# 2021 - 2022
# Teacher Grants

www.shakopeeedfoundation.org

# Mission of SEEF

*The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in the Shakopee School District by funding projects that provide innovative opportunities for our students.*

## About Us



The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in the Shakopee schools by funding cutting-edge technology, best practice programs and innovative instructional materials for our students. We believe in and support the excellence that has always highlighted the Shakopee School District. SEEF awards grants across all schools and in all curriculum areas for creative learning projects not typically covered by the school district's budget. Each year, district staff are encouraged to submit proposals for awards up to $2000. Since 1991, the Foundation has awarded 551 grants totaling nearly $440,000. Funds to support grants come from generous donations made by area businesses, service organizations, school district staff, community members and alumni.

## Supportive But Separate

While contributions to the Shakopee Educational Endowment Foundation enhance school district programs, the Foundation operates independently of the district. We are a separate 501(c) (3) non-profit organization comprised of parents, community members and alumni who are passionate about the quality of education in Shakopee. District staff submit written grant applications to the Foundation board of directors who, in turn, independently fund proposals we believe would best benefit students.

## The Future Depends on our Community

Donor contributions continue to be the force behind SEEF's ability to fund amazing grant proposals that engage students and enhance curriculum. Donations of any amount are appreciated and vital to the Foundation and its mission. We rely on support from area businesses, service organizations, school district staff, community members and alumni. Challenges due to the global pandemic and district financial constraints make contributions to SEEF even more important at this time. SEEF invites cash contributions, annual pledges, matching gifts from employers, donations of stock, memorial gifts and planned gifts from a will, estate plan, life insurance policy or charitable trust. Donations are tax deduct-ible and gifts of $1,000 or more are recognized on the donor plaque at the Shakopee High School.

# Grant Criteria

- Grants are awarded in amounts up to $2000 to support innovative projects that will enhance education and directly benefit Shakopee Public School students.

- Rarely, an exceptional project will be considered for a larger award. A request for special consideration must be discussed with a SEEF board member prior to submitting an application.

- To keep projects in line with the general direction of the district, all grant applications must be signed by the applicant's principal or supervisor.

- Projects which include technology must obtain the approval of the Director of Instructional Technology to ensure the equipment is supported by the school district.

- Grant funds must be used within 12 months of the award. Any balance remaining after that time is no longer available to the grantee.

- All purchased equipment becomes the property of Shakopee Public Schools, not the grantee.

# 2021 Grant Recipients

The Shakopee Educational Endowment Foundation marked the 30th anniversary of our organization in 2021. To celebrate this milestone, SEEF is proud to announce over $20,000 in teacher grant awards for the 2021-22 school year. This year's grant program awarded 20 grants to nine schools in the Shakopee School District, benefiting approximately 60 staff members and well over 3,000 students during the 2021-22 school year. Funding will increase the creative use of technology, expand book collections available for students, and enhance learning in science, art, math, music, physical education/health and language arts classes.

# NEW QR Code for SEEF



To learn more about SEEF, please follow us on Facebook or scan the QR code to visit our website.

