

EDUCATION MINNESOTA  
**FOUNDATION**



*for Excellence in Teaching and Learning*

## **Grant Programs**

*Funded April 2016 – January 2017*



THE VOICE FOR PROFESSIONAL  
EDUCATORS AND STUDENTS

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## Classroom Project

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### Shannon Aukes

*Education Minnesota Jordan*

#### Alternative Seating to Improve Learning \$3,000

I have a limited 30 minutes daily to reach my at-risk learners. With the use of wobble stools, I will help make my time with my RtI mathematics students more beneficial by allowing them to wiggle while they work, improving their overall core strength and increasing their ability to focus.

### Kayla Badgie

*Education Minnesota – Osseo*

#### STEM Resources and Training \$3,000

Palmer Lake's project will gather science, technology, engineering and math (STEM) materials to enhance curiosity, desire and persistence to the Palmer Lake students through the use of STEM materials for our science program. We will do this by gathering materials and attending teacher webinars to gain knowledge of STEM kits. The STEM kits will allow us to teach the Next Generation of Science Standards to our students using effective teaching strategies. Through the use of these kits, students will receive a new perspective on STEM.

### Tiffany Bergem

*Pine River-Backus*

*Education Association*

#### See It! Touch It! Learning Bins \$2,171

My project will create learning bins for students in a high-needs special education classroom. By creating these bins, students will have access to hands-on learning items to work on their independent learning goals. The bins will allow students to be independent

workers and make choices about what they want to use to meet their goals.

The bins will keep students engaged and by being hands-on, students are able to see, feel and manipulate their learning.

### Diane Bezdicek

*United Teachers of South*

*Washington County*

#### Growing Young Minds with Tower Gardens \$3,000

Utilizing state-of-the-art vertical aeroponic Tower Garden technology, 150 students in grades four and five will be engaged in foundational science and math skills by growing their own food year-round in their classrooms. Two complete Tower Gardens will be purchased with grant funds. A Tower Garden is a compact, state-of-the-art, vertical aeroponic growing system. It is easy to assemble and maintain by using grow lights. Tower Gardens will provide students with a daily opportunity to observe, collect data and journal the growing process as they learn to maintain their classroom garden. The young, healthy scientists will also gain an understanding of the role technology and engineering innovation plays in modern food production. With three to four annual harvests, students will be provided the opportunity to touch, smell and eat what they've grown and experience the pride that comes with tending to their own crop. While nurturing their plants, each student will also be tending to their health by learning about vegetables and their connection to health and wellbeing.

## Classroom Project *(continued)*

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### **Dawn Blankenship**

*United Teachers of South  
Washington County*

#### **Executive Functioning Skills Pilot Project**

**\$3,000**

We will train teachers on executive functioning skills, certify them to use the Minnesota Executive Functioning Scale (MEFS) to objectively and systematically assess for executive functioning skills as part of their regular assessment cycle, and finally train them on strategies and interventions to help improve executive functioning skills. Our schools will contract with Reflection Sciences, an international leader in measuring executive functioning, to train and certify our pre-kindergarten, kindergarten and special education staff about executive functioning skills in three professional development sessions.

### **Mary Brimacombe**

*Education Minnesota – Osseo*

#### **Growing Collaboration Through Building Design**

**\$1,906.40**

I am inspired to introduce building challenges to our media center that will help foster an atmosphere of cooperation amongst our students. I will give our students time to build and engineer creations of their own design. As the media specialist, I will offer students time to design, create, test and redesign structures. To grow their 21st century skills, my students hope to learn to work together to develop their collaborative ability by offering opportunities for students to work together in a hands-on way and think creatively with access to materials that turn their building design ideas into reality.

### **Eric Cameron**

*916 Federation of Teachers,  
Local #3748*

#### **Making History With Legos and Photos \$700**

This is a project designed to boost student engagement and inspire further learning through the use of nostalgic toys from students' younger years (Legos) along with the modern technology they carry in their pockets daily (cellphones). The use of Legos or other hands-on tools has been shown to increase student engagement and retention in other classrooms. Through the use of Legos to recreate historic events and locations, my students will be inspired and engage with their history curriculum in ways they are not currently. This project will challenge students' creativity, historical research, and technology skills; connecting these skills will result in greater learning and engagement.

### **Laura Charles**

*Fridley Education Association*

#### **Ceramic Kiln for Art**

**\$3,000**

This project will use ceramic arts to enhance creativity, problem-solving skills and develop vocabulary. Students will gain experience and appreciation for a new medium of art, while being able to transfer skills to other areas of the curriculum.

## Classroom Project *(continued)*

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### Shannon Comisar

*Education Minnesota – Osseo*

#### Bulldog Buzz

**\$2,975.96**

The Bulldog Buzz will give a group of sixth-, seventh- and eighth-grade students the opportunity to engage in journalism opportunities through a student-run news program. We will meet three mornings per week in the library and use Teen Broadcast Journalism—an online service that offers free broadcast journalism curriculum in the areas of interviewing, camera use, audio technology, digital production, editing and conducting crew meetings. This project will serve 15-25 students directly and increase the understanding of journalism fundamentals.

