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ACTIVE LEARNING CENTER
GRANT PROPOSAL

Please use this Microsoft® Word template to apply for the grant. We recommend that you reference the *Steelcase Education Active Learning Center Proposal Guide,* which contains helpful context and details, as you complete this form.

Register and submit your completed proposal electronically at **Steelcase.com/activelearningcenter**.

Due to the high volume of grant proposals we receive, it is not possible for us to respond to requests for feedback from individual applicants.

Submission deadline is Friday, February 10, 2017. Thank you for your interest in active learning.

EDUCATIONAL INSTITUTION: Pasadena High School

Grades 6 – 12 ☒   College/University ☐

PRIMARY CONTACT:	Emily Dabney
TITLE:	Librarian
ADDRESS:	206 S. Shaver
CITY / STATE / ZIP:	Pasadena, TX 77506
PHONE:	713-740-0310 x 01171
EMAIL:	Edabney@pasadenaisd.org

Please tell us how you heard about this grant opportunity?

☐ Applied Previously   ☐ Architect/Designer   ☐ Article or Publication   ☒ Colleague

☐ Professional Association   ☐ Social Media   ☐ Steelcase Dealership   ☐ Steelcase Employee

☐ Tradeshow or Convention ☐
        Other   _____

Classroom description

Describe the classroom you will designate for the Steelcase Education Active Learning Center:

Number of students   150-200 Struggling Students and 300   Grade level   9th, 10th, 11th and 12th
                           users of the Makerspace   graders

Room length   50   Room width   30   Room height   8

Indicate which classroom application is most appropriate to support your educational needs. (See the four classroom descriptions on pages 11 – 14 of the *Proposal Guide*.)

☐ **Active Learning Classroom 1**
   Adjustable-height desking creates tiered rows for easy, equal viewing

☒ **Active Learning Classroom 2**
   Informal, versatile space encourages exploration and problem solving

☐ **Active Learning Classroom 3**
   All-in-one classroom creates zones to support key activities

☐ **Active Learning Classroom 4**
   Ultimate choice and control for students and instructors

Insert photos of the current classroom space in the boxes below.

Please include a maximum of four photographs, and note that this document's file size must not exceed 10 MB (megabytes).

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Classroom description (continued)

In the space below, indicate how your educational institution will renovate the existing space, if required, to accommodate the Steelcase Education Active Learning Center.

Note: the classroom is expected to have updated floor covering, paint, lighting, etc. as part of the renovation.

Space Description: The proposed Active Learning Center (ALC) space formerly served as the Library Reference Room. Most of the reference materials have already been moved to another section in the library, but the built in shelving units remain. Removal of some or all of the shelves will be determined by the storage and space needs for the ALC. While the space has updated paint and carpet, areas on the wall and floor formerly occupied by shelving will likely need to be replaced. The library received a $5,000 Education Foundation grant that can be used for updates to the ALC, including but not limited to painting, new floors, updates to technology, new storage units, etc. The library is committed to making the best Active Learning Space possible for our students.

Technology Description: The proposed space is outfitted with a Promethean Board (Interactive Whiteboard) as well as ceiling mounted projectors. This technology allows for interactive lessons at either end of the room. Student-centered learning like this is key to our school district's Personalized Blended Learning initiative. Through this initiative, learning is individualized to students' needs and learning styles. All 9th-11th are provided with their own tablet or laptop, making technology and collaborative education major players in the success of Blended Learning.

This type of personalized learning can be especially beneficial for students who have traditionally struggled in a normal classroom setting. While our school does offer Response to Intervention (RTI) instruction – a multi-tiered approach to providing differentiated instruction based on individual student need - we do not have a dedicated space where teachers can provide active, blended learning with targeted, small group instruction for struggling students.