# Shakopee Educational Endowment Foundation
# 2021-22 Grant Awards

| School | Name | Grade | Project Title | Amount Funded |
|---|---|---|---|---|
| District Wide | D. Arterbury | Pre-K thru Gr.12 | Low Tech Communication Devices | $1,992.00 |
| District Wide | J. Phillips | Gr. K-12 | Boardmaker 7 Standard Software | $1,921.00 |
| Shakopee Online | V. Coydendall | Gr. 1-5 | Virtual Learning = Hands-On Learning! | $944.00 |
| Shakopee Online | D. McCloskey | Gr. 1-5 | Lighting Up Literacy for Online Learners | $1,433.00 |
| Pearson ELC | S. Dehnk-Turpin | Pre-K | Loose Parts Play in Early Childhood | $1,245.00 |
| Pearson ELC | E. Grove | Pre-K | Document Camera for Adult ESL Level 2 | $250.00 |
| Pearson ELC | S. Kaste | Pre-K | Buddy Boxes for Partner Play | $1,400.00 |
| Eagle Creek Elem. | J. Busselman | Gr. 3 | Meeting the Standards IXL Program (subscription) | $1,500.00 |
| Jackson Elem. | S. Flatness | Gr. 5 | Native American Shoulder Bags | $250.00 |
| Jackson Elem. | R. Keller | Gr. 1 | Decodable Texts for First Grade Readers | $894.00 |
| Jackson Elem. | S. Reiersgord | Gr. 3 | Scholastic News (subscription) | $600.00 |
| Sun Path Elem. | P. Saterdalen | Gr. K-5 | Literacy Footprints Intervention Partner Readers | $1,836.00 |
| Sun Path Elem. | N. Yun | Gr. 4 | High Interest Book Library for Low Level Readers | $516.00 |
| Sweeney Elem. | B. Lake | Gr. 5 | Look at all "uke" can do! Part TWO! | $1,192.00 |
| West Middle School | J. Lissick | Gr. 8 | Rollerblading into a Life of Wellness | $2,000.00 |
| West Middle School | T. Orstad | Gr. 7 | Minnesota Trout in the Classroom Program | $890.00 |
| High School & Middle Schools | R. Hafermann | Gr. 6-12 | Personal Development Resource Library | $846.00 |
| High School | C. Brown | Gr. 9-12 | FLEX Art Curriculum Resources (subscription) | $499.00 |
| High School | M. Gaugler, (student led) | Gr. 12 | Teddy Bear Clinic | $400.00 |
| High School | M. Sariego | Gr. 9-12 | iPad Pencil to Create Interactive Presentations | $100.00 |
| | | | **TOTAL** | $20,708.00 |

Since 1991, the Foundation has awarded 551 grants totaling nearly $440,000 for teacher initiatives across all district campuses. Funds to support grants come from generous donations made by area businesses, service organizations, district staff, community members and alumni. Learn more at ShakopeeEdFoundation.org.

**Project Title:** Low Tech Communication Devices with Templates
**Teacher:** Debbie Arterbury

**Project summary:**
During the 2018-2019 school year, the district supported the implementation of district-wide core vocabulary use in center-based classrooms. To date, all center-based Developmental Cognitive Disability (DCD) and Autism Spectrum Disorder (ASD) classrooms utilize core vocabulary and have created extension activities to increase opportunities for students to communicate throughout their school day. All classrooms have access to paper copy core vocabulary boards. Staff has the ability to mod-ify these boards to accommodate the level of the student. For example, in a classroom one student might use a board with 20 symbols and another student may use a board with two symbols. When students do not respond to paper copy core boards, staff will trial voice output communication devices, which is a form of alternative augmentative communication (AAC). AAC can range from no tech (i.e., paper core boards), low tech (i.e., press a button and it speaks a programmed word) to high tech (i.e., iPad with a dynamic communication app). Using AAC we have seen student engagement and verbal expression increase. Additionally, research indicates that voice output AAC enhances speech development.

The goal of this project is to provide alternative methods of communication to students with complex communication needs. Funding this grant would accommodate students that benefit from low tech devices rather than no tech paper core vocabulary boards.

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**Project Title:** Boardmaker 7 Standard Software
**Teacher:** Julie Phillips

**Project summary:**
Boardmaker 7 Standard is a software program used by special education teachers in all of the Shakopee schools to create, edit and share individualized visuals and teaching materials. The program makes teaching more efficient for educators and more engaging for students with disabilities. Special educa-tion staff are able to teach students using Universal Design Learning, which means that all learners can access and participate in meaningful, challenging learning opportunities. Options in the software allow for built-in editing and templates so the teacher can individualize learning for each student according to their specific needs. Boardmaker 7 provides resources giving students the opportunity to be more inde-pendent and functional in their academic and daily lives and offering them multiple means of engage-ment and expression.

