



# The 21<sup>st</sup> Annual INNOVATIVE TEACHER IDEA EXPO

*Presented by  
WELLS FARGO &  
Broward Teachers Union*



**February 3, 2018**



BROWARD TEACHERS UNION





# Helping Build Brighter Futures

## One step at a time!

Free Checking with e-Statements • Mobile Banking • Business Loans  
Auto Loans • Mortgage Solutions • Credit Cards • Home Equity Loans

**BSCU.org**



Federally insured by NCUA

EQUAL HOUSING  
LENDER



THANK YOU TO OUR PROUD SUPPORTERS



State of Florida District Education Foundation  
Matching Grants Program



BROWARD TEACHERS UNION

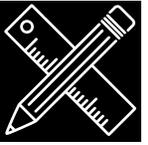


Ford Motor Company Fund





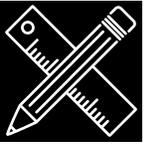
# SUBJECT INDEX



	<i>Page</i>		<i>Page</i>
<b>ART, DRAMA &amp; MUSIC</b>		<b>MATH</b>	
Amazing Table Talk...Bringing Conversations ALIVE!	25	7 Robots that Highly Effective STEM Teachers Use!	11
Art Reaching Today's Youth (ARTY)	34	B.R.A.R.E.	35
Exploring Entrepreneurship	28	Elementary Aquaponics	14
Printmaking Magic Exploration	33	Exploring Entrepreneurship	28
The Red Road: Reading, Writing & Research from the Native American Perspective!	32	The Game of Life®	29
Students Are The Best Teachers	19	Printmaking Magic Exploration	33
Striving For Your Own Excellence	21	RAFT Lifesaver Strategy For Embarking Reading Into Writing	17
WAMPUM	24	Standards & Shifts @Work Transforming ELA & Math Standards	26
<b>COMMUNITY INVOLVEMENT</b>		<b>SCIENCE</b>	
B.R.A.R.E.	35	Amazing Table Talk...Bringing Conversations ALIVE!	25
Exploring Entrepreneurship	28	Elementary Aquaponics	14
<b>HEALTH &amp; PE</b>		Exploring Entrepreneurship	28
Amazing Table Talk...Bringing Conversations ALIVE!	25	The Game of Life®	29
Exploring Entrepreneurship	28	Printmaking Magic Exploration	33
<b>LANGUAGE ARTS</b>		QR Coding to Making Learning Interactive	10
7 Robots that Highly Effective STEM Teachers Use!	11	RAFT Lifesaver Strategy For Embarking Reading Into Writing	17
Amazing Table Talk...Bringing Conversations ALIVE!	25	"Why do mosquitoes really buzz in people's ears?"	20
At What Price?	27	<b>SOCIAL STUDIES</b>	
B.R.A.R.E.	35	Amazing Table Talk...Bringing Conversations ALIVE!	25
Building A Blended Learning Toolbox	16	At What Price?	27
Exploring Entrepreneurship	28	Exploring Entrepreneurship	28
Florida Teens Read!	18	The Game of Life®	29
The Game of Life®	29	Printmaking Magic Exploration	33
Printmaking Magic Exploration	33	QR Coding to Making Learning Interactive	10
QR Coding To Making Learning Interactive	10	RAFT Lifesaver Strategy For Embarking Reading Into Writing	17
RAFT Lifesaver Strategy For Embarking Reading Into Writing	17	The Red Road: Reading, Writing & Research from the Native American Perspective!	32
The Red Road: Reading, Writing & Research from the Native American Perspective!	32	WAMPUM	24
Standards & Shifts @Work Transforming ELA & Math Standards	26	"Why do mosquitoes really buzz in people's ears?"	20
Striving for Your Own Excellence	21	<b>STEM</b>	
Students Are The Best Teachers	19	7 Robots that Highly Effective STEM Teachers Use!	11
WAMPUM	24	Elementary Aquaponics	14
"Why do mosquitoes really buzz in people's ears?"	20	QR Coding to Making Learning Interactive	10
<b>LIFE SKILLS</b>		<b>TECHNOLOGY</b>	
B.R.A.R.E.	35	7 Robots that Highly Effective STEM Teachers Use!	11
Florida Teens Read!	18	Building a Blended Learning Toolbox	16
Striving For Your Own Excellence	21	Elementary Aquaponics	14
WAMPUM	24	Exploring Entrepreneurship	28
		QR Coding to Making Learning Interactive	10
		Students Are The Best Teachers	19
		WAMPUM	24



# TABLE OF CONTENTS



Sincere thanks to the 2018 Idea Expo Planning Committee:

**Adriana B. Ermoli-Miller**  
**Amy M. Decelle**  
**Andrea Lopes**  
**Anmarie Stramanak**  
**Carlotta A. Rody**  
**Debra P. Fisher**  
**Donna Newbold**  
**Elischeba M. Vilamar**  
**Ines Sanchez-Sosner**  
**Latisa W. Nelson**  
**Laura McMinn-Glick**  
**Leona A. Miracola**  
**Dr. Lisa V. Milenkovic**  
**Melanie T. Hemphill**  
**Dr. Michelle Weiss**  
**Pam Davis**  
**Rosina F. Bencivenga**  
**Tara J. Pasteur**  
**Tara Dukanauskas**

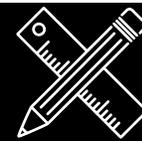
The 2018 Innovative Teacher Idea Catalog is sponsored by Forum Publishing Group

Interested in obtaining funds to implement one of these projects in your classroom? Attend the Idea Expo, contact the grant-winning Disseminator Teacher then **apply** for a Broward Education Foundation ADAPTER GRANT at [browardedfoundation.org/expo](http://browardedfoundation.org/expo) by **February 28, 2018**.

	<b>Page</b>
Sponsor Acknowledgement	1
Subject Index	2
Table of Contents	3
Important Dates	4
Welcome	5
What Are Innovative Teacher Grants?	6
Add A Spark of Creativity To Your Classroom!	7
Broward Education Foundation Board of Directors	8
<b>SCIENCE, TECHNOLOGY, ENGINEERING &amp; MATH presented by WELLS FARGO</b>	<b>9</b>
QR Coding to Make Learning Interactive <i>by Tara Dukanauskas</i>	10
7 Robots that Highly Effective STEM Teachers Use! <i>by Paula Fijalkowski</i>	11
Gardens (and Nutrition) on the Go <i>by Lauren Kilmer Ferreira</i>	12
STEM Strategic Gaming <i>by Gisela Naranjo</i>	13
Elementary Aquaponics <i>by Vincent Newman</i>	14
<b>LANGUAGE ARTS, READING &amp; WRITING presented State of Florida Matching Grants</b>	<b>15</b>
Building A Blended Learning Toolbox <i>by Dona Maggio</i>	16
RAFT Lifesaver Strategies For Embarking Reading Into Writing <i>by Miladys Cepero-Perez</i>	17
Florida Teens Read! <i>by Diana Haneski</i>	18
Students Are The Best Teachers <i>by Sandy Melillo</i>	19
“Why do mosquitoes really buzz in people’s ears?” <i>by Sheri A. Kleinman Dominguez</i>	20
Striving for YOUR Own Excellence <i>by Amy Decelle</i>	21
Student Art Catalog Design Winners	22
<b>SOCIAL STUDIES &amp; LIFE SKILLS presented by Broward Education Foundation</b>	<b>23</b>
WAMPUM <i>by Andrea Beames</i>	24
Amazing Table Talk...Bringing Conversations ALIVE <i>by Pamela Davis</i>	25
Standards & Shifts @Work Transforming ELA & Math Standards <i>by Ebony Wallace &amp; Miladys Cepero-Perez</i>	26
At What Price? <i>by Linda Kal Sander</i>	27
Exploring Entrepreneurship <i>by Jeannie Krouch</i>	28
The Game of Life® <i>by Eileen Santiago &amp; Vincent Newman</i>	29
Heal The Planet	30
<b>ARTS, DRAMA, MUSIC, HEALTH &amp; PE presented by BrightStar Credit Union</b>	<b>31</b>
The Red Road: Reading, Writing and Research From The Native American Perspective! <i>by M. Jacob Aronin</i>	32
Printmaking Magic Exploration <i>by Luisa Dugas</i>	33
Art Reaching Today’s Youth (ARTY) <i>by Libby Hodges</i>	34
B.R.A.R.E. <i>by Karen Page</i>	35
C-SPAN	36
What’s In Store At The Wells Fargo 21 <sup>st</sup> Annual Innovative Teacher Idea Expo?	37
Workshops at the Idea Expo	38
Workshops at the Idea Expo	39
Workshops at the Idea Expo	40
<b>REGISTRATION FORM</b>	<b>41</b>
Lucky’s Markets	42
NSU Catering- Chartwells	43
Ford Motor Company Fund	44



# 2017-2018 IMPORTANT DATES



## JANUARY

8<sup>th</sup>- **2019 Innovative Teacher Grant Applications open**

*2018 Disseminator “Workshop on Workshops”  
Disseminators learn how to give a precise  
presentation at the Innovative Teacher Idea Expo*

## FEBRUARY

3<sup>rd</sup> - **21<sup>st</sup> Annual INNOVATIVE TEACHER IDEA EXPO**

*Presented by WELLS FARGO & Broward Teachers Union*

9<sup>th</sup>- Education First Leadership Breakfast

28<sup>th</sup>- *2018 Adapter Grant applications due*

## MARCH

22<sup>nd</sup>- CluelessOnLasOlas.com

*An interactive “whodunit” murder mystery party*

## APRIL

*Innovative Teacher Honors Reception*

22<sup>nd</sup>- 2019 Disseminator Grant Application due

## MAY

30<sup>th</sup> - 2018 Scholarship Awards

*2019 Disseminator grant winners notified*

## JUNE

*2019 Disseminator Orientation*

## JULY & AUGUST

*Tools for Schools Back-to-School Supply Drive*

## SEPTEMBER

*Hall of Fame Distinguished Alumni Reception*

## OCTOBER

*Education First Employee Giving Campaign*

*Hall of Fame Distinguished Alumni Breakfast*

## NOVEMBER

*2019 Innovative Teacher Grant application deadline*

**Do you teach in  
Title I school?**

**SHOP FOR FREE  
ALL YEAR at  
Broward Education  
Foundation’s  
Tools For Schools  
Broward Center!**



Thanks to generous donors and supporters, Tools for Schools is filled full of needed school supplies, paper, pencils, markers, incentives, and more!

BROWARD EDUCATION  
FOUNDATION

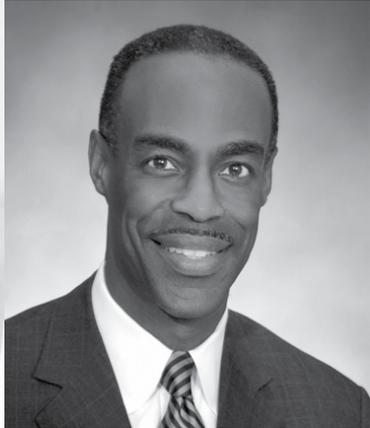
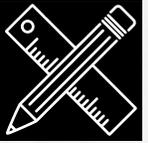
600 SE Third Ave, 1<sup>st</sup> FL  
Ft. Lauderdale, FL 33301  
754.321.2030

[Browardedfoundation.org](http://Browardedfoundation.org)

*\*Dates are subject to change*



# WELCOME



"I am excited to welcome our Broward County Public Schools educators to the Broward Education Foundation's 20th Annual Innovative Teacher Idea Expo, where we celebrate positive learning outcomes, creative classroom experiences, inspiring educational opportunities and our remarkable educators.

You are our finest community resource because of your lasting impact on the lives and the futures of our youth. The Idea Expo and other learning initiatives of the Broward Education Foundation aim to support your dedication and achievements with your students. As a model for other school districts, the Idea Expo is a powerful resource for showcasing the innovative curricula we use to educate our diverse student population.

I also extend my appreciation to the many businesses and community partners who help to make the Broward Education Foundation's many programs a success! By working together to support our students, educators and schools, we are creating a more talented, skilled workforce, and making Broward County a better place for families to live, learn and grow."

**Robert Runcie**  
Superintendent of Schools

"Broward Education Foundation's Innovative Teaching program showcases cutting-edge ideas developed by some of our most imaginative Broward County teachers. The initiative, resourcefulness and dedication demonstrated by our talented Broward County teachers ensure a high level of achievement for our students through engaging, interactive learning.

We applaud your efforts, and the generosity of our business and community partners, for your commitment to, and support of, this very successful program.

Broward Education Foundation has compiled these innovative and creative projects to share with you, your peers and colleagues to advance student achievement in our district.

I highly encourage you to utilize this Innovative Teacher Idea catalog as an year-round resource for creating inspirational lessons and experiences that motivate our students to excellence."

**Nora Rupert, Chair**  
The School Board of Broward County, Florida

"Broward Education Foundation is proud to foster innovative teaching in Broward County Public Schools. A cornerstone of our organization, our Innovative Teaching program is an invaluable asset for educators seeking to engage, energize and propel students to their highest levels of achievement.

Funding for Innovative Teacher Grants and events, Tools for Schools Broward and programs like Debate, Chess, P.L.E.A.S.E., LEEQ, and more is made possible thanks to public-private partnerships, business and community leaders and most importantly, generous BCPS contributors to our Education First Employee Giving Campaign.

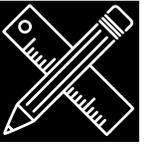
We trust that you'll retain this Innovative Teacher Idea catalog as a go-to resource. On behalf of Broward Education Foundation's Board of Directors, sponsors and staff, congratulations to the grant-winning Innovative Teachers featured in these pages!"

**Christina Fischer**  
Chair, Broward Education Foundation





# WHAT ARE INNOVATIVE TEACHER GRANTS?



**Broward Education Foundation** awards monetary grants for Innovative Teachers who have developed classroom curriculum that engages and propels students in Broward County Public Schools to success and increases their learning outcomes. Funding for these grants is made possible by through public-private partnerships, business and community leaders and most importantly, contributors to the Education First Employee Giving Campaign.

The **Innovative Teacher Idea Expo** presented by **WELLS FARGO & Broward Teachers Union** is an excellent opportunity to learn about unique projects at workshops and to learn from the grant-winning Disseminators who have created them.



ATTEND The 21<sup>st</sup> Annual  
INNOVATIVE TEACHER IDEA EXPO  
Register Now at  
[browardeducationfoundation.org/expo](http://browardeducationfoundation.org/expo)  
or complete/return the form on page 41



Educators may apply for two types of Innovative Teacher Idea Grants:

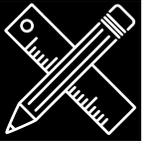
**Disseminator Grants-** Innovative Teacher Idea projects featured in this catalog are proven and tested with measurable outcomes. Innovative Teacher Disseminators receive a grant to package and market their teaching strategy through curriculum packets, visual displays and workshops. The Disseminator Grant application can be found at [browardeducationfoundation.org/expo](http://browardeducationfoundation.org/expo)— applications are accepted from **January 8- April 22, 2018**. Grant-winning educators receive \$1,000 from Broward Education Foundation and will be featured in the 2019 Innovative Teacher Idea catalog.

**Adapter Grants-** Educators inspired by Innovative Teacher Ideas in this or prior catalogs may adapt and receive funding to purchase materials and implement a project in their classrooms. To apply for an Adapter grant, select a project from the catalog, attend the Idea Expo or directly contact the Teacher Disseminator, and apply online at [browardeducationfoundation.org/expo](http://browardeducationfoundation.org/expo). Applications are due by **February 28, 2018**.

For more information on Innovative Teacher Idea Grants,  
contact Broward Education Foundation  
at 754.321.2032 or visit [browardeducationfoundation.org/expo](http://browardeducationfoundation.org/expo)



# ADD A SPARK OF CREATIVITY TO YOUR CLASSROOM!



## **EXPLORE** the Innovative Teacher Idea Catalog!

The projects presented here were developed by Innovative Teachers in Broward County Public Schools. These creative educators received Broward Education Foundation Disseminator Grants to package and share their successful teaching strategies with you through curriculum packets, visual displays and workshops. Use the catalog as an idea file and keep it handy for easy reference throughout the year.



