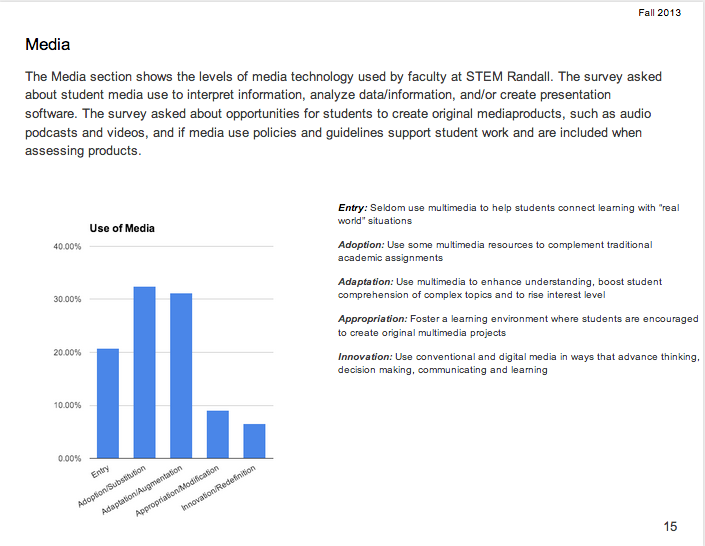


Chart 1

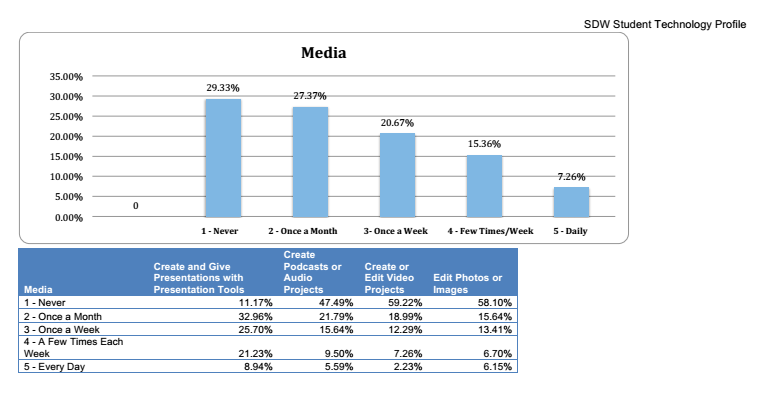


Chart 2

**Goals:**

1. Students will be able to express and communicate their learning by creating and collaborating through the use of digital media.

2. Students will be able to explain their thinking through the use of technology. (Current WSA technology goal)

**Objectives:**

1. Students will have increased opportunity for creation (as indicated and measured by increased percentages of use in the daily and weekly categories as seen in SDW Student Technology Profile - Chart 2) using digital media sources.
2. Each trimester, students will create multi-media presentations that demonstrate and explain their thinking and communicate their learning and include at least one presentation (artifact) and reflection in their student portfolio.

**Activities and Outcomes:**

Students at the Waukesha STEM Academy will be using the “Communication Station” media lab, for a multitude of purposes and learning opportunities in the 2014-2015 school year and beyond. The vision of this space is for student creations connected to learning and collaboration, using technology and digital media, to be able to come to life. Directly connected to curriculum targets and standards, students will be accountable for using a variety of technology tools to explain their thinking and learning and include at least one creation/digital presentation into their student portfolio for each trimester of the 2014-2015 school year. Students will also be asked to reflect on their creation of this artifact and the learning and understanding needed to complete this artifact. Teachers will be participating in weekly training and professional development work sessions, as lead by our school technology Vanguard Team, on those current iPad applications that can help facilitate this type of higher level thinking creation.