Currently, the Special Education Department holds 25, five-year licenses of Boardmaker 7 online. Since there are more than 35 teachers, there are not enough licenses for each teacher. Older copies of the software in CD format will be outdated in 2022. We are requesting a SEEF grant allowing us to purchase an additional five copies of Boardmaker 7 standard. With the purchase of a minimum of five copies, we will receive the administrative portal allowing us to monitor the use of each licensee ensuring that the software is being utilized and allowing us to reassign a license to a different staff member as classroom needs change. Our goal is for teachers to have access to thousands of universal visuals and adapted materials (used district-wide for consistency), in order to support student learning, communication, and social and emotional needs in the classroom.

**Project Title:** Virtual Learning = Hands-On Learning! Shakopee Online 2021-2022
**Teacher:** Victoriya Coykendall

**Project summary:**
Students ages 6-11 (Grades 1-5) will participate in an online monthly STEM project. Every student will have materials sent home and will have to build, create and test different solutions to real world problems. Students will collaborate and share results.

STEM-based education teaches children more than science and mathematics concepts. The focus on hands-on learning with real-world applications helps develop a variety of skill sets, including creativity and 21st-century skills.

21st-century skills include media and technology literacy, productivity, social skills, communication, flexibility and initiative. Other skills gained through STEM education include problem solving, critical thinking, creativity, curiosity, decision making, leadership, entrepreneurship, acceptance of failure and more. Regardless of the future career path considered by these children, these skill sets go a long way to preparing them to be innovative.

With the rise of STEM careers, we are hoping to create citizens ready to contribute to the community by being innovative problem solvers that can work collaboratively.

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**Project Title:** Lighting Up Literacy for Online Learners
**Teacher:** Danielle McCloskey

**Project summary:**
We would like to help promote engagement and enjoyment of reading for the students of Shakopee Online by providing books and hands on reading stations or book clubs so they can have meaningful experiences with the text each month with their online classmates.

We have 3 goals for the project:

1. Send home one book per month to each student in their monthly supply bags. The book would be about Social Emotional Wellness and/or Diversity. These books could be used as book groups for students to promote book discussions and engagement of reading. The teacher can use the books for classroom discussions and connect them to reading strategies. All students would have a physical copy of the book in hand.

2. Maud Hart Lovelace is an annual book challenge that 4th and 5th graders participate in at several of the buildings each year. Students are given a 10 book challenge of the book nominees to read. The event takes place in March each year, and students who have read at least 3 books can participate in the book voting. We would like to purchase 3 of the 10 books for 4th and 5th grade online students so they can collaborate with the project as well.

3. Flashlights for Flashlight Friday and fun reading! This would give a fun opportunity for students to find a spot or a "secret hideout" at home where they can read for enjoyment with a flashlight to track words, hence "Lighting Up Literacy."

**Project Title:** Loose Parts Play in Early Childhood
**Teacher:** Samantha Dehnke-Turpin

**Project summary:**
The objective of this project is to create a library of loose parts materials that Early Childhood Educators can utilize in their classrooms. Loose Parts materials are engaging, enticing, intriguing, and provide endless opportunities for open-ended play. The children in the ECFE and PACE programs will benefit in a multitude of ways, as these materials are so versatile. These materials will be cataloged and put to use right away, so that every child has the opportunity to engage with them. A pineapple in the kitchen will always be a pineapple, but a tree cookie could be pizza, a wheel, a plate, or an object to build with.

The goal for this project is to create a Loose Parts space in each ECFE and PACE space that is open-ended and inviting. Children are innately wired to seek out new and different ways to play in the classroom. They are imaginative and creative, therefore, giving them new and different materials provides them the opportunity to express themselves through their play in a variety of new ways.

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**Project Title:** Document Camera for Adult ESL Level 2
**Teacher:** Emily Grove

**Project summary:**
I would like a document camera to use in the ESL Level 2 classroom through PACE (Parent, Adult, Child and Education) Literacy Program. I teach English ESL (English as a Second Language) and math. There is a smartboard in the classroom 108, but it is not usable for teaching math.