## **ATTEND** the **21<sup>st</sup> INNOVATIVE TEACHER IDEA EXPO**

*presented by WELLS FARGO & Broward Teachers Union*



The Innovative Teacher Idea Expo offers exciting presentations and workshops, gift bags, great door prizes, lunch, and the opportunity to interact with more than 50 grant-winning Disseminators and their visual project displays. **Best of all**, each Idea Expo attendee receives a USB flash drive for each featured project that includes course outlines, lesson plans, resource lists, student worksheets and tools to help you adapt a project for your classroom!

**WELLS  
FARGO**

**21<sup>st</sup> Annual Innovative Teacher Idea Expo**  
Saturday, February 3, 2018 8:00 am – 3:30 pm  
NSU Davie Campus - [browardedfoundation.org/expo](http://browardedfoundation.org/expo)



## **APPLY** for an Adapter Grant!

To purchase materials to adapt an Innovative Teacher Idea project featured in this catalog, apply for an Adapter grant. Simply select a project from this catalog, attend the EXPO for to chat with with the grant-winning Disseminator, locate the project on the USB Flash Drive, discuss your ideas for implementing the project with the Disseminator and apply by February 28, 2018 at [browardedfoundation.org/expo](http://browardedfoundation.org/expo).



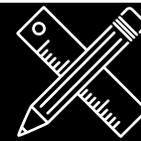
## **DISSEMINATE** your Innovative Teacher Idea in 2019!

Become an Innovative Teacher Idea Disseminator and you'll be featured in next year's catalog. Broward Education Foundation awards \$1,000 Disseminator Grants to educators willing to share the successful teaching strategies that they designed and implemented in their classrooms. All Broward County Public Schools and charter school educators may apply to be a Disseminator. All teachers at Broward County Public Schools apply for a Broward Education Foundation Disseminator Grant online by April 22, 2018 at [browardedfoundation.org/expo](http://browardedfoundation.org/expo).





# BROWARD EDUCATION FOUNDATION BOARD OF DIRECTORS



**Christina Fischer, Chair**  
*The Fischer Group*

**Frank Horkey, Treasurer**  
*Horkey & Associates, P.A.*

**Frank Mandley, Chair Elect**  
*F. Mandley & Associates, Inc.*

**Tim Curtin, Secretary**  
*Memorial Healthcare System*

**Ash Benzo**  
*City of Fort Lauderdale*

**Janna Peters Lhota**  
*Holland & Knight*

**Charles Verner**  
*UBS Financial Services, Inc.*

**Dr. Valerie Bristor**  
*Florida Atlantic University*

**Ruth Lynch**  
*The Florida Consortium of  
Public Charter Schools*

**Dionne Wong**  
*Broward Health*

**Myriam Campo Goldman**  
*Harmony Development Center*

**Edward MacPherson**  
*MPR Equities, LLC*

**Margarita Castellon**  
*AT&T*

**Jean McIntyre**  
*IBERIABANK*

**Shari Francis**  
*Broward County Public Schools*

**Ann Murray**  
*School Board of Broward County*

**Sharon Glickman, Esq.**  
*Broward Teachers Union*

**Luz Negrón**  
*University of Phoenix*

**Ric Green**  
*Greater Pompano Beach  
Chamber of Commerce*

**Dorothy Orr, Ed.D.**  
*Former Interim Superintendent*

**Renee Grutman**  
*Broward County Council  
PTAs/PTSAs*

**Matthew Rocco**  
*South Florida  
Manufacturers Association*

**Stephanie Grutman**  
*Ballard Partners*

**Robert Runcie, Superintendent**  
*School Board of Broward County*

**Robyn Hankerson**  
*Johnson & Wales University*

**Gaye Stewart-Loudis**  
*Consultant*

**Dustin Jacobs**  
*BrightStar Credit Union*

**Bob Swindell**  
*Greater Fort Lauderdale Alliance*

**Wilnar Julmiste**  
*AndersonGlenn LLP*

**Gale Teegarden**  
*Houghton Mifflin Harcourt*

**Clover Lawrence**  
*Wells Fargo*

**Mary Jo Terminello**  
*Former District Teacher of the Year*

## Broward Education Foundation Staff

**Shea Ciriago**  
*Executive Director*

**Coco Burns**  
*Program Director*

**Mari-Lee Baxter**  
*Program Director*

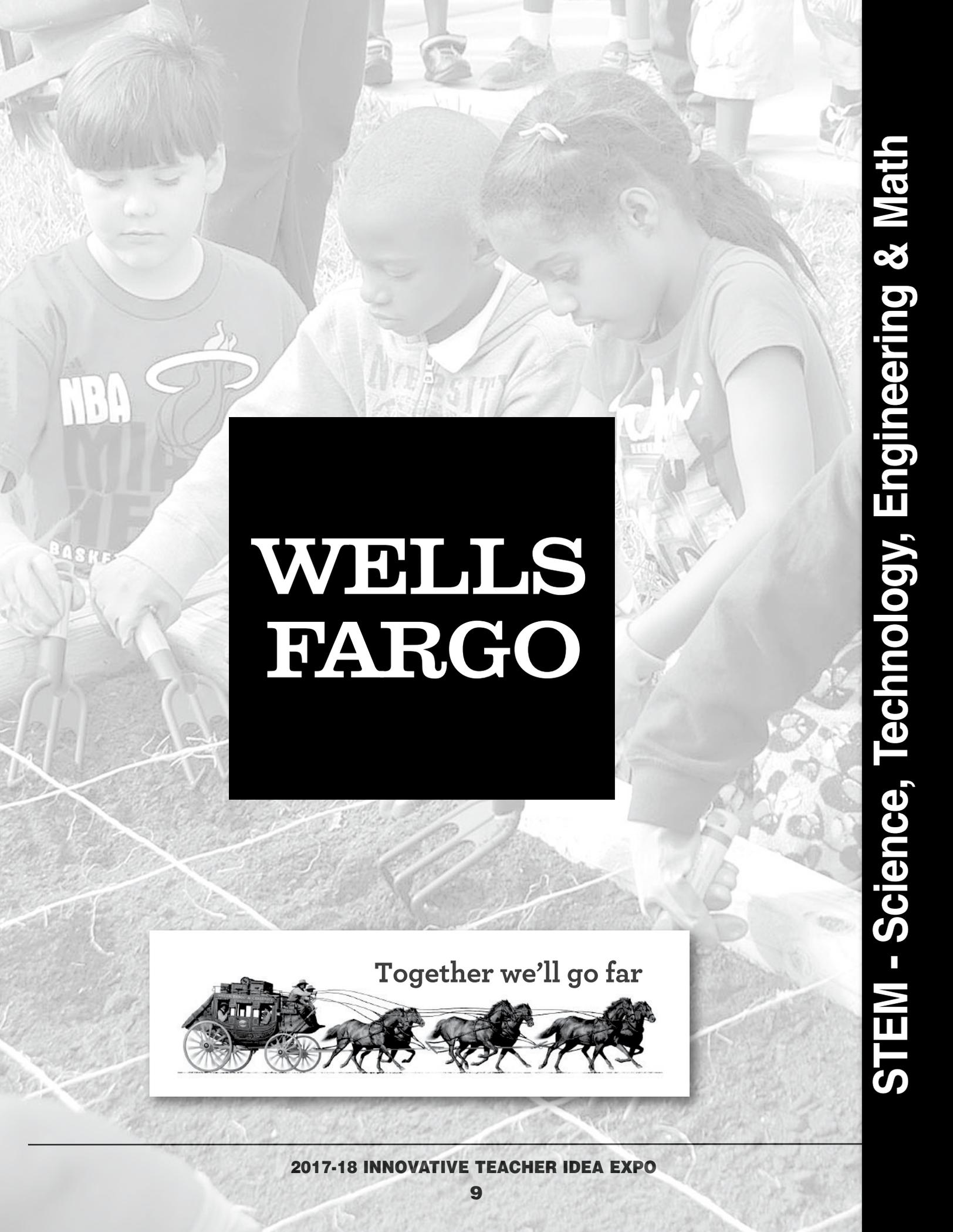
**Claudette Lavoie**  
*Program Director*

**Pejay Ryan**  
*Director of Marketing*

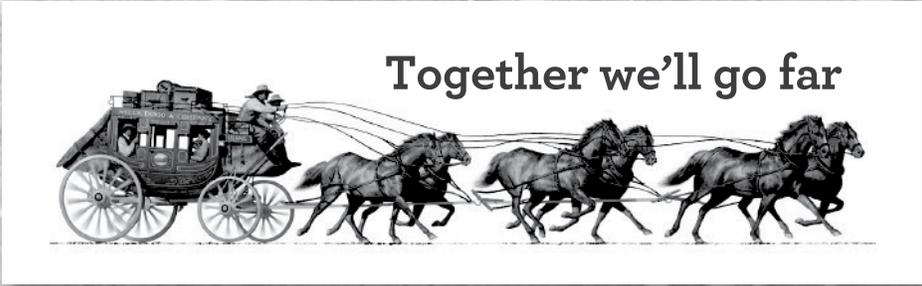
**Hector Javier**  
*Tools for Schools Broward  
Store Manager*

**Orlellys Sanchez**  
*Finance Manager*

**Kyle Barfield**  
*Administrative & Web  
Marketing Coordinator*



# WELLS FARGO



**STEM - Science, Technology, Engineering & Math**



**OUTCOME:**

Outcomes include a more engaging and interactive learning experience resulting in significant gains in subject knowledge and technological skills.



# QR Coding to Make Learning Interactive

**QUOTE:**

"There are so many tools that educators can use to get students interested and engaged in their work. Like most teachers today, I integrate technology into my instruction every day. QR codes allow me to differentiate instruction. QR codes make learning engaging, interactive and fun. QR codes can be used in so many ways. Create games, quizzes, center activities and more."

**THE PROJECT:**

Quick response (QR) codes are easy to create and have many uses in the classroom. With the posting of a QR code, students can be led to information by using the camera on their computer or mobile device. This project provides links to QR code readers and creators and tons of ideas for their use in the classroom. Example projects include: create a Wordle on an explorer to display and then create a QR to go with the explorer's picture; create a QR code scavenger hunt for students or parents (back to school); record students reading their own biographies and QR code links to their video; have students correct websites or web resources for lessons by placing a QR code on top of work page; have students open a file to annotate, or open a link to a website for an online quiz; create interactive posters; or add QR codes to garden plants so visitors can have an interactive educational experience. The options are limitless.

**THE STUDENTS:**

*QR Coding to Make Learning Interactive* was implemented with a class of 20 (Grade 2) gifted/advanced students. The project can be implemented with any grade level or skill level from K-12 including ESE (students with special needs)

**THE DISSEMINATOR:**

Tara Dukanauskas is a highly effective educator who holds her Master's Degree and is Nationally Board certified in Early Childhood Education. She has won several grants and has also been a grant disseminator for several years. Tara likes creating exciting and innovative projects so teachers can help their students reach their potential.

**MATERIALS & FACILITIES:**

The project can be implemented in any setting as the QR codes can be placed anywhere including in an outdoor environments such as gardens. Materials needed are a device such as a computer, iPad® or tablet /phone to scan the codes; QR code generator and QR code reader apps are readily available for free or at a low cost. If teachers have the technology available, they can purchase materials for a specific project(s.) For example, if a teacher wants students to create Science Fair boards to go along with their Science Fair projects, those materials can be purchased and the QR codes can be embedded within the projects. Or, upon scanning the QR code, one can be taken to PDF files or a webpage or video that further explains the actual experiment.

**RESOURCES:**

Resources are readily available and include any classroom materials. This project elevates learning by making the process interactive and engaging. There are many tutorials and guides available on the QR coding process. There are ready-made QR code materials available that teachers can also utilize until they or their students are ready to create their own QR coded projects and activities.



Sponsored by:

# WELLS FARGO

**MORE INFORMATION**

**TARA DUKANAUSKAS**  
 North Andrews Gardens Elementary  
 345 NE 56th Street  
 Oakland Park, FL 33334

---

754-322-7340

---

Tara.dukanauskas@browardschools.com

---

Principal: Davida J. Schacter



**OUTCOME:**

This is amazing fun-filled project allows students to develop a greater depth of knowledge in all curricular areas, while utilizing robots for collaborative and “hands-on” learning. Students are 100% engaged, 100% of the time. They take ownership of their work and are proud of the results. Problem solving skills and critical thinking skills also improve greatly as the rigor is enhanced.



# 7 Robots that Highly Effective STEM Teachers Use!

**QUOTE:**

“When we get to use the robots to learn, it is easier for me because when I am coding them, I have to go back over each step multiple times to make sure it is right. Once it is coded right, I already know the lesson back and forth. Then I get to have more time on my computer because I already know what I need to for class!”

**THE PROJECT:**

Students use different types of robots to reinforce and help them learn. Robots can be incorporated into any subject area to reinforce skills, apply learning and encourage critical thinking.

During this process, students also learn how the robots move and how to navigate them through lines of code - basically, learning computer science skills as they are learning subject matter.

Students learn that color sequencing matters while coding and initially, they learn to write simple lines of code. They learn the basics on how to troubleshoot to make sure there are no breaks in the lines of code while incorporating their subject matter. They use the “debugging” process continuously to ensure that the robots are following their reasoning. The students are then given missions to complete that may require them to write one code or numerous codes.

This is dependent on the given mission and learning outcome desired, as well as, the student’s ability level. The mission could be as easy as having students race their robots through a maze, or as complex as one of the 5th grade missions where students demonstrate and verbally explain each step as of the digestive process as a piece of food moves through the digestive system. The students can continue at their own

comfort level with the robots. Robots can be implemented at each grade level and students can build on the skills learned at the previous grade levels. If a child can do that correctly, they know their content!

**THE STUDENTS:**

1200+ Students, grades: K-5th. Ethnic Distribution: White 31.8%; Hispanic 52.4%; Asian 8.1%; Black 6%, Other 1.6%, Free or Reduced Lunch: 14.3%

**THE DISSEMINATOR:**

Paula Fijalkowski is an elementary teacher currently in her 11th year teaching and is the STEM Robotics Teacher at Manatee Bay Elementary as part of the Specials Team. She has a passion for teaching, especially in the areas of Math & Science and credits this passion because she struggled with Math in her early years. She feels and understands the frustration when a student does not understand or grasp a concept put forth in the classroom and continuously tries to reach that student to help them understand the concept and become proficient in it. This can be through games, music, competitions or even use of computers and robotics. She believes that when a teacher connects classroom concepts to “real-life,” it results in more opportunities to grab the child’s mind and spark in them a true desire to learn. There is nothing better than seeing a child’s face when they realize that they understand something new!

**MATERIALS & FACILITIES:**

A clean flat area (tables) where students will be able to work with their robots, white paper, markers, Robots: Ozobots, Dash & Dot, Lego WeDo’s, Lego EV3’s, Sphero, Ollie, VEX, iPad or computer and a great imagination!

**RESOURCES:**

*Lego.com, VEX Robotics.com, Blocky, Wonder, Path Apps, Ozobot, YouTube*



Sponsored by:  
**WELLS FARGO**

**MORE INFORMATION**  
**PAULA FIJALKOWSKI**  
Manatee Bay Elementary School  
19200 Manatee Isles Drive  
Weston, FL 33332  
754-323-6450  
paula.fijalkowski@browardschools.com  
Principal: Heather Hedman-De Vaughn



**OUTCOME:**

Students enjoy the benefits of using STEM gardening techniques while cooperating with others in a collaborative nurturing garden environment. Life lessons are instilled in each student as they learn patience, teamwork and observation skills. The goal is to have each student involved in planting seeds of hope for years to come.



