

Digital Inquiry and Equitable Technology Integration Initiative:
A Grant Proposal for Osborne Middle School

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MEDT 8462: Leading and Managing Instructional Technology Programs

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April 29, 2026

Funding Agency: McCarthy Dressman Education Foundation Teacher Development Grant

Total Amount Requested: \$5,544

Digital Inquiry and Equitable Technology Integration Initiative

Introduction and Statement of Need

This grant proposal requests \$5,544 from the McCarthy Dressman Education Foundation Teacher Development Grant to support the Digital Inquiry and Equitable Technology Integration Initiative at Osborne Middle School in Gwinnett County Public Schools. The initiative will fund a one-year pilot that strengthens inquiry-based social studies instruction through content-specific digital tools, structured teacher collaboration, and job-embedded professional learning. The project builds directly from the needs assessment completed in Project 1 and the technology plan developed in Project 2. Its purpose is not simply to add more technology, but to make existing and selected tools more purposeful, standards aligned, accessible, and instructionally consistent.

Osborne Middle School is a public middle school serving grades 6 through 8 in Hoschton, Georgia. The school enrolled 1,816 students during the 2024-2025 school year and employed 112 classroom teachers, producing a student-teacher ratio of 16.21:1 (National Center for Education Statistics [NCES], 2025). The student population is racially, culturally, and linguistically diverse, including White, Black, Asian, Hispanic, multiracial, and Native Hawaiian or Pacific Islander students (NCES, 2025). This diversity creates a strong instructional need for technology that supports multiple means of access, expression, language support, and student engagement.

The needs assessment showed that Osborne Middle School already has a meaningful technology foundation, including student Chromebooks, Google Classroom, Google Workspace, Microsoft 365, online assessment tools, digital textbooks, digital research resources, and selected accessibility features (Eady, 2026a). However, the central problem is that access is unevenly

translated into high-quality instruction. Stakeholders described a gap between having tools and knowing how to use those tools for inquiry, differentiation, accessibility, and deeper content learning. In the needs assessment, 70% of survey participants reported daily technology use, and the remaining 30% reported using technology several times per week. At the same time, only 10% of respondents reported that current tools fully support differentiation, while 70% reported moderate support and 20% reported minimal support (Eady, 2026a).

The most pressing content-specific need is access to interactive digital tools for inquiry-based social studies and geography instruction. Stakeholders repeatedly identified the need for GIS or digital mapping tools, historical simulations, primary source databases, annotation supports, interactive timelines, and virtual field trips. Seventy percent of survey respondents rated interactive digital tools for history and geography instruction as extremely important, and the remaining 30% rated them as important (Eady, 2026a). Interview data reinforced the same pattern: teachers and support staff want resources that allow students to analyze sources, interact with maps, compare historical perspectives, and move beyond passive digital note-taking.

The second major need is sustained, job-embedded professional learning for equitable technology integration. Survey and interview participants described the need for hands-on workshops, coaching, modeling, example lessons, collaborative planning time, accessibility training, and schoolwide expectations (Eady, 2026a). This is a serious instructional issue because the school already has devices and many common digital tools, but inconsistent implementation limits student benefit. Technology access alone will not produce stronger learning outcomes unless teachers receive practical support in selecting tools, designing inquiry-based tasks, embedding accessibility features, managing devices, and evaluating student work.

The proposed solution is a one-year teacher development and student learning initiative that combines tool access, teacher professional learning, and measurable classroom implementation. The initiative will provide six participating social studies teachers and the library media specialist with structured training on ArcGIS for Schools, Nearpod, Kami, digital primary source integration, and accessibility features. The project will also provide headsets, two document cameras, planning stipends, substitute coverage for peer observation, and materials for a family digital citizenship event. Approximately 600 eighth-grade students, pending final rosters and schedules, will benefit directly through inquiry-based social studies lessons that incorporate interactive maps, digital primary sources, annotation tools, accessibility supports, and multimedia demonstrations. The school will benefit from a shared resource hub, common implementation expectations, and an end-of-year evaluation summary that can guide future scaling.