We are working on pre-algebra materials so there are several steps involved. I am requesting a document camera so that I can write out and teach the steps on the worksheets themselves instead of rewriting the math problems on the whiteboard. I also have the students show and 'do' the teaching. This is especially helpful in an ESL classroom. I am requesting a permanent document camera for use in our classroom. With this new technology I will be more efficient with our class time and we will use our time more effectively.

This will also be very helpful in teaching English. We are often reading a page worth of text (think a 4th grade reading level) where we are marking the text, showing the evidence for the answers, circling text and underlining etc. Marking up the text is one way good readers and writers show their thinking. With this new technology I will be able to use a copy of the worksheets and show the answers and marking techniques to the students. This classroom is also used for parent education, this instructor would also have access to the document camera.

My goal is to help students make gains and see progress in both English and Math.

**Project Title:** Buddy Boxes for Partner Play
**Teacher:** Steph Kaste

**Project summary:**
Buddy Bins for Partner Play will be utilized in preschool classrooms during free play time. Many pre-school teachers provide the opportunity for students to play in pairs or partners to promote social skills (sharing, turn taking). Often times the students will work together to decide where in the classroom they will play together (i.e., dramatic play, art easel, floor with building blocks, etc.). With the use of the Buddy Bins, students will have the opportunity to sit at a table or on the floor together and play with items that are new and also focused on fine motor development. As an occupational therapist in preschool, I love the idea of focusing on fine motor development while also working on improving social skills. All students enrolled at Pearson Early Learning Center will have the opportunity to use Buddy Bins in their class-rooms, however it will be directed by their classroom teacher. This includes students in Stepping Stones Preschool, PACE Preschool, and Special Education services. The idea came about as some preschool teachers created their own buddy bins for partner play. Through this project, 40-45 bins would be cre-ated for teachers to check out from a central area to use for a week or two in their classrooms during structured partner play. If approved for the SEEF grant, I would have this ready to go after winter break.

The goal of Buddy Bins for Partner Play is to provide toys/activities that focus on fine motor development while at the same time focusing on sharing, turn taking, and problem solving with peers. In a research study it was noted that fine motor skills have a pivotal role in educational interventions designed to support the development of early mathematical skills (Pitchford, Papini, Outhwaite, and Guilliford, 2016). On average, in regular kindergarten schools in the US 33-66% of daily activities involve fine motor skills, such as coloring, copying, cutting, and drawing (Marr, Cermak, and Henderson, 2003). Fine motor development and social skills are essential to early childhood learning and are great predictors of later educational success.

## Eagle Creek Elementary School

**Project Title:** Meeting the Standards
**Teacher:** Jennifer Busselman

**Project summary:**
IXL is a web-based program that allows teachers to individualize instruction for their students. Because of budget cuts we have not purchased a new math curriculum in over 10 years. This leaves gaps in our instruction. Teachers are currently having to find their own resources to fill in those gaps to meet the standards. I had the privilege of using IXL last year at Sweeney Elementary. I did the work of aligning the units to IXL. I know students would benefit having IXL. It allows all learners, regardless of level, to improve their skills.

The goal is to improve math skills, meet the standards in math, engage students, and improve summative assessment scores.

## Jackson Elementary School

**Project Title:** Native American Shoulder Bags
**Teacher:** Sari Flatness

**Project summary:**
The project serves three main purposes. It introduces Ojibwe culture, art, music and history, honors the story of the artist who created the design and also analyzes the flute music that was composed for this project.

These shoulder bags serve as a lens into the life of the Ojibwe culture and a way for students to tangibly express themselves while learning about this history of the Native Americans.