# Gardens (and Nutrition) On The Go

**QUOTE:**

“A little green plant will brighten everyone’s day. Garden as if you will live forever.” ~ William Kent

**THE PROJECT:**

Students learn the importance of gardening for a healthier future and acquire “hands-on” STEM Garden on the Go techniques in a supervised mobile garden and nutritional lab. The harvest is incorporated into healthy and tasty recipes, and unused plant parts are used as compost for roof plants. (Hollywood Academy of Arts and Science is a 5-story building nestled between high-rise buildings and city streets with no grassy areas.) Mobile labs are rotated into the core classrooms and each Science lab throughout the Life Science course of study, and using observational skills and undiscovered senses, students are able to dig their hands in and have fun learning. As students become immersed in gardening, healthy nutritional values are instilled in them as they reap the benefits of the mobile garden labs. Students/teacher are responsible for maintenance and upkeep of the garden and nutritional supplies as the labs are rotated. Course books and instructions are available with each card in order to enhance *Gardens on the Go*. Nutritional gardening in the classroom leads to the advancement of Life skills correlating with Florida educational standards in an encouraging, “hands-on” manner and students applaud the results.

**THE STUDENTS:**

*Gardens on the Go* can be adapted for any student at any grade level. The project may require step-by-step guidance for lower grades. Students may design and create new innovative tips and techniques to enhance the garden and its curriculum as they progress through the years. Currently, this project is used with more than 1,200 students and is expanding to eventually encompass the entire school including ESOL, students with disabilities and gifted students.

**THE DISSEMINATOR:**

Lauren Kilmer Ferreira was born and raised in Miami, Florida and graduated from St. Thomas University with her Bachelors of Arts in Elementary Education. She started teaching more than 22 years ago, and has educated students in Science in grades K-6 for more than 10 years. She has worked for DCPS and currently teaches at Hollywood Academy of Arts and Science. Lauren’s passion for Science fuels her belief that all students can learn and they must be active participants; her lessons are all focused on using the “hands-on” approach. She currently serves on many committees including Team Leader, Quest observer, AQI liaison and Elementary Science Fair Chair committee. Lauren has won numerous grants and awards throughout the years and her class has been featured in the Sun-Sentinel and Hollywood Gazette.

**MATERIALS & FACILITIES:**

Portable carts or wheeled storage units (can be made from recycled materials), Aero gardens, recycled milk cartons or planters, seeds, water, soil, light source (CFL/LED or sunlight), gardening books, paper, pens, pencils, crayons, markers, computers, iPads, or BYOD, small uncluttered area to place the *Gardens on the Go*, worksheets

**RESOURCES:**

Students that have access to the internet may use various website pertaining to plants and gardens along with worksheets provided by the Disseminator. Hard copy plant and garden books are highly recommended.



Sponsored by:

**WELLS FARGO**

**MORE INFORMATION**

**LAUREN KILMER FERREIRA**  
 Hollywood Academy of Arts and Science  
 1705 Van Buren Street  
 Hollywood, FL 33020

954-925-6404

kilmerferreira@hollywoodcharter.org

Principal: Mark Hage



**OUTCOME:**

A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution. Students use their newly acquired knowledge and critical thinking skills while learning new games.



# STEM Strategic Gaming

**QUOTE:**

“The great aim of education is not knowledge, but action.” ~Herbert Spencer

**THE PROJECT:**

Students will problem solve using weekly strategic games and discover new ways of working in collaborative groups while exploring new avenues of learning. They actively engage in puzzle and problem-solving games in a monthly competition to show mastery.

Students test their newly acquired skills in a monthly competition. After learning all of the games, the students compete in May to show game mastery, strategic knowledge and collaborative team building skills.

**THE STUDENTS:**

Students are chosen from high-achiever and gifted classes in grades 3-5.

**THE DISSEMINATOR:**

Gisela Naranjo is a 4th grade math/science teacher at Pembroke Pines Charter School-East Campus. She is the creator and director of the school STEAM Enrichment program. Prior to working as an Elementary school teacher, Gisela was the literacy coordinator for Broward County Library.

**MATERIALS & FACILITIES:**

STEM Strategic Gaming takes place in the school cafeteria once a week. Strategic games: *Quirkle*, *Abalone*, *Blokus*, *Othello*, *Checkers*, timers for each game table, score cards.

**RESOURCES:**

Teachers and volunteers that assist in implementing STEM Strategic Gaming



Sponsored by:

# WELLS FARGO

**MORE INFORMATION**

**GISELA NARANJO**  
 City of Pembroke Pines Charter Elementary  
 10801 Pembroke Road  
 Pembroke Pines, FL 33205

---

954-443-4800

---

gnaranjo@pinescharter.net

---

Principal: Robin Battle



**OUTCOME:**

Students exposed to Elementary Aquaponics at an early age can scaffold their learning and take it to a higher level for each program they go through at a school that develops or allows the program to develop. Students with varying exceptionalities can use the information to learn and grow. *Elementary Aquaponics* touches on all aspects of STEM, as well as Language Arts and Reading and allows all students to engage their sensory perceptions.



# Elementary Aquaponics

**QUOTE:**

"We plant ideas that grow."

**THE PROJECT:**

Elementary Aquaponics is a small basic aquaponics project for elementary school students and students with varying exceptionalities. The system is basic and small enough that younger children and challenged children can benefit from its use as well as the maintenance, planting of seeds, and the growth of both the plants and the fish.

**THE STUDENTS:**

This project was implemented with students from West Hollywood Elementary School, McArthur High's ESE students, and students from other schools. It can be disseminated in Elementary, Middle and High Schools throughout Broward County. By contacting administrators from other schools, and using a system small enough to travel and set-up, *Elementary Aquaponics* can be shared with other Broward County Public Schools. This saves individual schools the time and expense of arranging field trips.

**THE DISSEMINATOR:**

Mr. Newman has been a Broward County Teacher for 15 years. He holds a Master's Degree in Program Administration, a Bachelor's degree in Public Administration with a Gifted and ESOL Endorsement. He currently teaches Agriscience Foundations Honors, Horticulture Honors, Aquaculture Honors and Landscape Honors to high school students at McArthur High School. He also taught at Lynn University, Nova Southeastern University, Monsignor Edward Pace High School and Driftwood Middle School. He has been awarded two National Awards; 2017 Agriculture Teacher of the Year by the National Science Teacher Association and Ambassadorship- one of 25 teachers

awarded throughout the United States by the National Association of Agriculture Educators. The NAAE Award provided him training in Glendale, Arizona where he trained to present a workshops in Indianapolis at the National FFEA Convention and in Nashville, Tennessee. The State of Florida Department of Agriculture awarded Mr. Newman as one of the eight Agriculture teachers in Florida to receive the prestigious Agriscience Leadership Education Program. In that program, he travels throughout the state and meets with Agri business leaders. Broward County Environmental Services awarded Mr. Newman the P3 Eco Challenge Teacher Award. He is also on the Board of the Broward County Farm Bureau and the Florida Nursery Growers Landscape Association.

**MATERIALS & FACILITIES:**

Materials are available through local hardware store or specialty stores dealing solely with Aquaponics.

**RESOURCES:**

Aquaponics resources are available from various sources through the Internet and other websites.



Sponsored by:

**WELLS FARGO**

---

**VINCENT NEWMAN**  
 McArthur High School  
 6501 Hollywood Boulevard  
 Hollywood, FL 33024

---

754-321-1200

---

vincent.newman@browardschools.com

---

Principal: Todd LaPace



Adopted by the Florida Legislature in 2000, the  
*School District Education Foundation  
Matching Grants Program*

contributes substantially to the success of  
students and teachers in  
Broward County Public Schools.

Broward Education Foundation received  
\$325,000 in private sector matching funds for  
2017-18.

On behalf of the students we serve,  
Broward Education Foundation sincerely thanks  
Florida legislators for their continued and  
unwavering commitment to education.



**OUTCOME:**

Incorporating the latest technology and project-based learning into this innovative approach of using blended learning strategies to teach students about primary/secondary sources, evaluation of resources, the responsible use of information, citation writing and ways to avoid plagiarism helped students to become informed digital citizens and more prepared for the Florida Language Arts Standards.



# Building A Blended Learning Toolbox

**QUOTE:**

"You cannot teach today the same way you did yesterday to prepare students for tomorrow." ~ John Dewey, 1937

**THE PROJECT:**

This program teaches students how to evaluate resources effectively, to be responsible when working in social media or an online class platform, to be guardians of their digital footprint and to work collaboratively both online and in the classroom.

Students learn about their digital footprint, how to take responsibility for their online profiles, online safety, how to use social media appropriately and ways to avoid being a victim or participant of cyberbullying. Research tools are introduced to help students identify and narrow their topics. They learn to evaluate websites for validity and accuracy using the 5 W's of Web evaluation - *Who* created the site; *When* was the information posted; *Why* is this information useful; *Where* does the information originate and *What* is the author's purpose. In addition, they learn to avoid plagiarism and to use in-text and bibliographical citations.

In the beginning of the project, students are asked how they'll begin their research and almost all cite *Google, Wikipedia or Yahoo!* They are introduced to various online research databases and how to use them. College and career bound students should have an understanding of how to navigate online databases for information, charts, maps, pictures, videos, audio files, primary and secondary resources of information. It is important to teach students how to research and to provide them with examples of quality research.

Given a list of topics that have opposing viewpoints, students learn to create strong presentations with quality research, a visual presentation and a physical model. Following a presentation guideline, and working with a partner, students research the topic and create a visual presentation showing both sides. In addition to introduction, informational, and opposing view point slides, slides citing one primary and two secondary sources of information and a bibliographical slide are required. To supplement their electronic presentation, students create a physical model, flyer, poster, banner, business cards, trifold or any method to present their information in a physical way to the audience to help make their point.

All of these resources, website evaluation, cloud-based programs, databases, 3-D graphics makers, "hands-on" materials and digital citizenship lessons encourage a student-centered classroom and *Build A Blended Learning Toolbox*.

**THE STUDENTS:**

Coral Springs High has a diverse population of students. More than 50% of students are at or below the poverty level, and many qualify for free or reduced lunch programs. All students are faced with several challenges both in and out of the classroom. Regardless of their challenges, students continue to strive for and achieve at high levels.

**THE DISSEMINATOR:**

Dona Maggio, M.S Ed., NBCT possesses a B.A. in Mental Handicaps, an M.S. in Educational Media and a National Board Certification. She began teaching nineteen years ago, and has earned grants from *Best Buy, Office Depot/Shopa, Citibank Success Fund, Mary Turner Foundation, Target, Kids in Need Foundation and TGIF* as well as IMPACT II and Disseminator grants.

**MATERIALS & FACILITIES:**

Color printer, computer cart, tablets, 3-D printer, colored pencils, markers, poster board, 3"x5" cards, colored papers, glue, tape, arts and crafts materials.

**RESOURCES:**

The media center is used during the research and multimedia parts of the project. Students used resources from the Internet and Broward County Schools *Single Sign-On* to research information and *NoodleTools/Citation Station* for citations and in-text citing. *Cengage/Gale digital Resources, ProQuest, MS. Office, Prezi, Slidebean, Sway, GALE* e-books as well as laptop carts and tablets. 3-D cloud-based printing templates.

Sponsored by:



BROWARD TEACHERS UNION

## MORE INFORMATION

**DONA MAGGIO**

Coral Springs High School  
7201 W. Sample Road  
Coral Springs, FL 33065

754-322-0500

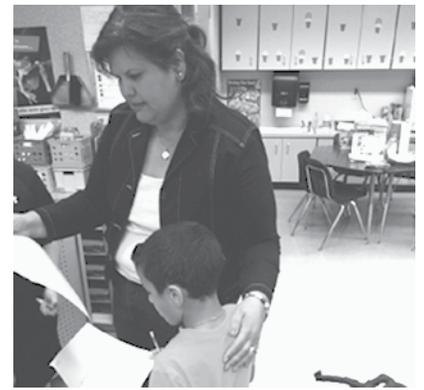
dona.maggio@browardschools.com

Principal: Vivian Suarez



### OUTCOME:

The greatest benefit of RAFT is that students integrate reading and writing in a non-traditional way. Students take what they have read and create a new product that illustrates their depth of understanding; it can be used with fiction or nonfiction texts. The format is incredibly flexible and offers limitless opportunities for creativity for both you and your students. The RAFTs Technique (*Santa, 1988*) is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content.



# RAFT Lifesaver Strategy for Embarking Reading into Writing

### QUOTE:

“...RAFT allows students much more personal freedom. Entice students with a variety of writing experiences. The exact assignment is far less important than the general goal of having students write often about content. Students learn what they write, and they learn to write by writing. The content areas provide a rich arena for writing.” ~ *S Santa, C. 1988. “Content Reading Including Study Systems” Dubuque, IA: Kendall/Hunt Publishing*

### THE PROJECT:

This project uses written response to reading as an approach to deepen student knowledge in all content areas and from different prospective. RAFT is a writing strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences. Students learn to respond to writing prompts that require them to think about various perspectives (*Santa & Havens, 1995*):

- **Role of the Writer:** Who are you as the writer? A pilgrim? A soldier? The President?
- **Audience:** To whom are you writing? A political rally? A potential employer?
- **Format:** In what format are you writing? A letter? An advertisement? A speech?
- **Topic:** What are you writing about?

### THE STUDENTS:

Students must think creatively and critically in order to respond to prompts, making RAFT a unique way for students to apply critical thinking skills to new information they are learning. RAFT writing is applicable in every content area thereby providing a universal writing approach for content area teachers.

### THE DISSEMINATOR:

Miladys Cepero-Perez has been an educator in Broward County Public Schools (BCPS) for sixteen years and is currently a Staff Developer at BCPS Office of Academics, Teacher Professional Learning and Growth. Her diverse experiences as an educator range from teaching elementary primary and intermedia, Literacy Coach and Curriculum Specialist. She received her Bachelor's Degree in Elementary Education with an ESOL endorsement from Nova Southeastern University. She received a Master's Degree in Curriculum Design and Technology Integration in the Curriculum from Grand Canyon University, is a renewed National Board Certification Teacher (2026) and has earned endorsements in Gifted Education, and Reading K-6. Presently, she is working on her Specialist on Education Degree in Educational Leadership at Florida Atlantic University. Miladys believes that education is transformational and life-changing because it is the determining factor bringing equity into the lives of families. Counting on her experience as an educator, she has no doubt that students should be given the autonomy of leading their own learning. She advises her colleagues to empower students by showing them how to apply what they are learning in class to solve problem using inquiry and project-based learning. Providing students with interesting, engaging learning opportunities embodied in complex text propels students' high academic success. She is a firm believer in providing professional development to teachers to become masters of their craft- that is the reason why Miladys Cepero-Perez has been a Broward Education Foundation Grant Disseminator for twelve years.

### MATERIALS & FACILITIES:

Students can complete this program with simply a notebook and a pencil using the

books provided by the teacher. For teachers that want to incorporate more into the program, items such as chart paper, individual white boards, Promethean boards, projected materials and individual student handouts are some ways that the project materials can be expanded to support student mastery. Facilities for implementing this project are also flexible, as it can be used with small or large groups, set up as whole unit in centers, or used in fragmented pieces.

### RESOURCES:

Pencil/pen, paper, blank RAFT graphic organizer, *Florida ELA Standards*, classroom libraries, a variety of books from different genres, media center

Sponsored by:



BROWARD TEACHERS UNION

## MORE INFORMATION

**MILADYS CEPERO-PEREZ, M.ED.,  
NBCT RENEWED  
Staff Developer  
Teacher Professional Learning and  
Growth | Office of Academics**  
3531 Davie Road  
Davie, FL 33314

754-321-5019, Ext. 2856

[miladys.cepero-perez@browardschools.com](mailto:miladys.cepero-perez@browardschools.com)

Supervisor: Elicia Bennett, Director:  
Dr. Fabian Cone



**OUTCOME:**

When students connect with the Young Adult novels, they want to talk about the books with their friends and they want their friends to read the books, too. This FTR Project connects with students and taps into their different learning styles. Students can talk, write, and create in many ways about the books. The FTR books represent several ethnic and cultural perspectives, and a variety of genres, reading levels, viewpoints and interests for students. Some students have read all the books and compete successfully in the District Battle of the Books.



