

COLLABORATIVE GRANT APPLICATION

***APPLICATION DEADLINE: Monday, March 8, 2021 at 5:00 pm**

BROOKLINE EDUCATION FOUNDATION
Collaborative Grant Application for 2021-2022 Academic Year
Cover Page

******PLEASE NOTE: CONCEPT PAPER REQUIRED FOR GRANTS OVER \$8,000 DUE: Jan 31, 2021******

APPLICATION MUST BE TYPED

Project Title	<p style="text-align: center;">It Is Magic!</p> <p style="text-align: center;">Maximizing Joy and Compelling Language Input in Elementary World Language Classes</p>
Who is the Project Leader?	Kaitlin Robinson
Leader's School/Assignment	Remote Learning Academy (home school: Lawrence)/1.0 FTE, K-3 Spanish
Leader's Home Telephone Number	617-913-8057
Leader's Email Address	kaitlin_robinson@psbma.org
Years teaching in PSB, total years teaching	7 th year in PSB, 15 th year teaching
Project period	October 2021 – February 2022
Amount requested	\$4,367

I understand that, should the Brookline Education Foundation fund this Collaborative Grant application, as Project Leader, I am obligated to submit photographs documenting the grant, a written evaluation of this project at its completion and to present the results of my grant at a BEF-sponsored event. Evaluations of projects will be due by May 31, 2022. I further understand that only educators employed by the Brookline Public Schools at the time the project is undertaken are eligible to receive funds.

Acknowledgement of Project Leader:

Kaitlin Robinson

Date: 2/27/2021

For online submissions, please acknowledge that you have read and agreed to the above statement. KR

BROOKLINE EDUCATION FOUNDATION
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Project Description Section

1. Project Summary (1-3 sentences)

A group of six elementary world language teachers will receive magic training through Bonaparte Magic in a series of three two-hour workshops. Additionally, in a series of four two-hour collaboration sessions, these teachers will work together to design a finished product (lessons and materials) that will apply our learning to our curriculum, and prepare us to implement it in our classes. We will share these materials with the World Language department.

2. Need

Why is this project needed?

Children acquire their first and second language similarly, not through study and practice but rather through comprehensible input, language they hear or read and make meaning of, and through communication. Acquisition happens best when comprehensible input is so compelling that students almost forget it is in another language. If students are not focused on learning a language and instead focus on a communicative task, they are able to acquire language implicitly much like toddlers do. Making our classes joyful is not only wonderful in its own right, it greatly improves language acquisition.

We believe that language educators can learn a lot from children's entertainment professionals. Through this grant we hope to bring joy, amazement, and highly compelling comprehensible input to K-5 students.

3. Personnel

a. In addition to the project leader, who are the participants in this grant? Please include *names, schools, assignments, and email addresses.*

Kaitlin Robinson, Remote Learning Academy (home school: Lawrence), Kindergarten-3rd grade Spanish, kaitlin_robinson@psbma.org

Lauren Finucane, Pierce, Kindergarten and 5th grade Spanish, lauren_finucane@psbma.org

Zoë Kern, Lawrence, 4-7th grade Spanish, zoe_kern@psbma.org

Marta Pedrero Motis, Heath, Kindergarten-4th grade Spanish, marta_pedrero-motis@psbma.org

Leslie Prime, Pierce, 1st-3rd grade Spanish, leslie_prime@psbma.org

Wan Wang, Driscoll, Kindergarten-4th grade Mandarin, wan_wang@psbma.org

b. What administrator/principal/headmaster/curriculum coordinator is responsible and accountable for project activities?

Tanya Alvarado, K-8 World Language Coordinator
Please see her [letter of support](#).

c. Will the project require additional personnel or reassignment of current staff?

No

4. Goal Statement

What are the explicit goals for the project?