Along with creations connected to their learning, students will be able to enhance our school communication with the new possibilities to record our daily announcements and collaborate around the creation of a school broadcasting station. The WSA5 (with the 5 based upon our 5 principles of the learning design process and our 5 TRIBES agreements as our school wide conduct expectations) will a combined effort with students from the Waukesha STEM Academy as well as mentorship and partnership with the Carroll University Communications Department. Through the use of the iPad stands, a centralized editing station/computer and a green screen that will be purchased through the grant funding, students will be able to broadcast and record what is typically done each morning and requires classrooms to lose almost 60 minutes of instructional time each week. With the recorded broadcasts available digitally, classrooms will be able to choose when and where these will be shown, eliminating the loss of instructional time. Initially started by Level 3 students, (4th and 5th graders) throughout the year all levels of students (K-5) will be able to participate in these broadcasts. Along with the partnership with Carroll University, students will be able to connect their focus of communication and creation beyond our school walls to extended learning opportunities including guest speakers from recording and broadcasting careers and potential field trips to the digital media lab at Discovery World in Milwaukee.

With the “Communication Station” media lab that incorporates all types of digital media and creation capabilities, students in all levels at the Waukesha STEM Academy will also have the opportunity and ability to create music pieces and recordings in this space. Within their music classes, students will be able to benefit from the recording capabilities and components available to them through funding from this grant. Level 2 students (2nd and 3rd grade) will also create recordings and podcasts to connect their learning during the study of the science of sound and waves, as indicated by the Next Generation Science Standards within their curriculum (Next Generation Science Standards, 2014). Students from all levels will also have their musical creations used as media examples to enhance visual demonstrations, presentations and creations within the classroom the curriculum as well as to meet the standards and demonstrate musical learning of our music curriculum.

**Timetable of Activities and Curricular Connections:**

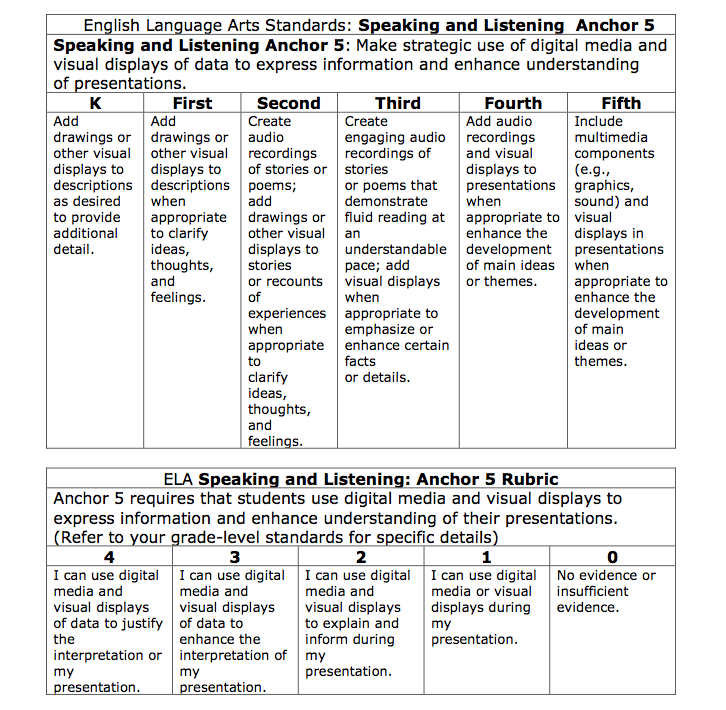
|  |  |
| --- | --- |
| Timeline | Outcome/Connection |
| Spring 2014 | * Establish partnership with Carroll University Communications Department – Dr. Keith Zukas and Dr. Rebecca Imes. Meeting set up before May 5th, 2014 and collaboration planning time during June 17, 18, 19th staff work sessions * Weekly staff development sessions (Tech Talks) regarding Waukesha School District core apps (iMovie, Garage Band, Explain Everything, Educreations, Book Creator, etc.) for digital media presentations and their application to classroom instruction, higher level thinking, and creation – presented by WSA Vanguard team * Site visit opportunities to schools who have also begun the process of audio and video broadcasting – Summit View Elementary, Hawthorne Elementary, Waukesha FLIGHT Academy * Contact Discovery World (Milwaukee) for possible field trip for Level 3 or small group opportunity to explore programs in their [Video, Audio and Digital Arts Studio](https://www.discoveryworld.org/education/middle-school/v/) * Continue to develop student portfolio template for implementation in the 2014-2015 school year. * Initial contact and interest survey sent to incoming Level 3 students for the 2014-2015 school year for interest and availability for summer works session for the WSA5. |
| Summer 2014 | * Construction to be completed to transform space into “Creation Station” media lab – glass doors to music room, sound proofing measures to be constructed, current non-essential pieces removed. * Level 3 Student workshops in iMovie and video editing, use of green screen and video recording features, student planning sessions regarding as to what will be included in the broadcasts and more. |
| Fall 2014 – Trimester 1 | * Mentorship and partnership with Carroll University communication and journalism students. Meetings for professors, college students and literacy teachers to be determined for planning and instruction. * WSA5 Broadcasting begins in the “Communication Station” media lab. * Example of one digital media presentation in students’ portfolio (artifact and reflection). |
| Winter 2014 – Trimester 2 | * Level 1 and 2 students begin their participation in WSA5 Broadcasts – pledge, level news and happenings, feature segments, weather reports (connected to Foss Science unit on Trees and Weather). * Potential for Field Trip/Guest presentation from Fox 6 News (Milwaukee News Station – Chuck Gokey, camera person/contact person), CBS 58 News Local Meterologist Mark McGinnis (STEM Parent). * Sound recordings created in “Communication Station” lab in connection with Level 2 Science Unit on Sound and the [Next Generation Science Standards (1-PS4)](http://www.nextgenscience.org/1ps4-waves-applications-technologies-information-transfer) * Example of a digital media presentation included in the student portfolio (artifact and reflection). |
| Spring 2015 – Trimester 3 | * Student technology survey to include information regarding student creation using digital media, to be used yearly for measures of growth and sustained use. * Example of the student created presentation in the student portfolio (artifact and reflection). |