Funding Agency and Fit

The selected funding agency is the McCarthy Dressman Education Foundation Teacher Development Grant. This grant is an appropriate fit because it supports licensed K-12 teachers and small teams of teachers who seek to strengthen classroom instruction, integrate new strategies, document learning, and share results with other educators (McCarthy Dressman Education Foundation, n.d.-b). The proposed initiative aligns with the grant because it is centered on teacher development and student learning: teachers will receive sustained coaching and planning support, and students will experience more interactive, inquiry-based social studies instruction.

The request of \$5,544 is within the foundation's award limit of up to \$10,000 per year. Although the foundation allows up to two years of funding, this proposal requests only one year

of funding because the technology plan developed in Project 2 was designed as a one-school-year implementation cycle ending with formal evaluation in May 2027 (Eady, 2026b).

Goals and Objectives

The goals below are aligned to the needs assessment, the existing technology plan, and the McCarthy Dressman focus on teacher development, instructional innovation, and increased student learning. Each goal is written using SMART principles.

Table 1
Project Goals, Objectives, and Achievement Plan

Goal Area	SMART Objective	How the Goal Will Be Achieved	Measurable Evidence
Student Goal	By May 2027, at least 80% of participating eighth-grade social studies students will complete three inquiry-based digital learning tasks using interactive maps, digital primary sources, annotation tools, simulations, or multimedia supports.	Teachers will embed at least one digital inquiry task into each major social studies unit. Students will access assignments through Google Classroom and will use selected tools such as ArcGIS, Nearpod, Kami, and curated primary source collections.	Student work samples; digital inquiry rubric; platform usage logs; unit assessment evidence; teacher reflection forms
Teacher Goal	By April 2027, 100% of participating teachers will complete four quarterly professional learning and coaching cycles and will increase self-reported confidence with equitable technology integration by at least one level on a post-survey.	The project leader, media specialist, instructional technology support, and teacher leaders will provide onboarding, modeling, collaborative planning, peer observation, and reflection sessions focused on actual social studies units.	Training attendance; coaching logs; pre/post teacher survey; completed lesson plans; peer observation notes
School/Institution Goal	By May 2027, Osborne Middle School will maintain a shared digital inquiry resource hub and a common monitoring process, with walkthrough data showing consistent technology-rich inquiry practices in at least 75% of participating social studies classrooms.	The project team will create a vetted resource hub, common lesson templates, accessibility checklists, and a walkthrough rubric. Trends will be reviewed at monthly project meetings and department meetings.	Resource hub; implementation rubric; walkthrough data; department meeting notes; end-of-year evaluation summary

Project Leadership Role

I will serve as the project director, instructional lead, and primary grant manager. My role will be to keep the project aligned to the needs assessment, the technology plan, the funding agency expectations, and the instructional priorities of Osborne Middle School. Because the

needs assessment identified inconsistent implementation as a major barrier, my leadership will focus on clarity, collaboration, follow-through, and accountability.

My leadership approach will be distributed and transformational. I will not attempt to carry the work alone; instead, I will coordinate a project team that includes the principal or administrative designee, the library media specialist, the instructional technology and innovation coach, participating social studies teachers, a special education representative, an ESOL representative, and the school bookkeeper. A distributed approach is necessary because successful technology integration requires content expertise, accessibility expertise, budget oversight, platform approval, and leadership support. A transformational approach is also appropriate because the goal is to shift technology use from basic productivity and presentation toward inquiry, collaboration, accessibility, and measurable learning growth.

To keep the project on track, I will maintain a project calendar, schedule monthly check-ins, document implementation evidence, collect lesson artifacts, and monitor budget expenditures. Human resources will be managed through clearly defined responsibilities: teachers will design and implement lessons, the media specialist will support digital resources and research instruction, the instructional technology coach will assist with tools and troubleshooting, special education and ESOL representatives will review accessibility and language supports, and the administrator will provide oversight and accountability. If the project falls behind schedule, I will use a corrective action process that includes identifying the barrier, adjusting the timeline, providing targeted support, documenting the change, and reporting the adjustment to the evaluator. I will hold myself accountable by maintaining transparent records and by reviewing progress with Dr. Doug Callahan, Principal of Osborne Middle School, at key checkpoints.