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**Project Title: Decodable Text for First Grade Readers**
**Teacher:** Rebecca Keller

**Project summary:**
The goal of this project is to get more decodable books into the hands of our first grade students so they can immediately practice the skills being taught.  Decodable books are vital to have in the hands of students because:

- The use of decodable text allows readers to practice their decoding skills instead of relying on pictures or guessing. Brain research tells us this strengthens the growing neuronal connections in the brain.

- Decodable text will help students see spelling rules play out and reinforce those rules through the use of these texts.

- Decodable texts are a vital step toward fluent independent reading.

**Project Title:** For the Love of Non-Fiction Reading!
**Teacher:** Sarah Reiersgord

**Project summary:**
Every third grade student will be receiving four weekly non-fiction installments that each include mul-tiple articles within each reader. Articles are related to current events and important historical dates. For example, the month of February might include articles on President's Day, Valentine's Day and how it is celebrated around the world, highlight a famous woman for Women's History Month, the history of Groundhogs Day or facts about groundhogs, or article/events highlighting Black History month. These articles are wonderful supplemental material to the curriculum we follow in the district that teaches our students about social studies, health, and science!

Our goal for this project is to get meaningful and interesting non-fiction texts into the hand of our students. This project gives teachers an age-appropriate, relevant resource to teach students non-fiction text features and practice using those features to better understand the text. Another goal is that the practice the students get will help increase ORA scores and MCA scores, as both tests use non-fiction texts.

**Project Title:** Literacy footprints Intervention Partner Readers (Jan Richardson)
**Teacher:** Paige Saterdalen

**Project summary:**
My request is to purchase two sets of Literacy Footprints partner readers. My target group is special ed-ucation readers in grades K-5 that are reading below grade level. The reading levels in this set includes levels from Pre-beginner A (early K)-Level N (end grade 3). Many of our special education students are reading 1-3 grades below grade level, so I could use these readers with all elementary grades. The target group is students with a specific learning disability in reading. These students require additional reading support at their level that is not provided in the regular classroom. This is provided in small group sessions with a special education teacher. These students need support in the areas of phonics, fluency, decoding, vocabulary, comprehension, phonological awareness, along with strategic processing. This curriculum supports reading, but it also supports writing, which is another area that special education students need to improve. These materials are not consumable, so they could be used year after year. The student moves through the levels of readers upon mastery.

My goal for this project is to improve my current and future students' reading skills within a small group setting and to accelerate the literacy achievement of students who are not achieving grade grade-level expectations in reading. I would like my students to improve their overall decoding, comprehension, writing skills and develop a lifelong love for learning and reading.

## Sun Path Elementary School

**Project Title:** High Interest Low Level Reading Books
**Teacher:** Natalie Yun

**Project summary:**
With the growing immigrant community and the students who failed to progress during the pandemic, Shakopee has more beginning readers in the upper elementary grades than ever before. Most of the books designed for low level readers are considered "babyish" for upper elementary students.
The goal is to create a shared 3-5 grade library of high interest low level books. A new library will be created for older readers who are far below the grade reading level. This library will be available to all struggling readers in grades 3-5. The goal of this library is to provide high interest books that are more expensive and harder to find.

## Sweeney Elementary School

**Project Title:** Look at all "uke" can do! Part TWO!
**Teacher:** Becky Lake

**Project summary:**
In a world that is dominated by pop, rock, and hip-hop stars, it's no surprise that most kids are super excited to learn how to play an instrument! We'd love to capitalize on this natural interest, in a way that is productive and positive to ALL students' learning. Recently, Sweeney received a classroom set of ukuleles, via SEEF, which has been AMAZING for hands on and student-centered learning. That being said, there are now two music teachers and only one set of instruments, which means only half the students benefit from ukuleles as a learning tool.

Having another set of ukuleles would allow ALL students to refine their motor skills, collaborate with each other, experience music from other cultures, and practice a growth mindset as they refine strategies to help learn a new instrument.

Ultimately, by the end of 5th grade, we'd love for all Sweeney students to have a skill that they can continue to build upon beyond elementary school. We truly believe that by teaching them the fundamentals of ukulele, they'll have the tools to continue making thoughtful, creative, culturally aware, and purposeful music throughout their lives.