- The main goal is for us to learn new ways to make comprehensible input in the world language class more joyful and compelling for elementary students through the use of magic in the classroom. As a final product, we will collaborate to create at least two lessons for younger students in which we use magic as the focal point in a class. Additionally, we will create at least two lessons for older elementary students in which we teach them how to do a magic trick. We plan to share these lessons with the World Language department.
- In addition, but no less important, we hope to learn smaller tips and tricks for infusing joy, comedy, and an element of magic to any lesson. We will create a bank of these tips and tricks that can be used throughout the year in many different lessons and contexts, and will identify modifications to tricks that would make them applicable to additional lessons and units. We will share this bank with the World Language department.
- We also hope to strengthen our collaboration in the department across schools and languages.

5. Context

What are the experiences of the participants (inside and/or outside the classroom) that have led you to apply for this grant?

- The BEF generously funded a puppetry grant during the 2018-2019 school year. Through this grant, six elementary Spanish teachers (including Kaitlin Robinson, Lauren Finucane, and Leslie Prime) learned puppetry skills from a master puppeteer and collaborated with each other to develop ideas to bring these skills to the classroom. The power of puppets to make input more comprehensible and compelling has been transformative in the practice of these teachers, and they have been able to share these ideas with their colleagues. At the time of that grant, they could not have imagined the circumstances of the current school year, and yet the strategies they learned for using their puppets to increase engagement and joy have probably never been so important as they have been this school year, given the realities of teaching young children both remotely and in an in-person environment that is so different than in previous years. We believe that given the pandemic-related impacts our students and classrooms are likely to face in the year(s) ahead, we would do well to focus on joy. With this grant, we would enhance our repertoire of strategies to make Spanish and Mandarin joyful, engaging, and full of compelling comprehensible input.
- Pre-pandemic, Kaitlin attended several local magic shows (including two by Bonaparte Magic) where she would often see several of her students. In watching these shows, she was able to see the potential that magic could offer in the classroom, both in terms of joy and connections to the language in our curriculum.
- In the classroom, many teachers already incorporate some elements of magic. For example, in line with a similar magic trick, when Lauren teaches kindergarten in the beginning of the year, she will place 3 objects (a “happy” face, an “okay” face and a “sad” face) under 3 cups and shuffle them around. Then, she will ask students to guess which face is under which cup. The kids love this because it doesn’t feel rote, even though there is a lot of repetition of these important frases. It is compelling and comprehensible to the new students and engaging for the heritage learners, and so we see this project as lending critical tools to our repertoire that appeal to all learners. We hope to find other tricks that could be similarly adopted in our classes.

BROOKLINE EDUCATION FOUNDATION
Collaborative Grant Application for 2021-2022 Academic Year
Project Description Section

6. Project Description

a. Describe the structure of this grant: what is your time frame, when and where will you be working, with whom will you work? You may include copies of supporting material (e.g., conference brochure, tour itinerary). Links to websites may be used for supporting materials and are preferred, if available.

For this grant, [Bonaparte Magic](#) is putting together a custom 3-session workshop for us on Magic in the World Language Classroom.

We would like to have seven total meetings. The first meeting will be among the six teachers for us to share how we already incorporate magic into our lessons and to brainstorm more specific requests for Bonaparte. Meetings number 2, 4, and 6 will be with Bonaparte. Meetings 3, 5, and 7 will be time for us to collaborate about what we have learned and how we can apply it in our classes, practice with each other, and make any necessary materials or props.

It is hard to predict what SY 21-22 will look like, so we have planned for these sessions to take place virtually. The meetings will take place in two-hour sessions, generally from 3PM-5PM, with the first meeting taking place in October. All sessions will be completed by the end of February.

b. Tell us about the collaborative aspect of this grant.

We will all be participating in this learning experience together, sharing ideas, and identifying ways that what we learn can be integrated into our classes. Both the time in the workshop, as well as the follow-up collaborative sessions, will have us working with each other on a hands-on project. Through this work, we anticipate that we will come away with not only a finished product, but also insight about each other's teaching, how we implement particular units and activities, and new ideas that arise as a result of everyone's sharing of their individual ideas.

7. Impact and Evaluation

a. Describe as specifically as possible the impact of the work you propose:

- On Yourself - How do you expect this project will change you as educators? How might this work impact future professional activities?

