

## 2012-2013 Proposal Application Form: Group Application

To be completed by Group Leader and sent to director of education/supervisory officer of school authority by **November 25, 2011**.

### Section 1: Group Application Information

Please attach a copy of the Group Leader's Certificate of Qualification and Registration (can be downloaded and printed from the Ontario College of Teachers' public register at [www.oct.ca/PublicRegister](http://www.oct.ca/PublicRegister)).

Name of Group Leader		
Last name <b>Teacher</b>	First name <b>Infinity</b>	Middle Initial <b>R.</b>
Work Telephone Number <b>123 456 - 7890</b>	Work Email Address <b>im.teacher@school.ca</b>	Alternate Email Address <b>imteacher@home.ca</b>
Current Teaching Assignment <b>Assignment: Grade 9 and 10 English Teacher (Responsible for homeroom)</b>	Current Contract Type: (Select one) <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Occasional	Total Years Teaching Experience <b>15</b>
Name of Current School <b>Wan Huge Secondary School</b>		
Name of School Board <b>Ideal DSB</b>		
Current School Address: Street number and name <b>123 Any Street</b>	City <b>Ideal</b>	Province Postal Code <b>ON K2S 2S2</b>

#### Additional Group Members' Information:

Name	Position (e.g., teacher, educational assistant, etc.)	Work Email Address
<b>R.U. Ready</b>	<b>Elementary School Teacher</b>	<b>ru.ready@school.ca</b>
<b>Ann Sirquestions</b>	<b>Guidance Counsellor</b>	<b>ann.sireques@school.ca</b>
<b>Cy Kee</b>	<b>School Social Worker</b>	<b>cy.kee@school.ca</b>

### Section 2: Project Proposal

#### 1) Name of Project:

**Welcome to Wan Huge SS: Transition to Secondary School**

#### 2) Please provide a brief description of your project topic (Maximum of 150 words):

In order to help students who have been identified as potentially having challenges in adapting to the secondary school culture, this inter-school project would attempt to build supportive relationships for students and elicit parent involvement in order to assist such students as they transition into secondary school.

This project will attempt to develop links between a secondary school and its feeder elementary school by providing incoming students with a "significant peer contact" and prior knowledge of their new secondary school and by providing their parents with not only the required information, but also with a dedicated contact person at the secondary school in order to encourage their continued involvement in their child's school and education.

**3) Please provide a rationale for pursuing this learning project (e.g., what needs do you have that the project would address?) (Maximum of 150 words):**

"While most students will make a successful transition from one school to another, some will require additional assistance adjusting to new situations... Students who have been identified as exceptional... may require extra help in making an effective transition to a new school and regaining their focus on academic achievement." (CIA, 1999).

This projet will help us:

- deepen our knowledge and understanding of the "other" panel
- become knowledgeable about available resources
- develop an expertise and design strategies to help students in this transition

**4) Describe how the outcomes of your project would contribute to increasing student learning and development**

(Maximum of 150 words):

Successful student transition to the secondary school panel should result in improved academic results and social integration into the secondary school community.

**5) Briefly describe the background and experience each member of the group brings to this project (including any training or experience you have that would prepare you to work in an adult learning setting):**

I.M. Teacher- 10 years as a secondary teacher (last four years working largely with grade 9 and 10 students), worked on the board level committee charged with implementing Choices Into Action in 1999 - The Orientation and Exit Program.

R.U. Ready - 5 years teaching Grade 8 at the present school, completing Part 2 of the Guidance AQ, involved in the board's Student Success School Transition Team.

Ann Sirquestions- head of guidance for the last 10 years, Specialist Guidance AQ, works closely with community groups in integrating hard to serve students into the school community.

Cy Kee- enrolled in a Master's Degree in Psychology, has worked for the last 3 years in the school community with, among other duties, responsibility for creating links between school and community services and local Childrens' Help Centre.

