

**New Hampshire NCLB Title II-D
Regular Funds for Round 9
Competitive Grants – February 2011**

Step 2: Application Narrative for Classroom Mini-Grants Program

(Please be sure to complete Step 1 online at: www.nheon.org/oet/nclb)

District:	Lebanon School District		2/21/11
Project Manager:	Allison Mollica		
Position Title:	Applications Administrator		
Mailing Address:	Lebanon School District, SAU 88 84 Hanover Street, Lebanon, NH 03766		
Email Address:	amollica@sau88.net		
Phone:	603-448-1634		

BE SURE TO READ ALL OF THE FOLLOWING STATEMENTS.

ASSURANCES

I hereby certify that:

1. To the best of my knowledge, the information contained in this application is correct, and the school board of the district named above has authorized me as its representative to submit this application.
2. The District has submitted to the New Hampshire Department of Education (NHDOE) a General Assurances signature page for the current year.
3. The District has consulted with the appropriate non-public schools during the design and development of this Ed Tech project prior to all decisions that affect the opportunities of private school children to participate in the program.
4. All funding for this project will be obligated and reported no later than the quarterly report ending **6/30/2012** and expended and reported no later than quarterly report ending **9/30/2012**.
5. The grant funds expended will supplement, not supplant, funds from non-federal sources.
6. The District will keep records and provide information to the NHDOE as may be required for program evaluation, consistent with responsibilities under NCLB Title II-D as outlined within the Grant Application Guidance (e.g., annual tech survey, case study report).
7. The schools to be funded by this program are compliant with the Children's Internet Protection Act (CIPA) because the district employs a filtering mechanism for student access or because Ed Tech funds referenced in this application will NOT be used to purchase computers used to access the Internet or pay for direct costs associated with accessing the Internet.

Superintendents: When you submit your final grant application in the online grants management system, you will be certifying the above assurances.

Application Form for Classroom Tech Mini-Grant

Applicants – Partnership of two schools within SAU #88

Hanover Street School:

Anne Morin, ELL Teacher, amorin@sau88.net; Scott Bouranis, Principal, sbouranis@sau88.net

Seminary Hill Elementary School

Rebecca Wurdak, ELL Teacher, rwurdak@sau88.net; Martha Langill, Principal, mlangill@sau88.net

Criteria	<p><i>Applicants: Criteria used to review each grant application are listed in the left column. Please do not delete the criteria column. By using this right column to describe how your project proposes to meet the criteria, you can increase the likelihood that you won't leave out important information. There is no page limit, but please be as clear and concise as possible.</i></p>
<p>Project Abstract (10 points) A clear and concise abstract (100-150 word limit) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.</p>	
<p>1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.</p> <p>2. Abstract includes an essential question, connected to the state frameworks, which probes for deeper meaning and broader understanding of the framework content addressed by this project, fostering the development of higher order thinking and problem solving.</p>	<p style="text-align: center; color: red;">Giving English Language Learners the Tools to Succeed</p> <p style="color: red;">How can technology be used to motivate and enable English Language Learners to achieve their academic and English proficiency standards?</p> <p>This is an original project that will affect English Language Learners in grades K-6 and stems from one ELL classroom “podcasting” project.</p> <p>By integrating the use of IPods and iPads in our ELL curriculum, we intend to expand and develop this podcasting-digital story-newscast project while creating a dynamic atmosphere by allowing students to utilize applications, books, and music as well.</p> <p>Students will work on storyboarding and the writing process for planning their podcasts and videos. This will allow us to focus on the writing process and language acquisition. The integration of writing, recording, evaluating, and sharing between schools will allow the students to develop writing and speaking skills as well as technology and communication skills in a project based “real world” learning environment.</p> <p>We originally thought we would expand with IPods and Netbooks but our research tell us that by using both iPads and IPods we can achieve the goal of improving student’s Language and ICT literacy skills by taking advantage of the technology and resources that iPads and IPods provide.</p> <p>Two teachers will work collaboratively to improve our student’s motivation and ability to learn English with essential ICT literacy skills.</p>

