Department of Chemistry
Chemistry Building
231 South 34th Street
Philadelphia, PA 19104-6323

Mini-Grant Proposal

2005-2006

Application for Mini-Grant Award

(must be postmarked by September 16, 2005 to be considered)

Applicant's Name: _____Spring Upshaw_____ **Date:** _September 13, 2005

Position: ____Teacher_____ **Courses/Grade levels taught:** Life Science/ 7th____

School: _____William Allen Middle School_____

Department Head: _____Eugene Nicolo_____ **Principal:**__Sharon Jacoski_____

School Address: _____801 N. Stanwick Rd._____

City: _____Moorestown_____ **Zip:** _____08057_____

School Phone: ____856-778-6620_____ **Home Phone:** _____856-616-2898_____

****

Proposed Grant Title: _____Ward's Video Flex Microvideo System_____

Grade level(s) this proposal addresses: _____7_____

Brief description of proposed program: (This may be used for information purposes in publications or reports.) To improve the quality and effectiveness of lessons for students with visual handicaps, auditory impairment, and visual learners.

Total cost of project: $_____915.78_____

Applicant's Signature_____ **Date:**_____

Principal's Signature: _____ **Phone:** _____

Grant Title: _____Ward's Video Flex Microvideo System_____

Applicant: ____Spring Upshaw_____

Please respond to the following points on this page. If you need additional space for any item, include your grant title and name at the top of each page, as well as the item to which you are responding.

1. **Why is this project important? (Describe the need.)**
   As classroom sizes increase and become more integrated, there is greater need to accommodate students with various learning styles and disabilities. The video microscope will be most beneficial to visual learners, students with visual handicaps, and students with auditory disabilities. Students with auditory disabilities will benefit because they need more visuals.
2. **Instructional objectives:**
   The video microscope will allow the students to accomplish the required objectives of identifying and describing structures of specimens.
3. **Steps to be taken to meet the instructional objectives:**
   The instructor will be able to use the video microscope as a model to guide students before and during the time they are looking in their individual microscopes. Students will spend less time assuming that they have identified the specimen, when in actuality they may have only located a water bubble. The instructor and students will be able to spend more time describing structures and functions.
4. **Time frame for project:**

   The video microscope is used throughout the school year. (Sept.-June)

5. **Number of students involved (break down by grade level and course):**
   All students in the 7th grade will be able to share the video microscope.
   360

6. **Other faculty/adults involved (name, title, role in project):**
   All 7th grade life science teachers will be able to accomplish the same objectives.
   Kim Martin
   Pam Keller

7. **Materials required (instructional materials and supplies, equipment, facilities):**
   Microscope slides
   T.V.
   Microscopes
   Chemicals used to prepare slides
   VCR may be used to record images

TURN OVER →

Plans to evaluate the program: (A formal presentation by grantees to the Penn Science Teacher Institute may be required.)

Students will be given a brief written survey to compare their sense of understanding with and without the use of the video microscope.

8. **Proposed budget:**
    a. **Materials/supplies**
    b. **Equipment**
    c. **Miscellaneous (describe)**
    d. **TOTAL** $915.78

10. **Additional Information: (You may use this space to provide any information that you feel would better help the evaluators to understand your proposal.)**

    There is a video microscope in William Allen Middle School, but it is not available to all students because instructors are frequently teaching the same lessons. In the past, I have observed an increase in lab scores when the video microscope was used compared to when it was not used. In addition to being able to thoroughly accomplish objectives, the increase in lab scores may be due to the decrease in student frustration and anxiety when trying to complete a lab in 46 minutes and the increase in the level of confidence.