### Sara Connell

*Shakopee Education Association*

#### Second Step Violence Prevention Curriculum

**\$2,634**

I will use the Second Step Violence Prevention Curriculum to reduce impulsive and aggressive behavior in kindergarteners and first-graders by increasing their social competency skills. Students will gain in areas of social competence throughout the year. Anxiety levels will drop and kids' behavioral problems will be reduced because they will be able to calm themselves down using problem-solving skills. Kindergarten, today, is a big transition for kids. They have more demands placed on them being in school all day. It is a full year of learning to read, write, do science, technology, engineering and math activities, use technology and more.

### Jeanne D'Aloia

*Forest Lake Education Association*

#### Student-Led Self-Advocacy Video Project

**\$1,639.98**

Hearing loss is a low-incidence disability, which means that many teachers do not have the training or experience to teach this student population. This lack of knowledge increases the deaf/hard of hearing student's risk of academic failure in the classroom. Our deaf/hard of hearing program will pilot a student-led self-advocacy video project that aims to increase student self-advocacy skills by having deaf/hard of hearing students create a video that informs their teachers about their hearing loss and the accommodations they need in order to be successful. In the process, students will increase their knowledge of accommodations, learn how to communicate their need for accommodations to others in an effective manner and become more confident in their ability to independently advocate for themselves. In addition, teachers will learn more about their students and begin to understand how to successfully accommodate their needs in the classroom.

### Terra Favilla

*Education Minnesota – Osseo*

#### 23 Pianos

**\$3,000**

This project is for students in grades two through five who spend 30 minutes every other day in their music classroom. Our goal for this project is to build a piano classroom where each student will have the opportunity to have their own keyboard to learn music on a different level.

## Classroom Project *(continued)*

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### Jessica Gillespie

*Education Minnesota – Osseo*

#### Creating a Blended Classroom

**\$2,973.15**

I will transform my traditional classroom layout to support a blended learning approach. There will be differentiated learning spaces in my classroom: individual inquiry, small group discussion and teacher-led small group discussion. These differentiated spaces will empower students to choose the time and place for their learning within the classroom, provide opportunities to collaborate with their classmates, as well as the chance to receive personalized instruction so they can accelerate their learning in French. By creating a blended learning course, I hope to better meet the needs of my highest and lowest students, which in the past I have had a hard time meeting.

### Travis Gjernerjng

*Forest Lake Education Association*

#### Laptops for At-Risk Students

**\$3,000**

This grant will provide up to 15 Chromebooks to use with at-risk students. The idea is to check out these Chromebooks to students who don't have access to computers at home so they can complete assignments.

### Penelope Grimsley

*Education Minnesota-Pillager*

#### Skate Into Fitness

**\$3,000**

Imagine physical education classes offering a lifelong activity that is fun, energizing and will increase physical activity in youth. This project adds individual enrichment and encourages students to try an innovative twist on physical education. Introducing students

to inline/roller skating will allow them to gain confidence, improve balance and agility and develop healthy habits for a lifetime. I will offer an inline/roller skating unit to all of my students in grades kindergarten through four. Purchasing enough skates for all of my physical education classes will allow my students the opportunity to learn to skate and all of the fitness components that go along with it. An inline skating unit will also teach them safety aspects and how to care for the skates.

### Kari Hasz

*Pine City Education Association*

#### Building Our Future

**\$2,700**

We will incorporate hands-on project opportunities for students to explore project-based learning. We have already started this adventure. However, our limited access to tools has hindered our students' creative ability. We will use the grant to purchase a SawStop table saw, a planer, sawdust management system and a Kreg Jig. With these tools, we will task our students with designing and building a storage system for the tools to enhance efficiency. This will be presented to our students as a school-wide design challenge, with students being part of the decision team. The students will then benefit from continued access to the tools purchase by the grant as well as their own storage creations.

## Classroom Project *(continued)*

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### **Julie Holzwarth**

*Education Minnesota Jordan*

#### **Managing Your Emotions**

**\$3,000**

This project will allow our students to have a better understanding of their emotions and actions. They will be given alternate ways to explore their emotions and better self-regulate, which will help to increase their problem-solving skills and self-control. Focusing on the evidence-based curriculum “Zones of Regulation,” by Leah Kuypers, MA OTR/L, students will be able to control their emotions, understand their sensory needs and become more independent in their ability to solve daily issues in their lives.

### **Karen Huberty**

*Dakota County United Educators*

#### **No Baby Books Allowed!**

**\$3,000**

My project will provide a wide range of high-interest, low-readability fiction and nonfiction books that all students will have access to for independent reading. I want my struggling readers to be immersed in text that is engaging but at an appropriate level so they understand what they are reading. This project will provide texts that are made specifically with struggling readers in mind. High-interest, low-reading level books are characterized by the difference between the interest level—most often the age or grade of the reader—and the grade level or reading level in which the story is written.

### **Courtney Hubred**

*Randolph Education Association*

#### **Randolph’s Sensory Room**

**\$3,000**

We will create a multi-sensory room in our school. Sensory rooms are special rooms that exist to provide a therapeutic space designed and utilized to promote self-organization, positive change and to develop a person’s senses. The grant will be used to meet the many sensory needs we are seeing in our students. Though we do not have a sensory room, the need is there and the population showing sensory needs continues to grow in our school. A sensory room will allow students to have a safe place and the tools to meet their sensory needs so they can return to the classroom, regulated and ready to learn.