# Florida Teens Read!

*Subjects: Language Arts, Reading, can be used with other subjects like Social Studies depending on book*

**QUOTE:**

“A good book is the best of friends.”~ *English Proverb*

**THE PROJECT:**

Students read books from the FTR (Florida Teens Read) list and they can choose to participate in any of the following activities:

*Get Charmed* - On the FTR Record/Ballot, students write a brief summary about the book, ask and answer a question that shows the book was read and then receive a book charm that is worn on a dog tag type necklace or a smaller chain that can hang from their backpack.

*Book Buttons* – Students make buttons in the Makerspace area of our Library Media Center featuring a graphic that represents one of the FTR books. The FTR buttons students create are popular worn on backpacks, lanyards and jackets.

*Book Club* - Discuss Books with peers virtually in the discussion area of CANVAS, Edmodo, and during face-to-face book club time in class, at lunch or after school too.

*FTR Lit Lunch* - Students who have completed the FTR Record/Ballot and received charms showing they read the book attend a quarterly luncheon in the library.

*Kahoot game* - Students who attend the luncheon compete in a Kahoot game where they have to answer questions correctly and within seconds. Questions they asked and answer on the FTR Record/Ballot sheet are used when creating the Kahoot on each book.

*Battle of the Books* - Students who have read and discussed all the books are eligible to compete in the annual Battle of the Books that is held off campus. Ten students from each participating Broward district school attend this field trip in the spring after students have discussed the 15 books during the school year. *Book Promotions* - Students make flyers, book trailers, opinion cards and more to promote the

*FTR books.* This packet is presented for high school students but the ideas, activities, and lessons can be adapted for middle and elementary readers and used with the Sunshine State Young Readers Award book lists.

**THE STUDENTS:**  
Grades 9-12, High school students.

**THE DISSEMINATOR:**  
Diana Haneski, the Media Specialist at Marjory Stoneman Douglas High School is known for her enthusiasm, energy and willingness to help students and teachers find the books they want to read. As a library teacher for 20 years, Haneski holds National Board Certification in Library Media, a Master’s of Science in Information and a Bachelor of Arts in Communication Speech and Theatre. Mrs. Haneski has presented at conferences and has trained her colleagues in Broward for two decades. Most recently, Diana has facilitated Recordex Training for Broward teachers. She loves helping Library Media Center visitors find reliable information, use technology and find books they want to read.

**MATERIALS & FACILITIES:**  
Materials include books, *Destiny*-online public access catalog, computers, tablets, charms, necklaces, buttons, paper, sign-making software, food and prizes Facilities for discussions and celebrations include the media center, classrooms, conference rooms.

**RESOURCES:**  
FTR Books for the current school year, computers, *Office365 apps, CANVAS and/ or Edmodo* and the current competition for the “Broward Battle of the Books” are used in collaboration with Reading and Language Arts teachers and the Literacy Coach.



Sponsored by:  
The State of Florida Matching Grants Program



**MORE INFORMATION:**  
**DIANA HANESKI**  
Marjory Stoneman Douglas High  
5901 Pine Island Road  
Parkland, FL 33076

---

754-322-2150  
Diana.haneski@browardschools.com

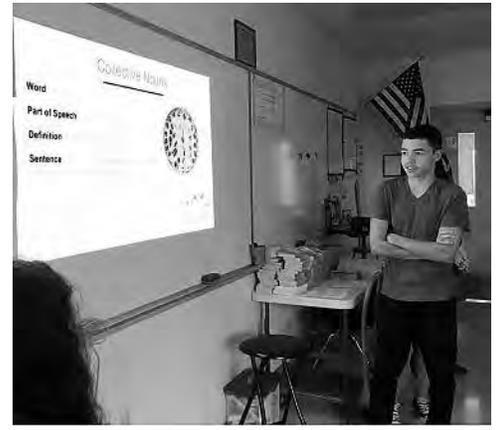
---

Principal: Ty Thompson



**OUTCOME:**

Students take charge of some of their own teaching and learning experiences and teachers learn new technologies embraced by students to enhance learning. Students create lesson data banks for continued access to review necessary concepts in particular curriculum and teachers reinvent their teaching and learning styles.



# Students Are The Best Teachers

**QUOTE:**

"I have learned the most when I have had to teach others"~ *Student*

**THE PROJECT:**

More and more students have been required to become active participants in their learning, and it is essential that instructors give them the tools necessary to collaborate with us in obtaining instruction that is both classic and current, and engaging and enhancing in its presentation in order to result in true and lasting knowledge. Currently, Broward County Public Schools has purchased and required that its teachers utilize *Canvas* as a means to organize, record, present, and assess course curriculum. Students can also utilize this program to create their own teaching tools and assessments.

It is not that this is a new concept. Fifty years ago a common fifth grade project would be for a student to create a detailed notebook with facts, maps, and pictures about the history of Florida. Sometimes this would even coincide with a class trip to the state capitol in Tallahassee. Students derived lasting knowledge from this project and its presentation that went far beyond any that a single teacher could have "instructed." With current technology, students are developing their own 360-degree virtual reality walking tours of the capitol by coding video, pictures, and facts utilizing *GoPro* cameras, drones, VR headsets, and *Oculus* technology. This is currently available in some Broward County classrooms.

Students take some responsibility for their own learning by developing innovative and engaging presentations of basic or advanced concepts that are crucial to a particular curriculum. It may be vocabulary, grammar, parts of speech, sentence structure, novel elements in English;

formulas and ways to compute answers in math; elements, scientific method, clouds, rocks, parts of cells, vocabulary in science; time periods, historical characters, various governments, psychological conditions in social studies; or verb conjugation, nouns etc., in foreign language. EOCs and FSA testing requires reviewing so much material that for many instructors, "teaching" means only a cursory review that does not result in lasting knowledge. Students remember what they "know," and this comes when they do the research and teach it to others.

**THE STUDENTS:**

Students take charge of their education with the guidance of their teachers and the teaching/ learning process is shared. Students help their teachers by showing them how they earn best and gain a new respect for what Marzano has called "the art and science of teaching." Even if students fall into a pattern of creating lessons based upon what they have observed and lessons are revealed as less than effective, usually there are others that guide them to more exciting and innovative ways to present and learn material. The learning for students and teachers is significant.

**THE DISSEMINATOR:**

Dr. Sandy Melillo is in her 45th year of teaching at the high school and college level. She has been an instructor in English, Drama, TV Production, and Creative Writing and is currently teaching at Pompano Beach High School. Dr. Melillo is also an adjunct professor at Nova Southeastern University, instructing graduate students in English Education courses. She was the 1992 Broward Fine Arts Teacher of the Year, the 2008 Broward County Teacher of the Year and state finalist, and has written and obtained more than \$1,000,000 in grants for her classroom. None of this impresses her students or her grandchildren,

because in teaching, every day is new and requires a continual effort to achieve excellence. It's what students deserve in their teacher.

**MATERIALS & FACILITIES:**

The optimal situation requires access to computers or laptops with presentation software, a projector, and screen or whiteboard.

**RESOURCES:**

*YouTube*®, *Prezzi*®, *Kahoot*®, *Mimio*®, and other online resources such as *iTunes*®, *Garage Band*®, *iMovie*®, *Final Cut Pro*®, and *iSkysoft*®

Sponsored by:

**Broward Education Foundation**  
Investing in Broward's Future since 1983

**MORE INFORMATION**

**SANDY MELILLO**  
Pompano Beach High  
600 NE 13th Avenue  
Pompano Beach, FL 33060

---

754-322-2000

---

sandymelillo@browardschools.com

---

Principal: Hudson Thomas



**OUTCOME:**

Students develop grade level curriculum standards-based literary, scientific research, FINDS research, creative writing and digital narrative skills. These are assessed with strict rubrics and student self-evaluation to learning goal achievement.



# “Why do mosquitoes really buzz in people's ears?” Using Porquoi Stories To Ignite Scientific Research & Original Narrative Storytelling

**QUOTE:**

“Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants.”  
~ John W. Gardner

**THE PROJECT:**

Students learn to master the specific genre of Pourquoi tales- a folktale that explains how or why something came to exist, usually in the natural world. Read-alouds and multimedia presentations introduce the concept of Pourquoi tales from various cultures. This project has two culminating learning goals-a research-based, FINDS-based project to share knowledge of the science behind the Pourquoi origin story of their choice and/or a digital narrative (or print or oral telling) of an original Pourquoi story once mastery of the genre is achieved. Students can choose a Pourquoi origin story and research the real scientific answer to the question, developing their research and scientific method knowledge and skill set.

For example, a Pourquoi story tells us that Maui pulled the Hawaiian islands from the ocean with his hook. How were the Hawaiian islands really formed? Students can also produce an original digital or print narrative. Background information on the represented cultures sets the stage for a discussion of how beliefs and customs might have influenced the narrative and the moral of a story. The class collaboratively to outline key elements of Pourquoi stories, and students read and analyze an additional story using the Pourquoi Reading Worksheet. Working in cooperative groups or individually, students then use these stories as a framework on which to write their own Pourquoi tales.

Final production is a movie documenting the oral presentation or illustrated narration of each group's story. For example, “Why mosquitoes buzz in people’s ears?” is a Pourquoi story about night and day, and why the sun rises and eclipses. Students research the scientific reason behind eclipses to create an informational research project sharing their knowledge. For a narrative writing project: Using the narrative elements and story structure found in Pourquoi folktales, students write a story answering a “Why?” about a natural occurrence...i.e. “Why do tigers have stripes?” or “Why do palm trees have flat leaves?”

**THE STUDENTS:**

Palmview is a Title 1 school, 98% of students qualify for free and reduced lunch. Student demographics are 20% Hispanic, 80% Black; of this 80% 70-80% identify culturally as Haitian. At least 50% of our students are ESOL or communicate predominantly in their heritage language in their homes.

**THE DISSEMINATOR:**

Sheri Dominguez is a National Board Certified Media Specialist teaching at Palmview Elementary for 13 years. She is also the Magnet coordinator and grants liaison.

**MATERIALS & FACILITIES:**

Pourquoi stories, print and digital, research resources print and digital iPad, tablets, cameras for oral presentation movie making, DVD burner and DVDs to share presentations with families, community and stakeholders. Materials for writing and illustrating original stories; printer and ink, construction paper, art supplies. Supplies to host a cultural party with stakeholders.

**RESOURCES:**

Lists developed in partnership with the Disseminator, print and digital Pourquoi stories, and print and digital research resources.



Sponsored by:  
The State of Florida Matching Grants Program



**MORE INFORMATION**  
**SHERI A. KLEINMAN DOMINGUEZ**  
 Palmview Elementary  
 2601 NE 1st Avenue  
 Pompano Beach, FL 33064  
 754-322-7600  
 sheri.dominguez@browardschools.com  
 Principal: Mr. Robert Gibson



**OUTCOME:**

Using this program, student's will become leaders in their educational journey, both socially and academically using continuous self-reflection. This ongoing high expectations will produce high achievers in the areas of social and academic areas of application, synthesis, and evaluation processes.



# Striving for YOUR Own Excellence

*Striving for YOUR Own Excellence* is a program designed to encourage and support the acceleration of student achievement in the areas of application, synthesis, and evaluation in student's attainment of knowledge.

**QUOTE:**

"Practice makes better, nothing is perfect. Be a continuous learner, as knowledge is power!"  
~ Amy Decelle

**THE PROJECT:**

Dedicated facilitators work vigorously to create continuous opportunities for learners to attain the standards expected for success. Knowing that no two students learn the same way, teachers must help students acquire the strategies to be active participants the learning journey. *Striving for YOUR Own Excellence* is a program designed to encourage and support the acceleration of student achievement in the areas of application, synthesis, and evaluation in their attainment of knowledge. Additionally, this helps improve parent and community involvement in the classroom. All these attributes correlate to learning being student centered.

Students begin this program as their own leaders in their educational journey using continuous "self-reflection" of academic and social learning exploration correlating to the BCPS report card for both academic and Characteristics of a Successful Learner. A young learner's passion for learning develops through constant exposure and opportunities to attain, apply, justify, and make connections of knowledge. Students experience a world of stories and illustrations that foster higher level thinking skills, which promote achievement in social, cognitive, and emotional growth to foster quality traits of successful citizens. Students can practice being active readers, writers, listeners and speakers through being exposed

to a variety of genres using this program. Students keep daily reflection journals, with the goal of making each day better than the previous. This is be taught through project-based learning and book studies. This program focuses on delivering meaning to an audience through the application and evaluation of literacy skills, in addition to promoting creativity, as each student's interpretation of the written word is expressed and synthesized through justifying their conclusion. Learners are given the opportunity to develop a love for literacy and become fluent readers and writers, which directly correlates to the rigor the new standards expect from learners.

**THE STUDENTS:**

K-12

**THE DISSEMINATOR:**

Amy DeCelle is a dedicated facilitator and educational leader, not only in Broward County, but also throughout the state of Florida. She is a continuous learner, and a true advocate for all stakeholders in our educational system. Earning her M.Ed. in curriculum and instruction, a Fellowship in Leadership from the University of Florida, as well as being a National Board Certified teacher cements her commitment to education. Working with district leaders, Amy has helped reinstate the Curriculum Council for BCPS, and chairs the Superintendent's Teacher Advisory Board, truly making a positive impact on our community. Through the practice of analyzing data and formulating best practices, she has reinforced her ability to implement high expectations for all educational stakeholders. Yet Amy DeCelle is most gratified when the people she helps succeed.

**MATERIALS & FACILITIES:**

Being that this program is adaptable to all grade levels and subject areas, resources will vary and connections are easily adjustable to meet the goals. Some examples of materials are: Student created daily journals, computers for research, books for character studies, student created rubrics, video and audio recording devices, art materials.

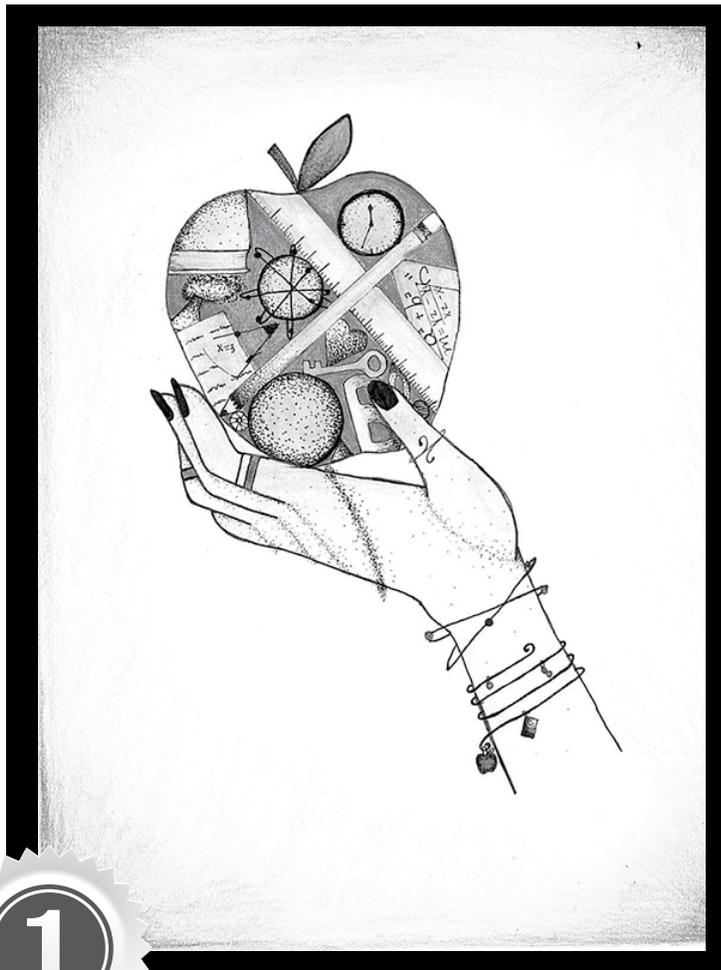
**RESOURCES:**

Teacher Tube, You Tube, Disseminator Packet, library, internet, BCPS character trait information, BCPS strategic plan, books on behaviors.

