# Curriculum and Instruction
# Workshop Proposal Form

**Please complete all parts of this form to complete workshop proposal requirements**

Presenter's First Name:   Carlene   Presenter's Last Name:   Fuss

Presenter's Title or Position:  College Access Grant Coordinator

Department or School:  EducationQuest Foundation, Grants and Scholarships department

Mailing Address:  1300 O Street

City:   Lincoln    State/Province:   NE    Zip/Postal Code:  68506

Phone Number (include area code):   402.479.6906

Email:  carlenef@educationquest.org

**Would you be interested in submitting a paper based on your proposal for a peer-reviewed publication?**

☐ Yes   ☒ No

**Please indicate if you need any of these audiovisual aids for your presentation (check all that apply)**

☒ PowerPoint set-up

☒ DVD player or TV

☐ LCD

☐ Smartboard

☒ Other (Explain) Computer Lab

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**Captivating Proposal Title**

**5-6 sentence proposal abstract**

**Grant coordinators will come together for a College Access Orienation. During this time participants will be engaged and asked to participate rather than passivly participate. Typical orientations consist of a power point presentation provided by grant staff with only auditory participation and small question and answer session at the end. Participants are actively involved in the field of education, and are not accustomed to bland presentations with little to no movement or participation.**

**Identify session topic and relevance for audience**

**College Access Grant Orientation will be our session and the topic will be grant reporting. Grant coordinators will work closely with EducationQuest Grants staff to fully understand the reporting requirements for the four year contractual agreement.**

**Which of the three session formats was selected and why**

I would like to use both the hands on workshop in addition to the  in addition to facilitated discussions broken into grant category by size. The session will be a hands on workshop because participants will move along with the presenter during the reporting lecture. Afterwards high schools will be grouped based on their funded amount to debrief the reporting process.

**Describe the intended activities, goals and expected outcomes of the session noting how the activities will help participants achieve those outcomes.**

INTASC Standards:

Standard 3: Diverse Learners

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The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.Standard 6: Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Anticipatory Set: Reporting mixer participants will interact with one another through "human bingo". Each participatnt will have to find a person to complete their human bingo grid. Questions will be associated with reporting process.

Objective/Purpose:  Grant coordinator will instuct on the reporting process for the College Access Grant. The coordinator will discern  the best method of surveing based on knowledge gleaned from reporting presentation, using technology to increase the validity of the results.

Procedure: 1) Coordinators will participate (through listening) in a lecutre regarding the reporting requirements for reporting and surveying their students. (EducationQuest reporting ppt)

2) Go online to EducationQuest.org and locate reports and survey information.

3) Discuss reporting cycle with past cohorts. Evaluate survey strategies based on size/location of school in relation to technology and resources. Open ended conversation with conversation starters if needed.  (Please see attached)

Check for Understanding:  Participants will go online to Survey Monkey and participate in a mock survey/report cycle. Coordinators will input student information from surveys, and download student responses to evaluate the data.

Closure:  Coordinators will debrief  in small groups.  Each small group will share one surveying stratedgy with the large group.  Groups will share why they chose the method and how they will work with faculty and administration to implement the reporting process.

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Extension:  Offer additional time to participate in open ended conversations with other grant funded high schools during  future peer learning opporutnities. Host one webinar for high schools needing additional information one month prior to report due dates.

**Describe the level (novice, intermediate, advanced) for which your session is geared**

The session is geared towards the novice learner. Most participiants have not filed a college access grant report prior to attending this orientaiton. There will be some advanced participants because we do have previously funded high schools participating in this cohort.

**Describe aspects of your work that can be applied to all K-12 settings.**

All grant high schools participating in EducationQuest Foundation grants be it college access or otherwise must provide necessary reports. The information gleaned on reporting will be benificial to anyone working with grants. In addition to learning how to work with Survey Monkey. Many school districts could benifet from understanding the software and use it to increase program awareness.

**Include links to relevant websites and/or attachments of any materials you intend to use and share during the workshop.**

Survey Monkey http://www.surveymonkey.com/

See attached Power Point presentation slides (5-18)

See attached Agenda

See attached human bingo game

See attached conversation starters

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**Provide detailed plan for audience participation. How will participants be engaged in a discussion? Include statement on how workshop materials might translate to participants' own contexts and roles?**

Participation is mandatory for all 2012 grant recipients. Grant coordinators will go back to their home school, and provide survey's to students before beginning any programming. High schools are given autonomy to conduct surveys in the manner best fitting in their community. For example if the high school has a one to one initiative (one laptop per child) it might be wise to use the laptops to execute surveys. But if there are too many students it might be best to use the scantron method based on student to computer ratios.

**List key discussion questions.**

Share with us how you begin the reporting process, what is your first step?

Who do you ask to participate with you in the reporting process?

What are some questions your high school has added to aid you in the collection process?

How does your high school collect the information?

What does your high school do with the collected data?