

Instructional Grant Program - Mini

Submission Deadline: 9/18/13

Name: Diane B. Buchanan School Spratley Gifted Center

School Address 339 Woodland Road ... Hampton VA ... 23669
Telephone No. 850-7202 Email: dbuchaan@hampton.k12.va.us

Position & Title Grade 8 Language Arts Teacher

Project Title Flipping the Inquiry Classroom

This project is designed for: Elementary Middle High School Other

Target Grade Level(s) Grade 8 but any grade 6-8

Subject Areas or Discipline: Language Arts

Narrative (Please answer the following)

1. Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

This grant application is focused more across a school year's worth of instruction applied to every curricular unit I teach, rather than one particular project with a limited scope of time and instructional objectives. I would like to continue to "flip" my classroom instruction by producing videos of direct instruction to be posted to a hosting web site (YouTube currently), which are then viewed by my students for homework. The flipped model of instruction allows the direct concept instruction to occur in small group and one-on-one interactions between my students and I during classroom time. Lecture and notetaking becomes homework, where the students can view the videos at their own pace, rewind as needed, and re-view to ensure that the big picture of the content has been grasped. The videos also provide an archive of instructional resources that can be accessed to review for tests or as a resource as the classroom explorations proceed. I have found that flipping my class allows me to implement a true inquiry-based classroom, where there is time for students to choose essential questions to explore, create questionnaires and interviews to gather primary sources of information, work in small groups to read and analyze literature and nonfiction for other perspectives and possible answers to their questions and then actually synthesize the information to see how their previous understandings are supported, extended or negated completely. Before flipping, there was no time for the intense, one-on-one time that a true inquiry-based classroom requires. If I have the technology to produce quality instructional videos that will capture and hold my students' interests at home, I have the time to be sure that every child reaches his/her potential through inquiry-based projects that are engaging, personally relevant and rigorous.

2. Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

All of the grade 8 SOLs will be addressed through this grant, as my plan is to implement the flipped model of instruction across all of my curricular units and projects across the entire school year, based on the HCS Language Arts curriculum. Basic content and important context for every SOL can be provided through my instructional videos in a more meaningful, engaging way for this generation of digital natives than any textbook could ever do, including voice-overs and visuals such as live, interactive charts, illustrations, diagrams and annotations. With the correct technology, these videos can also provide direct modeling of concepts such as sentence

diagramming (SOL 8.7), annotation (SOL 8.5), revision strategies (SOL 8.7), and vocabulary etymology trees (SOL 8.4) as just a few examples. If I am able to obtain the technology to continue using the flipped classroom, I also envision the possibility of enabling the students to publish their work to a real-world audience available on the internet and through public service announcements.

3. Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Assessment of mastery will occur across every unit of the school year according to the objectives of each curricular unit. Since this grant application covers every unit I plan to teach this year rather than one discrete project, assessment will depend upon the measures written into the HCS Language Arts curriculum for grade 8, city-wide benchmark testing and state-wide Standards of Learning assessments in March and May. Within each unit I teach, there are formative assessments including entrance and exit slips, conversation calendars, summaries and reflective writer's notebook entries. I also use a technique, WSQ, which directly measures mastery of video content, on a regular basis. Students are required to watch the video (W), take notes and then write an effective summary of the material covered (S), then write one question to ask in class the next day (Q). These questions can be questions they still have about the material covered in the video, or a higher-order thinking question to challenge their peers about the content. Every class that has had a video for homework the night before begins with the WSQ formative assessment. Individual inquiry projects that are informed by the videos have a variety of final products as assessment, including written projects, video presentations, community outreach as a result of the inquiry...

4. Dissemination: Would your project be of value to other educators? How would you share your ideas?

Absolutely. I've already shared some of my videos with colleagues and planning and logistic issues with department members. I've also shared at faculty meetings on the topic of the Flipped Classroom.

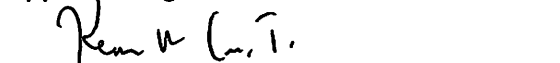
Budget:

Item	Quantity	Cost
Camtasia Video Production software	1	100.00
Wacom capture pen and tablet	1	99.00
Wacom Wireless accessory kit	1	40.00
wireless accessory battery kit	1	20.00
case	1	20.00
capture pen	1	30.00

Requested total: **\$309.00**


 Applicant Signature

Date 9/16/13


 Principal Signature

Date 9/16/13

Submit a typed original and 3 copies to:
 Ann Bane, SAC, 1 Franklin Street, Hampton, VA 23669