Sponsored by:   
**BROWARD TEACHERS UNION**

**MORE INFORMATION**  
**AMY DECELLE**  
Tropical Elementary  
1500 SW 66th Avenue  
Plantation, FL 33317  
754-323-7750  
amy.decelle@browardschools.com  
Principal: Erik Anderson

# INNOVATIVE TEACHER IDEA EXPO CATALOG DESIGN WINNERS



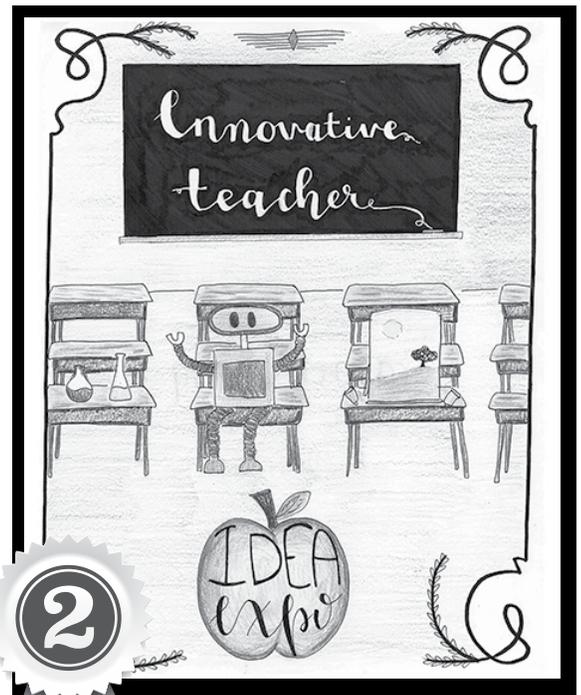
**Alexandra Carbillo**

*Grade 8*

Ramblewood Middle School  
Art Teacher - Mrs. Rosemarie Mckinstry



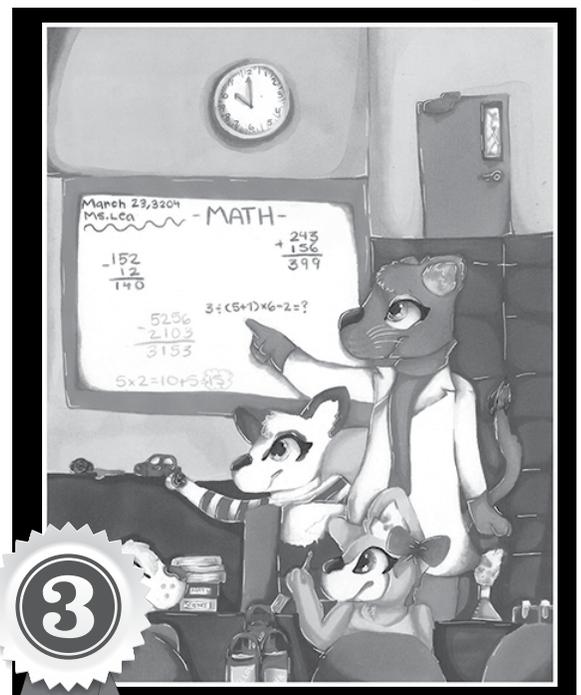
Congratulations to Alexandra, Rachel and Isabelle. Their teachers receive gift certificates to a store of their choice for use in the classroom and the student winners receive art supplies from Tools For Schools Broward. Alexandra will be recognized at the Innovative Teacher Idea Expo on Saturday, February 3rd at Nova Southeastern University.



**Rachel Cheng**

*Grade 9*

Western High School  
Art Teacher - Mrs. Alissa Elenzweig-David



**Isabelle Karroum**

*Grade 6*

Hollywood Academy of Arts & Science  
Art Teacher - Ms. Hilary Fine



**Social Studies & Life Skills**

**OUTCOME:**

Using data from the pretest given in the first week of school, curriculum knowledge is compared with the posttest (final practice test before the EOC) to measure growth in content knowledge.

To determine if project goals are met, *WAMPUM* projects are graded based on completing the four rigorous practice tests and watching each students' wealth (of knowledge) and status (personal grit) grow as they design their *WAMPUM* belt using colorful glass, natural stone and even metallic gold, silver and bronze pony beads!



# WAMPUM

**QUOTE:**

"Teachers who complain 'These kids have no work ethic' couldn't be farther off the mark. The problem is not that they lack a work ethic; the problem is that some of them see no connection between a work ethic and school. None of them would think, for example, to say to a customer at the MacDonald's drive-up window, 'Do you think I could get you those Chicken McNuggets sometime tomorrow?' Yet we give sanction to that sort of request when it comes to school assignments." ~ *Garret Keizer, "Getting Schooled: The Reeducation of an American Teacher"*

**THE PROJECT:**

*WAMPUM* is "way cool" in the civics 7th grade classroom! Native American Indians used *WAMPUM* as currency to show wealth and status of tribal members. In this project, students review rigorous review tests to prepare for their End of Course Exam in Civics. Content knowledge includes historical eras of turbulent political unrest that lead to Supreme Court Rulings that changed our society. American documents used to govern our country like the Constitution and Bill of Rights are broken down to analyze the functions of our working government process. Instead of students getting anxious, exasperated and giving up in frustration as they review their daunting fact list, they create a one-of-a-kind artistic belt using Indian colored beads. The *WAMPUM* belt becomes a good luck charm the day of the big test! *WAMPUM* organizes, motivates and creates an atmosphere where hard work and a job well done pays off.

**THE STUDENTS:**

110 students that in seventh grade, two classes are Advanced and Gifted, three classes are regular with ELL, ESE, and 504 students who are mainstreamed into the general population.

**THE DISSEMINATOR:**

Andra Beames has been teaching in Florida for twenty-eight years. She is a graduate of the University of Delaware with a BA Degree in Sociology. Andra is certified in Secondary Social Studies, has both Gifted and ESOL Endorsements and has been a NBCT since 2000. As a Social Studies teacher, she has used this project in her classroom and seen impressive results. Andra has developed and received more than \$41,500 from various funding grants during the course of her career implementing special projects that promote learning in the classroom.

**MATERIALS & FACILITIES:**

Beads from *SAX Teacher Catalog* and assorted string.

**RESOURCES:**

Teacher curriculum tests or lesson review items.

Sponsored by:

**MORE INFORMATION**

**ANDRA BEAMES**  
Sawgrass Springs Middle  
1200 West Sample Road  
Coral Springs, FL 33065

754-322-4500

andra.beames@browardschools.com

Principal: James Cecil

**OUTCOME:**

Initial data was 34% mastery; the end of project date increased to 84% mastery.



# Amazing Table Talk... Bringing Conversations ALIVE!

**QUOTE:**

“Amazing Table Talk...Bringing Conversations ALIVE!” focuses on Kindergartners celebrating what most children love to do...talk! These lessons seek to empower students to share their thoughts and ideas in ways unique to each child’s special personality, character, and environment. When students are taught to hold effective conversations, they become successful communicators.

**THE PROJECT:**

Many students in Title I schools are lacking in language development. Speaking and listening are critical elements of language. This project promotes effective two-way communication. Reading, listening, and most importantly, speaking skills are celebrated to promote effective language acquisition.

Often students have difficulty in speaking and using appropriate words because of their limited vocabulary. Some use what they have heard, which includes slang, phrases, and sometimes inappropriate words. In addition, students answer questions in one word sentences. One of the Progress Report criteria is “listening” and we have worked on improving academic achievement. Aristophanes said, “High thoughts must have high language.” This project develops high thoughts which will promote “high language.” Approximately 40% of students participating in this project are English Language Learners who need lots of spoken language and listening. “Amazing Table Talk...Bringing Conversations ALIVE!” has helped in language acquisition and important reading readiness skills!

The objective of “Amazing Table Talk...Bringing Conversations ALIVE!” is to increase student achievement with 75% of students showing an increase of 80% by the end of the year. The goals are to 1) increase

student communication skills with a focus on conversations, 2) increase family involvement by providing materials to use at home to engage conversations, 3) increase collaboration with lessons focused on table talk, 4) increase student achievement with skills focused on reading, listening, and speaking, and 5) be standards-driven with lessons to meet the individualized needs of the learners to achieve success!

The project begins by asking, “Why is it important to listen?” Answers are brainstormed on a paper plate forming pie-shaped areas: Fire Drills; Announcements; Safety Rules; Learning times: Speakers; etc. Paper plates are used for many of the lessons to chart answers and serve as an effective tool to develop home-school connections. After students provide their written work on the plates, they take them home to share with their families.

**THE STUDENTS:**

Deerfield Park Elementary is a Title I Performing Arts school, with many of the students highly-impooverished (95% on free-reduced lunch). The 20 Kindergartners are eager to come to school, but many lack effective conversation and communication skills. A daily enriched language environment was provided and included reading, listening, and oral language speaking opportunities. Research has shown that a child's environment is the most critical component to language development from birth through 6 years old.

When provided with a language-rich, safe environment along with a nurturing approach attentive to the individual student’s needs, language, however primitive, will improve. It is critical to reach our youngest students giving them the resources and skills that will promote positive communication!

**THE DISSEMINATOR:**

Pamela Davis is an early childhood educator who has taught in Broward County for more than 25 years and has received the recognition as “Teacher of the Year.” She holds her M.Ed from FAU, has been a TIF, ACE mentor and clinical educator. She has received grants from numerous funding sources, and has been a passionate Idea Expo presenter for 4 years. Her goals are to enhance learning and make it come alive for her kindergarten students.

**MATERIALS & FACILITIES:**

Paper plates, plastic tablecloths, LEGO® Neighborhood People or community people puppets, Scholastic trade books, manipulatives and crayons

**RESOURCES:**

Kids Table Topics cards

Sponsored by:



**Hallandale Beach**  
PROGRESS. INNOVATION. OPPORTUNITY.

**MORE INFORMATION:**

**PAMELA DAVIS**  
Deerfield Park Elementary  
650 SW 3rd Avenue  
Deerfield Beach, FL 33441

---

754-322-6150

---

pamela.davis@browardschools.com

---

Principal: Jocelyn Reid



**OUTCOME:**

The greatest benefit of this project is that teachers and students integrate reading and math in a non-traditional way. Students will be able to learn the application of *ELA and Math Standard*- based content to application. With *ELA*, teachers practice the dimensions of conducting a qualitative analysis of text to designing task for their balance literacy classroom instruction. In math, teachers will address mathematic standards by using problem solving strategies that are embedded in the mathematical practices. Students will talk, and practice math through “hands-on” math experiences.



# Standards & Shifts @ Work- Transforming ELA & Math Instruction

**QUOTE:**

“Zip codes might be great for sorting mail, but they should not determine the quality of a child’s education or success in the future workforce. With common standards and assessments, students, parents, and teachers will have a clear, consistent understanding of the skills necessary for students to succeed after high school and compete with peers across the state line and across the ocean.”  
~ Gov. Bob Wise, President, Alliance for Excellent Education

**THE PROJECT:**

ELA- After analyzing the complexity of the text, teachers plan the “Reader and Task” component of text complexity using standard-based instruction. This lesson will help teachers integrate the ELA shifts and plan similar lessons for their Balance Literacy Block that includes: Interactive Read Aloud, Share Reading, Share Writing, and Close Reading lessons.

Math- Problem solving plays an important role in the Mathematics Standards of K-12 students. Teachers incorporating this project will get their students talking about math! Math discourse is a powerful tool for engagement in the math classroom. This project encourages students to use pictures, diagrams, charts, expressions, and equations as part of the problem-solving process.

**THE DISSEMINATOR(S):**

Ebony Wallace has been teaching in Broward County for fourteen years and currently serves as a Staff Developer for Teacher Professional Learning & Growth. A Broward County native, her passion and enthusiasm is the framework that envelopes her commitment to education and service to her community. Her desire is to guide and inspire learners to think expansively, learn creatively and grow enthusiastically. Ms.

Wallace received her Bachelor’s degree from Florida A&M University, her Master’s Degree from Nova Southeastern University and is state- certified in Mathematics, Business Education, Integrated Subjects and Education Leadership. As a mathematician and educator, her core philosophy is all students can achieve success in mathematics given the right environment to prove themselves capable. Alongside the student are teachers and positive adults helping to guide and build the student’s confidence which allows them to take risks for new learning in mathematics. Once this confidence is established, the student replicates this effect and carries math into the “real world” through problem solving which is the embodiment of a true mathematician.

**Disseminator Profile - see page 25**

**MATERIALS & FACILITIES:**

Students can complete this program with simply a notebook and a pencil using the books and manipulatives provided by the teacher. For teachers that want to incorporate more into the program, items such as chart paper, individual white boards, Promethean boards, projected materials and individual student handouts are some ways that the project materials could be expanded to support student mastery of the *ELA and Math Standards*. Facilities for implementing this project are also flexible, as it can be used with small or large groups, set up as whole unit in centers, or used in fragmented pieces.

**RESOURCES:**

Pencil/pen, *ELA Florida Standards, Math Florida Standards*, paper, graphic organizer, *Florida ELA Standards*, classroom libraries, variety of books from different genres, math manipulatives, media center.

Sponsored by:

**EDUCATION FIRST**  
EMPLOYEE GIVING CAMPAIGN

**MORE INFORMATION**

**EBONY WALLACE, M.Ed.**, Staff Developer  
**MILADYS CEPERO-PEREZ, M.Ed.**, NBCT Renewed, Staff Developer  
 Teacher Professional Learning and Growth | Office of Academics  
 3531 Davie Road  
 Davie, FL 33314

754-321-5011 • 754-321-5019, Ext. 2856

ebony.wallace@browardschools.com  
 miladys.cepero-perez@browardschools.com

Supervisor: Elicia Bennett,  
 Director: Dr. Fabian Cone

**OUTCOME:**

October, 2016 11th Grade FSA Retake

Results:

Kal Sander

32 students passed with level  $\geq 3$ , 81%

learning gains

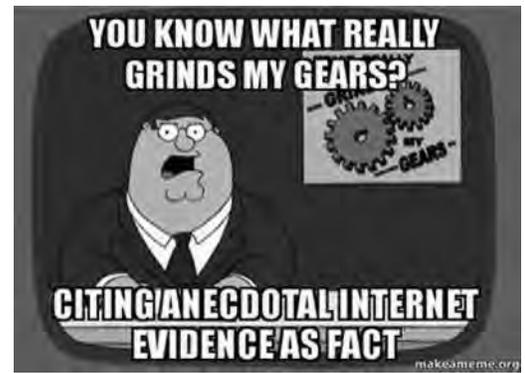
8 students level 4

Combined Kal Sander and Rainer

56 students passed between two teachers  
who implemented the plan

13 students improved from level 2 to level 4

1 student improved from level 2 to level 5



© Fox Broadcasting Company

# At What Price?

**QUOTE:**

Imagine your power when you know how to win an argument: the ability to make a point in a logical manner to get the results you seek.

**THE PROJECT:**

"Arguments are a *big deal* on the Common Core" (Calkins, Eherenworth, & Lehman, 2012.) In fact, they are a big deal on the FSA, SAT, and the ACT! All three tests now assess similar skills, with argument analysis at the heart. Students are expected to identify an author's claim and determine if the evidence is relevant and sufficient. This project looks at the standard for writing an argument as the structural beginning for teaching this requisite skill for career and college readiness.