## Section 3: Plan for Your Professional Learning

<b>Goals:</b> What are <u>your</u> professional learning goals for this project?	<b>Activities:</b> Describe the activities you and your group will undertake during this proposed project in order to achieve your professional learning goals (please include approximate timelines):	<b>Measurement:</b> What measures will you use to determine if you have met your professional learning goals for this project (e.g., surveys, reflective journals, portfolios)?	<b>Budget:</b> Indicate the budget for each activity and measurement (e.g., the amount of release time you will need, the board's rate to cover occasional teachers costs, the cost of resources and technical training).
<p>Develop better knowledge and understanding of the student and teacher experiences in the "other" panel (elementary and secondary).</p> <p>Acquire knowledge of available resources, information and research to support student transitions from elementary to secondary panel.</p> <p>Develop expertise and strategies to support student transition and integration in a new school setting.</p> <p>Discover new ways of helping students succeed.</p>	<p><b>Project Development:</b>            Initially, the group will research any new findings and recently published information pertaining to the integration of students with particular challenges into the secondary panel.</p> <p>Survey other teachers and university researchers.</p> <p>Findings would be discussed with the team and a preliminary report on these findings will be drafted.</p> <p>This information will be integrated into the final program format. (May 2012 and ongoing)</p> <p><b>Project Implementation:</b>            Due to the short timelines, we will organize 3 pairing activities for a few selected students (initial get-together, secondary school visit and community/school activity). Secondary school "mentors" and their parent(s)/guardian(s) would also receive a workshop preparing them for their new role and informing them of the support resources available.</p> <p>During these activities, the contact-teams will be given opportunities to meet and talk about challenges and fears. The activities will also include the participation of the parents from both of the team members. (September 2012 to May 2013)</p> <p><b>Drafting the Final Report:</b>            A final report of the results of the feedback provided will be drafted.</p>	<p>Obtain feedback from three colleagues on the information obtained from the research.</p> <p>Students and adults will provide feedback on strategies and resources in order to improve the program for the following year.</p> <p>Ask for and incorporate peer reviews of the report by 3 colleagues.</p>	<p>4 X 1 release day to conduct the research: \$800</p> <p>2 X 1 release day to draft the report: \$400</p> <p>2 X 1 release day to prepare the survey: \$400</p> <p>2 X 2 release days to analyse the survey results: \$800</p> <p>4 X 2 release days to discuss the results and to develop the final program format: \$1,600</p> <p>Resources: \$2,000</p> <p>Transportation (for participating students): \$2,000</p> <p>Food, refreshments, babysitting costs for parents: \$1,100</p> <p>4 X 1 release day to plan the activities: \$800</p> <p>2 X 1 release day to prepare peer review survey: \$400</p> <p>4 X 2 release days to evaluate results of peer review: \$1,600</p> <p>2 X 1 release day to draft the report: \$400</p> <p><b>GRAND TOTAL: \$12,300</b></p>

## Section 4: Plan for Sharing

<b>Goals:</b> Who do you plan to share your learning with (e.g., teachers in your school, teachers or school teams in another school/board)?	<b>Activities:</b> Describe how your learning will be shared (e.g., written resource, teacher/school kit, working with other teachers in their classrooms, facilitating workshops, podcast, webcast, video conferencing, wikis)	<b>Measurement:</b> What measures will you use to determine the effectiveness of your plan for sharing (e.g., surveys, reflective journals, portfolios, focus groups)?	<b>Budget:</b> Indicate the budget for each activity and measurement (e.g., the amount of release time you will need, the board's rate to cover occasional teachers costs, the cost of resources and technical training).
<p>Teachers from our school and other school teams in the province.</p>	<p>We will post the results of our project on the TLLP electronic networking site.</p> <p>We will present our project and its results to other school teams in our board.</p> <p>We will present our concept and project results at a board-sponsored PA day for secondary schools.</p> <p>Our team can be consulted, at board's discretion, by other school teams.</p> <p>We will present at the 2013 OSCA Annual Conference.</p> <p>We will draft an article on our concept for publication in an educational journal.</p>	<p>Obtain feedback from three colleagues prior to posting.</p> <p>Develop a questionnaire seeking feedback on presentations.</p> <p>Incorporate peer review feedback from three colleagues.</p>	<p>4 X 4 release days for various presentations: \$3,200</p> <p>Transportation to the conference: \$2,000</p> <p>2 X 1 release day to draft the article: \$400</p> <p><b>GRAND TOTAL: \$5,600</b></p>

## Section 5: Budget for Section 3 + Budget for Section 4:

\$ 17,900.00

## Section 6: Declarations

**Applicants:** Should this proposal be successful, we declare that we will comply with the TLLP Program Guideline and will carry out the project as described. We will ensure that the activities and materials produced do not infringe on any third party intellectual property or copyright.

<input type="text"/>	X	<input type="text"/>
Applicant name (please print)	Signature	Date
<input type="text"/>	X	<input type="text"/>
Applicant name (please print)	Signature	Date
<input type="text"/>	X	<input type="text"/>
Applicant name (please print)	Signature	Date
<input type="text"/>	X	<input type="text"/>
Applicant name (please print)	Signature	Date

*\*In the event there are more than four applicants, attach a declaration for each additional applicant.*

**Principal\*:** I am aware of this proposal and that it will be submitted to the school board for consideration.

<input type="text"/>	X	<input type="text"/>
Principal name (please print)	Signature	Date

*\*If other schools are involved in this professional learning project proposal, attach an additional signed declaration from each school principal. For applicants who are daily occasional teachers, this declaration should be signed by the person they report to at the board.*