	<p>This will impact ELL students in grades K-6. With the successful implementation through this grant we are confident that the district will support further acquisition of these tools to allow all ELL students to participate.</p>
<p>Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred.</p> <p>If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project.</p> <p>If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.</p>	
<p>1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the</p>	<p>The English as a Learned Language (ELL) program in Lebanon has students from 48 languages/cultures from all over the globe. The program has one of the largest ELL populations in the state. We are the only district in the state to achieve all AMAOs (Annual Measurable Achievement Outcomes) for 3 years in a row, which reflects our commitment to achieving high standards. This program is growing each year, and our numbers have grown from 57 students in 2007 to 102 students this year.</p> <p>Academic writing is usually the most difficult skill for native speaking students to acquire. However, academic writing in a 2nd or 3rd language is even more challenging. Students need to have a command of not only vocabulary but also a strong facility with grammar, syntax, and rhetorical style. Although mainstream teachers spend a great deal of their time teaching academic writing, they usually do not have the extra time and resources to devote to English language learners in the classroom. Having access to new tools and technology in the ELL classroom will allow us to work with individual students on the discrete skills they need to develop academic writing.</p>

<p>reviewer why the project is worthy of funding as it relates to student achievement.</p>	<p>Project-Based Learning is appropriate for ELL students because it puts students in an authentic learning environments and a language-rich environment while working with other students on their projects. Students will have the opportunity to work with technology to develop writing skills, research skills, and communicate with peers and teachers. This will also give them the opportunity to use language in a variety of contexts and use technology to do self assessments as well as assess their peers.</p>
<p>2. Project is focused on one or more content areas, with the proposal indicating which content area and associated standards are the main focus. Proposal indicates how the project will address ICT literacy skills without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.</p>	<p>ELL teachers work with students in all content areas. We integrate our language goals for the students (speaking, listening, reading, and writing) with the curriculum goals for the classroom. The English proficiency goals we use are called WIDA Standards. They address students in K-12 in all content areas.</p> <p>This project will also meet ICT Literacy Standards by teaching students to use IPods for the purpose of language learning and using them responsibly in the classrooms. The projects will be age and developmentally appropriate and will meet ELL and core curriculum standards.</p> <p>It is the core content that we are focused on and the delivery of instruction and assessment FOR learning projects will allow for expanded use of technology and increased ICT literacy skills.</p> <p>English Proficiency standards cover the areas of Listening, Speaking, Reading, and Writing. For the purposes of this project, we will focus on the speaking and writing standards.</p> <p>While teaching speaking and writing skills, we look for linguistic complexity, vocabulary usage, and language control. Linguistic complexity refers to how much language a student can produce while speaking or writing about different topics. Vocabulary usage refers to how much technical language the student can integrate into discourse, and language control refers to the rules of the language and how the language is produced.</p> <p>According to the WIDA Standards, a proficient speaker should be able to meet this criteria:</p> <p><u>Linguistic Complexity:</u> A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas</p> <p><u>Vocabulary Usage:</u> Technical language related to the content area; facility with needed vocabulary is evident.</p> <p><u>Language Control:</u> Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those a proficient peer may make.</p> <p>As for Writing with ELLs, the WIDA Standards look at the same three criteria as with speaking. The criteria for ELLs in writing to reach</p>