Methods

The project will use a phased implementation model. The method is intentionally structured around piloting, feedback, and scaling because the needs assessment showed that stakeholders need better-aligned tools and stronger support rather than a one-time purchase. Each phase includes a specific purpose, responsible personnel, and evidence of completion.

Table 2
Implementation Timeline and Methods

Time Period	Major Activities	Responsible Personnel	Evidence of Completion
April-May 2026	Finalize grant proposal; confirm project team; review needs assessment and technology plan; audit current digital resources; identify district approval requirements for selected platforms.	Project director, principal, media specialist, instructional technology coach	Confirmed team roster; audit notes; grant proposal; preliminary tool list
June-July 2026	Prepare training materials; create common lesson planning templates; develop walkthrough checklist; confirm purchasing process and account setup procedures.	Project director, instructional technology coach, bookkeeper, media specialist	Training agenda; templates; budget tracking sheet; procurement notes
August 2026	Launch initiative during pre-planning or department planning; provide initial onboarding; introduce digital inquiry resource hub and implementation expectations.	Project director, principal, media specialist, teacher team	Training attendance; resource hub; teacher implementation commitments
September-October 2026	Pilot the first set of digital inquiry lessons using interactive maps, digital primary sources, annotation tools, and accessibility supports; begin coaching and peer modeling.	Participating teachers, media specialist, project director	Lesson artifacts; usage logs; walkthrough notes; teacher reflections
November-December 2026	Review pilot evidence; adjust tools and lesson templates; provide second professional learning cycle focused on differentiation, accessibility, multilingual supports, and device management.	Project team, SPED and ESOL representatives, principal	Midyear survey; revised templates; coaching notes; accessibility checklist data
January-February 2027	Scale successful practices across participating social studies classrooms; continue peer observation and collaborative planning; update resource hub.	Participating teachers, project director, media specialist	Peer observation forms; resource hub updates; student work samples
March-April 2027	Collect post-surveys, student artifacts, platform usage data, assessment evidence, and teacher reflections; begin evaluation analysis.	Project director, principal/evaluator, teacher team	Post-survey data; rubric scores; evaluation data file
May 2027	Complete final evaluation report; share results with school leadership and department; recommend continuation, revision, or scaling.	Project director, Dr. Doug Callahan, project team	Final evaluation report; presentation summary; recommendations for Year 2 or schoolwide use

The instructional method will follow a cycle of learn, design, implement, reflect, and revise. First, teachers will learn how to use selected tools for inquiry, source analysis, mapping, and accessibility. Second, teachers will collaboratively design standards-aligned lessons that use technology for a clear instructional purpose. Third, teachers will implement lessons in Google Classroom so students have consistent access. Fourth, teachers will collect student artifacts and

reflect on what worked. Fifth, the project team will revise lesson templates and supports based on evidence.

The project will use ArcGIS for Schools as a core mapping and geography resource because the ArcGIS for Schools Bundle provides school access to mapping software, apps, and data for teachers and students (Esri, n.d.). Nearpod will be used for interactive lesson delivery and formative checks, while Kami will support annotation, source analysis, and accessibility. Headsets will support audio directions, text-to-speech, speech-to-text, recorded responses, and multilingual or reading supports. Document cameras will support teacher modeling of source analysis, map reading, and think-aloud strategies. These tools were selected because they directly respond to stakeholder requests for mapping, simulations, annotation, primary sources, and stronger accessibility supports (Eady, 2026a).

Professional learning will be job-embedded rather than limited to one workshop. Each quarter will include a short workshop, collaborative planning, modeling or peer observation, implementation, and reflection. This structure reflects the needs assessment finding that teachers need concrete use-cases, mentoring, planning time, and consistent expectations. The project also aligns with Universal Design for Learning because teachers will be expected to reduce barriers by providing multiple means of engagement, representation, and action/expression (CAST, 2024).