This project will inspire new ideas for highly-engaging communicative lessons. We hope to take away magical ideas to make our World Language classes more full of joy and amazement. This project will encourage us to take creative risks in our classes. We anticipate that we will continue to look for ways to collaborate with each other, and to integrate this work into our curriculum and our classes.

- On Your Colleagues - What impact will your project have on your professional community either directly or indirectly?

The benefits here will be multifold. Because we do not get the chance to see World Language teachers from other buildings on a regular basis, this project will give us a unique opportunity to collaborate with the other participants. We will also share our ideas, and later, finished products with our elementary world language colleagues at a department meeting and in the shared Google Drive.

Additionally, the finished product that results from this project is something that will be seen by the classroom teachers who are present in our language classes, and may inspire them to think about new ways to use magic in their own classes.

- On Your Students - How will your students benefit from this project in the short or long term?

In the short term, we hope students will engage in language class more fully and more joyfully. This increased engagement will help them acquire Spanish or Mandarin more enjoyably and effortlessly rather than in the “study and practice” model of traditional language learning. Research shows that language acquisition through compelling comprehensible input is much more enduring than rote language learning, so the project will have long term benefits.

We also imagine that our students, and particularly our older elementary students who will learn to do these magic tricks, will be eager to share them with others, including their families.

- b. How will you **evaluate** the success of this project?

We will evaluate the success of this project based on our finished product and its implementation in class, the enthusiasm and engagement of the students, follow-up conversations with each other, and feedback from classroom teachers. Additionally, we will consider our ability to incorporate magical elements throughout our curriculum and to apply learned techniques in our classes over time.

7. Dissemination

How will you share your learning with others in your school and district community? For example, will you share it departmental or school meetings, in an online format, or design other forms of dissemination of your project?

We will share our learning with other elementary world language teachers at department meetings or release days, as well as during our periodic cross-school meetings during collaborative time and in the shared Google Drive. Additionally, because classroom teachers are present for world language classes, they would get to see our learning and its implementation first-hand during Spanish or Mandarin classes.

8. Multi-year projects

If this application is part of a multi-year project, please put this application in context (to be completed only when applying for a second year of funding).

- a. Please evaluate the first year of your grant (see the evaluation form here: [add link])
- b. How does this year build on what was accomplished in the preceding year?
- c. What are the plans and anticipated budget for next year?

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Budget and Finances Section

Please provide a **detailed budget**. Be as specific as possible.

Expense	Purpose	Cost
Stipends (\$33 per hour per participant)	To work with each other and the magician to prepare our project and its implementation in class.	\$33 x 2 hours x 7 sessions x 6 participants = \$2772
Consultant (Include name and location)	Bonaparte Magic Bonaparte Enterprises 52A West Eagle St Boston, MA 02128 617-561-9152	\$995.00
Materials and Supplies	Purchasing some materials and props will allow us to carry out a wider range of tricks	\$100 x 6 teachers = \$600
Travel and Accommodations* <i>please include applicable taxes</i>	NA	
Conference Fee	NA	
Other	NA	
Substitutes **(please indicate days/hours needed--\$110/day)	NA	
TOTAL		\$4,367

* **Single rooms are acceptable if preferred by the applicant.**

****The BEF's ability to pay for subs is limited; requests will be considered on a case-by-case basis.**

Finances

a. Will there be additional funding from other sources? Please describe.

No

b. Are resources needed to continue the work of the project after BEF funding ends? If yes, please describe how these resources will be obtained. If no, please describe how the work of the project will be funded or continued after completion of funding by the BEF.

No

d. Will you be able to complete the project if only partial funding is available? Yes
 If only partial funding is available, would you be able to redesign the project? Yes
 Please explain:

We could reduce the number of workshops and/or collaborative sessions, but this would not be ideal, as we would likely need to reduce what we include in the finished product to bring back to our classes and our department, and/or it would be of lower quality.

We could also lower or eliminate the materials cost, as the magician explained that he could find ways to work with us using everyday objects if funding for materials is not possible. This would also not be ideal as we would be more limited in the magic we would be able to carry out in class.