

CASL Collaboration Grant

INTRODUCTION

The CASL Collaboration Grant in the amount of \$1000.00 is available to a Connecticut library media specialist for the current school year.

The purpose of this grant is to encourage library media specialists to collaborate with one or more teachers on a project that provides students the opportunities to meet the standards in the CT Information and Technology Literacy Framework (or AASL Standards for the 21st Century Learner) and content area standards. The project must contain technology because it is designed to help students meet the technology literacy standards. Collaboration is measured by the extent of co-planning, co-teaching, and co-assessing by the library media specialist and one or more classroom teachers. Collaboration means that the library media specialist has to have a larger role than supporting the project with resources.

Submit a proposal in which the library media specialist and a classroom teacher(s) work collaboratively to develop a new project or unit that:

- Implements these aspects of mission of CASL
 - CASL is committed to excellence in education by ensuring that students are active readers and effective users of ideas and information to become lifelong learners.
 - CASL promotes collaboration between classroom teachers, library media specialists, administrators, and curriculum specialists for the benefit of student achievement especially in information literacy and technology literacy.
- Implements the standards of Ct Information and Technology Literacy framework
- Integrates the information literacy process with classroom content.
- Is designed, taught, and assessed by both the library media specialist and the collaborating teacher (s).

The main criteria for the project is that it must be a collaborative project designed to allow students to meet information and technology literacy standards, but it **could also** meet any of the following criteria:

- become part of the school's curriculum and be duplicated every year.
- be innovative
- serve as a model for other library media specialists to duplicate in their school.
- involve more than two days to allow for depth of learning
- initially include the students in one classroom, but be able to be expanded to include other students in the same grade.
- be interdisciplinary,
- involve the whole school or
- be part of CMT or CAPT preparation

GUIDELINES:

- An applying "team" will include a library media specialist /CASL member "in good standing" and (a) classroom teacher(s).
- The "team" should be in a position to "field test" the proposed project during the current school year.
- The "team" will be expected to present a poster session at the Annual Conference and to share their experience and expertise in one or more professional forums (e.g., library media roundtables, workshops, articles, etc.) within 12 months following the grant year.
- The CASL recipient must turn in the receipts of grant expenditures and submit a final report no later than June 30 of the grant year. .
- This year's recipients will serve on next year's selection committee.
- A grant selection committee of optimally 5 individuals, selected, insofar as feasible, from elementary, middle and high school library media specialists, will review and evaluate applications.
- The evaluation of entries will be done anonymously. Identifying information should appear on the cover sheet only. There will be NO indication of or reference to individuals' names, school or district in the narrative of the application. Failure to meet this criterion will result in disqualification.
- The CASL Board will act on the committee's recommendations at the December Board Meeting.
- Grant recipients will be notified **after the December CASL Board meeting.**
- One grant will be awarded in the amount of \$1000.00. It must be expended during the current school year.
- CASL reserves the right to reject any and all proposals without explanation.

JUDGING CRITERIA

Judging Criteria	Up to 10 points	Up to 7 points	Up to 4 points
Interaction between LMS & teacher	Co-designed, developed and taught – mutually agreed upon goals and assessment.	Goals of each, addressed and accommodated – goals parallel.	Discussion between LMS and teacher to plan LMC visit is in evidence. Limited interaction between teacher and LMS
Connection to Information Literacy.	Both the content and process refer to Information Literacy Standards. Students are encouraged to use a variety of resources to acquire the information and to cite sources.	Some connection to Information Literacy Standards. Students are encouraged to use a variety of resources to acquire the information and to cite sources.	Very little or no connection to Information Literacy Standards. Focus is on information acquisition.
Skills and strategies of the students	Skills and strategies are explicitly addressed.	Skills and strategies are implied, but not directly addressed.	There is little or no emphasis on learning/honing acquisition skills.
Assignment	The information product is student centered and relates to the essential question	The information product is student centered but does not relate to the essential question	The information product is content-centered and does not relate to an essential question.
Expectations	Roles and responsibilities of both students and teachers are clearly defined and measurable.	Roles and responsibilities of both students and teachers are defined and somewhat measurable.	Roles and responsibilities of both students and teachers are not clearly defined and not measurable
Assessment	Assessment includes self- and peer-evaluation of both the process and the content. Both the teacher and the LMS participate in evaluation.	Assessment of content by the teacher and information seeking process by the LMS, with input from both OR lacks/limited assessment by students.	Assessments are limited or unclear.

_____ funding approved in the amount of \$ _____

_____ funding denied

COLLABOATION GRANT APPLICATION

Applicant number:

(Official use only)

COVER PAGE (submit as a separate page so that the application can be read Separately from the cover page, which has identifying information)

Project Title
Funding Request
Applicant (CASL member)
Grades of school
Phone
E-mail
Co-Applicant (s)
Grade/Subject
Phone
E-mail

School

Address

Town/City

Phone:

STATEMENT OF UNDERSTANDING: I/We fully understand that I/we am participating in a competitive process and if awarded a grant, I/we will be responsible for conducting the project as detailed in this application and submitting proper documentation upon completion of the project.

Applicant Date

Co-Applicant (s) Date

Applications must be received by the President of CASL, David Bilmes, dudu4tigers@snet.net , as an e-mail attachment by November 1, current year. The President will maintain the anonymity of the applicants.

COLLABOATION GRANT APPLICATION

Applicant number:
(Official use only)

I. PROJECT INFORMATION

Project title:

Subject/or curriculum areas(s):

Overview (In a few sentences, briefly describe your project including the end product(s))

Brief description of what you plan to purchase such as books, iPods, digital cameras, etc (A more detailed budget is on another page)

Approximately how many pupils will be involved in this project?

Grade(s) for which your project is suitable (Although the project may be suitable for many grade levels, students skills and strategies will differ at each grade. Pick one grade level to describe the skills and strategies of the students at a particular grade level)

State the grade levels of your school and an estimate of the total enrollment

What essential question(s) will be addressed by this project? Include essential questions for information and technology literacy curriculum and for the content area curriculum. Make sure the questions are essential questions and not topical questions.

Plan of Action -- Explain how you would conduct your project:

Timeline -- Provide a timeline of events for the project:

Roles and responsibilities of students, teacher (s), library media specialist (s)

	The student will:	The classroom teacher (s) will:	The library media specialist will:
Information/technology literacy skills or standards Content standards	Skills:	Content Standards:	Standards for the 21st century Learner and CT Information Literacy and Technology Framework:
Content			
Assessment: Attach blank assessment method (rubric, checklist)			

Assessment: Method(s) of evaluation by teachers and LMS/self-evaluation by the students: Attach rubric or checklist or criteria to be used, Evaluation methods can be as simple as teacher observation of student attitude and behavior before and after the project, test results or measurement of skills attained as a result of the project, or surveys of student's perceptions of the project.

Applicant number:

(Official use only)

II. CONTINUING COLLABORATION: How will this project facilitate continuing collaboration between the LMS and the classroom teacher?

III. INNOVATION: What aspects of the project do you consider especially innovative or creative?

IV. EMBEDDED IN THE SCHOOL'S CURRICULUM: How might this collaboration impact current instruction in your school? Can it be duplicated each year and expanded to include all the students in the grade level?

V. MISSION OF CASL: How does this project implement the mission of CASL?

VI. BUDGET

Estimate a budget for your project. Try to be as specific as possible. Budget items may include materials, equipment, services, etc. Your request should not exceed \$1000.00.

Include the following information in your budget:

Materials/Equipment/Services

Quantity

Amount