

Microsoft Canada's Partners in Learning
Innovative Teachers
Leadership Awards

Microsoft's corporate Mission is:

To enable people and businesses throughout the world to realize their full potential.

In education, Microsoft's commitment is::

To enable a worldwide community of students, educators and lifelong learners to realize their potential through the power of Microsoft solutions.

In Canada, Microsoft's commitment to education is:

To support education through the Partners in Learning program including teacher training, peer coaching, developing leadership skills and recognizing innovation through the Innovative Teachers Program

Microsoft Canada's Partners in Learning Innovative Teachers Leadership Awards

Goals

Outstanding educators who continue to search for new and improved ways to enhance student learning through the integration of technology are essential to the fostering of student growth, the improvement of schools, and the enhancement of the education profession. Hence, the goals of Innovative Teachers Leadership Awards are:

- To honor and reward exceptional primary and secondary educators for outstanding innovation in the integration of technology into classroom teaching and learning.
- To advance education technology as a means to improve the performance of students, enhance the effectiveness of educators and strengthen the engagement of parents and the community.
- To promote the sharing of exceptional innovative practices of technology integration.
- To provide networking opportunities among top innovators.
- To focus public attention on the importance of technology innovation in education.

Microsoft Innovative Teachers
Leadership Awards

SELECTION CRITERIA

The criteria for the selection of exceptional primary and secondary teachers as Innovative Teacher Leaders include all of the following:

- Exemplary and innovative use of education technology in teaching and learning;
- Exceptional educational talent as evidenced by outstanding instructional practices in the classroom, school, and profession;
- Demonstration of an engaging and inspiring presence that motivates and impacts students, colleagues, and the community.

INNOVATIVE TEACHERS SELECTION PANEL

To facilitate the integrity, consistency and continuity of the Innovative Teachers Leadership Awards, submissions are evaluated by experienced educators from across the country including:

- Ministry of Education Staff
- Members of the Partners in Learning Advisory Board
- Educators who have received recognition
- Deans or Professors from Teacher Preparation Programs
- Business Leaders
- Policy makers
- Superintendents
- Principals

All identifying background information about the applicant is removed from the copies the judges receive.

AWARD RECIPIENT SELECTION GUIDELINES

1. Innovative Teacher Leaders will be primary or secondary teachers.
2. All applications must be submitted to the competition web site which will become active Sept. 12. The URL is: **innovativeawards.mindset.mb.ca**
3. The Innovative Teachers Selection Panel will make the final determination of the award recipients.
4. Recipients are *contingent* and are not final until announced publicly.

Please note:

All submissions become the property of Microsoft Canada's Partners in Learning Program. All results are the property of the judging panel and will not be released to participants without their permission.

Awards

Five winning teachers will be chosen to attend the Worldwide Microsoft Innovative Teachers Leadership Awards in Helsinki, Finland, Oct. 30 to Nov. 3, to compete in a global innovation awards program. The goals of this event are:

- To give international recognition to recipients of the Innovative Teachers Leadership Awards.
- To promote the international sharing of exceptional innovative practices of technology integration.
- To provide worldwide networking opportunities among top innovators.
- To focus international attention on the importance of technology innovation in education.

Also, recipients will be invited to attend the first Microsoft Canada Innovative Teachers Forum to be held in Winnipeg, May 26, 2008. Goals for a regional forum are:

- To provide a venue for the formal recognition of recipients of the Innovative Teachers Leadership Awards.
- To build country and regional awareness of the Innovative Teachers program.
- To provide networking opportunities among participants that will foster Innovative Teacher communities.
- To bring together the best practices and prospective case studies of regional Innovative Teachers.
- To provide outstanding content outcomes for the Innovative Teachers program.

Classroom Tour Submission Template

In your VCT, all sections in the template must be appropriately addressed. Questions asked are to guide the applicant to submit complete information. This will allow others to more successfully replicate your project. The template for the VCT is available on the site.

Section 1 - Project Overview

- A. Title
- B. Author and school
- C. Learning areas
- D. Levels
- E. Objectives
- F. Software required
- G. Project description

Section 2 - Teacher Planning and Management

A. Background and Planning

A synopsis of the origin and objectives of the learning project, including the manner in which the project was planned and managed.

- The school - Include details of your school setting, size of school, type of school, any special focus, how classes are organized, etc.
- The teachers - Include details of the teacher or teachers who taught this learning project: experience, areas and levels they teach, and special experience they needed.
- Project goals - What were the educational goals of this project, why was it taught, what did you hope the students would learn?
- The planning and origin of the project – Where did the concept of this project come from? Discuss the planning that went into it: what was required to make it successful?
- The curriculum context of the project - How did this learning experience fit into the broader curriculum context of the class(es) involved?
- The technology context - How is technology organized for this group of students? What access levels are available, where did they access the technology, how was it managed, did that extend beyond the school?
- The project management - How was the class organized, how did the students manage the project and the time, how did the teacher(s) manage the project?

B. Classroom Environment

Describe the learning environment in which the project took place.

- Did each student have a computer to work at?
- Did the teacher use technology for demonstration purposes?
- How did you manage things such as Internet access, file sharing and file saving?
- Did the students work in groups? How was the space managed to facilitate this?
- If relevant for project replication by other teachers, add images of the classroom to provide an idea of how the classroom was physically laid out.
- Note: If you intend to submit this Virtual Classroom Tour for possible publication on an Innovative Teachers Web site, *do not include pictures of students' faces*.

Section 3 - Work Samples, Teacher and Student Reflection

A. Student Work Samples - Examples of student work generated through participation in this learning project.

B. Teacher Reflection - Thoughts and reflective comments from the teachers involved, including advice for future implementations.

- What were your own feelings about this learning project?
- Did the technology aspect add value to the project? Did using technology help the students learn in new ways?
- How did the execution match your planning (or fail to match your planning)?
- Would you do this – or a similar project – again?
- Include details of any changes made during the teaching of this project, or changes that you would now make if you taught the project again.

C. Student Perspective - Information on how the students perceived the learning that occurred.

- Include comments from students, or describe the student perceptions you observed while completing this project:
 - How did the students react to the project?
 - Was it difficult for them to grasp the use of the technology?
 - Did they indicate if the technology gave them a deeper or broader understanding of the subject matter?
 - Did the technology increase or decrease their enthusiasm, willingness, or effort?
- Capture and include student quotes, from all levels of student achievers, which demonstrate their feelings for and benefits from the project.

Section 4 - Teaching Resources

- A. Student Project Overview - An overview of required tasks.
- B. Other Teaching Resources

Section 5 - Assessment and Standards

- A. Assessment Rubrics - Examples of assessment rubrics provided to students showing how the project was assessed.
- B. Mapping the Standards - Mapping this project's learning objectives against curriculum standards.

APPLICATION EVALUATION RUBRICS

For your information, the following rubrics and checklists will be used in the evaluation of the submissions.

Applicant has submitted:	
Complete contact information	
3 complete references	
Complete VCT	
All submissions within deadline	

Merit – Applicant has demonstrated:					
	0	1	2	3	4
	Not Included	Poor	Fair	Good	Excellent
Evidence of technology integration w/solid pedagogy					
Evidence of technology use to enhance collegiality					
Examples of student work					
A lesson plan					
Use of technology for administrative tasks					

Virtual Classroom Tour Evaluation Rubric					
	0	1	2	3	4
	Not Included	Poor	Fair	Good	Excellent
Background and Planning information					
Classroom environment information					
Student work samples					
Teacher reflection					
Student perspective					
Teaching resources					
Assessment and standards					