**Evaluation:**

Through both formative and summative assessment components, I will be able to be able to have multiple sources to evaluate the progress and future steps toward meeting the goals and objectives of the “Communication Station” media lab. It is important to involve the students whom will be the ones with the most connection and correlation to the learning and use of the technology pieces (iPad stands, computer editing station and green screen) specifically requested in the grant. Since much of the work will begin primarily with our oldest students (Level 3 for the 2014-2015 school year), a student media survey will be sent to those students in relation to their familiarity with some of these technology pieces and applications as well as their willingness to participate in the future of the broadcasting component of the “Communication Station” media lab space. With the goal and outcomes being regular student digital creations that can be used to explain thinking and communicate their learning, this current student data will assist in helping staff form the next steps in learning opportunities for students to increase their application use and familiarity so that the goals can be achieved.

[Student Media Survey](https://docs.google.com/forms/d/1rzJ3eptHL6_eohARvq7WHpGmvh-CVdwS_Pn_URoZYmA/viewform) (Live form) [Student Media Survey](https://docs.google.com/a/waukesha.k12.wi.us/forms/d/1rzJ3eptHL6_eohARvq7WHpGmvh-CVdwS_Pn_URoZYmA/edit)(original form)

Along with the student media survey it is important to gain knowledge of staff readiness and willingness for participation and use of these tools, technologies, and space. With the Staff Media Lab Survey, data will be used to gauge additional professional development and learning opportunities in the use of the student creation applications that are available for this type of work as well as indicate experiences for the future. Included in the staff survey is also a place for potential uses of the technologies and space to explored as well as indication of interest in the participation in the partnership with the Communications Department at Carroll University. Through this partnership with Carroll University, staff and classrooms will have opportunities to work with the students and professors specifically related to the Common Core Anchor Standard regarding speaking and listening. This standard is specifically assessed in these digital presentations and has clearly stated, developmental expectations as addressed in the school district outline as shown below in the top portion of the document. The bottom portion of the document, which includes the rubric, will be able to be applied to any type of student digital media creation project in connection with the speaking and listening standard.