Our goal for this project is to enrich students' understanding of other generations, cultures, and viewpoints in a way that is both hands-on and meaningful to an extremely diverse student population. Having ukuleles is a seamless way to execute this plan. Through learning the ukulele, students will study music from other generations and cultures, all while practicing basic life skills such as growth mindset, collaboration, and creativity.

**Project Title:** Rollerblading into a Life of Wellness
**Teacher:** Jacci Lissick

**Project summary:**
Over the last 5-6 years the Health/Phys Ed (HPE) department has had the opportunity to create core and elective courses that are based around the 5 fitness components and the National PE and Health standards, as well as introduce the 6 dimensions of Wellness in 8th grade Wellness. We have made it a priority to include introducing lifelong activities into the curriculum for all of our courses, grades 6-12. These, oftentimes, are activities that are new to students. If they are not exposed to these ac- tivi-ties in school, chances are, they will never have the opportunity to be introduced to them or try them out. One of the activities is rollerblading. Inline skating helps increase cardiovascular endurance, muscular endurance, balance, and agility, as well as serves as a low impact cardiovascular activity on your joints. Rollerblading also puts many students on an "equal playing field" because it is a new skill to many. By buying a classroom set of rollerblades and all of the safety equipment that goes along with it, all of our 8th grade Wellness students will gain the opportunity to try this life long activity.

Rollerblading fits in to 3 of the 5 National PE Standards:
*   PE Standard 1: Demonstrates competency in a variety of motor skill and movement patterns
*   PE Standard 3: Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness.
*   PE Standard 5: The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

5 Components of Fitness
*   Cardiovascular Endurance
*   Muscular Endurance
*   Muscular Strength
*   Flexibility
*   Body Composition

6 Dimensions of Wellness
*   Physical Wellness
*   Emotional Wellness
*   Social Wellness
*   Intellectual Wellness
*   Occupational Wellness
*   Spiritual Wellness

This opportunity would allow us to teach a skill that students might not have the opportunity to get if they don't do it in PE. It also provides them with an activity that could potentially benefit them physically, mentally, emotionally, and socially for the rest of their lives.

Our goal for the project is to buy a class set of 50 rollerblades, knee guards, elbow guards, wrist guards, and helmets to allow for all 8th grade Wellness students to be introduced to the skill, exercise, and hobby of rollerblading.

## West Middle School

**Project Title:** Minnesota Trout in the Classroom
**Teacher:** Tara Orstad

**Project summary:**
In our increasingly urban, developed, and technological society, many students don't have regular opportunities to connect with the outdoor world. If we want children to flourish, we need to give them time to connect with nature. They need to love the Earth before we ask them to save it.

Teachers use Trout in the Classroom as a platform to provide consistent opportunities for students to connect with their natural environment through field days, classroom activities rooted in MN State Standards, and caring for their own trout from eggs to fingerlings from December to May.

Trout in the Classroom (TIC) is a local Minnesota conservation nonprofit funded through the Environment and Natural Resources Trust Fund. The school year culminates with a field trip to release the trout into the wild that they have raised and learned so much from throughout the year.

Students engaging with TIC are immersed within a place-based environmental education program that allows them to establish empathy and a well-rounded understanding of aquatic ecosystems. This includes the essential role that trout and other organisms play in our watersheds. They also learn about their roles as environmental stewards and how their choices affect the natural world.

## High School

**Project Title:** FLEX Art curriculum
**Teacher:** Christine Brown

**Project summary:**
I would like to get an annual subscription to The Art of Education's Flex Curriculum. This service contains thousands of premium curriculum resources that are available to incorporate into your existing curriculum or provide a foundation for a new curriculum to be built. As a global teacher, I get the opportunity to teach students from all backgrounds, levels and abilities. Having this resource would help me to differentiate my curriculum to meet the needs of my individual students without having to take the time to create my own resources.

