

Franklin-Simpson Educational Excellence Foundation, Inc.

GRANT APPLICATION COVER PAGE

Application must be typed. If you experience difficulty completing, please contact our office at 270-586-8018 or email fseducationalexcellence@gmail.com. Completed applications should be submitted via email to fseducationalexcellence@gmail.com in PDF form. Application deadlines are outlined below.

Applicant Name & Position: Shelina Smith, Chief Academic Officer

School/Organization Involved: Simpson County Schools

Amount Requested: \$8,012.00

Purpose of Funding: Professional Development Materials

Targeted Grade Levels: PreK-K 1-3 4-5 6-8 9-12 Other: K-12

Number of Students/Persons Affected by Grant: All students and teachers

Academic Area: Reading Language Arts Social Studies Math
Science Fine arts Community Other: _____

Brief Summary of Project (2 - 3 Sentences):

The desired technology and reading materials will allow the Curriculum, Instruction, and Assessment (CIA) Specialists in the district to provide feedback and support to teachers through video coaching. By self-reflecting and receiving feedback from CIA Specialists, teachers can make adjustments to their practices to maximize overall effectiveness and student achievement in the classroom.

Address of School/Organization: Simpson County Schools, 430 South College Street, Franklin, KY 42134

Contact Person: Shelina Smith

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Grant Cycle Submitted: Feb. April Sept. Nov.

Required Signatures

Simpson County Schools:

Principal/Supervisor Shelina Smith **Date** 02/11/2020

Superintendent _____ **Date** _____

Community Organizations:

Grant Preparer Jalou Russell **Title** Intern Grant Writer **Date** 02/11/2020

Board Representative _____ **Title** _____ **Date** _____

NARRATIVE

1. Need

Our mission is to develop all children to their fullest potential and prepare them for the next level of life. This project will help us carry out our mission by providing opportunities for teachers to evaluate, adjust, and improve their practice, thus effectively equipping students with the knowledge and skills that they need to be successful in their lives.

The funds requested will be used to purchase professional development materials to facilitate effective teaching through video coaching. Each Curriculum, Instruction, and Assessment (CIA) Specialist in the district will receive an iPad, Swivl device, and professional development books. These materials will allow the CIA Specialists to save time, analyze lessons, and provide in-depth feedback to teachers at their respective schools.

Currently, CIA Specialists must be present in the classroom to record teachers themselves. With iPads and Swivl devices, CIA Specialists would not have to be present to record footage, hence freeing up their time to provide more feedback and support to a greater number of teachers. This project will affect the students in the classrooms of video coached teachers. As the proposed technology aids CIA Specialists in reaching more teachers, more students will also be affected. Each CIA Specialist in the district will receive resources, therefore, teachers and students at every school in the district will benefit from this project.

2. Activities and Strategies

Technology in the classroom can be a powerful tool. Video coaching is a method of professional development that relies on technology to record teachers in the classroom. The videos are then analyzed by teachers and CIA Specialists to focus on strengths and areas in need of improvement.

iPads and Swivls work together to capture video footage of teachers in the classroom. Swivls hold the iPads during recording sessions and rotate and swivel to track the teachers as he or she moves around the classroom. This eliminates the need for another person to be present to capture the recording. This helps CIA Specialists to be more efficient in coaching teachers because they can spend less time traveling from classroom to classroom, and more time providing support and feedback for teachers.

Additionally, Video coaching allows for replay. Observations cannot be repeated, but videos can be reviewed multiple times. During an observation, it may be challenging for CIA Specialists to make comprehensive notes about a teacher's lesson. Details may be left out or forgotten, but with video coaching, the lesson can be reviewed and replayed multiple times, thus increasing the quality of teachers' self reflections and CIA Specialists' evaluations.

All new teachers are required to participate in video coaching while other teachers participate on a volunteer basis. With additional technology to record teachers without being present in the classroom, CIA Specialists will have more time to analyze and provide feedback to a greater number of teachers in the district. Even teachers who are not currently video coached can reap the benefits of this project.

When a certain aspect of a teacher's lesson is exemplary, the video is placed in a shared folder for others to watch. This allows teachers to observe one another without having to leave their own classrooms and eliminates the need for substitute teachers.