Qualified Personnel

The project director will coordinate planning, communication, data collection, and reporting. Participating social studies teachers will implement the instructional lessons and collect classroom evidence. The library media specialist will support research databases, digital citizenship, primary source curation, and resource hub development. Jessica Adams, Osborne

Middle School’s Instructional Technology and Innovation Coach, will support platform training, troubleshooting, and technology integration. Special education and ESOL representatives will review accessibility, multilingual supports, and accommodations. Dr. Doug Callahan, Principal, will serve as external evaluator and leadership sponsor. The school bookkeeper will support purchasing documentation and budget tracking.

Evaluation Plan

The evaluation plan will examine whether the project improves teacher practice, student access to inquiry-based learning, and schoolwide consistency. Evaluation will be both formative and summative. Formative evaluation will occur throughout the year so the project team can adjust training, tools, and implementation supports. Summative evaluation will occur in May 2027 to determine whether the goals were met and whether the initiative should continue, expand, or be revised.

The external evaluator will be Dr. Doug Callahan, Principal of Osborne Middle School. This choice is appropriate because the assignment permits the principal to serve as the external evaluator, and Dr. Callahan is positioned to review implementation from a schoolwide leadership perspective. He can examine whether the initiative aligns with school goals, whether teachers are receiving appropriate support, and whether evidence shows improved instructional consistency. Because he will not be responsible for designing daily lessons or entering classroom data, he can provide an accountability check on the project director and implementation team.

Table 3
Evaluation Questions, Data Sources, and Measurable Outcomes

Evaluation Question	Data Sources	Measurable Outcome
Did participating teachers complete the professional learning and coaching cycle?	Training attendance, coaching logs, planning notes, peer observation forms	100% of participating teachers complete four quarterly learning/coaching cycles by April 2027.
Did teachers implement inquiry-based digital learning tasks with fidelity?	Lesson logs, Google Classroom assignments, resource hub submissions, walkthrough checklist	Each participating teacher implements at least three digital inquiry tasks by May 2027.
Did students engage in deeper source analysis and geographic reasoning?	Student work samples, inquiry rubric, selected unit assessment data, student reflections	At least 80% of participating students complete three inquiry products; at least 75%

		score proficient or above on the project inquiry rubric.
Were accessibility and differentiation features used consistently?	Walkthrough checklist, teacher reflections, student support records, accessibility checklist	At least 85% of observed technology-rich lessons include two or more accessibility or differentiation features.
Did the school develop sustainable implementation structures?	Resource hub, common templates, department meeting notes, final evaluation report	Resource hub is active by January 2027; walkthrough data show consistent technology-rich inquiry practices in at least 75% of participating classrooms by May 2027.

Data will be collected and analyzed in a secure project folder. Teacher survey data will be summarized using percentages and changes from pre- to post-survey. Walkthrough and implementation checklist data will be summarized by frequency of observed practices. Student work samples will be scored with a common rubric focused on source analysis, geographic reasoning, evidence use, and clarity of explanation. Platform usage logs and Google Classroom artifacts will confirm implementation. Teacher reflections will be reviewed for common themes related to tool usefulness, barriers, accessibility, and recommendations for revision. Findings will be compiled into a final evaluation report and shared with school leadership and the participating department.

Short-term outcomes will include teacher completion of training, creation of lesson templates, implementation of pilot lessons, and student completion of digital inquiry tasks. Long-term outcomes will include stronger teacher confidence, more consistent use of accessibility supports, a sustainable digital resource hub, and increased student opportunities to use technology for inquiry rather than passive completion. The final evaluation report will include recommendations for continuing the project, selecting replacement tools if needed, or scaling the model to additional grade levels or content areas.

Budget

The total request is \$5,544 for one year. This amount does not exceed the McCarthy Dressman Education Foundation Teacher Development Grant maximum of \$10,000 per year. The budget is intentionally modest because the project is designed as a pilot that prioritizes

teacher capacity building, shared resources, and targeted classroom supports before larger schoolwide purchases. No travel expenses are requested.