### **Kelly Klaassen**

*Montevideo Education Association*

#### **Choose, Read and Mark**

**\$3,000**

My project is an interactive way of teaching reading to my first-, second- and third-grade students. The students will help choose books that are a “good fit” and interesting to them. Then the teacher will purchase the books for students to read for reading groups. Students will have assignments where they will write and highlight in the book to deepen their level of understanding. For instance, students will be able to circle the words they don’t know, highlight the main idea, summarize what a chapter is about, etc. After a book is completed, students will get to keep the book.

## Classroom Project *(continued)*

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### **Bonnie Laabs**

*Saint Paul Federation of Teachers*

#### **Pet-Assisted Learning**

**\$3,000**

This project idea is to adapt the proven Intermountain Therapy Animal model of bringing dogs to schools to help motivate students to read. Our program will provide opportunities for classroom teachers to bring rabbits that are borrowed from the STEM Bunnies nonprofit educational organization, creating an incentive and motivation for students to read. Research with therapy animals indicates that K-3 grade children focus better on an activity when an animal is present, and they also forget about fears as they focus on the animal instead. Because reading to an animal is less intimidating and less stressful, research demonstrates that students' reading skills improve as they relax, transforming a formerly dreaded experience into a fun, positive time they look forward to attending.

### **Maria Le**

*Education Minnesota – Roseville*

#### **Diversity and STEAM Integration Project**

**\$3,000**

This project integrates the diversity of our student body and science, technology, engineering, art and math (STEAM) in which our team will partner with 23 and Me. 23 and Me is an organization that does saliva testing to discover family ancestry. Our team works with a high population of students of color—many of whom are immigrants and refugees. With recent times, being different from the majority carries more weight on student's individual lives. This project will not only show how we all come from different parts of the world, but also

bring a sense of community that we are “global” citizens. We will also introduce concepts of beauty in diversity. This project will allow for families who may have lost parts of their family history due to historical events to rediscover their heritage. It will also allow for hands-on and real-world application to their learning activities in a meaningful way. We plan to create a permission slip so that families may opt out of this project if they feel uncomfortable with potential results they may receive.

### **Vicki Lough**

*United Teachers of South*

*Washington County*

#### **Adaptive Fun**

**\$3,000**

Our high-needs early childhood special education students, whose ages range from 3-5, have traditionally been served in self-contained classrooms. This year, the high-needs children are all being served in inclusion class settings. When all the children were in one setting, the program had enough toys and equipment to share and use with all the students. The children are now placed in 23 different classrooms in 10 different schools. Our staff are lacking the toys and equipment needed to meet the needs of our neediest students who are functioning at a 15-24-month level of development. This grant will allow our program to develop a library of adapted toys and switches to allow us to better serve the children in the program.

## Classroom Project *(continued)*

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### **Sara Lueken**

*Faribault Education Association*

#### **Learning Through Movement**

**\$900**

I will purchase 30 under-desk pedals for multiple classrooms in my elementary school. Students need to move and traditional seating in schools restricts this movement. I will use the grant funds to purchase these pedals to be used in my own classroom and to be loaned out to other classrooms. The pedals are noiseless and will offer students a chance to move while continuing to participate in normal school discussions and activities. There will be invaluable health, behavior and academic benefits for all students with access to the pedals. The students who lose academic time due to restlessness, loss of focus, lethargy or acting out could gain it back with these pedals. It will also offer a great resource for those cold Minnesota days when the weather keeps students indoors.

### **Wendi Renken**

*Education Minnesota – Intermediate District 917 Local 3904*

#### **Weekly Teen CrossFit Class**

**\$3,000**

We will create a weekly teen CrossFit class. CrossFit offers a unique approach to the development of functional fitness. Unlike many physical education programs, the class is not sport-focused, instead focusing on functional movements. A hallmark of CrossFit workouts is that they are constantly varied and fun. Within a class, students progress from introduction to mastery of techniques toward completion of a movement with greater intensity. Kids who have more challenges with physical movements are able to safely break down the movements and

experience success every class period. CrossFit creates a very supportive culture of community where personal achievements are lauded—not compared to what others do. Our goal is to improve functional fitness while also improving tenacity, grit, self-efficacy and emotional well-being within and outside of the CrossFit class. A certified CrossFit coach will teach the class with the support of the DAPE teacher and paraprofessional.

### **Kari Rise**

*Saint Paul Federation of Teachers*

#### **Where Does Our Water Come From?**

**\$2,100**

Our project will teach students where their water comes from, why water is such a valuable resource, who is responsible for water safety, where our water is treated and sanitized and how to test their own home water quality. Our students, who live in an urban area, will benefit greatly from learning about our water supply. We will create future citizens who will care for this precious resource.