[Staff Media Lab Survey](https://docs.google.com/forms/d/1kY8sNOLcHlfDwnS2Hs6iIMcSRmRcM2yZl1VG1VBN934/viewform)(live form) [Staff Media Lab Survey (original form)](https://docs.google.com/a/waukesha.k12.wi.us/forms/d/1kY8sNOLcHlfDwnS2Hs6iIMcSRmRcM2yZl1VG1VBN934/edit)

With a goal being regular use of these digital media creations for students explain their thinking and learning, it is vital that the use of these tools be tracked to ensure we are giving students regular opportunities to create this type of work. As in internal evaluation and shared with our school Vanguard team (technology team), staff will weekly communicate the use of the creation applications and “Communication Station” media lab space. Through completion of the weekly check in form, we will be able to receive data as to what applications are being used regularly to explain learning and demonstrate understanding, what types of learning was communicated (connected to grade level standards), and how and when the physical media lab space is being used. In reflecting on the data presented each week, our Vanguard team at their monthly meetings can then evaluate further steps for professional development, opportunities for classrooms and levels to demonstrate and share the uses with other classrooms/levels, and potential for applications and uses of the media lab space. Not only will this data help to indicate the increased use of these tools (as outlined in Objective 1), but will also help to monitor progress in the attainment of Objective 2, in regards to the completion of these digital media presentation and their insertion into the student portfolios for each trimester.

[Weekly Media Creation Check-In (live form)](https://docs.google.com/forms/d/1gEx84nOxkmzqgq1TNFV9F-60yvWVSdfXBMtHE2z7yVU/viewform) [Weekly Media Creation Check-In (original form)](https://docs.google.com/a/waukesha.k12.wi.us/forms/d/1gEx84nOxkmzqgq1TNFV9F-60yvWVSdfXBMtHE2z7yVU/edit)

With consideration for external evaluation, parents of Waukesha STEM Academy students will be able to give their feedback as students are creating and sharing their digital media presentations. Meeting twice a year at parent/teacher conferences, students will have the opportunity for presentations to be shared and learning to be demonstrated for an audience. After the conference, parents will complete the Parent Media Survey. Data from the survey will be available to the Vanguard team to analyze and discuss in moving forward. Parents will be able to give valuable information as to what presentations they were able to see/hear, how the learning was shared, their satisfaction in the quality of the creations they are viewing, and the overall accessibility for that information to be viewed at another date. Not only is the creation of these digital media presentations vital to meet the goals and objectives as outlined in this grant, but the sharing of this learning will be a key component in the success of this type of learning for the students of WSA.

[Parent Media Survey](https://docs.google.com/forms/d/1HpGL4xscgVTeimd49wWLkjvluJyHFK51g273UL7nPXM/viewform)(live form) [Parent Media Survey](https://docs.google.com/a/waukesha.k12.wi.us/forms/d/1HpGL4xscgVTeimd49wWLkjvluJyHFK51g273UL7nPXM/edit) (original form)

As a summative assessment of the goals and objectives of this grant, students will again complete a technology survey as given by the School District of Waukesha. With a primary focus on Objective 1, this student survey will greatly help to show results and attainment of the increases desired. Similarly to the data and results shown in Chart 2 below, students will have the opportunity to share their thoughts about the frequency of their creations using digital media technologies. Specifically looking at the data regarding an increase in the weekly and daily categories through the work throughout the year, the WSA Vanguard team will be able to analyze the results at the end of the 2014-2015 school year.

**Dissemination:**

Within our building’s current meeting framework, a great opportunity for teachers at all levels to share student’s digital media creations would be at our community circle/staff meetings. Currently the Vanguard team is responsible for leading staff professional development around technology on three meetings a month. Having one of those three meetings devoted to a level or team (math specialty, literacy specialty, specialist areas, etc.) for them to share examples and creations would be an easy transition from what we currently do and very manageable for teachers to present on a rotating basis. Not only seeing the creation, but having the opportunity to collaborate with colleagues around the instruction, standards, and assessment components from an educators standpoint will be just as valuable as seeing the creations and getting new ideas for application opportunities.

