

Technology Equipment Proposal

Application Due: February 22, 2011

NAME:

Mary L. Paprota

SCHOOL:

Edward J. Patten Elementary School- 500 Charles Street. Perth Amboy, NJ 08861

GRADE/POSITION:

K-4 Reading Specialist

NARRATIVE DESCRIPTION OF PROPOSAL

Reading specialists are expected to administer a variety of assessments to students throughout the school year. Moreover, the reading specialist must provide students with one-on-one and small group interventions/instruction while continuously monitoring student progress by collecting authentic documentation of the interventions and instruction they receive. Therefore, the primary goal of this proposal is to obtain Apple iPad Tablets for our K-4 district Reading Specialists as a tool for assessment, data collection and delivering small group and one-on-one literacy instruction to our students.

As a district reading specialist, assessment and instruction are fundamental in fulfilling the demanding responsibilities that are a challenge every day within our schools. As we collectively move towards placing more emphasis on measurable student performance on the district benchmarks, as well as local and state assessments, data collection has become a critical part of our job in order to accurately target individual student needs. The function of data collection ultimately has a positive impact student learning. Data also assists us to better understand our students holistically and yields us to develop appropriate, individualized/differentiated learning opportunities for the students we service.

Reading Specialists will justly benefit from being provided with a technological tool like the Apple iPad. The Apple iPad will provide us with a portable interactive mainframe to store pertinent information related to students while simultaneously functioning as a "smart" instructional teaching and learning tool. The Apple iPad will also allow us to collect, analyze, track, and share data, while continuing the physical mobility of traveling from one place to another within our school buildings and when traveling to alternative building sites in the district.

The Apple iPad will absolutely customize and enhance the learning experiences we provide to our students. While classroom teachers can utilize Smart Boards as an interactive technology tool to teach and reinforce whole class learning, the Apple iPad can serve students similarly for our reading specialists within the small group and one-to-one instructional settings. Additionally, the iPad will serve as a valuable tool for testing struggling readers, conducting running records/miscue analysis assessments, and would aid in auditory processing, writing and building fluency within our language arts/literacy instruction. The overall projected outcome of this project would be improving the knowledge and achievement of our students in all academic areas.

My level of technical experience and implementation is exceptional, thus I am committed to demonstrating to the team of reading specialists the numerous possibilities that the Apple iPad can provide for them and their students. In addition, I am committed to providing on-going support to the team as they implement using this phenomenal technological tool. I will assist the team in creating student progress monitoring/tracking sheets using iPad applications such as:

TeacherPal: <http://itunes.apple.com/us/app/teacherpal/id389584618?mt=8>

QuickInput: <http://itunes.apple.com/us/app/quickinput/id346633152?mt=8>

Assessa: <http://itunes.apple.com/us/app/assessa/id333625610?mt=8> or

Percentally: <http://itunes.apple.com/us/app/percentally/id344775897?mt=8>

In addition, having the iPad will also help our reading specialists continue to support teachers in interpreting data using the web-based PERFORMANCE MATTERS program, which is currently being used by the district.

Using the DRA2, which we presently use in our K-4 schools (will soon become available for the iPad) will continue to be a valuable, yet a more efficient way to assess student reading levels, fluency and comprehension skills when administering it with the iPad. We will also work towards utilizing iPad applications like Confer Lite <http://itunes.apple.com/us/app/confer-lite/id366737215?mt=8> for note taking during reading and writing small group and individualized reading and writing conferencing sessions. Confer Lite will allow reading specialists to create flexible small groups and back up notes online in conjunction with Google documents and how to use interactive iPad applications in language arts/literacy while integrating content area skills and knowledge. Several other possibilities include using Thinkfinity resources <http://www.thinkfinity.org/in-the-classroom> for the iPad to provide effective small group/individualized instruction, as well as in such literacy skills as: Phonics: *Alphabet Tracing, ABC Pocket Phonics Lite, Word Magic, Word Venture*; Interactive Reading/Picture Books: *My Tales Digital*; Reading Fluency: *Timed Reading Practice, Reading Rate* (to use with text); Comprehension: *Reading HD, Decide Your Own Adventure Stories*; and Vocabulary: *My First Words, iKids Flash cards*. These are just a few of the numerous educational applications available for free or at a very low cost.

<http://itunes.apple.com/us/genre/ios-education/id6017?mt=8> will link to the numerous educational cross-curricular applications available.

Thank you for your consideration.

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EVALUATION OF OBJECTIVES

Explain how the objectives will be evaluated. You will need to report outcomes for each objective. Therefore, the objectives should be built into your evaluative criteria. How will you measure student achievement gains as a result of integrating innovative technology strategies into the classroom curriculum? At the end of the school year, you will be required to submit a list of accomplishments in the "Outcomes" column.

Please refer to the measurable objectives and evaluative criteria listed in the chart below.

Objectives/Evaluative Criteria	Outcomes (Submitted After Completion)
Conduct Various Modes of Assessment Across the Curriculum Interactively (Pre- and Post-Assessments)	
Data Collection used to Drive Instruction	
Delivery and reinforcement of literacy skills across the content areas in the small group instructional setting	
Delivery and reinforcement of literacy skills across the content areas during the one-to-one instructional setting	
Create Student Progress Monitoring/Tracking Tools	

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BUDGET

Please submit a budget narrative and an itemized budget spreadsheet that reflects all relevant expenditures. Also, describe how the innovative technology strategies that are integrated into the classroom will be sustained after the grant funds are expended.

While Researching the budget for the proposed equipment, it was learned that Faculty and staff of K-12 schools, as well as college students, professors, faculty, and staff, can take advantage of special pricing on Apple iPad Tablets and Software for institutional use.

The attached price quote from Apple, Inc. includes hardware components only. We would need to obtain educational applications pertinent to our proposed goals and objectives under separate cover. However, many of these applications are free or can be purchased for as low as 99 cents. Please refer to the following link to confirm special pricing assurance:

<http://www.apple.com/education/how-to-buy/>

It is proposed that we obtain 2 Apple iPad tablets per each of our 5 schools to accommodate our reading specialists and students in the K-4 buildings. Therefore, the equipment proposed includes: 10 Apple iPad Tablets, 10 Apple Dock Connector to VGA Adapter (for projection needs), and 10 protective cases for each iPad. The total cost to obtain the proposed equipment would come to \$6,260.00.

Date Reviewed: _____

Comments:
