



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY
12234

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2009-2012 Learning Technology Grant Program Abstract

(Abstracts are posted as submitted by the LTG award winners)

School District or BOCES Name	NYCDOE Community School District 7, PS 25 The Bilingual School				
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Learning Technology Grant 2009-12 Abstract

PS 25 The Bilingual School is collaborating with St. Anselm, a non-public school located in our Community School District 7. Our proposed program, Data Collection and Analysis through Technology (DCAT) will focus on enhancing cross-disciplinary instruction in ELA, Science and Mathematics through the integration of technology and teacher professional development.

DCAT will engage students in deep and meaningful explorations into the science of environmental sustainability. PS 25 currently employs a Science Exploratorium in approximately a 2800 sq. ft. space inside and outside the school building. The Science Exploratorium includes a garden, terrariums, recycling stations, science materials, computers and large overhead LCD display screens for viewing of student work, student-produced news and other digital assets. This resource will provide a data center and laboratory setting for technology enhanced scientific inquiry for both partnering schools and St. Anselm will periodically bring students to PS 25 both during and after school to engage in research, data collection, and collaborative work. St. Anselm will also identify site, on or near its own school grounds, or during field trips for data collection.

Using a project-based and student centered approach, the program will provide models of effective technology integration at professional development training sessions conducted at Fordham University. Each school will identify a team of teachers made up of third, fourth and fifth grade teachers, literacy and math coaches and science and library media specialists. Participants will experience lessons and activities as if they were students in the classroom. Using new technologies like SmartBoards, USB microscopes, and data collection probes, teachers of literacy, math and science will improve their own technical skills and refine both curriculum and methodology. At their school sites, teachers will receive visits from Fordham University and other technology professional developers who will provide in-class support including lesson and unit planning, materials management and implementation. The program will also include training in Web 2.0 technologies including Google Docs and Moodle. Students in the two participating schools will share their projects using these new online collaboration tools.