Our school is also lacking an appropriate place to house our Makerspace equipment and program. Grant funds have allowed us to purchase a variety of Makerspace equipment, including: two 3D printers, an embroidery machine, Vex, Legos, Snap Circuits, Cubelets, and a t-shirt press for use with graphic art, Unfortunately, we do not have funds to create a dedicated place for this equipment. Without proper space we are not able to take full advantage of the creative thinking and real world problem solving skills these items could provide to our students.

Room Usage Flexibility: The proposed space for the Active Learning Center is large enough to accommodate multiple groups. For small group interventions (also known as Tier 2 Response to Intervention [RTI]), there is space for two teachers, providing support to up to 15 students each. Teachers already use the general library for Tier 2 RTI, but because of the open nature of the library, they are limited in the type of instruction they can provide. The current Tier 2 RTI option does not lend itself to collaboration and active learning. Should Tier 2 RTI instruction and Makerspace activities need to occur at the same time, a partition is available to separate the space into two learning areas. Moveable desks and furniture like those provided via the Active Learning Center Grant would be of great use in these situations.

To maximize the use of the space, teachers have access to an online reservation system to reserve the room(s) – the space will be available as a whole or two spaces. Small group, Tier 2 RTI instruction will take place during Eagle Time or advisory period, but the space will be available for reservations and/or Makerspace activities for the remainder of the school day and after school time.

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Educational philosophy

In the space below, describe the following:
- Desired teaching methods you want to achieve
- Credentials of the staff member(s) who will be responsible for the Active Learning Center Grant two-year program
- How the instructor(s) using this classroom will be selected

Maximum 500 words

Desired Teaching Methods

Innovative learning environments play a vital role in the success of 21st Century students. The traditional transference model of teaching, in which the teacher stands in front of a row of desks and lectures, is no longer effective at educating young learners. Modern teaching methods are moving from the passive transference model to active **Student-Centered and Constructivist/Constructionist Educational pedagogies**. As teaching methods evolve to include multiple types of interactive lessons, so must the classroom.

Our school is committed to evolving with modern teaching methods. Strategy I of our school district's Strategic Plan is to "ensure rigorous curriculum and meaningful experiences through **innovative learning environments** that meet **the individual needs of each student**." Taking Strategy I as a starting point, our school is requesting support from the Steelcase Active Learning Center grant to create a modern classroom space that will allow our faculty to employ dynamic teaching methods as a way to help our students become more active in their own education.

The ALC would serve two main purposes, both with the goal to improve student achievement in core classes (English, Language Arts, Reading, Science and Math):

1) Space for Small Group/Individualized Support: in this space, students struggling to pass the STAAR test (the state's standardized assessment) will receive Tier 2 Response to Intervention (RTI) instruction from trained teachers. Utilizing the district's Personalized Blended Learning initiative and one to one student access to tablets, this instruction will be **student-centered** and incorporate multiple type of interactive lessons (group projects, hands on individual learning, peer to peer learning, etc).

2) Makerspace: this space will also house Makerspace equipment and programming. Following constructionist pedagogy, the library staff will guide students through activities in which they create tangible objects through real-world learning opportunities and collaboration.

Staff and Credentials

Two school librarians (assisted by an assistant principal, campus technology facilitator, and technology content specialist) will lead the program.

Name	Position	Years in Education	Credentials
Emily Dabney	School Librarian	10 Years	Library Science Masters, B.S. Interdisciplinary Studies, Certifications – 4th-8th English Language Arts and School Libraries
Elaine Baker	School Librarian	13 Years	Library Science Masters, B.S. Interdisciplinary Studies, Certification – School Libraries
Paula Sklenarik	Technology Facilitator	24 Years	Education Technology Masters, Certifications – Secondary Mathematics and Computer Science

Steven Friend	Technology Content Specialist	7 Years	B.S. Industrial Technology
Jennifer Stewart	Assistant Principal	15 Years	Educational Leadership Masters, B.S. Food, Nutrition and Dietetics

Instructor Selection

RTI Instruction: teachers will be selected from Core subjects with a focus on English Language Arts (ELA) courses. These are the subjects with the lowest assessment scores. Based in part on teacher enthusiasm for the project (determined through a teacher survey), the ALC will work on a three week rotation, hosting one Core subject at a time. RTI instruction will take place during Eagle Time, an advisory period in which struggling students from multiple classrooms are pulled together for targeted instruction.