	<p>proficiency are as follows:</p> <p><u>Linguistic Complexity:</u> A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization</p> <p><u>Vocabulary Usage:</u> Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.</p> <p><u>Language Control:</u> Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.</p> <p>By giving us this grant, we will be able to use handheld devices to give our students access to digital storytelling, audio, video, and language learning applications, all at their fingertips. These tools can be used in various ways in the K-12 curriculum to meet the speaking and writing goals.</p> <p>For our projects, we will strive to meet these specific goals, while keeping those mentioned above as our over-all goals:</p> <p>Social Studies: Writing (Kindergarten) --Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings --Compare/contrast different types of homes or habitats from illustrated scenes using related sentences --Provide detailed information about homes or habitats (e.g., personal address or “Birds live in nests in trees.”</p> <p>Social Studies Speaking (Kindergarten) --Compare/contrast different types of homes or habitats from illustrated scenes using related sentences --Provide detailed information about homes or habitats (e.g., personal address or “Birds live in nests in trees.”</p> <p>Language Arts Framework Writing (Grades 1-2) --Create original stories from a series of pictures, wordless picture books or personal experiences</p> <p>Social and Instructional: Writing (Rules and Procedures, Grades 3-5) --Give examples of school rules or procedures from illustrated scenes for specific situations (e.g. fire drills, lunchroom) --Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations</p>
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	<p>--Discuss or propose modifications to or consequences of breaking school rules or procedures</p> <p>Language Arts Framework Editing and Revising (Grades 3-5) --Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews --Self-assess to edit and revise writing to produce final drafts.</p> <p>Language Arts Framework Narratives (Grades 3-5) --Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits --Produce grade-level narrative stories or reports using process writing --Sequence a series of illustrated events using paragraph transitions in narrative form based on models --Produce grade-level narrative stories or Narratives reports</p> <p>Language Arts Framework Mechanics (Grades 3-5) --Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?")</p> <p>.</p>
<p>3. Proposal describes in detail the project based learning unit(s) that will encompass the project, and project features support acquisition of digital and media literacy skills. Project based learning (or problem based learning) with a constructivist approach and essential questions are the heart of these projects. Team projects must show evidence that these pedagogies are clearly understood and applied.</p>	<p><u>Project:</u></p> <p>1. Digital Informational Stories: Students will be asked to develop a digital story that provides an introduction to the school. They can do a profile of one of the staff, programs, or an explanation of one of the rules or regulations at the school (eg: What to do if you come in late to school, A Day in the Life of the Principal, A Look into Ms. McCutchan's Class...)</p> <p>For this project, the students will need to do process writing, editing, script writing, and also take pictures and video that can be paired with the writing. Their voices will be recorded over the pictures and video to create a complete package that can be viewed by other members of the school community. .</p> <p>For assessment, students will be given a writing and speaking rubric and will need to self assess their work and receive feedback from the teacher and peers. This will help them look more critically on their speaking and writing skills.</p> <p>This project also allows the English language learner to reach out to the school community and share school procedures and school culture with students in the other schools. It is especially important for English language learners to feel part of the school community, and this will help them feel more acclimated to the school environment and share their new knowledge with others in an authentic learning environment.</p>

	<p>Other Possible Projects include an informational report with audio and images about an international holiday. Students would research the holiday and interview a community or family member about the holiday and include the interview in their project. These would be shared with other students in the school to learn more about international holidays.</p> <p>Students would also be able to create fictional stories and pair them with hand drawn pictures and video. The mobile devices will make it easy for them to pair writing, audio, and visual arts. The IPAD has applications to create digital stories and organize their writing. This brings language modalities together, helping them improve language in an authentic and hands-on project, which are both best practices for teaching English Language Learners.</p>
<p>4. Proposal identifies and explains at least three specific learning goals the team needs to address in its professional development activities and how the proposed professional development will address these.</p>	<ol style="list-style-type: none"> 1. To be able to be proficient at using the IPod to record voice, video and photos, and then upload them to a computer. 2. To be able to search for age and content specific “apps” for the IPOD and IPAD. 3. To improve language acquisition using online language tools. <p>The proposed activities are directly related to these goals. There are many sessions at the ISTE 2011 conference that will support these goals for example, digital storytelling, IPAD projects, mobile devices, improving language with technology, examples of digital projects, etc.</p> <p>Our additional workshops are targeted to teach IPAD and IPOD Touch in educational settings and share with other ELL teachers what we have learned.</p> <p>We will use the professional day together in the summer to share our ideas and create timelines, lessons, rubrics and examples.</p>
<p>5. Proposal indicates that support has been obtained from the superintendent AND the principal, preferably by attaching letters of support within the grant application pages (not as separate files). Such support acknowledges that he/she has read the RFP, understands the requirements, and will allow the applying team to fulfill the requirements, if they are awarded the grant.</p>	<p>The principal and superintendant letters of support are attached.</p>
<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>The ELL Team has never submitted an application for the mini-grant.</p>
<p>7. Proposal indicates partnerships which</p>	