## Classroom Project *(continued)*

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### **Kristen Sellman-Sanchez**

*Dakota County United Educators*

#### **Classrooms of the Future: Flexible Seating Options for Second Grade Students**

**\$3,000**

This project will bring an opportunity for flexible seating options to four second-grade classrooms at our school. Our district philosophy is to provide students with service from special education staff, EL teachers, gifted and talented specialists and other interventionists in the general education setting whenever possible in order to support learning around the core curriculum. Flexible seating promotes enhanced learning for our diverse student population. This type of classroom design allows for options that will help all students increase productive learning time, which will lead to increased academic and social/emotional gains. Further, giving students the choice of where to sit provides them with increased autonomy and helps them be aware of how to best meet their own needs related to movement and self-regulation.

### **Stephen Szczodroski**

*Anoka Hennepin Education Minnesota*

#### **Outdoor Adventures for At-Risk Youth**

**\$2,968**

This project is a new Outdoors Adventures course for an alternative high school that currently has no elective courses. We will create an elective course in the science department to help increase student motivation by offering content that is fun and engaging. Our Outdoors Adventures course will teach Minnesota science standards through the lens of environmental issues at a local level. Our units and course will include

topics such as diversity of life/habitat restoration, resource management and environmental issues and sustainability. Along with these projects and topics, students will learn recreational outdoor skills including birding, plant identification, snowshoeing, winter survival, canoeing and biking.

### **Allison Thielen**

*Robbinsdale Federation of Teachers*

#### **Building Literacy Skills Through Book-Making**

**\$2,916.30**

Providing innovative and creative experiences for our students is a priority at our school. Students have access to many creative learning opportunities in arts classes and through arts residencies and partnerships. We plan to partner with Minnesota Center for Book Arts (MCBA) for our K-1 students to develop literacy skills and foster a love of books and reading through the book arts. Each student will participate in two workshops taught by MCBA teaching artists to learn about paper-making, printing and book-making. Teachers will collaborate in this process and embed book arts into their classroom practice. These workshops will offer a hands-on learning experience in literacy, rooted in creative expression as students learn a new art form in designing and creating their own books.

## Classroom Project *(continued)*

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### **Kelli Waalk-Gilbertson**

*Education Minnesota – Osseo*

#### **Pedaling Around Town**

**\$3,000**

High school special education students will increase their options for participation in age-appropriate fitness and lifelong recreational and leisure activities by learning to ride a three-wheeled bike. Students will access the new exercise path at school as well as bike trails nearby as they increase their bike riding skills. Students will also have an opportunity to participate in activities with mainstream peers enrolled in the Wheels & Blades class.

### **John Witzmann**

*Saint Paul Federation of Teachers*

#### **A Quadratic(s) Blast...Off**

**\$3,000**

Our goal this year is to launch rockets from Estes Rockets in order to aid the teaching of concepts and multiple parameters related to the parabolic function. By using rockets, students can use algebra and given certain parameters, calculate those of the unknown. Our goal is to improve standardized assessment results as a result of having students apply what they have learned as well as learn from what they have applied.

### **Katie Zuehlke**

*Annamdale Education Association*

#### **Weaving Through Kindergarten**

**\$3,000**

Weaving Through Kindergarten will invite students to use weaving looms to create material projects to share with local hospitals, businesses and nursing homes. The process of weaving will improve students' fine motor, self-regulation and patterning skills.

## Classroom Technology

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### Rebecca Aaland

*Rochester Education Association*

#### Motivating Students Using a 3D Printer in a STEM Classroom

**\$2,676**

This grant will be used to create a new program for sixth-graders to teach about energy and the environment. This unit examines how engineers are key to solving social issues such as energy usage and providing alternative energy resources to decrease the use of fossil fuels.

### Nicholas Altringer

*Saint Paul Federation of Teachers*

#### Environmental Inquiry

**\$2,903**

This project will allow students to combine 21st century skills with hands-on experience to engage in data collection, which is a need in the real world. The probe-ware will allow us to monitor the temperature, pH, nitrate, ammonium, flow rate and dissolved oxygen inside the tank over time. The hand-held units and probe-ware can be used beyond this purpose by taking field trips to different streams and collecting data that we couldn't collect before.

### Brenda Baird

*Princeton Education Association*

#### Coding With Robots – iPads

**\$2,849**

Students in grades three, four and five will be able to expand their understanding of programming by allowing them more hands-on experience with the purchase of iPad Minis. Using the iPads, students will program robots to solve specific coding missions and strengthen their coding skills.

### Craig Coleman

*Fridley Education Association*

#### Technology in Physical Education

**\$3,000**

With this grant, I will purchase iPads for my classroom with the intent of having students access and scan QR codes that allow them to view a variety of videos related to proper techniques and skills in physical education.

With the iPads, students will also be able to create their own videos and record themselves, with the option of uploading their video to their electronic portfolio.

### Carrie Fredstrom

*Chisago Lakes Education Minnesota*

#### Bringing Ideas Alive With Green Screen

**\$2,780.68**

Collaboration, communication and the sharing of ideas are key skills in the 21st century classroom. This project will allow my third-graders to share class news, weekly happenings, book reviews, social studies and science presentations, as well as other creations with our school and families. It will be an ongoing project that continues every year. My current class has been working on writing news about what's happening in class, recording it on video and uploading it to our SeeSaw learning journal for family and friends to view. We will improve our news by using the Green Screen app. To make our news more efficient, we will buy iPad Minis and Chromebooks with cameras so we can have several groups at a time working on their projects.