The professional development books also contribute to video coaching. In *The Impact Cycle*, Jim Knight explains the benefits of video coaching by breaking the process down into specific steps and practices. This will provide CIA Specialists with the necessary background information and strategies to effectively implement video coaching in their respective schools. The Hack Learning Series offers practical solutions for problems teachers and leaders face in the classroom. The books are written by expert educators and presenters. These resources will help CIA Specialists to provide in-depth feedback to address specific concerns that may arise in videos.

Overall, video coaching is an effective strategy for CIA Specialists to use to support the teachers in our district. With the requested technology and resources, video coaching can be expanded to more teachers in our district, therefore providing more support for students in our community.

3. Timeline

This is an ongoing project. The requested resources will provide lasting opportunities for video coaching for years to come. After purchasing the materials, the remaining tasks will be repeated to maximize effective teaching and learning in the classroom. The project will be divided into three cohorts to involve all teachers over the span of three years. After Cohort 1, preference will still be given to new teachers. If there are a limited number of new teachers, Cohort 2 will begin the coaching process.

| Tasks | Timeframe |
|--|--|
| • Purchase materials | March-April |
| • Conduct recording sessions | Begin after materials are required |
| • Hold one-on-one meetings with teachers to provide feedback | Within one week of the recording session |
| • Analyze achievement data | Weekly |
| Cohort | Timeframe |
| • Cohort 1: New Teachers | 2020-2021 |
| • Cohort 2: Non-tenured Teachers | 2021-2022 |
| • Cohort 3: Tenured Teachers | 2022-2023 |

4. Goals and Measurement

| Goals | Measurement |
|---|--|
| <ul style="list-style-type: none"> To help build capacity in our teachers and guide them in implementing better, more effective instructional practices. To assist teachers in setting instructional goals for themselves. To increase the effectiveness of our teachers and to identify areas of improvement across our building. | <ul style="list-style-type: none"> Checklist will be provided for each goal set, and a one-on-one meeting will take place weekly to analyze goal progress. Videos will be taken periodically to help track goal progress in the classroom. Achievement data will be analyzed weekly. It is our hope that student achievement will increase due to instructional practices improving. |

EVALUATION

Before video sessions, teachers will complete self-evaluations about how they think they will perform during the recorded lesson. After the lesson, CIA Specialists will watch the video and then complete the same evaluation form. During one-on-one meetings, the goal is for the teacher self-evaluations and CIA Specialist evaluations to align. Having a video to watch eliminates discrepancies between teachers and evaluators. Instead of having conflicting perspectives, both the teacher and CIA Specialist can refer to the recording to see and hear what took place in the classroom thus ensuring mutual understanding.

If the project is successful, teacher self-evaluations and CIA Specialist evaluations will align over time meeting the high standards of quality teaching, there will be visible improvements in student engagement evident in administrative walk-throughs, and most importantly, student achievement will increase.

BUDGET

| Item | Estimated Cost | Quantity | Subtotal |
|---|----------------|---------------------|-------------------|
| iPads | \$499.00 | 4 | \$2,000.00 |
| Swivl | \$860.00 | 5 | \$4,300.00 |
| Hack Learning Series | \$270.00 | 4 | \$1,080.00 |
| <i>The Impact Cycle</i> by Jim Knight | \$33.00 | 4 | \$132.00 |
| Additional professional development materials | \$500.00 | N/A | \$500.00 |
| | | <u>TOTAL</u> | \$8,012.00 |

Budget Narrative

- *iPads*— Each CIA Specialists will receive an iPad to use as a recording device.
- *Swivl*— Swivl devices are used to hold iPads during recording sessions. The device tracks the teacher's movement and swivels to ensure that the teacher is being recorded.
- *Professional Development Materials*
 - Hack Learning Series— This series offers practical strategies and solutions to overcome common issues in the classroom such as classroom management, school culture, and school discipline.
 - *The Impact Cycle* by Jim Knight— This instructional coaching book provided the inspiration for video coaching.
 - *Additional professional development materials*— To further support the teachers in our district, CIA Specialists will purchase additional resources such as books, supplies, and/or technology accessories.

APPLICATION SUMMARY

Effective learning begins with effective teaching. The desired materials will allow CIA Specialists in the district to support our teachers through video coaching. By self-reflecting and receiving feedback from CIA Specialists, teachers can make adjustments to their practices to maximize overall effectiveness and learning in the classroom.

Our mission is to develop all children to their fullest potential and prepare them for the next level of life. Video coaching will help us fulfill our mission by providing teachers in our district with opportunities for reflection, growth, and improvement. As a result, students in our school system will be equipped for the next step in their education.