Table 4
Project Budget

Budget Item	Purpose/Justification	Quantity	Unit Cost	Estimated Total
ArcGIS for Schools Bundle	Interactive mapping and geography inquiry tool	1 school account	\$0	\$0
Nearpod Gold licenses	Interactive social studies lessons, multimedia content, embedded checks for understanding, and formative assessment	6 teacher licenses	\$159	\$954
Kami licenses	Source annotation, accessibility support, digital primary source analysis, and scaffolded student responses	6 teacher licenses	\$85	\$510
Headset/microphone sets	Audio supports, recorded responses, text-to-speech/speech-to-text use, and multimedia creation for diverse learners	35 sets	\$20	\$700
Document cameras	Teacher modeling of map reading, primary source analysis, and think-aloud strategies during digital inquiry lessons	2 cameras	\$100	\$200
Teacher summer stipends	Initial training and lesson design outside contract time; 8 hours at \$35 per hour for each participating teacher	6 teachers	\$280	\$1,680
Substitute coverage for peer observation/coaching	Release time for job-embedded learning, classroom observation, and collaborative reflection	6 days	\$125	\$750
Family digital citizenship night materials	Parent outreach, internet safety handouts, translation/printing, and school-home digital expectations support	1 event	\$250	\$250
Evaluation/implementation contingency	Printing, setup needs, minor supplies, replacement materials, or unexpected project implementation expenses	1 allocation	\$500	\$500
Total Requested				\$5,544

Budget Management Plan

The project director will manage the instructional portion of the budget in collaboration with the principal and school bookkeeper. All purchases will follow Gwinnett County Public Schools purchasing, vendor approval, and data privacy procedures. The bookkeeper will maintain official purchase records, invoices, receipts, and expenditure balances. The project director will maintain a working budget tracker that includes the budget category, approved amount, purchase date, vendor, amount spent, remaining balance, and purpose. No funds will be

moved between categories without administrative approval and documentation. The contingency allocation will be used only for minor implementation needs that directly support approved project activities.

Salaries/personnel costs are limited to teacher stipends for initial summer training and lesson design and substitute coverage for peer observation and coaching. These costs are necessary because the needs assessment identified collaborative planning, modeling, and job-embedded support as essential to successful implementation (Eady, 2026a). Equipment and supplies are limited to classroom implementation tools, accessibility supports, and parent outreach materials. Travel expenses are not requested.

Grant Agency Guidelines and Compliance

The selected funding opportunity is the McCarthy Dressman Education Foundation Teacher Development Grant. The foundation's stated purpose is to support small teams of K-12 teachers in developing and implementing innovative classroom instruction, integrating fresh strategies, encouraging critical inquiry, documenting learning, and sharing results with other teachers (McCarthy Dressman Education Foundation, n.d.-b). The foundation awards up to \$10,000 per year for a maximum of \$20,000 over two years, provided eligibility requirements continue to be met (McCarthy Dressman Education Foundation, n.d.-b).

Table 5
Funding Agency Requirements and Proposal Compliance

Agency Guideline	How This Proposal Complies
Eligible applicant must be a licensed K-12 teacher employed in a public or private school.	Jori Eady is the applicant and project director. The project is located at Osborne Middle School, a public middle school in Gwinnett County Public Schools.
Applicant must have the background and experience to complete the project successfully.	The applicant has completed a technology needs assessment and technology plan for the school context and will lead a cross-functional project team.
Applicant must be willing to work in collaboration with the Foundation.	The project includes documentation, annual reporting if funded, and dissemination products for other teachers.
Application must be submitted in the name of one individual, even when multiple participants are involved.	The application will be submitted in Jori Eady's name, with a team of participating teachers and school support personnel listed in the proposal.
Applications are submitted online and accepted January 15-April 15, or until the system reaches the maximum number of submissions.	The proposal is prepared for online submission during the appropriate window and should be submitted early to avoid closure before the deadline.
Narrative questions include project description, related references, school/team description, innovation criteria, inquiry/reflection/documentation, dissemination products, and implementation timeline.	These items are addressed in the proposal narrative and Appendix A.
Budget form requires Year 1 use of money, relationship to the program, time period for spending, and amount needed. Year 2 budget is optional if applying for two years.	This proposal requests Year 1 funding only. Table 4 lists the amount requested and the purpose of each item.