## Classroom Technology *(continued)*

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### **Charles Gunsten**

*Saint Paul Federation of Teachers*  
**Display Technology at Groveland  
Park Elementary**

**\$2,894**

I will pilot a new type of display technology in the two fourth-grade classrooms at our school. I will purchase two 70-inch HDTVs to be paired with Apple TV for wireless projection. By using this display technology, we will decrease costs and increase student participation and use of technology. If successful, this project may be expanded and has the potential to affect all 500 students in our building, and possibly every student in the district.

### **Mara Gust**

*Greenbush-Middle River  
Education Association*  
**Spanish Website Portfolios**

**\$3,000**

These funds will be used to purchase Chromebooks to provide Spanish 2 students with the ability to create individual portfolio websites. I will create a 1:1 environment in my class, and in the process empower students with website creation and maintenance skills. Students will build a website, and then populate and maintain the website with evidence of their learning. Learning evidence will include writing samples, speaking samples, videos and cultural investigation projects. Portfolios are a staple in education for showing student growth, but a paper folder is insufficient for a language class.

### **Gina Keenan**

*Education Minnesota – Osseo*  
**Let's Take a Virtual Field Trip!**

**\$1,807.21**

Our project will bring our students all over the world without ever leaving the classroom. There is a wonderful new technology that allows us to see far off places like the Great Barrier Reef, the Pyramids of Giza and the Great Wall of China. Using this technology, we will build virtual field trips into our curriculum using Google Cardboard viewers paired with a device and free apps for learning. We want to give students culturally relevant instructional technology, and we also want to provide digital content to promote learning and close the achievement gap in our school.

### **Teresa Kelly**

*Saint Paul Federation of Teachers*  
**Groovin' With GarageBand**

**\$2,871**

Third-, fourth- and fifth-graders will expand their ability to record and perform incorporating the app GarageBand. Our students are learning the basics of sound production in my piano/music technology class. The equipment used will further enhance their education and prepare them with skills currently used by sound engineers and performing artists.

## Classroom Technology *(continued)*

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### **Kiel Koehler**

*River Valley Education Association – Houston*

#### **SMART Skills**

**\$3,000**

This project will use a SMART Interactive Flat Panel and SMART clickers to implement a program that will incorporate technical skills assessments within all of my career clusters and pathways. As a career and technical instructor, I plan to use this technology to enhance and differentiate lessons throughout the years. I want to use a student-response system where students will be asked questions throughout my lessons—questions that are similar to the ones they will see on national technical skills assessments. These questions are designed to develop and polish students' personal, workplace and technical skills for career readiness. The SMART Board will allow me to see the response of each student in real time, giving me instant feedback that will allow me to make adjustments in instruction as needed.

### **Kristen Larson**

*Elk River Education Association*

#### **Intergenerational Storytelling: Innovative Integration of Mindfulness and Technology**

**\$3,000**

We will enable our eighth-grade AVID students to meet monthly with residents from the Wellstead Assisted Care Facility. Students will be paired with a resident, and teach the resident how to practice basic mindfulness to help them settle, better regulate their emotions and manage stressors. Over the course of monthly practice and meetings, pairs will develop healthy, intergenerational relationships. Students will then interview the residents and collect,

edit and record personal narratives. Finally, students will produce mini-documentaries for the residents to share with their families.

### **Joan Magnuson**

*Education Minnesota – Osseo*

#### **Enhancing Digital Communication for Students**

**\$3,000**

We will purchase both hardware and software to add a professional look to our product, but still keep the simplicity needed for 10- and 11-year-olds, by going digital with our daily morning news show called ECTV provided in each classroom. Every fifth-grader currently participates (90 students), both on-screen and behind-the-scenes, serving in roles such as producer, writer and newscaster. ECTV builds community with a common daily message, celebrations, daily lunch, weather updates and more.

## Classroom Technology *(continued)*

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### **Marty Momsen**

*River Valley Education Association – Houston*

#### **A Chain Reaction of Learning**

**\$2,521**

We will obtain equipment that will complete an autonomous molecular biology lab for students at our school that will last indefinitely. Currently, we participate in a partnership with Southeast Service Cooperative. Teachers participate in a one-week molecular biology course and then they are able to rent a mobile science trailer for two weeks every academic year. While the program has been a great success, two weeks is not enough time to incorporate the molecular biology labs into curriculum. This grant will allow the year-round lab capabilities our science department needs to separate DNA into distinct size bands for analysis.

### **Matthew Olson**

*Saint Paul Federation of Teachers*

#### **Building Digital Audio Workstations in the Music Classroom**

**\$2,837.78**

This grant will allow me to purchase a set of MIDI piano keyboards that can connect to the iPads so students can participate in group piano classes, as well as extended composition projects using digital audio workstations.