In a similar regular monthly format, staff and students are always being asked to present learning opportunities at both the Waukesha STEM Academy Governance Board meetings and the Waukesha STEM Academy Parent Connect meetings. Meeting the second Tuesday of each month, the WSA Governance Board was established in accordance with our charter school start up in 2010. The Board has a portion of their meeting each month devoted to presentations by staff and students. On a rotating basis, each level or specialty area would be requested to present examples of students’ digital media creations and presentations centered on explaining their learning and content standards. The Governance Board also encourages students to present at these events as well and would a great opportunity for small groups of students to excel in demonstrating the development of their speaking, listening and communication skills. Similarly, the WSA Parent Connect group meets on the last Monday of each month and also devotes a portion of their meeting to a staff or student presentation. This more informal opportunity at the Parent Connect meeting might also be a great event to have families come in and see how the students are using the “Communication Station” tools live, by having an announcement broadcast/recording occur at the meeting itself. Our Waukesha School District School Board also has a “Bright Lights” presentation highlighting various schools within the district. This type of learning and creation potential would be a great inclusion to the overall school presentation when we are asked to present for the board.

Finally, the Waukesha Education Foundation specifically asks within the grant if applicants would be willing to share success at WEF future functions. The Waukesha Education Foundation has held its annual “Celebration of Excellence” event in order to highlight many of the amazing educational opportunities within the school district along with raising funds for their organization. If awarded the grant funding, this type of venue would be the perfect way to present student creations with the students as the presenters. In this setting, students would be able to use the technology tools and collaborative components right along with their audience to create digital media presentations *as* they are presenting. What a powerful and meaningful opportunity for all involved and truly an authentic way to say thank you to for supporting the incredible learning opportunities for students at the Waukesha STEM Academy.

**Budget:**

Listed below is an itemized cost for the funding requested through the Waukesha Education Foundation Grant. Pricing information was obtained through the School District of Waukesha technology pricing resources unless otherwise indicated and links are available for more detailed product information.

|  |  |  |  |
| --- | --- | --- | --- |
| **Technology Item** | **Price/Cost** | **Quantity** | **Total** |
| [MD231LL/A - MacBook Air 13-inch 128GB with Apple Care](https://www.apple.com/macbook-air/) | $1,332.00 | 1 | $1,332.00 |
| ME291ZM/A – Lightning to USB Cable (compatible with iPad Air) | $19.00 | 1 | $19.00 |
| [Chromakey Green Screen Kit](http://www.amazon.com/Chromakey-Lighting-Backdrop-Included-U15/dp/B003UOOTCS/ref=sr_1_3?ie=UTF8&qid=1397011797&sr=8-3&keywords=green+screen) – 800w Photo Video Lighting kit, 10x12 Green Screen and Backdrop Support System from Amazon.com (includes free shipping) | $119.00 | 1 | $119.00 |
| [Hamilton Buhl ISD-TFS Universal Mount Floor Stand](http://www.amazon.com/Hamilton-Buhl-Universal-37-6-56-5-Adjustable/dp/B00C7U0YKM/ref=pd_rhf_dp_p_tnr_2) for iPad/Tablet from Amazon.com (includes free shipping) | $80.00 | 2 | $160.00 |
| Technology Total |  |  | $1,630.00 |

The proposed budget for this grant includes a 13-inch MacBook Air to be used as the central editing station for student projects and creations and compatible with current staff devices. Components such as the daily announcement broadcasts and student creations at all levels (especially larger audio and video recordings) can be stored and processed on this device rather than taking up memory space and storage on the individual student devices. In addition, a Lightning to USB cable will be needed to connect the student devices to the MacBook Air and will be located and secured in the lab space at all times. The Chromakey Green Screen Kit will help complete the components needed for successful and professional student broadcasts and creations in partnership with the collaborative work with Carroll University Communication and Journalism students. For increased stability in creating professional recordings, for both audio and video creations, funding for two iPad floor stands is also requested.

**Sustainability:**

Waukesha STEM Academy students of all ages will continue to use the requested technology components on a daily basis for years to come and their continued work with digital media creations will lay the foundation for potential expansion in the future. With current student technologies in place (iPads) and the addition of the media lab technologies requested, the Waukesha STEM Academy goal of having students using technology to explain their thinking and learning will continue to be relevant, attainable, and measureable for years to come. In conjunction with Carroll University’s Communications Department’s in-kind contributions and work with future partnerships and extended learning opportunities outside of the classroom setting, students and staff alike will be able to develop and explore the capabilities these tools and learning through digital media has to offer. With a continued focus and commitment to student learning and developing higher level thinking skills for all students, Waukesha STEM Academy staff will continue to participate in professional development opportunities connected to creation and digital media tools. In looking forward, as additional technologies and components become available and needed, requests can be made to the Waukesha STEM Academy’s Fundraising and Finance committee (through funds from annual all-school fundraising events) for potential funding in the future. Additionally with documentation and evidence of need, requests could also be made for funds related to specific student activities or specific technology items (additional cords/chargers, repairs, etc.) from the WSA student activity fund or building technology budget.