involve NH teacher preparation program faculty.	
8. Proposal indicates thoughtful inclusion of students with special needs and uses appropriate technology to assist those learners in order to promote the achievement of all students.	We are proud of our diversity within our diversity. The ELL population in Lebanon includes students who have IEPs, 504 Plans, and students who see Title I Reading Teachers or Speech and Language Specialists. The IPODS and IPADS will make it easier to differentiate instruction for these students and will provide hands-on learning experiences. We work collaboratively with the other specialists who work with the ELL population, and we will share what we have learned through this grant.
9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	<p>Presentations:</p> <p>--UVTESOL Meetings: We will present to the teachers who meet monthly at the Upper Valley Teachers of English to Speakers of Other Languages Networking Organization. We meet to share articles, projects, and experiences. This would be a great venue to share our project.</p> <p>- NNETESOL – we will attend and present at that meeting as well.</p> <p>--At Individual Staff Meetings: At our individual schools, we give workshops to mainstream teachers about working with ELL students. This technology will be a great topic for teaching mainstream teachers to work with the ELL population.</p> <p>--Christa McAuliffe Conference</p>
10. Proposal indicates specific plans for video production training as needed and an outline for the promotional video that describes the various stages of design and implementation of the project.	Using our mobile devices we will compile shared video and audio to create a promotional video that describes our various stages of the project. The professional development sessions we attend will include components of training in this area as it is a key part of our project.
Capacity for Success (35 points) Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and policies in place that will support success in terms of professional development, technology leadership, and how this program would meet specific achievement needs of the students.	
1. Proposal demonstrates capacity for success by providing strong evidence that school/district and the	The current podcasting project has been supported by the project manager who is also a district educational technology facilitator. There is support for professional development, allocation of resources, and

<p>individual team members are willing and able to conduct the scope of work involved in implementing this project.</p>	<p>project implementation. The team members are highly motivated and initiated the increased use of technology in the ELL curriculum. The project runs in alignment with other curriculum activities and will be spread throughout the year. We will evaluate our schedule and structure as the project continues to develop.</p>
<p>2. Proposal describes why participation in this effort is appropriate for district and the capacity the school or district has that will insure the success of the project.</p>	<p>As stated in our NEEDS section, the English as a Learned Language (ELL) program in Lebanon has 102 students from 48 languages/ cultures from all over the globe. The program has one of the largest ELL populations in the state. We are the only district in the state to achieve all AMAOs (Annual Measurable Achievement Outcomes) for 3 years in a row, which reflects our commitment to achieving high standards. This program is growing each year, and our numbers have grown from 57 students in 2007 to 102 students this year. Our district supports an ELL teacher in each building. We intend to use this technology based project as a base to expand collaboration with all ELL teachers and students in our district. Each of the ELL teachers collaborates with multiple mainstream teachers and would be able to reach out to mainstream teachers to share what we have learned in the grant process.</p>
<p>3. Proposal describes any structures, policies, and/or procedures already in place in school or district that support the project and the project-based learning philosophy.</p>	<p>There are many ongoing PLB projects in our schools. Examples: Participation in JASON project- 6th Grade Watershed Congress project – 4th Grade Outdoor Classroom Science & Math – PBL – K-4 PAC – Country Study Project Grades Multidisciplinary, Grades 7-8 Our district also has a school board approved Acceptable Use Policy for Internet and Email Use and state approved Technology Plan.</p>
<p>4. Proposal discusses the abilities and expertise of the individual team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students.</p>	<p>As ELL teachers we have a solid relationship in sharing, communicating and collaborating. We work together currently to schedule times for collaboration and take advantage of online tools such as Google docs and email to propel our efforts.</p>
<p>5. Proposal indicates team member and district/administrative support with respect to:</p> <ul style="list-style-type: none"> ● implementing the project in classrooms, ● supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program, ● participating in required mini-grant meetings, ● producing the 3 minute documentary video for presentation, ● preparing the lesson plans and materials 	<p>Each team member is motivated to do projects in their classrooms and develop students' language skills with this new technology. Our project manager is in an administrative position to provide support and hands-on in regards to planning and implementing projects. Already in the small podcasting project we have been able to collaborate and further develop the curriculum so more language standards are addressed.</p> <p>Our principals and superintendent have expressed support for this project and our attendance at conferences and meetings (including the celebration day) to successfully participate in the program.</p> <p>Our technology “tools” and this “project” lend itself to creating the documentary video and will also be embedded as professional development at the same time.</p> <p>We will use Google Docs for lesson planning and collaboration. In</p>