This 8-week course is designed to prepare students for the retake exam during the start of the school year (or start of the second semester) as a "crunch" plan in preparation for the FSA and the newly redesigned SAT. The plan focuses on structural analysis using student-written essays found in the *Collections Online Interactive Writing Lessons* as the foundation of the plan. By color coding the elements of an argument both on paper and digitally, students begin to "see" and master the consistency of an argument's structure. This is powerful for both struggling readers and ELL students.

Students are also exposed to the language of assessment through a robust *Word of the Day* curriculum. Student friendly definitions, along with application practice, prepare students for the biweekly quiz with questions that span three levels of Depth of Knowledge complexity. Each bi-weekly lesson comes with teacher notes, a Power Point, and a quiz with answer key.

A performance task as a culminating activity focuses on the current issues surrounding human trafficking and slavery. Students participate in a survey to determine their slavery footprint and write an argumentative paragraph using a text frame as support to address the number of slaves in their footprint. The rationale for this topic is to align the curriculum between US History and 11th Grade Reading for the start of the school year. Students are provided feedback using the standard 10-point scale provided by the state. Additionally, because the course can be built out on Canvas, students write their paragraph response on the Discussion Board whereby they can read model answers by the teacher, responses from their classmates, and comments left behind. Each student is required to post their reply to the discussion board and reply to two other students.

This lesson plan is powerful and the results among participating teachers have been remarkable. The first year of implementation the passing score among the re-takers went from 30 students passing the FSA in October, 2015, to 68 students passing the retake FSA in October, 2016. This was over a 100% increase, indicating that the plan is replicable.

**THE STUDENTS:**

Students who seek a general education diploma who need to pass the FSA Retake. Students at Blanche Ely High School are 90% minority on free and reduced lunch.

**THE DISSEMINATOR:**

Linda Kal Sander earned her Master's of Education, Curriculum and Instruction (4.0) and is pursuing her Master's of Education in Educational Leadership at the American College of Education. She is a Secondary Literacy Specialist, has taught Intensive Reading and English III, and is the author of "Progress to Success, Levels A and B" Perfection Learning, Inc.

**MATERIALS & FACILITIES:**

*Collections Online Dashboard*, laptops or computer lab, teacher laptop with projection, speakers (optional), *Edmodo* or *Canvas* as a class management system (Preferred)

**RESOURCES:**

*Collection Online Dashboard*, *BEEP*, *Word of the Day Curriculum* (Kal Sander, L.)

Sponsored by:

**MORE INFORMATION:****LINDA KAL SANDER**Blanche Ely High  
1201 NW Sixth Avenue  
Pompano Beach, FL 33060

754-322-0950

Linda.kalsander@browardschools.com

Principal: Karlton Johnson



**OUTCOME:**

Through participation *Exploring Entrepreneurship*, students gain a basic understanding of simple economics including why decisions are made regarding pricing / extra production of products based on supply and demand. They use their creativity to design goods to sell; use standard conventions of the English language to write, signs, print advertisements and scripts for commercials; use technology to record/replay commercials; count money in different denominations as profits are made and effectively make decisions about how to manage their profits.



# Exploring Entrepreneurship

**QUOTE:**

“What do Mike Ilitch, the founder of *Little Caesars®*; Nolan Bushnell, the founder of *Chuck E. Cheese’s®*; and Mark Zuckerberg, the co-founder of *Facebook®* have in common? They all had an idea and created a business.”

**THE PROJECT:**

*Exploring Entrepreneurship* is an engaging, hands-on way to teach the Social Studies topic of Economics, while integrating Math, English/ Language Arts, Writing, Technology and Life Skills. But how can kids be entrepreneurs? Have you ever seen... a lemonade stand? A boy walking a dog? A girl selling friendship bracelets? Children use their interests, talents and even chores to create their own businesses. The overall goal of this project is to empower students to be creative while allowing them to experience the components of operating their own businesses.

**THE STUDENTS:**

The project was originally designed for first grade students; however, lessons are included to meet Florida Social Studies standards for students in Kindergarten through 4th grade.

**THE DISSEMINATOR:**

Jeannie Krouch has been teaching for 15 years in Broward County. She achieved National Board Certification as an Early Childhood Generalist in 2006 and in 2016, renewed her certification until 2026. She has been awarded grants for Social Studies and STEM. She wrote the *Makerspace* curriculum currently used in Kindergarten classes at Westchester Elementary and contributed to the published *Science IDEAS* program curriculum in conjunction with FAU. She earned her Bachelors of Science degree

in Primary Education from Barry University and her Master’s of Science degree in Early Childhood Education from Nova Southeastern University.

**MATERIALS & FACILITIES:**

The materials used for this project may include, but are not limited to cotton balls, duct tape, craft sticks, paper, markers, glue, glitter, fabric, scissors, etc. Students request the materials for their individual goods so the materials are different for each student as well as change from year to year. Students also need access to iPads to record commercials for their products

**RESOURCES:**

Resources utilized for implementing this project include: *Our Community and Beyond®* Social Studies Curriculum - lessons that teach First Grade related Social Studies standards; self-correcting computer games to practice counting money found at *abcya.com* and *practicalmoneyskills.com*; a student-friendly checklist to become a successful entrepreneur at *entrepreneur.com*, *YouTube* educational videos for STUDENTS such as: \*Herschel's World of Economics \*What is Money? \*Goods and Services: Economics for Kids and \*Supply and Demand.



Sponsored by:



**NOVA SOUTHEASTERN UNIVERSITY**  
Abraham S. Fischler School of Education

**MORE INFORMATION:**

**JEANNIE KROUCH**  
Westchester Elementary  
12405 Royal Palm Boulevard

754-322-8900

Jeannie.krouch@browardschools.com

Principal: Melissa Frame-Geraine



**OUTCOME:**

*The Game of Life®* students learn valuable life experiences while playing a game. In this project, students create their own personal "Life" board game and then play the game with their peers. Lastly, students create a video to discuss their life and what they have done with the life that was given to them.



# The Game of Life®

**QUOTE:**

"What's on *your* game board?"

**THE PROJECT:**

*The Game of Life®*, also known simply as LIFE®, is a board game originally created in 1860 by Milton Bradley. *The Game of Life®* was America's first popular parlor game and simulates a person's travels through his or her life, from college to retirement, with jobs, marriage, and possible children along the way. This project helps students create their own board games and present their life. Students learn how to have fun playing board games while working on academic subjects.

**THE STUDENTS:**

This project has implemented with high school ESE and general education students. It can be modified and implemented to fit the standards for grades K-12 with varying ability levels including ELL and ESE. *The Game of Life®* can also be adapted for elementary and middle school students.

**THE DISSEMINATOR(S):**

Eileen Santiago has been a Broward County Teacher for six years. She holds a Master's Degree in Reading and a Bachelor's degree in Exceptional Student Education with an ESOL Endorsement. She currently teaches ninth and tenth grade SVE students at McArthur High School. She has also taught at Hollywood Park Elementary. In 2013, she was nominated for "Teacher of the Year" and won Univision's "Un Maestro Especial" award. She has been awarded Adapter, Early Childhood and Teacher grants from Broward Education Foundation, disseminated her "Top Chef" project in 2015 and "Florida on the Map" in 2016. She has also obtained grants from FPL Solar Energy, Broward College MLK Day and BECON-TV.

**MATERIALS & FACILITIES:**

This project can be implemented in the classroom. The materials include non-fiction and fiction books, construction paper, science boards and markers.

**RESOURCES:**

Lessons plans, rubrics, curriculum textbooks, online websites and staff resources to enhance learning.



Sponsored by:



**Ford Motor Company Fund**

**MORE INFORMATION:**

**EILEEN SANTIAGO & VINCENT NEWMAN**  
 McArthur High School  
 6501 Hollywood Blvd.  
 Hollywood, FL 33024

---

754-321-1200

---

eileen.santiago@browardschools.com  
 vincent.newman@browardschools.com

---

Principal: Todd LaPace

EMPOWERMENT - SUSTAINABILITY - CONNECTION



**FREE**  
for Broward County  
Public Schools

## SEED ELEMENTARY

SEED Elementary is a six week program that teaches children about the relationship between their everyday choices and the world around them. The students learn about plant-based nutrition, exercise, heartfulness, and ecological awareness.

## SEED MIDDLE SCHOOL

SEED Middle School is a five week experiential and empowering program that takes an holistic approach in addressing ecological awareness and sustainability, including topics such as self-identity, food systems, biodiversity, and systems thinking.



SMALL ACT. HUGE IMPACT.

Contact Stacey Lazos to schedule a program for your school or group:  
561-827-7535 | [stacey@healtheplanet.com](mailto:stacey@healtheplanet.com)

# Take a Break from Your Auto Loan Payment!

**Educator's Break**  
for Broward Schools Employees



## We Love Broward Schools

Refinance today and take advantage of **Educator's Break!**

Learn more at [www.welovebrowardschools.com](http://www.welovebrowardschools.com)



Introducing the new Just for Broward Schools Educator's Break program.



You can take a **break** from an auto loan payment if:

- Your BrightStar Credit Union accounts are in **good standing** and your loans are current.
- You may not take more than **2 payment breaks** on your BrightStar Credit Union loan per rolling **12 month period**.
- If you don't have an auto loan with Brightstar CU we may be able to lower your existing payments by **refinancing** your current auto loan.



### Ready to take a break?

Apply online or complete the PDF Form visit [www.welovebrowardschools.com](http://www.welovebrowardschools.com)

By completing and handing in the Educator's Break form, I authorize Bright Star Credit Union to extend my final loan payment by one month. I understand that interest will continue to accrue on my loan during the month(s) I skip my payment(s). Loan payments normally made by direct deposit or payroll deduction will be deposited into my savings account. BrightStar cannot stop Automatic Clearinghouse (ACH) payments. I understand that if my loan payment is set up to deduct automatically, it is my responsibility to contact my financial institution to stop payment for the month that I will be skipping a loan payment. I understand that skipped payments will result in more periodic payments, increased periodic payment amounts or a larger final payment as determined by the Credit Union in its sole discretion. Please note that credit card, home equity, and mortgage payments are not eligible for this skip-a-payment offer. BrightStar CU reserves the right to deny this offer for any reason. Broward Schools proof of employment is required Offer is subject to cancellation. Some restrictions apply. Offer is subject to change at any time. Questions? Call us at 954-486-2728



Federally insured by NCUA

Arts, Drama, Music, Health & PE



**OUTCOME:**

Whenever students are exposed to new perspectives, they learn more than the content. In a world where differences are the focus in news and political reports, stepping into new points of view helps students see that we are all more alike than we recognize. Whether learning about the "Trial of Tears" where Native Americans lost their ancestral hunting grounds in the move to reservations, or the refugees from Syria, we all have the same basic needs and desires. We need to look at the human race as a whole rather than separatist or isolated nations.



# The Red Road: Reading, writing and research from the Native American Perspective!

**QUOTE:**

"Some are born to the Red Road, others chose it as a path of discovery." ~ *Red Cloud, Oglala Sioux Chief*

**THE PROJECT:**

Using Native American folklore, songs, poetry and stories, students take their first steps on *the Red Road*. Long before reservations and casinos, American forefathers created nations of confident, spiritual people who respected the land as they worked to earn their journey to the happy hunting ground with Wakan Tanka. Students have an innate curiosity about the Native American tribes and their way of life. When teaching reading and writing standards using Native American literature, students embrace the process, the standards and lessons of *the Red Road*. They research a variety of tribes; and write personal narratives, informative and argumentative essays and poetry as they work through the unit. Math skills drive their scaled tribal structures and their civics' reasoning helps them debate conflicts between the Native Americans and the intrusion of Europeans here to "conquer the land."

The final project includes a living museum as well as writing portfolios based on Native American research and literature. Elementary classes also create model reservations and villages that show how the Native American way of life has change since the arrival of Europeans in America. The upper grades also study the reservations and the challenges that modern Native Americans face as "Sovereign Nations."

**THE STUDENTS:**

Students of all ages are curious about the culture that preceded the European exodus to the New World. By choosing a tribe, traditions and era that sparks their interests, students control their learning environment and create their own learning objectives. Whether a primary student is learning to weave with cardboard and yarn or an older student choreographing a fireside story, the students embrace the content by adapting the point of view of the Native American. Hence, there is a personification of the struggles and victories on *the Red Road*.

**THE DISSEMINATOR:**

Currently, Jacob Aronin is the Coordinator of Gifted Services for Broward County Schools, He was the Chair of the Center for Intellectually Talented Youth (CITY) Academy at Parkway Middle School of the Arts. He started as the Drama teacher for the arts magnet, then taught 6th, 7th and 8th grade Language Arts. CITY is Broward County's only gifted cluster, offering gifted only in core class for grades 3-8. Prior to working in Broward, Jacob was a professor at Adelphi University and the School for Film and Television, both in New York. Jacob is a frequent gifted symposium presenter and special projects creator for educational programs at Broward Center for the Performing Arts.

**MATERIALS & FACILITIES:**

Fabric for moccasins, balsa wood, foam board, Native American Literature Packs, Native American Project Kits, glue gun, glue sticks, brown craft paper, braided leather necklace kits, imitation bone hair pipe beads.

**RESOURCES:**

Learning packets include a wide variety of texts in different Lexile levels for different genres including: first person narratives, poetry, fiction and non-fiction articles. Teachers also receive a broad range of craft and academic projects.



Sponsored by:  
**Bright Star**  
CREDIT UNION

**MORE INFORMATION:**  
**M JACOB ARONIN**  
Applied Learning  
KCW 600 SE Third Avenue, 13 FL  
Fort Lauderdale, FL 33301  
754-321-2119  
Jacob.Aronin@browardschools.com  
Director: Dr. Daryl Diamond



**OUTCOME:**

Outcomes include a more engaging and interactive learning experience, significant gains in subject knowledge and increased technological skills.



# Printmaking Magic Exploration

**QUOTE:**

*Printmaking Magic Exploration* is a “hands-on” multi-cultural art project that allows students to create dramatic pieces of art applying various techniques while learning about different cultures. Each adventure takes students on a virtual journey to a remote geographic location and they learn a printing technique used at a specific time and place in history. This project allows students to explore their diverse cultures in an innovative way. Printing techniques that tie to stories are taught and the hands-on exploration begins! Students explore the magic of stamping, gytaku, monoprinting, photo transferring, screen printing and other techniques.

**THE PROJECT:**

Printmaking is an ancient art that has been explored by many different cultures and artists throughout the world. It is a magical process and the dramatic results are more than satisfying for students, even those most challenged. Students that often struggle artistically get a sense of accomplishment that is not present with other art mediums such as drawing or sculpture.

The project is structured as a series of travel adventures. One adventure takes them to the ancient Far East where they learn the ancient art of Gytaku- how fishermen used to print their catches on paper as a record to collect their fares. A journey to Germany in the 1430's exposes students to the art of Intaglio. Albrecht Durer was the most famous Intaglio artist and students will use Styrofoam trays as their plates to create pieces inspired by this medium. Another adventure takes them to Italy in the 1600's to meet Master Giovanni Benedetto to learn about his monotype printing technique. Students create their own monoprints by spreading paint in different ways such as spraying, drizzling, squirting

and folding and then use pasta machines to transfer the images to paper. Going forward to the 1800's, they meet Japanese artist Hokusai and learn about ukiyo-e, a wood printing technique used for printing books in series. Students will create a version of "The Great Wave of Kanawaga" in recycled cardboard and print with block printing ink.

*Printmaking Magic Exploration* provides endless possibilities for discovering other printing techniques, famous artists, and well-known artworks and can be easily adapted for older students. This project teaches students the art of printmaking and skills can be transferred to real life applications. At the conclusion of this project, students can make their own wrapping paper, stationary, mini books, stamps and more. It has endless possibilities and definitely sparks imagination and creativity.

**THE STUDENTS:**

509 students distributed as follows: 39% African-American, 34% Hispanic, 24% White, 3% other races. There are 172 children in clusters for special education and Dania Elementary has Broward County's largest number of diagnosed Autistic students.