Makerspace: led by the librarians and staff listed in the section above.

Expected impact

Describe the ways you believe the Active Learning Center can have an impact on teaching and learning and support your desired teaching method. (See page five of the *Proposal Guide* for an overview of grantee research expectations, and page six for a list of potential research topics.)

Maximum 500 words

Overall, we expect the addition of an Active Learning Center to provide a dedicated, highly-functional space that will best serve the needs of our 21st Century students by:

1) Increasing the opportunity for student- centered pedagogy by focusing on the specific needs and learning styles of individual students, especially those struggling the most; and

2) Increasing the opportunity for constructivist/constructionist pedagogy by focusing on student led learning, both individually and via collaboration. In these scenarios students play an active role in learning new concepts and creating their own knowledge as opposed to memorizing facts delivered by the teacher.

Tier 2 Response to Intervention Instruction Expectations: An Active Learning Center set-up will help meet the academic, engagement, and non-cognitive skill needs of our students. This grant would allow us to fully maximize the blended-learning method with small group instruction, independent learning, and collaboration. We would be able to study the lab's potential impact on student-driven learning and growth in specific knowledge or skill areas. Given the opportunity to drive their own learning, we expect struggling students in Tier 2 Response to Intervention (RTI) instruction to gain confidence in their decision making abilities as they are able to choose the method of instruction that best fits their own learning style. RTI students using the Active Learning Center will achieve not only growth in specific academic skills and knowledge areas, but also non-cognitive soft skills they need to succeed in school and the real world.

Makerspace Expectations: Similar to our expectations for the RTI aspect of the Active Learning Center, we also expect that the addition of a usable, convenient Makerspace area will improve the engagement and non-cognitive skills of our students. With a functioning Makerspace available for regular use, we would be able to study the potential impact the Active Learning Center has on our students' collaboration skills, real-world problem solving (authentic learning skills) and critical thinking skills. The Makerspace as part of the Active Learning Center will allow all of our students the unique opportunity to participate in the maker culture and STEM focused approaches to learning.

Measurement method(s)

Describe how you will measure the impact of the Active Learning Center for students and for instructors. Minimally, this method involves the pre- and post- occupancy measurement tool administered by Steelcase. We encourage you to use this space to describe any additional measurement methods.

Maximum 300 words

We will measure the impact of the Active Learning Center and its activities using the following methods:

GOAL	MEASURE
Determine effectiveness of Active Learning Center	Steelcase Pre and Post Occupancy Survey
Determine satisfaction levels of teachers and students	Internal pre and post use survey # of requests to use the Active Learning Center (ALC) # of students that participate after school.
Increase opportunity for student centered, personalized learning time for struggling students	# of students receiving Tier 2 Response to Intervention Training (RTI) instruction in ALC
Increase opportunity for student driven learning time and collaboration	# of students and # of hours of Makerspace use
Increase growth in specific knowledge area or skill area	State Assessment (STAAR) Scores of Tier 2 RTI students using ALC. # of students using ALC that move out of the Tier 2 RTI support. Attendance Rates of Tier 2 RTI Students using ALC Improvement/Progress rate of students who scored below grade level/ did not pass End of Course test on state assessments. (Baseline will be first grading period internal summative assessments. Growth of students using ALC will be monitored via weekly common assessments based on the Learning Targets that were not mastered on the baseline summative assessment).
Improve Collaboration Skills	# of students that are engaged # of participating in collaborative activities. Project based assignments
Improve Real world, problem solving skills	# of task involving real world problems increases from September to May. # of students successfully completing these tasks increase

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Disseminating findings and insights

Describe how your educational institution will share your results (see the "Dissemination" section on page 5 of the *Proposal Guide*) within your institution and with external audiences throughout the two-year grant period.