<p>necessary for sharing with other,</p> <ul style="list-style-type: none"> ● attending the Mini-Grant celebration day, ● presenting the project within the district and at a regional or state venue, and ● Participating in post-project evaluations for program improvement. 	<p>addition we will create web resources to share with other ELL professionals and students as well as mainstream teachers who can adapt this project for any area of their curriculum!</p> <p>We have the ability to present at Christa McAuliffe as well as UVTESOL and individual staff meetings.</p>
<p>6. Proposal discusses the Extent of Impact within the School – indicates the anticipated number of staff that will be directly and indirectly impacted by the project, as well as the number of students that will be directly and indirectly impacted, along with supporting explanations for each.</p>	<p>Due to the nature of this project, it lends itself to impacting an entire population of staff and students at both Seminary Hill School Grade 5-6 and Hanover Street School Grade 1-4. This podcasting/digital storytelling project will help our ELL learners but by sharing with other educators in our school, this may be implemented in any classroom! We will also be in a position to further educate our staff at each school about IPAD and IPOD technology as we currently do not these items at either school.</p>
<p>7. Proposal discusses the Extent of Impact to Other Schools – Describes how the project will involve or include outreach to multiple schools, or multiple districts, in order to increase the impact of the project.</p>	<p>As stated above, this project can be adopted by ELL programs of any age/level and also in any curriculum/grade level. It is a project that utilizes the development of the writing process, writing, speaking, and digital media production. Our project resources will be posted online for easy access by others.</p>
<p>Budget (5 points) Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include \$100 per team member for each teacher to attend the spring 2012 celebration event.</p>	
<p>Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were</p>	<p>We think getting the proper warranty, cases and peripherals to fully support this technology is a good plan however we would not want these items to negatively impact our opportunity to fund the basic materials which are the IPADS and IPOD TOUCHES. Please let us know if we need to make modifications in this area.</p> <p>Hardware (\$4505.40) IPad – for each teacher (599x 2) = \$1198</p>

<p>calculated. Proposal includes \$100 per teacher for attendance at celebration event.</p>	<p> iPad Protection Plan (99 x 2) = \$198 iPad Case (39 x 2) = \$78 Ipad Camera Connection Kit (29 x 2) = \$58 iPad VGA Adaptor (29 x 2) = \$58 iPad Wireless Keyboard (69 x 2) = \$138 HP Printer - for IPAD (149.95 x 2) = \$299.90 iPad and Ipod Charging Station (59.95 x 2) = \$119.90 4 IPod Touch (2 ea. classroom) (299x4) = \$1,196 4 Ipod Protection Plan (2 x 59) = \$118 4 Headphones with Remote & Mic (79x4) = \$316 4 Case for Ipod Touch (34.95 x 4) = \$139.80 2 Apple universal dock (2 x 50) = \$118.00 Wireless Router specific to ELL area of use (\$150 x 2) = \$300 Software (total \$200) IPAD/IPOD Apps (\$100 x 2 teachers) = \$200 Professional Development (total \$2320) ISTE 2011- Registration, Travel, Hotel, & Meals for Two- \$1600 <ul style="list-style-type: none"> • Philadelphia: Registration (\$330X2) \$660; • Hotel (2 Nights @ \$200) \$400; • Travel (Mileage for 1 Vehicle or Airfare for 2 x \$200) \$400; • Meals \$140; Celebration Event for 2 teachers \$200 Teacher stipends for one day of summer collaborative work/PD \$200 LESCN iPad/Ipod workshops Network Workshops Total \$160 <ul style="list-style-type: none"> • April 12th, half day "Intro to using iPads/iPods" (\$40x2) \$80 • October 20th, half-day "iPads/iPods in the Classroom" (\$40x2) \$80 NNETESOL Conference Nov 2011 (attend/present) Total \$120 Total Grant 6985.40 </p>
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SEMINARY HILL SCHOOL
20 Seminary Hill
West Lebanon, New Hampshire 03784

