



## Grant Information

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## Setting the Stage



### Program Commitment

Grant recipients will receive funding to purchase technology equipment, infrastructure, and support as delineated under Funding; however, the purposes of the *Classrooms for the Future* program are not to support technology acquisition but to foster 21<sup>st</sup> Century teaching and learning.

Therefore, grant recipients are required to commit to the following:

- Administrators and teachers involved in or impacted by *Classrooms for the Future* will -
  - Participate in vendor sponsored *Classrooms for the Future* hands-on professional development opportunities.
  - Participate in a minimum of 30 hours per year of additional professional development on PDE-mandated content through the "21<sup>st</sup> Century Teaching and Learning" Series Courses, a job-embedded on-line and face to face program deployed at the participating school level.
  - Use their professional development experiences to integrate the technology appropriately into their practices.
    - Teachers commit to adopting practices that regularly integrate technology with teaching and learning.
    - Principals commit to -
      - participating in a mandatory pre-grant seminar on the leadership and support necessary to implement and sustain systemic change in instructional practices expected in all *Classrooms for the Future* schools,
      - adopting technology-integrated program management practices where appropriate, and
      - ensuring the commitment and endorsement of all *Classrooms for the Future* teachers.
    - Administrators commit to -
      - PDE sponsored administrative professional development opportunities.
  - Provide the *Classrooms for the Future* Coach release time and frequent access to classrooms in session and work with the Coach to identify and address need.
  - Serve as *Classrooms for the Future* models and champion technology-enabled reform.
  - Participate in program evaluations.
- The high school or AVTS/CTC will -
  - Promote student participation in programs that showcase technology skills such as the statewide Student Computer Fair.
  - Create a student program(s) for coaching and mentorship or technical assistance if one does not exist.
  - Create a teacher program(s) for coaching and mentorship if one does not exist.
  - Support *Classrooms for the Future* technology.
  - Participate in the annual PaTI survey.
  - Participate in program evaluations.
  - Identify and submit for consideration a candidate for Keystone: Technology Integrator if one does not exist in the school. This person will be encouraged to support *Classrooms for the Future* activities.
- The local education agency will -
  - Facilitate professional development opportunities supporting 21<sup>st</sup> Century teaching and learning.
  - Provide release time for all relevant professional development opportunities.
  - Work with a *Classrooms for the Future* Coach.
  - Support *Classrooms for the Future* technology.
  - Maintain Policies and Procedures that support *Classrooms for the Future*, including an Acceptable Use

Policy.

- Maintain a PDE-approved technology plan.
- Participate in the annual PaTI survey.
- Participate in program evaluations.
- Seek partnerships and opportunities to support 21<sup>st</sup> Century education beyond *Classrooms for the Future*.

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## Program Support

To aid you as you create and implement *Classrooms for the Future*, the Department will provide the following:

- Funding to acquire technology, infrastructure, and support for each core subject (English, math, science, social studies) high school level classroom.
- Online and hands-on professional development for administrators and educators.
- Partial funding for a *Classrooms for the Future* Coach to guide technical needs assessments and strategic recommendations, identification of appropriate instructional and administrative technologies, and the delivery of local hands-on relevant professional development.
  - Districts are encouraged to identify a person who might apply as a coach and have them submit a cover letter and resume as part of the grant application. Please encourage anyone interested in being a coach to submit their resume and cover letter to [ra-c4f@state.pa.us](mailto:ra-c4f@state.pa.us) (You may do this as soon as you apply for the grant).
  - [Classrooms for the Future Instructional Coach](#)
- PDE will also be scheduling informational webinars (web-based seminars) throughout the program.

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## Professional Development

The PDE has contracted with Learning Sciences International to design job-embedded on-line courses to be offered with each school's CFF teacher cadre. Each core curriculum teacher in a classroom equipped as a *Classrooms for the Future* classroom is required to participate in a 30 hour course each year the LEA is receiving CFF funding.

Local facilitators will be trained to offer the free courses in each school.

The course series, *21<sup>st</sup> Century Teaching and Learning* courses include:

The Need for Change – required

Authentic Teaching and Learning (in the Math, English, Science and Social Studies classroom) – required

Inquiry-based Learning (in the Math, English, Science and Social Studies classroom) – optional (teachers may test out)

Differentiated Instruction (in the Math, English, Science and Social Studies classroom) – optional (teachers may test out)

Project-based Learning (in the Math, English, Science and Social Studies classroom) – optional (teachers may test out)

Schools may extend the professional development courses beyond the grant funding period.

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## Project Planning

Changing the approach to high school education as envisioned through *Classrooms for the Future* is much more than putting computers in front of students in a classroom - grant recipients are asked to think systemically and systematically about this important work of high school reform in order to implement a successful *Classrooms for the Future* program.

The online eGrants application process will be simple and concise, though we do expect that you spend some time off-line preparing sound strategies for your high school so that your application reflects a strong project plan for developing *Classrooms for the Future* aligned to our 21<sup>st</sup> Century Models & Examples. To assist in this endeavor, leaders of the eligible high schools and AVTS/CTC will be required to attend a pre-grant seminar on the leadership and support necessary to implement and sustain systemic change in instructional practices expected in all *Classrooms for the Future* schools.

However, just as strategic planning is an ongoing process of organizational change, we recognize that the plan outlined in your application may not be definitive and that your implementation will be constantly guided by changing conditions. Therefore, your commitment to the program will be an integral component of your application.

Before you begin your application –

- Invite all of your stakeholders to the table,
- Inventory your supporting resources (e.g., people, partners, existing technology, etc.), and
- Collect any relevant data (e.g., student, staff, facilities, etc.).

Then start your planning discussions with this goal in mind – *Classrooms for the Future* is about promoting student successes. A good proposal will be one that focuses on teaching and learning.

In addition to sound strategies and student-focused outcomes, the following characteristics will identify a project plan designed for success:

- Leaders with project ownership and a vision for the technology-enhanced educational environment.
- A foundation of reform experience and past successes.
- Policies and procedures that support new learning environments.
- Community partners who provide expertise, assistance, and real-life interactions.
- Educators who are advocates for technology adoption.
- Long-term sustainability.

In essence, a *Classrooms for the Future* proposal should demonstrate a strong probability for success in reforming the culture and pedagogy of the high school. Some of the first indications of systemic impact will be changes in performance and perceptions, including:

- Increases in –
  - Attendance
  - Student engagement
  - Time spent on task
  - Assignment completion
  - Course rigor
- Decreases in –
  - Classroom disruptions
  - Drop-Outs
  - Overall disciplinary actions
- Overall Teacher and student attitude improvements.

Case illustrations may be found under Models & Examples and Research & Reports.