My goal is to use the FLEX curriculum materials to enhance my lessons and create differentiated instruction that focuses on individual students' needs.

**Project Title:** Teddy Bear Clinic
**Teacher:** Miranda Gaugler
**Student:** Madison Yeller

**Project summary:**
The CAPS (Center for Advanced Professional Studies) program includes opportunities for students to grow professionally and make a difference in their communities. As CAPS Healthcare and Medicine students, one of the projects we are currently working on is the Teddy Bear Clinic.

The Teddy Bear Clinic is organized and implemented into the Shakopee Preschool programs by CAPS students. The CAPS students will guide the preschool students as they play the role of medical professionals giving their teddy bear patient a basic well-check. CAPS students will engage preschoolers in basic health-care such as: hand hygiene, COVID etiquette, dental care, healthy eating, immunizations and first aid.
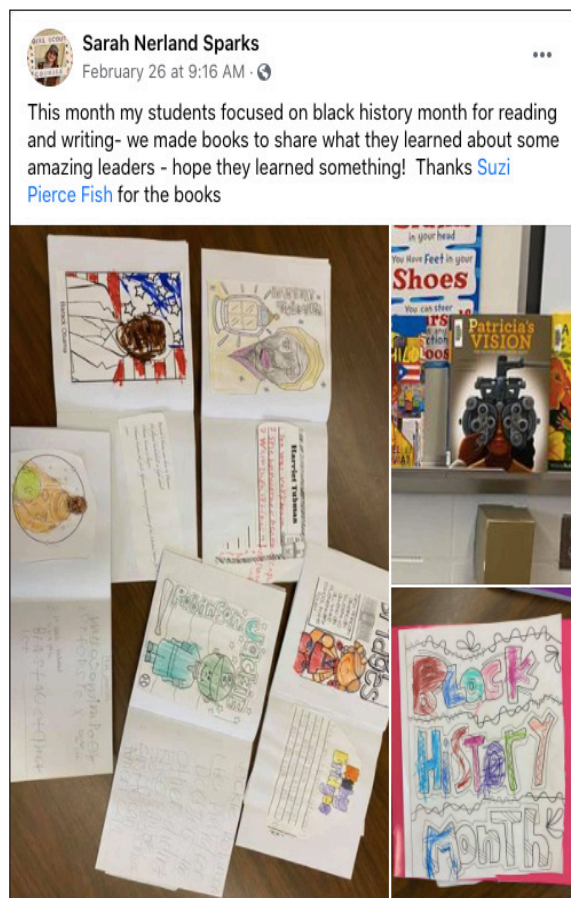
The clinic will provide a rare opportunity for students to teach students. This clinic will prepare young students emotionally and mentally for their medical visits. In addition, this clinic will be equally important for the CAPS students, because they will learn how to fulfill leadership and teaching roles. Also, this will give the CAPS students a chance to share a little bit of their knowledge of public health with the community.

Our goal is to provide a fun interactive experience for young students to bring their teddy bears (the patient) and become familiar with the components of a basic child well-check to ease the fear of doctors.



Liked by jphillips1140 and 22 others
mltoth I have made a dedicated effort this year to include books in my classroom that actually represent my students. @suzisuzi1982 wrote a grant for a more diverse curriculum and books, and it is my absolute favorite! So proud of @suzisuzi1982 and so thankful I can now access TONS of books that represent my students!! #blackhistorymonth #representationmatters #shareblackstories



Sarah Nerland Sparks
February 26 at 9:16 AM ·
This month my students focused on black history month for reading and writing- we made books to share what they learned about some amazing leaders - hope they learned something! Thanks Suzi Pierce Fish for the books

**Project Title:** iPad Pencil to Create Interactive Presentations
**Teacher:** Monica Sariego

**Project summary:**
Foreign language teaching has undergone advancements that have drastically changed the way we teach, evolving from earlier rote drills, memorization and grammar-translation approaches to more  communicative and proficiency-oriented models. Thus, it is imperative to align new teaching techniques involving technology with current methodologies. An iPad as a whiteboard to make mind graphs, take notes or draw diagrams makes for a more interactive experience with students, than merely just showing them already prepared slides. While teaching topics the apple pencil can be used to mark up the test during presentations. The markup allows you to circle, scribble and make arrows. Just as if you are scribbling on a piece of paper.