**THE DISSEMINATOR:**

Luisa Dugas has been an artist since childhood and her favorite mediums are ceramics and collage. She received a Bachelor of Architecture and has a specialty in Art History. She has held many odd jobs in construction, film production, and set design but ultimately decided that teaching art was where her heart was leading her. For ten years, she has been teaching art to elementary students-first as a parent volunteer teaching “Meet the Masters;” and for the past 6 years in her current position at Dania Elementary. She has a reading endorsement and ESOL endorsement and

has been specifically trained in numerous art instruction and art technique applications. Her passion for art shows through all of the projects she creates for her students and her boundless creativity garnered her one Broward Education Innovation Teacher Grant and five Adapter Grants; this is her first time as Disseminator.

**MATERIALS & FACILITIES:**

*Gytaku* replica plates, water-soluble block printing ink, *Plexiglas*® cut in pieces brayers, presses, gum erasers, linoleum cutting tools, and printmaking books. All lessons are taught in the art room.

**RESOURCES:**

PC with online access for samples and videos, printmaking books

Sponsored by:

**MORE INFORMATION:**

**LUISA DUGAS**  
 Dania Elementary  
 300 SE Second Avenue  
 Dania Beach, FL 33004

---

754-323-5350

---

Luisa.dugas@browardschools.com

---

Principal: Lewis Jackson



**OUTCOME:**

Students identify and gain knowledge while exploring their creativity, self-expression, and imagination through project-based learning activities aboard *Arty Van Gogh*.



# Art Reaching Today's Youth (ARTY)

**QUOTE:**

“Thank you for the experience on Arty Van Gogh. Thank you Art Bus for teaching me new things. I think you are very creative and smart. It was the best bus I ever went on.”  
~ North Fork 5th Grader

**THE PROJECT:**

Take an innovative program, combine it with a proven teaching vehicle, then apply it at Broward County schools that have the greatest need for visual arts instruction. The result? Young students have a life-changing opportunity that nurtures the creativity that is within every child, regardless of their circumstances.

Art Reaching Today's Youth, Inc. (ARTY) is a South Florida nonprofit doing just that – making the visual arts accessible to underserved students and schools. The impact, however, extends well beyond the immediate experience of an art class. Students who tap their own creative talent are applying that energy and problem-solving skill to other subjects, with noticeable results.

The art sessions are delivered on the school campus using *Arty Van Gogh* mobile art studios – two converted school buses with work space on board – and consist of project-based learning activities designed to develop and strengthen particular skills in students while addressing today's academic standards and the needs of diverse learning populations. Experienced teaching artists provide the instruction in a fun and exciting atmosphere. Not surprisingly, *Arty Van Gogh* has legions of young fans!

**THE STUDENTS:**

K-12th Grade

**THE DISSEMINATOR:**

Libby Hodges is in her 12th year of teaching Art at Tropical Elementary. She was awarded “*Teacher of the Year*” after her first year at Tropical. She has served on the Youth Arts Committee and is an annual presenter at the Gifted and Talented Symposium. To introduce the arts to others, she unveiled “*Arty Van Gogh*” mobile art studio, a former school bus converted into a maker space for classes in 2013. The mobile studio concept became so popular in South Florida, she added a second *Arty Van Gogh* mobile studio in 2016. In April 2016, Libby and her brother Dave Hodges founded the nonprofit Art Reaching Today's Youth, Inc. or “ARTY,” whose mission is to bring art education to inner-city schools that have lost their funding for art instruction.

**MATERIALS & FACILITIES:**

*Arty Van Gogh* is a completely self-contained mobile studio, schools do not have to provide instructional staff, supplies, materials, or work space for this art instruction.

**RESOURCES:**

Learning objectives, standards and project based learning activities are included.

Sponsored by:  
**Bright Star**  
CREDIT UNION

**MORE INFORMATION:**

**LIBBY HODGES**  
Tropical Elementary  
1500 SW 66th Avenue  
Plantation, FL 33317

754-323-7750

Elizabeth.hodges@browardschools.com

Principal: Erik Anderson



**OUTCOME:**

Through B.R.A.R.E., students become better skilled classmates, while learning to communicate and adapt in small group settings. Once B.R.A.R.E. is learned, students continue to improve their social skills and greatly enhance their character development.



# B.R.A.R.E.

**QUOTE:**

According to Abraham Malsow, “If the only tool you have is a hammer, you tend to see every problem as a nail. What is necessary to change a person is to change his awareness of himself.”

**THE PROJECT:**

The B.R.A.R.E. project has been instituted for three years with the help of Pastor Daryl Page who guides students through this journey of becoming **B.R.A.R.E.** using activities such as impromptu skits, discussion, mentoring, and work on publishing the B.R.A.R.E books. The acronym is the key: ‘**B**’ stands for behavior; the first ‘**R**’ is defined as responsibility (*do the right thing, for the right reason to make a difference*); ‘**A**’ represents accountability (*say what you mean, do what you say*); the second ‘**R**’ is defined as respect (*treat others like you want to be treated*); and finally, ‘**E**’ stands for education (*studying and learning to be your best.*) As students practice, their behavior naturally and automatically changes, so instruction is focused on the remaining letters and corresponding lessons. To enhance the program, the classroom teacher reads books associated with B.R.A.R.E. character traits to reinforce the concepts.

**THE STUDENTS:**

Students actively engage in the impromptu skits and look forward to seeing Pastor Page. Students enjoy the different classroom activities assigned to reinforce the responsibility and respect components such making the class book or poster and other “hands-on” activities. Students really like the positive atmosphere of love.

**THE DISSEMINATOR:**

Karen Page has been teaching in Broward County for more than ten years and is currently employed at Lake Forest Elementary. Prior to this, she worked at Sunset Lakes Elementary for five years. She has written several adaptor grants and has participated in the S.T.E.M garden program. In addition, she has presented at Teacher Fellows conference and serves as a PLC Facilitator and BTU representative. Pastor Daryl Page has ministered for thirty years in the Hollywood area and has participated in three missionary trips. He has worked with Youth for Christ, Prison Ministries, youth offenders and boot camps.

**MATERIALS & FACILITIES:**

B.R.A.R.E. binder/folder, markers, crayons, crayon, pencils, pencils, copy paper, pens, character trait books

**RESOURCES:**

[schoolmatepublishing.com](http://schoolmatepublishing.com) and [scholasticbookclub.com](http://scholasticbookclub.com)



Sponsored by:

**Bright Star**  
CREDIT UNION

## MORE INFORMATION

**KAREN PAGE**

Lake Forest Elementary  
3550 SW 48th Avenue  
Pembroke Park, FL 33023

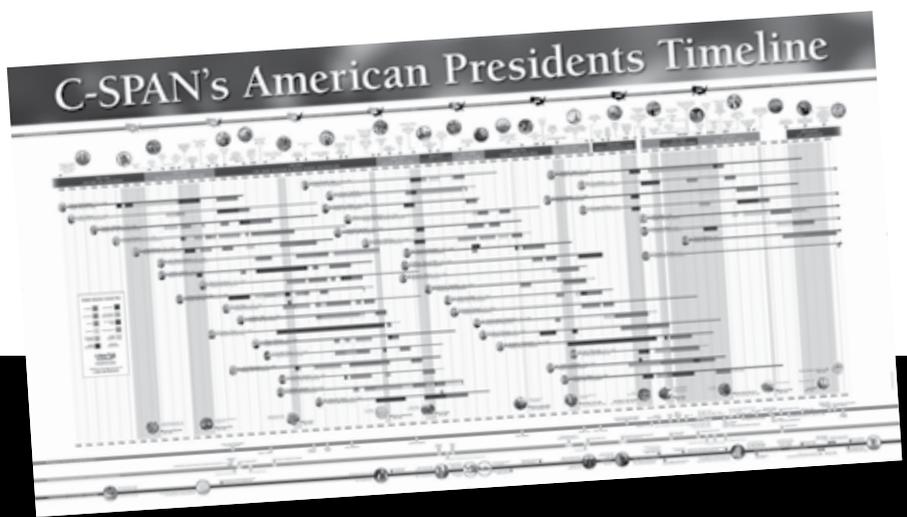
754-323-6350

[karen.page@browardschools.com](mailto:karen.page@browardschools.com)

Principal: Ms. Sharon Boyd

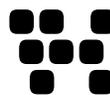


# SIX FEET OF HISTORY (FOR FREE)



Join C-SPAN Classroom for free and request the 6-foot American Presidents Timeline poster at [c-span.org/classroom](http://c-span.org/classroom). Classroom members get access to lessons, bell ringers and current events videos.

[C-SPAN.ORG/CLASSROOM](http://C-SPAN.ORG/CLASSROOM)

 **C-SPAN CLASSROOM**  
CREATED BY CABLE



# BROWARD EDUCATION FOUNDATION'S 21<sup>ST</sup> ANNUAL

**WELLS  
FARGO**

## INNOVATIVE TEACHER IDEA EXPO



Visit [BrowardEducationFoundation.org/expo](http://BrowardEducationFoundation.org/expo)  
to **REGISTER NOW** and choose sessions by January 30<sup>th</sup>



**CHRISTIE BASSETT**

2015 Florida Teacher of the Year  
"Teachers Are The Golden Thread"  
-Fostering Teacher Leadership

**Fabulous  
Door  
Prizes!**



Butterfly World  
BECON-TV  
Courtyard by Marriott  
Hurricane Grill & Wings  
Hampton Inn-  
Downtown Ft. Laud.  
Flamingo Road Nursery  
Shuck N'Dive Cajun Café  
JB's on the Beach

**Saturday**  
**February 3, 2018**  
**8:00 am - 3:30 pm**  
**Nova Southeastern University**  
**3200 South University Drive**  
**Davie, FL 33314**

Museum of Discovery  
& Science  
Pompano Beach Chamber  
of Commerce  
Vizcaya Museum &  
Gardens  
Wet 'n Wild  
and **MORE!**

### IDEA EXPO SPONSORS



**WELLS  
FARGO**



**BROWARD  
TEACHERS UNION**



All attendees registered by January 30<sup>th</sup> receive a gift bag . Door Prize  
Drawing at 3 P.M. - Attendees must be present to win.

**A = Art**  
**CE = Character Education**  
**CI = Community Involvement**  
**CM = Classroom Management**  
**D = Drama**  
**FL = Foreign Language**

**CODES**

**H = Health & Physical Education**  
**I = Interdisciplinary**  
**LA = Language Arts**  
**LS = Life Skills**  
**MC = Multicultural**

**M = Mathematics**  
**PS = Public Speaking**  
**S = Science**  
**SS = Social Studies**  
**T = Technology**  
**VA = Visual Arts**  
**VE = Varying Exceptionalities**

**Session A**

**1A Amazing Table Talk...Bringing Conversations ALIVE!**

(2018-19) H, LA, LS, Music, SS, K  
**Disseminator: Pamela Davis**  
*Deerfield Park Elementary*

This project focuses on Kindergartners celebrating what most children love to do...talk! These lessons seek to empower students to share their thoughts and ideas in ways which are unique to their special personality, character, and their environment. When students are taught to hold effective conversations, they become successful communicators.

**2A B.R.A.R.E. (Behavior, Responsibility, Accountability, Respect, Education)**

(2018-19) A, CE, LA, LS, K-8  
**Disseminator: Karen Page**  
*Lake Forest Elementary*

Through B.R.A.R.E., students become better skilled classmates. They learn to communicate and adapt in small group settings. The students are guided through this journey of becoming B.R.A.R.E. using activities such as impromptu skits, discussion, mentoring, and work on publishing the B.R.A.R.E books.

**3A Building a Blended Learning Toolbox**

(2018-19) LA, T, 6-12  
**Disseminator: Dona Maggio**  
*Coral Springs High*

This program teaches students how to evaluate resources effectively, to be responsible when working in social media or an online class platform, to be guardians of their digital footprint and to work collaboratively both online and in the classroom.

**4A Cleared for Takeoff!**

(2015-16) LA, 5-12  
**Disseminator: Mary Alice Rowley**  
*Forest Glen Middle*

Students learn about the history of air travel; the workings of an airport, and the various kinds of airplanes and jets. They create "edible airplanes" and a travel itinerary to a random location. Culminating activities include a paper airplane flying competition; having a pilot speak to the class about careers in aviation, and a trip to a museum for hands-on practice with flight simulators

**5A Code Your Own Adventure: Integrating Computer Science into the Literacy Block**

(2016-17) LA, STEM, T 4-12  
**Disseminator: Debra "Kelly" Thomas, Ed.S.**  
*STEM+C, Applied Learning Dept.*

Students read books from the "Choose Your Own Adventure" series and then use computational thinking skills to map out a program that shows all the possible story paths from the book. Students then write, program and publish their own text adventure games (also known as interactive fiction) that allow readers to experience the stories electronically.

**6A COMMUNITY INVOLVEMENT – Financial Health. It Only Takes One Small Change to Make a Big Difference in Your Financial Life!**

**Presenter: Veronica Mora, Vice President and Program Manager, WELLS FARGO**  
 Easy-to-follow financial guidelines to get you started on your 2018 Financial Journey.

**7A COMMUNITY INVOLVEMENT - LATINOS IN ACTION**

**PRESENTER: Eileen Torraca, Program Manager- Latinos In Action;**  
 An elective course offered at the middle and high school level designed to empower students to be active, productive citizens while serving as mentors for K-12 at-risk student population, with a particular emphasis on Latino students.

**8A COMMUNITY INVOLVEMENT - Every School Needs A STEM Learning Garden!**

**Presenter: Ian Wolinsky, Garden Delights Master Gardener**  
 Garden Delights Master Gardener Ian Wolinsky brings the classroom outside and into the garden, teaching students and educators alike where "good, clean and Fair" originates. "The Gourmet Gardener" shares his passion for sustainability, organic growing, pest management, composting, the need for bees, hydroponic farming, and so much more!

**9A Printmaking Magic Exploration**

(2018-19) A, LA, M, S, SS, T, 2-8  
**Disseminator: Luisa Dugas**  
*Dania Elementary*  
 This project not only teaches students the art of printmaking, but also how to transfer skills to real life applications. At the conclusion of this project, students will be able to make their own wrapping paper, stationary, mini books, stamps and more. It has endless possibilities; it definitely sparks imagination and creativity.

**10A QR Coding to Making Learning Interactive**

(2018-19) H, LA, M, S, SS, STEAM, T, 2-8  
**Disseminator: Tara Dukanauskas**  
*North Andrews Gardens Elementary*  
 Quick response (QR) codes are easy to create and have many uses in the classroom. Students create a Wordle® on an explorer to display, and create a QR with the explorer's picture. They also create QR code scavenger hunts for their peers/parents (back-to-school), record students reading biographies and QR code links to their video recordings.

**11A Students Striving for His or Her Excellence**

(2018-19) A, LA, LS, 2-5  
**Disseminator: Amy DeCelle**  
*Tropical Elementary*  
 Students will practice being active readers, writers, listeners and speakers through being exposed to a variety of genres using our program. Students present their writing to parents, administration, and other classes in school. This program focuses on delivering meaning to an audience through the application and evaluation of literacy skills, in addition to promoting creativity; each students' interpretation of the written word is expressed and synthesized through justifying their conclusion.

**12A The Top Chef™**

(2015-16) A, H, LA, M, S, SS, K-6  
**Disseminator: Eileen Santiago**  
*McArthur High*  
 Students work cooperatively to learn what is needed to become a great chef. They learn about different restaurants in their community through visits and online research and choose one local restaurant for their Top Chef™ project. The children create and dramatize a small video clip of their restaurant of choice welcoming customers in addition to using their artistic skills to create a menu and a drawing of their favorite meal in their restaurant. Students prepare a dish from the restaurant and compete to become the next Top Chef™.