### **Stephen Pflieger**

*Bemidji Education Association*

#### **Makerspaces**

**\$2,999.90**

Makerspace movement is a trend that is happening in many schools across the country, and we will start a Makerspace at our school. This space will allow students to explore and create technology and STEM-based projects

using items that will be purchased with the grant. Students will be able to participate using the new technologies including the following: 3D printing, programming a droid, coding, using kits to create circuit boards and Legos, in addition to exploring and creating using other items we currently have.

### **Melissa Schooley**

*Education Minnesota – Osseo*

#### **Strengthening Student Skills in Mathematics**

**\$2,917.20**

Kindergarteners come to school with more exposure to learning technologies than ever before. Through the use of technology integration, my goal is to strengthen student skills in mathematics by using iPads in a guided math environment. I will create a culture where students will be in small groups to build their skills collaboratively in: number recognition, counting, composing and decomposing, addition and subtraction and comparing and ordering numbers.

## Classroom Technology *(continued)*

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### **Jill Seiler**

*Education Minnesota – Little Falls*

#### **Fitbit in Phy Ed**

**\$3,000**

Our physical education teachers create YouTube exercise videos for our students, use iPads for geocaching and utilize various applications to get our students active. But combatting childhood obesity is a big priority for our physical education teachers. With this grant, our phy ed teachers will be able to purchase Fitbits. There are four sections of fifth-graders—about 110 students total—and each section will be able to wear the Fitbit for two to three months to monitor their steps, calories, sleep and activity levels.

### **Heidi Jo Servaty**

*Education Minnesota – Osseo*

#### **Strengthening Student Skills in Sight Words, Letter Recognition and Writing**

**\$2,997.12**

There's a quote that says, "teaching before technology—just like it is in the dictionary." In my classroom, I will create a sight word learning space by integrating technology. This grant will support the literacy development through technology of my classroom students. A sight words learning environment creates engaging activities for 5- and 6- year-olds as they learn sight words for reading comprehension and literacy. The students will utilize a variety of applications provided on an iPad Mini.

### **Erik Sivertson**

*Sauk Rapids-Rice*

*Education Association*

#### **Increasing Student Engagement Through ILDs and CBL Activities**

**\$2,952**

This grant will help us purchase classroom supplies that will allow students to use computer-based lab sensors with their school-issued MacBook Airs. Several intriguing teaching strategies exist that are intended to increase test scores on conceptual exams, increase student engagement and improve student opinion of physics courses among traditionally underrepresented groups. Interactive lecture demonstrations and labs augmented using computer-based lab equipment have shown considerable improvement on scores on conceptual exams. Interactive lecture demonstrations reduce the emphasis on the teacher as the center of attention, and they also increase the amount of student involvement and collaboration. A standard interactive lecture demonstration asks students to observe a demonstration, then make predictions relating to that demonstration, share their predictions with one another and then selected students may share with the entire class. The demonstration is then run and students compare the results to their predictions, and then reflect on their predictions. Augmenting labs using computer-based lab equipment allows students to acquire data in real time, which allows more time to analyze and interpret data.

## Classroom Technology *(continued)*

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### **Rachel Spencer**

*Kasson-Mantorville  
Education Minnesota*

#### **Sharing Their Voices: Student Blogging With Chromebooks**

**\$3,000**

With this grant, we aim to further encourage and empower our young authors by allowing them to write digitally for a global audience. Our goal is to create a personalized and student-driven approach to writing through the use of a student-blogging platform called Kidblog. The core mission of Kidblog is to provide teachers with a safe platform for students to share their voice with an authentic audience. We have seen firsthand the power of choice in writing through the inclusion of Daily 5 Work on Writing in our classrooms.

### **Wendi Storhoff**

*Saint Paul Federation of Teachers*

#### **Giving Voice to Developmental Cognitive Disability English Language Learners**

**\$1,555.22**

The funds from this grant will provide assistive technology to enhance communication for developmental cognitive disability students who are also English language learners. All of our students demonstrate cognitive impairments in the moderate to severe-profound range. Because of challenges due to a variety of deficits including receptive and expressive language deficits, many assistive technology tools are needed to foster academic engagement and access. For example, one of the devices I plan to purchase is called the iTalk2 with Levels. It's a simple device, yet when a non-vocal or limited-vocal student has training and access to it, they have the opportunity

to communicate yes or no answers and make choices. The student or I will be able to record vocalizations and play them back with push-button technology. With these sorts of tools, students will gain opportunities to use their voice so they may participate in social and academic communication.

### **Stefanie Thorsen**

*Education Minnesota – Howard Lake-  
Waverly-Winsted*

#### **Documenting Learning While Becoming 21st Century Learners**

**\$2,874.76**

Our district has a great initiative using student-led data collection. This initiative allows our students to gain a growth mindset, become more engaged in their learning and take accountability for learning targets. I want to take this one step further. I want my kindergarten students to be empowered by their data collection, to be able to document learning in ways that appeal to their interests and to help them become 21st century learners. My students will do this using iPads and the Seesaw app.