Being able to present a lesson from anywhere in the classroom is a big plus when trying to manage 32+ students. To actually see what I am writing and replay it while facing my students with my back to the board would be super helpful in my larger classrooms. An iPad could be used to create grammar video tutorials, animated lessons and add commentary to my photos from around the world.  Video presentations, or screencasts, can be produced using Doceri or Splashtop Whiteboard by simply pressing the "record" button while presenting a lesson. All of the images and annotations will appear in the video, along with the teacher's voice. These videos can be useful tools for students who have missed lessons, those who want to review the material, or teachers who want to watch and revise their own teaching practices.

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**Project Title:** Personal Development Resource Library
**Teacher:** Robert Hafermann

**Project summary:**
Over the last several years, I have had students ask personal sexual development questions that go beyond the scope of the social skills instruction in that area.
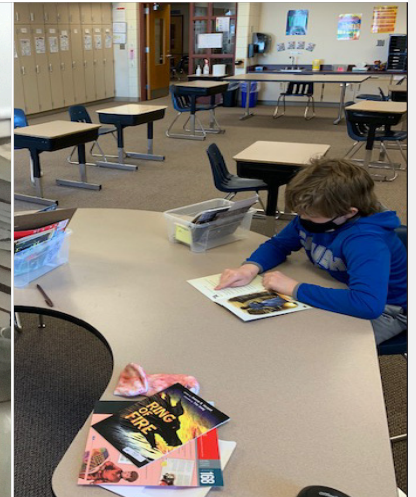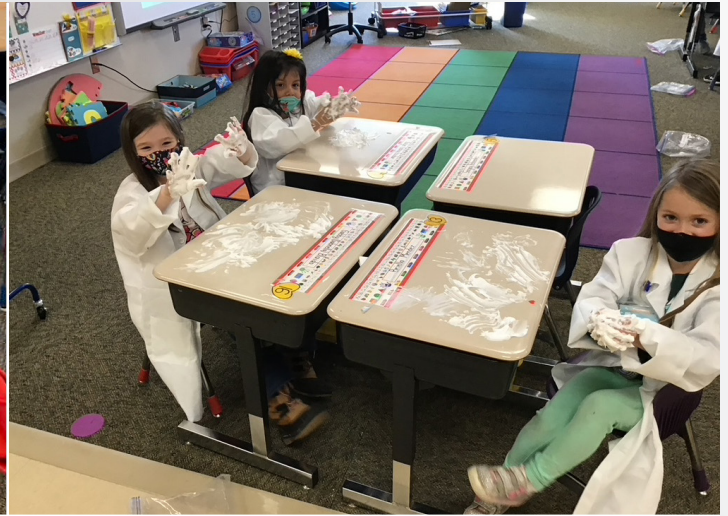
Students with disabilities are often pulled from General Health classes which provide explicit instruction in these crucial areas. Students on the Autism Spectrum, the population who this grant will support, have difficulty learning social norms and understanding expected behavior.

The resource library will help them gain information on personal development and self regulation questions as well as learn strategies. The goal of these resources is for students to better understand their bodies as they change and grow, helping teens navigate puberty and maturity in order support them to become contributing members of the community and effective decision makers.

The goal of this proposal is for middle and high school students to have a better understanding of their development through puberty, their maturity into adulthood, and strategies to better interact with their world through increasing their emotional regulation and social understanding.

# Celebrating 30 years of preserving and enhancing the quality of education in the Shakopee School District.

**Shakopee Educational Endowment Foundation,**
**PO Box 144**
**Shakopee, MN 55379**
**www.shakopeeedfoundation.org**