Resources

Common Core State Standards Initiative. (2014). College and career readiness anchor standards for speaking and listening. Retrieved from http://www.corestandards.org/ELA-Literacy/CCRA/SL/

International Society for Technology in Education. (2012). *ISTE Standards –S.* Retrieved from https://www.iste.org/standards/standards-for-students

Kluck, C. & Murray, J. (2013, May 16). *Waukesha STEM academy performance report.* Retrieved from <http://waukeshastemacademy.weebly.com/about-us.html>

Next Generation Science Standards. (2014). *Waves and their applications in technologies for information transfer.* Retrieved from http://www.nextgenscience.org/1ps4-waves-applications-technologies-information-transfer

Partnership for 21st Century Skills. (n.d.). *Framework for 21st century learning.* Retrieved from http://www.p21.org/about-us/p21-framework

School District of Waukesha. (2013). [Graphic illustration of instructional media data – Chart 1]. *Media.* Retrieved from https://drive.google.com/a/waukesha.k12.wi.us/

?tab=mo#folders/0B3csA8\_Ht5LZQll3V29HcXV6RDg

School District of Waukesha. (2013). [Graphic illustration of instructional student data in regards to media use and creation – Chart 2]. *Media - student technology profile.* Retrieved from https://drive.google.com/a/waukesha.k12.wi.us/?tab=mo#folders/0B3csA8\_

Ht5LZQll3V29HcXV6RDg

Schrock, K. (2013). [Graphic illustration of levels of Bloom’s taxonomy in relationship to level of technology in the SAMR model]. *Bloom’s and SAMR: my thoughts.* Retrieved from http://www.schrockguide.net/bloomin-apps.html

Appendix – Resume/Vitae for Mrs. Aimee Hyland

**Mrs. Aimee Hyland**

**2611 Whitby Court**

**Waukesha, WI 53188**

[**ahyland@waukesha.k12.wi.us**](mailto:ahyland@waukesha.k12.wi.us)

**262-408-9554**

**Education**

Marian University, Fond du Lac, Wisconsin 2012 - Present

Masters of Arts in Education - Educational Technology

University of Wisconsin – La Crosse, La Crosse, Wisconsin 1999 - 2004

Bachelors of Science – K-12 Choral and General Music Education

Wisconsin Department of Public Instruction Licensure

License #511 – Choral Music Education

License #515 – K-12 General Music

**Teaching Experience**

Waukesha STEM Academy – Randall Campus 2010 – Present

School District of Waukesha Charter School

K-5th Grade General Music Integration Specialist

* Bi-weekly general music instruction for all students with a focus on curricular integration
* Vanguard Captain (technology team), implemented building 1:1 roll out of iPads
* Facilitates district wide professional development for elementary music colleagues regarding music education and technology
* Member of the Student Engagement team
* Co-chair of WSA Community Day and Science and Engineering Day events
* Facilitates annual all school talent show
* Participates in weekly team and level PLC’s, Community Circles, and monthly Parent Connect meetings

School District of Waukesha 2005 – 2010

Elementary General Music Specialist and High School Choral Director

* Served as the music specialist and director at several schools within the district
* Facilitated curricular and extra curricular performing ensembles, in addition to daily classroom instruction
* Participated in all PLC’s, staff meetings, including committee membership at each school

School District of Boscobel 2004 - 2005

Elementary General Music Specialist

Talented and Gifted Instructor

* Bi-weekly music instruction for all students
* Facilitate and lead all school performances
* Lead 2nd – 6th grade students identified as gifted and talented in weekly project based learning opportunities specifically incorporating technology and video editing
* 7th grade Girls Basketball Coach and Assistant Middle School Track Coach

**Interests**

* Spending time with my husband, children, and extended family, technology, sports and outdoor activities, cooking, reading, crafting, attending concerts