## IMPACT

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### **Ginger Backus**

*Duluth Federation of Teachers*

#### **Duluth Educators Mentorship Program**

**\$13,500**

The mission of the Duluth Educators Mentorship Program is to provide high-quality professional development experiences through the training of mentors so that we will continue to attract, induct, support and retain quality teachers of varied cultural, social and linguistic backgrounds who are new to their teaching assignments. The new teacher's ability to become an experienced lifelong learner and educator will ultimately affect his or her students and their achievement. Improved student achievement is our ultimate outcome. The mentor program will support our goals of high achievement for all, a safe and welcoming environment for everyone in our schools and effective and efficient systems. This program also allows us to provide our educators with professional development in an innovative manner as we work with the leadership of our school district. Through the implementation of the Duluth Educators Mentorship Program, our district has the potential to provide meaningful, long-lasting positive changes in the practices that shape teaching and thereby positively impact student learning.

### **Kelly Wilson**

*Education Minnesota – Osseo*

#### **Restorative Practices Training**

**\$15,000**

In order to reduce the number of students suspended from our schools, teachers need training on strategies to work with students to keep them in school and class. This project will train 90 members of Education Minnesota – Osseo in restorative practices strategies. Education Minnesota – Osseo will work collaboratively with Osseo Area Schools to provide the training and meeting space.

## Classroom Professional Development

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Classroom Professional Development Grants are intended to provide teachers with opportunities to take the lead in acquiring and sharing new skills and knowledge. These skills might include new instructional ideas, technology or working with parents.

### **Lisa Anderson**

*Education Minnesota-Monticello*  
MKA Spring Conference  
**\$550**

### **Lynne Patterson**

*Chaska Education Association*  
Nurtured Heart Cohort Training  
**\$1,500**

### **MaryKate Haake**

*Shakopee Education Association*  
ENVOY in All Classrooms  
**\$1,500**

### **Chris Halvorson**

*Aitkin Education Association*  
Jazz Education Network  
National Convention 2017  
**\$1,200**

### **Maureen Kieger**

*Education Minnesota – Roseville*  
Swivl Robotic Base and Markers  
**\$1,087**

### **Alice Kos**

*Minneapolis Federation of Teachers*  
Mindfulness in Education  
**\$1,500**

### **Amanda Lambert**

*Rochester Education Association*  
Mindful Thinking Professional  
Development  
**\$1,450**

## **Bruce Vento Science Educator Professional Development**

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Established by his colleagues, friends and staff, the Bruce Vento Science Educator Professional Development Grant supports educators who teach science as part of their day and want to acquire and share new skills and knowledge. Congressman Vento believed in supporting students and teachers and highly valued his role as an educator in shaping his world view.

### **Anna Dougherty**

*Education Minnesota – Osseo*  
Science Teaching and Learning  
**\$1,500**

### **Haley Kalina**

*Alexandria Education Association*  
Secondary Science Argumentation  
Implementation  
**\$1,500**

### **Bonnie Laabs**

*Saint Paul Federation of Teachers*  
Human-Animal Interactions  
Conference Attendance  
**\$1,255**

## Higher Education Faculty Professional Development

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### Deb Allen

MSCF-Anoka Technical College  
eLearning Conference  
\$2,500

### Annette Byrd

MSCF-Normandale Community College  
Association for Theatre in Higher  
Education Conference Attendance  
\$1,836.50

### Christy Cook

MSCF-Northwest Technical College  
2017 Association of Women's Health,  
Obstetric and Neonatal Nurses  
Convention  
\$2,700

### Shannon Dahms

MSCF-Minnesota State Community  
& Technical College (Moorhead)  
National Association of Women's  
Health, Obstetric and Neonatal Nurses  
Convention 2017  
\$2,995.32

### Derek Fox

MSCF-Itasca Community College  
2016 ASEE  
\$3,000

### William Helms

MSCF-Vermilion Community College  
Attendance at Summer Institute and Fall  
Symposium for LD Instructors  
\$2,570

### Jill Holmes

MSCF-Riverland Community College  
The Community College Conference  
on Learning Assessment  
\$3,000

### Rahul Kane

MSCF-Century College  
Innovations Conference  
\$3,000

### Paul Richgruber

MSCF-Lake Superior College  
Conference – Paper and Sessions  
\$750

### Jennifer Sippel

MSCF-MCTC  
One-Week Summer Session, Conference,  
Workshop  
\$2,960

### Crystal Smith

MSCF-Itasca Community College  
2016 ASEE  
\$3,000

### Jolene Sundlie

MSCF-Saint Paul College  
Federal Bureau of Investigation's  
Minneapolis Citizen's Academy Alumni  
Association Visit  
\$2,634.95

### Tamara Thell

MSCF-Anoka Technical College  
Attend Nursing Conference  
\$1,611.20

## Higher Education Faculty Professional Development

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### **Rachel Wightman**

*MSCF-Normandale Community College*

ACRL Immersion – Teacher Track

**\$810**

### **M. Jane Young**

*MSCF-Century College*

Association of College & Research

Libraries Biennial Conference

**\$1,000**

## Education Support Professionals Professional Development

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### Patricia Benhart

Lakeville Educational  
Assistants Federation  
Orton-Gillingham Training 1  
**\$1,300**

### Sue Snyder

Saint Paul Federation of Teachers  
Cultural Conversation With Students  
and Families  
**\$1,000**