At least three recommendation contacts must be provided in the online application.	Recommended references: Dr. Doug Callahan, Principal; Jessica Adams, Instructional Technology and Innovation Coach; and the Library Media Specialist or Social Studies Department Chair. Final contact information should be verified before submission.
Application instructions advise applicants to read FAQs, review funded projects, prepare submission content, request recommendations, and submit early.	The proposal includes agency-aligned narrative responses, budget, evaluation plan, and dissemination plan. Recommendation contacts should be notified before submission.

Agency-Specific Narrative Summary

Project title: Digital Inquiry and Equitable Technology Integration Initiative. The project will develop participating teachers' ability to design inquiry-based, technology-rich social studies lessons that use interactive maps, digital primary sources, annotation tools, and accessibility features. It will differ from past practice by shifting technology use away from basic presentation, note-taking, and quiz platforms toward guided inquiry, source analysis, geographic reasoning, student creation, and differentiated access. Teachers will document their learning through lesson plans, reflections, student work samples, walkthrough data, and a shared digital resource hub.

The inquiry questions guiding teacher learning are: How can interactive mapping and digital primary sources improve students' historical and geographic reasoning? How can technology help teachers reduce barriers for students with disabilities, multilingual learners, and students who need additional scaffolding? What job-embedded supports help teachers implement technology consistently? Products for dissemination will include a shared resource hub, three standards-aligned exemplar lessons, accessibility checklists, teacher reflection summaries, student work samples with identifying information removed, and a final presentation for the social studies department or leadership team.

2-Minute Elevator Pitch Link

YouTube link: [Insert YouTube URL after recording and uploading the 2-minute video.]

The grant proposal assignment requires a 2-minute video that presents the project, explains the need, describes how the budget will be used, and explains the benefits of the project.

A ready-to-record script and suggested visuals are included in Appendix B. After recording the video and uploading it to YouTube, paste the link above before submission.

Conclusion

The Digital Inquiry and Equitable Technology Integration Initiative responds directly to the needs identified at Osborne Middle School. The needs assessment showed that technology is already part of school routines, but teachers need content-specific digital tools and sustained professional learning to use technology in more meaningful, equitable, and consistent ways. The technology plan then translated those needs into a feasible one-year implementation cycle focused on interactive social studies tools, accessibility supports, teacher coaching, and ongoing evaluation.

Funding this project will allow Osborne Middle School to strengthen instruction without making a large-scale purchase before the school has evidence of effectiveness. Students will benefit from more engaging, inquiry-based opportunities to analyze maps, sources, and historical perspectives. Teachers will benefit from training, modeling, collaboration, and peer observation. The school will benefit from shared expectations, a digital resource hub, evaluation data, and a sustainable framework for future technology integration. For these reasons, the project is a strong fit for the McCarthy Dressman Education Foundation Teacher Development Grant and a practical next step for improving technology-supported teaching and learning at Osborne Middle School.

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Appendix A

McCarthy Dressman Teacher Development Grant Application Alignment

The online application requires short narrative responses. The responses below are drafted so the applicant can copy, revise, and paste them into the online application while observing the word-count limits listed in the foundation’s application preview.