Maximum 300 words

We will share the results of our impact study and all evaluation information related to the Active Learning Center with multiple audiences, both internally and externally, including: Steelcase Education, Pasadena High School teachers, parents, and students, district-level administrators, and the Pasadena Community as a whole. We will develop a comprehensive dissemination plan to include joint dissemination with Steelcase Education of the results of our impact study in the form of case studies, white papers, and/or co-presentations in various venues, as determined relevant and appropriate by both.

Internally, we will share the results of the impact study, as well as other evaluation results and general information regarding insights and learnings garnered from the Active Learning Center experience in the following ways: making at least one presentation to the Pasadena Independent School District Board; presenting during at least two campus faculty meetings (student outcome data); presenting reports and facilitating discussion during Professional Learning Community (PLC) time and during at least two department-level meetings; providing at least one article for our campus newsletter highlighting insights and successes of the Active Learning Center project; providing announcements for the district and campus websites; and working with our Career and Technical High School audio-visual students to create a video of students and teachers utilizing the space, emphasizing key impact points (video can be shared on district website and/or shared with Steelcase Education and in other community forums).

Externally, we will share data as well as provide opportunities for the community and other teams of educators from within and outside of the district to visit, observe, and utilize the space for professional development purposes. We will provide information, including press releases about the grant award and results of the impact study, to local newspapers and television stations.

Project timeline

Provide a timeline indicating the chronological order in which the required activities of the grant will be undertaken, including the lead person responsible for each activity. (Activities include: Administration of the Steelcase pre- and post-occupancy measurement tool, your own impact measurement activities, dissemination of findings and insights, writing an annual report each year.)

One page maximum –

ACTIVTY	LEAD PERSON RESPONSIBLE	TIMEFRAME FOR COMPLETION
Prepare proposed space for instillation of new furniture and equipment including: removal of current furniture, replacement/updates to carpet; updates to paint; and all other necessary actions.	Emily Dabney & Elaine Baker	April - June2017
Choose and train teachers for RTI	Jennifer Stewart, Steve Friend, and PISD	June - August 2017 June – August 2018
Open Active Learning Center for use	Emily Dabney & Elaine Baker	September – October 2017
Conduct Pre Assessments and Surveys (Steelcase and Internal PHS)	Paula Sklenarik	September 2017 September 2018
Collect and Analyze ALC usage numbers/data, student performance data, attendance data, STAAR etc..	Jennifer Stewart & Steve Friend	CBA/Attendace – 6 weeks STAAR – Yearly Surveys - Quarterly
Conduct Post Assessments and Surveys (Steelcase and Internal PHS)	Paula Sklenarik	April – May 2018 April – May 2019
Prepare Annual Report and Submit Annual Report	Emily Dabney	June 2018 June 2019
Disseminate insights and learnings	Jennifer Stewart	June 2018 June 2019

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Commitments of grant recipient
(confirmed in three-party agreement)

We understand that the Steelcase Education Active Learning Center Grant classroom options have been carefully developed and designed by Steelcase Education, and that no major furniture substitutions will be allowed. Minor changes for best use and fit in an awarded classroom will be discussed with each grant recipient.

We have reviewed, understand and agree to all the commitments of a grant recipient as described in the Active Learning Center Grant Proposal Guide.

Name of school representative: DeeAnn Powell, Ed. D.

Signature:

Title: Superintendent of Schools

Date: 2-10-17

☐ Steelcase Education has my permission to use images of my classroom for any purposes in connection with promoting the Steelcase Education Active Learning Center Grant and its activities, which may include advertising, promotion and marketing. No institution names will be used in these promotions or activities.

☐ Our institution would like to be contacted by a Steelcase Education representative to speak about products, insights or research as it relates to our learning spaces.

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