February 22, 2011

Dr. Cathy Higgins
State Director of Educational Technology
Office of Educational Technology
New Hampshire Department of Education
101 Pleasant St
Concord, New Hampshire 03301

Dear Dr. Higgins:

I am pleased to write this letter in support of the Giving ELL Learners the Tools to Succeed mini grant being submitted by Ann Morin, ELL teacher at Hanover Street School and Rebecca Wurdak, ELL teacher at Seminary Hill School. I have read the grant proposal in its entirety. This grant would allow our ELL students to further and enhance their learning of the English language through the use of iPads and iPods to write and produce presentations. We have no lack of ideas for incorporating technology across curricula or using technology to support our students in their learning; however, we do lack sufficient hardware to ensure all students have sufficient access to the tools needed to accomplish their goals. Participants in this grant have my support and I have every confidence they will see this project through to its successful conclusion.

Sincerely,

Martha A. Langill
Principal
mlangill@sau88.net

SCHOOL ADMINISTRATIVE UNIT EIGHTY-EIGHT

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Lebanon, New Hampshire 03766
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Fax: 603-448-0602
www.sau88.net

LEBANON SCHOOL DISTRICT

February 23, 2011

Dr. Cathy Higgins
State Director of Educational Technology
Office of Educational Technology
NH Department of Education
101 Pleasant St
Concord, NH 03301

Dear Dr. Higgins:

It is my pleasure to write this letter of support for the "Giving English Language Learners the Tools to Succeed" grant. This original project will impact English Language Learners in grades k-6. By integrating the use of iPods and iPads in the ELL curriculum, this podcasting-digitalstory-newscast project will be expanded to create a dynamic atmosphere to allow students to utilize applications, books, and music.

Our District has a large population of ELL students in these two schools and throughout the District. iPods and iPads will assist in improving student's language and ICT literacy skills by taking advantage of the technology and resources that they provide. This would be extremely beneficial to our ELL students.

This project has my complete and enthusiastic support.

Sincerely,

Dr. Gail E. Paludi
Superintendent of Schools
SAU #88
Lebanon, NH

TO: Dr. Cathy Higgins, State Director of Educational Technology
FROM: Scott Bouranis, Principal
RE: Title II Grant
DATE: February 10, 2011

I am writing to express my support for Anne Morin's request for technology funds as part to the Lebanon School District's Title II grant.

It is my understanding that Anne plans to use the funds to purchase an iPad and two new generation iPods in order to explore digital stories. She will also use the technology to enhance opportunities for authentic learning that video and voice can bring to her ELL classroom. Anne and her ELL colleagues will also be exploring ways in which technology can be used to assist ELL children in meeting content and language goals. Anne is quite computer savvy and I am confident that any new hardware will not sit in a box collecting dust.

The ELL staff will "hit the ground running" at the start of the 2011-2012 school year and implement projects. They are planning to present at the McAuliffe Technology Conference in the fall of 2011 and will be using the latest technology to record data and perform assessments. At the conference they will report on how technology has improved their instruction and helped them meet their goals.

Anne and her colleagues have my unequivocal support for this grant request and their project goals. Anne is a valued member for the Hanover Street School staff and I am confident that she will share her new learning with her colleagues as part of on-going professional development within the framework of a developing Professional Learning Community model.

Please feel to contact me if you have questions regarding this portion of the Title II grant request.

Scott Bouranis, Principal
Hanover Street School
448-2945