Application Question	Draft Response
1. Describe your project and how it will contribute to the development of participating teachers. (500 words)	The Digital Inquiry and Equitable Technology Integration Initiative will help participating social studies teachers move from basic technology use to purposeful, inquiry-based, accessible technology integration. Teachers will learn to design lessons using interactive maps, digital primary sources, annotation tools, multimedia supports, and accessibility features. The project will include quarterly professional learning cycles, collaborative lesson design, peer observation, and reflection. Teachers will develop practical skills in tool selection, digital inquiry design, differentiation, classroom management with devices, and evidence-based evaluation of student work.
2. Provide at least two references/models/research citations. (200 words)	The project is grounded in Universal Design for Learning, which guides teachers to reduce barriers through multiple means of engagement, representation, and action/expressions (CAST, 2024). It is also aligned with the ISTE Standards, which emphasize high-impact, sustainable, scalable, and equitable learning experiences with technology (International Society for Technology in Education, 2024). The local needs assessment and technology plan provide context-specific evidence for the proposed goals (Eady, 2026a, 2026b).
3. Describe your school/organization and participating teachers. (200 words)	Osborne Middle School is a public middle school in Gwinnett County Public Schools serving grades 6-8. During the 2024-2025 school year, Osborne enrolled 1,816 students and employed 112 classroom teachers (NCES, 2025). The project will involve six social studies teachers, the library media specialist, instructional technology support, special education/ESOL representatives, and the applicant as project director.
4. Describe how the project is new, improves instruction, develops teachers, and increases student learning. (200 words)	The project differs from prior practice because it focuses on inquiry-based technology use rather than presentation or assessment tools alone. Teachers will learn to use interactive maps, digital primary sources, annotations, and accessibility supports to help students investigate social studies content. Teacher development will occur through coaching, modeling, collaborative planning, and peer observation. Student learning will increase through deeper source analysis, geographic reasoning, evidence use, and more accessible pathways for demonstrating understanding.
5. Inquiry, reflection, and documentation. (200 words)	Guiding questions include: How can digital maps and primary sources improve historical and geographic reasoning? Which accessibility supports most improve student access? What professional learning structures lead to consistent implementation? Teacher learning will be documented through lesson plans, coaching logs, reflections, peer observation forms, and pre/post confidence surveys. Student learning will be documented through work samples, rubrics, platform usage logs, and selected assessment evidence.
6. Products to disseminate to other teachers. (100 words)	The project will produce a shared digital inquiry resource hub, three exemplar social studies lessons, teacher reflection summaries, accessibility checklists, student work samples with identifying information removed, a walkthrough rubric, and a final presentation for the department or leadership team.
7. Implementation plan. (100 words)	The project will begin with planning, resource audit, and training preparation in spring/summer 2026. Teachers will receive initial training in August 2026. Pilot lessons will occur September-October. Midyear review and accessibility-focused training will occur November-December. Wider implementation and peer observation will occur January-February. Data collection and evaluation will occur March-May 2027.

Appendix B

2-Minute Elevator Pitch Script and Visual Plan

Script:

Hello, my name is Jori Eady, and I am requesting \$5,544 to fund the Digital Inquiry and Equitable Technology Integration Initiative at Osborne Middle School. Osborne already has a strong technology foundation, including student Chromebooks and common digital platforms. However, our needs assessment showed that access alone is not enough. Teachers are using technology often, but stakeholders identified a need for more interactive social studies tools, better support for differentiation, and more consistent, job-embedded professional learning.

This project will help teachers shift from basic digital assignments to inquiry-based learning. With this grant, participating teachers will learn to use interactive maps, digital primary sources, annotation tools, multimedia supports, and accessibility features to help students analyze history and geography in deeper ways. Students will not just read about places, events, and perspectives; they will interact with maps, examine sources, annotate evidence, and create products that show their thinking.

The budget is focused and practical. Funds will support Nearpod and Kami licenses, headsets, document cameras, teacher stipends for summer lesson design, substitute coverage for peer observation and coaching, materials for a family digital citizenship event, and a small implementation contingency. ArcGIS for Schools will be used as a no-cost mapping resource, which helps stretch the grant dollars while still strengthening inquiry-based geography instruction.

The benefits will reach students, teachers, and the school. Students will gain more engaging and accessible ways to learn social studies content. Teachers will receive coaching,

modeling, and planning time to implement technology effectively. The school will gain a shared resource hub, common expectations, and evaluation data that can guide future technology decisions. Funding this project will help Osborne Middle School use technology not just more often, but more purposefully, equitably, and effectively.

Suggested visuals for the video presentation:

- Opening slide with project title, school name, and total request: \$5,544.
- Simple needs slide showing key data: 70% daily technology use, 10% fully supports differentiation, 70% rate interactive tools as extremely important.
- Photo or icon collage: maps, primary sources, Chromebooks, annotation, headphones, coaching.
- Budget slide with the main categories: tools, accessibility equipment, teacher development, evaluation/outreach.
- Benefits slide: students analyze, teachers collaborate, school builds sustainable practices.
- Closing slide: "Technology with purpose: inquiry, access, and measurable growth."