### Anna Broadrick

Saint Paul Federation of Teachers  
University of Minnesota Summer  
Courses  
**\$1,500**

### Kimberly Wolking

Minneapolis Federation of Teachers  
Boost Conference  
**\$1,500**

### Carly Fischbeck

Saint Paul Federation of Teachers  
ASL Interpreter Professional  
Development – Multiculturalism  
**\$1,500**

### Carly Fischbeck

Saint Paul Federation of Teachers  
Sign Language Interpreter Professional  
Development Grant  
**\$1,500**

### Lisa McQuarter

Education Minnesota – Osseo ESP  
Teaching With Poverty in Mind  
**\$1,196**

### Joan Roberson

Education Minnesota – Osseo ESP  
Associate Science Degree in Education  
**\$1,376.50**

### Joan Roberson

Education Minnesota – Osseo ESP  
Associate Science Degree in Education  
**\$1,341.93**

## National Board Certified Teachers Scholarships

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### **Gwen Anderson**

*Education Minnesota – Rocori*  
English as a New Language –  
Early and Middle Childhood  
**\$1,000**

### **Ian Burk**

*South St. Paul Teachers' Association*  
Science – Early Adolescence  
**\$1,000**

### **Kate Fullmer**

*Eden Prairie Education Association*  
English Language Arts – Adolescence  
and Young Adulthood  
**\$1,000**

### **Lisa Haider**

*Robbinsdale Federation of Teachers*  
Science – Early Adolescence  
**\$1,000**

### **Jodi Hansen**

*Education Minnesota Worthington*  
Science – Adolescence and Young  
Adulthood  
**\$1,000**

### **Janet Jans**

*Education Minnesota Edina*  
Music – Early Adolescence Through  
Young Adulthood  
**\$1,000**

### **Kari Gilbertson**

*Education Minnesota Alexandria*  
Literacy: Reading-Language Arts –  
Early and Middle Childhood  
**\$1,000**

### **Annie Katorosz**

*Big Lake Education Minnesota*  
Generalist – Early Childhood  
**\$1,000**

### **Robert Kohnert**

*Minneapolis Federation of Teachers*  
Social Studies-History – Adolescence  
and Young Adulthood  
**\$1,000**

### **Elizabeth Lilja**

*White Bear Lake Teachers' Association*  
Generalist – Middle Childhood  
**\$1,000**

### **Laura Noll**

*Education Minnesota – Lewiston-Altura*  
English Language Arts – Early  
Adolescence Through Young Adulthood  
**\$500**

### **Jessica Seefeldt**

*Rochester Education Association*  
Generalist – Middle Childhood  
**\$1,000**

### **Marta Stoeckel-Rogers**

*North St. Paul-Maplewood-Oakdale  
Education Association*  
Science – Adolescence and Young  
Adulthood  
**\$1,000**

### **Anna Trandem**

*Big Lake Education Minnesota*  
Generalist – Middle Childhood  
**\$1,000**

## Affinity

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The Education Minnesota Foundation for Excellence in Teaching and Learning also offers the Affinity Grant for nonprofit organizations to partner with us to bring high-quality professional development and instructional materials to our members. Twice a year (November and April), the board considers applications. Preference is given to organizations that are nonprofit, charitable organizations or professional associations and to programs that have a broad, general appeal—working toward our mission of promoting vision, best practices and achievement. During this past year, the foundation was proud to provide assistance to these organizations and programs:

### **African American Registry**

[www.aaregistry.org](http://www.aaregistry.org)  
\$5,000

### **Penumbra Theatre**

[www.penumbratheatre.org](http://www.penumbratheatre.org)  
\$5,000

### **Alpha Phi Alpha Fraternity, Gamma Xi Lambda Chapter & Raymond W. Cannon Education Foundation**

[www.alphamn.org](http://www.alphamn.org)  
\$5,000

### **Saint Paul Civic Symphony**

[www.spcsmusic.org](http://www.spcsmusic.org)  
\$5,000

### **Science Museum of Minnesota**

[www.smm.org](http://www.smm.org)  
\$5,000

### **BestPrep**

[www.bestprep.org](http://www.bestprep.org)  
\$3,000

### **Viva Musica**

[www.vivamusica.org](http://www.vivamusica.org)  
\$5,000

### **Green Card Voices**

[www.greencardvoices.com](http://www.greencardvoices.com)  
\$5,000

### **Young Dance**

[www.youngdance.org](http://www.youngdance.org)  
\$3,572

### **Minnesota Association for Developmental Education**

[www.mnade.org](http://www.mnade.org)  
\$5,000

### **Minnesota Association for Family and Early Education**

[www.mnafee.org](http://www.mnafee.org)  
\$5,000

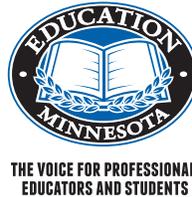
**Total projects/  
scholarships  
funded:**

**121**

**Amount funded:**

**\$316,288**





The benefit of union membership.

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[www.educationminnesota.org](http://www.educationminnesota.org)

*Education Minnesota is an affiliate of the American Federation of Teachers,  
the National Education Association and AFL-CIO.*

3/2017