**13A WAMPUM**

(2018-19) A, D, LA, LS, SS, K-12  
**Disseminator: Andra Beames**  
*Sawgrass Springs Middle*  
 WAMPUM is way cool in this civics 7th grade classroom! Native American Indians used wampum as currency to show wealth and status of tribal members. American documents that are used to govern the United States, like the Constitution and Bill of Rights, are broken down to analyze the functions of the working government process. Students create an artistic belt using colorful Indian beads and it becomes a good luck charm the day of the big test!

**14A "Why do mosquitoes really buzz in people's ears?"**

(2018-19) A, D, LA, LS, SS, T, 2-7  
**Disseminator: Sheri A. Kleinman Dominguez**  
*Palmview Elementary*  
 Students learn the specific genre of Pourquoi tales- a folktale that explains how or why something came to exist. This project has two culminating learning goals; a research-based, FINDS-based project to share knowledge of the science behind the Pourquoi origin story of their choice or a digital narrative (or oral telling) of an original Pourquoi story once mastery of the genre is achieved.

**Session B**

**1B Art Reaching Today's Youth (ARTY)**

(2018-19) A, LA, LS, K-12  
**Disseminator: Libby Hodges**  
*Tropical Elementary*  
 Art sessions are delivered on the school campus using Arty Van Gogh mobile art studios – two converted school buses with work space on board – and consist of project-based learning activities designed to develop and strengthen particular skills in students while addressing today's academic standards and the needs of diverse learning populations.

**2B COMMUNITY INVOLVEMENT**

**STEM, Literacy & Chess!**  
**Presenter(s) Robert McKenzie, Lauderdale Lakes Middle Math Teacher and Robert McLellan, Author, "Great Moves: Learning Chess Through History"**  
 Chess is a tool that can be implemented in the curriculum, incorporated into other classes or even offered as an after-school activity. It works with ESE

students, Talented & Gifted, and everyone in between, engaging students in critical thinking as well as developing social and emotional competencies. Why were/are so many leading scientists also avid chess players?

### **3B** COMMUNITY INVOLVEMENT - Home Buying 101

**Presenter:** Lauren Torres Rodriguez, BrightStar Credit Union

Learn about the home buying process and loan options available- Education is the first step to becoming a successful homeowner.

### **4B** Digging Deeper into Text Structures (2014-15) LA, S, SS, 2-8

**Disseminator:** Miladys Cepero-Perez  
*Teacher Professional Learning and Growth*

Reader and writer workshops are the perfect platform for students to learn about the different text structures that authors use to deliver information and their purpose to an audience. Students become authors who write their own mini-magazine about a topic of their choice and/or their own fiction book. This project covers the new Florida Standards (LAFS) on reading comprehension, opinion writing, research process, and informative writing.

### **5B** I Belong, You Belong, We Belong (2012-13) LA, LS, SS, K-5

**Disseminator:** Amy DeCelle  
*Tropical Elementary*

The students begin with sharing their attributes then work on their family diary, which is a home/school connection. Students then learn about their city and state and draw a map of their community then build it using recycled boxes, construction paper, scissors, and a variety of art materials. Each group presents their community at a ribbon-cutting ceremony where parents, community members, and administration are invited.

### **6B** MakerSpace Mystery Challenge (STEM learning with a Twist)

(2016-17) A, LA, Music, STEM, T, K- 8  
**Disseminator:** Tara Dukanauskas  
*North Andrews Gardens Elementary*

This project uses a cross-disciplinary and hands-on approach to complete the STEAM formula and create an innovative atmosphere and a well-rounded educational experience. Students discover the fun and physics of making things fly with catapults and rockets, build circuits to light up clothing for cyborgs, create jewelry as well as create power with magnets, solar energy and more.

### **7B** Programming Their Future: Robotics & Computer Science for Elementary Students (2015-16) STEM, K-5

**Disseminator:** Debra Thomas  
*STEM+C, Applied Learning Dept.*

Engage students in collaborative problem solving through programming robots. Students can program (code) virtual robots (code.org, etc.) and with actual robots (EV3 LEGO® robots, Dash and Dot®, etc.) Students work in teams, programming their robots to complete missions and challenges. Although this project was implemented with elementary students, many of the activities can be used with older students.

### **8B** Reading Across The Curriculum (2015-16) LA, SS, S, T, 5-12

**Disseminator:** Dona Maggio  
*Coral Springs High School*

Throughout this project, students read fictional text paired with informational text and resources. This project helped them build background knowledge on a variety of topics, develop public speaking proficiency and improve digital presentation skills. As students develop an understanding of the author's process, their comprehension increases and they are able to emulate authors' techniques, as they themselves become writers.

### **9B** RECESS - (Reward, Energize, Challenge, Enrich for Student Success)

### (2016-17) LA, SS, 6-12

**Disseminator:** Andra Beames  
*Sawgrass Springs Middle*

The focus of RECESS, (Reward, Energize, Challenge, Enrich, for Student Success) is based on motivation and dedication, intrinsic behaviors that can be jump-started using high energy games, prizes and special treats. Using RECESS in classes not only works for students but gives teachers a chance to reinforce that American ideal of "work hard, play hard" to be the best you can be!

### **10B** Table Top Olympics (2016-17) LA, LS, T, 5 -12

**Disseminator:** Irene Corrar-Cashman  
*Sawgrass Springs Middle*

This project is an excellent way to engage students in a hands-on activity where they use creative and critical thinking skills to gain knowledge and understanding about Greek city-states. It encourages and reinforces collaborative learning, creativity, high-order thinking and project assessment; in addition to the application of writing skills, artistic presentations, speaking and listening skills, and electronic creation and presentation.

### **11B** The Game of Life® (2018-19) LA, LS, M, SS, T, K-12

**Disseminator(s):** Eileen Santiago and Vincent Newman  
*McArthur High*

The Game of Life® was America's first popular parlor game- it simulates a person's travels through his or her life, from college to retirement, with jobs, marriage, and possible children along the way. This project helps students create their own board game and present their life. Students will learn academic subjects while having fun playing a board game.

### **12B** The Incredible Voyage (2014-15) A, H, LA, M, S, SS, K-5

**Disseminator(s):** Randy Bitton & Sheree Schulson  
*Parkside Elementary*

The Incredible Voyage is a unit of study through the body systems using project-based learning to help drive the instruction. This project accommodates a variety of learning styles, multi-age levels, differentiates instruction and provides opportunities for alternative assessments.

### **13B** The OCHO Project: Read for a Need (Opportunities for Children to Help Others) (2009-10) CE, LA, LS, M, K-8

**Disseminator:** Marilyn Perlyn

The OCHO project is a character-based, service-learning program that exposes children to the joys of reading and teaches them to help others less fortunate than themselves. Students read to expand their knowledge and earn books for their fellow students who have few or no books of their own. Students "serve" and "learn" while building character values. Participating schools receive between 400 -1000 children's books for a free book fair

### **14B** "Who Let the Dogs In?" (2005-06) LA, LS, 2-12

**Disseminator:** Mary Alice Rowley

This project motivates students to read by introducing the history of dogs, different breeds of dogs, and the anatomy of dogs. Each group of students researches a breed of dog, and prepares an oral presentation with a display board on the characteristics, history, training and care of their breed. The culminating activity is a visit by a veterinarian who brings several of the breeds.

## Session C

### **1C** 7 Robots that Highly Effective STEM Teachers Use!

(2018-19) LA, SS, STEM K-5  
**Disseminator:** Paula Fijalkowski  
*Manatee Bay Elementary*

Students program seven different robots to move through an obstacle course. During this time, they

measure the distance, the speed, rotations, etc. The students must keep accurate records. By doing this, they are reinforcing their math skills, reading, writing and critical thinking skills.

### **2C** At What Price? (2018-19) LA, M, S, SS, 7-12

**Disseminator:** Linda Kal Sander  
*Blanche Ely High*

This project teaches students how an argument is structured. Every well-constructed argument starts with a claim, uses sound reasons and evidence to support it, and anticipates the opposing point of view with a strong counterclaim. The enduring skill is knowing how to win an argument: the ability to make a point in a logical manner to get the results one seeks. Students learn Aristotle's three artistic proofs: ethos, pathos, and logos.

### **3C** Exploring Entrepreneurship (2018-2019) LA, LS, SS, 1-8

**Disseminator:** Jeannie Krouch  
*Westchester Elementary*

In Exploring Entrepreneurship, students experience concepts of goods and services, supply and demand, and scarcity through meaningful, interactive activities. Students become entrepreneurs by creating business partnerships and using their creativity to design goods to produce and sell.

### **4C** Florida Teens Read! (2018-19) LA, T, 8-12

**Disseminator:** Diana Haneski  
*Marjory Stoneman Douglas High*

This FTR Project connects with students and taps into their different learning styles. Students can talk, write, and create in many ways about the books. The FTR books represent several ethnic and cultural perspectives, and a variety of genres, reading levels, viewpoints and interests of our students.

### **5C** Gardens (and Nutrition) on the Go (2018-19) A, LA, M, S, SS K-6

**Disseminator:** Lauren Kilmer Ferreira  
*Hollywood Academy of Arts and Science*

Students work in a hands-on and supervised mobile garden and nutritional lab where they learn the importance of gardening for a healthier future; bringing nature into classrooms for study, health and beautification.

### **6C** MakerSpaces Are Learning Places (2016-17) LA, STEM, 6-12

**Disseminator:** Dona Maggio, MS Ed., NBCT  
*Coral Springs High*

Creating learning experiences with a focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) ensures students will be "Future Ready!" They start with small project kits like those found in littleBits® and Snap-Circuits® where they are able to unleash their inner inventor by creating mechanical devices, building robots and creating simple code.

### **7C** Productive Coffee Klatching (2007-08) LA, FL & M, 1- 12

**Disseminator(s):** Dr. Susan Whiting & Luciana Gentile

*Tradewinds Elementary*

Parents gather monthly for a cup of coffee and a conversation about how they can help their children learn. Spanish parents come and have information presented in their native language.

### **8C** PROFESSIONAL DEVELOPMENT-Grant Writing Grants Department - School Board of Broward Count

**Instructor:** Adriana Ermoli-Miller, Grants Administration & Government Programs Dept.

Learn what grants are available to teachers and how to write them.

### **9C** RAFT Lifesaver Strategy for Embarking Reading into Writing

(2018-19) LA, M, S, SS, K-12  
**Disseminator:** Miladys Cepero-Perez  
*Teacher Professional Learning and Growth*

RAFT is a writing strategy that helps students

understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences.

**10C** Sing and Sign a Song Time  
(2009-10) LA, VE, FL, Preschool  
Exceptional Education, VPK, Special  
Education, PREK- 12

**Disseminator:** Dr. Michelle Weiss  
*Early Childhood Development*

This multimodal program incorporates music, print, singing, and the use of American Sign Language (ASL) in an attempt to accelerate the students' early-literacy acquisition to a degree of measurable significance. The twenty minute daily use of a multimodal instruction program as a supplemental education tool can significantly increase the language-delayed and the different learner's receptive, expressive and overall language skills.

**11C** Students are the Best Teachers  
(2018-19) LA, LS, M, S, SS T, 6-12

**Disseminator:** Sandy Melillo  
*Pompano Beach High*

Students take responsibility for their own learning by developing innovative and engaging presentations of some of the basic or advanced concepts of curriculum. Students remember what they "know" and this comes when they do the research and teach it to others.

**12C** Ready for Take Off!  
(2016-17) A, LA, STEAM, 3-5

**Disseminator:** Anita R. O'Sullivan  
*Hollywood Hills Elementary*

This project gives students a hands-on experience designing paper airplanes while they learn about the design process and the scientific method. The class uses the planes they design in a class science project after making a hypothesis of which type of plane will fly the farthest. They also measure the accuracy and the flight time of the various planes.

**13C** The Red Road: Reading, Writing and  
Research from the Native American  
Perspective!

(2018-19) A, D, LA, LS, SS, K-12  
**Disseminator:** M. Jacob Aronin  
*Innovative Learning*

Using Native American folk lore, songs, poetry and stories, students take their first steps on the Red Road. They research a variety of tribes, write personal narratives, informative and argumentative essays and poetry as they work through the unit. The final project includes a living museum as well as writing portfolios based on Native American research and literature.

**14C** What's APP? Teaching Like It's 2099  
(2015-16) LA, SS, S, T, 1-5

**Disseminator:** Tara Dukanauskas  
*North Andrews Gardens Elementary*

Students use APPS for learning. Apps are available for free or low cost for many educational subjects and topics. Students enjoy many of the programs they can use for learning utilizing APPS. APPS are available for all grade levels and needs. When used appropriately they make learning interactive and fun.

## Session D

**1D** Art in Polk County  
K - 5

**Christie Bassett**  
*Highlands Grove Elementary, Polk County*

Join this informative session on how to incorporate cross-curricular content through art lessons. Art is a perfect vehicle to drive your students into achieving a deeper understanding of all subjects. Experience how to make a lesson multifaceted, through instruction, visual text, hands-on activities, and conclusions written by your students!  
Join this informative session on how to incorporate

cross-curricular content through art lessons. Art is a perfect vehicle to drive your students into achieving a deeper understanding of all subjects. Experience how to make a lesson multifaceted, through instruction, visual text, hands-on activities, and conclusions written by your students!

**2D** COMMUNITY INVOLVEMENT – C-SPAN  
Classroom Webinar  
SS, Grades 6-12

**Presenter:** Craig McAndrew, Manager, Education  
Relations, C-SPAN

C-SPAN Classroom is a FREE membership service that works with C-SPAN's programs on public affairs, Congress, non-fiction books and American history to create resources for teachers and students. C-SPAN Classroom's website, c-span.org/classroom, provides educators with access to thousands of free resources, including current events videos, Lesson Plans and Bell Ringers.

**3D** Delving Into Computer Science, One "Dot"  
at a Time

(2016-17) LA, LS, M, SS, S, 4-12

**Disseminator:** Maria Schwartz  
*Wilton Manors Elementary*

This project introduces low-income minority, elementary school students to computer coding in order to encourage them to enter the fields of engineering and computer science. Through their peer-mentoring groups with intermediate students, primary students have a role model and mentor at their school who they can see first-hand engaging with computer programming and who'll inspire them to continue their learning in this area.

**4D** Fun in the Sun with SCIENCE!  
(2011-12) LA, LS, S, VE, PRE-K – 12

**Disseminator(s):** Dr. Michelle Weiss & Susan  
Weiss

Students learn and retain knowledge when they help create science experiments. Applicable for students in both the lower and upper grades, "Fun in the sun with SCIENCE!" incorporates experiments that can be completed outside.

**5D** Gardening for Grades  
Disseminator: Cindy Griffin

*Applied Learning*

Teachers throughout Florida are helping students build gardens of all shapes and sizes. A school garden allows students to apply their standards-based education in unique, innovative and engaging ways. This workshop will help teachers plan, fund, create and learn with a school garden.

**6D** GoPro Poetry (2016-17) LA, T, 6-12  
Disseminator: M. Jacob Aronin

*Applied Learning*

By completing a GoPro or Pop-up poetry project, students learn about poetry genres, create vivid pictures with words and have the ability to openly share their personal thoughts through verse. Students find images and create videos that take the words off the page and make their writing come to life. As a result, students increase their vocabulary, their figurative language and their self-image.

**7D** I Might Be Little But I Can Code, Too  
(2016-17) LA, STEM, SS, T, K-5

**Disseminator:** Paula Fijalkowski  
*Manatee Bay Elementary*

Students use Ozobots® and color coding to learn how they allow the robots to move and be navigated through lines of code. Ozobots® can be incorporated into any subject area to reinforce skills, apply learning and encourage critical thinking.

**8D** Interactive Twisted Tales  
(2014-15) LA, PS, T, 4-12

**Disseminator:** Dona Maggio  
*Coral Springs High*

The purpose of this project is to entice students to build strong literary analysis skills by exploring setting, characters, theme, imagery, point-of-view, visual elements, and different text structures through the

retelling and creation of their own fractured fairy tale. In addition, students will increase their writing skills, develop public speaking proficiency and expand their ability to use appropriate digital presentation tools.

**9D** PROFESSIONAL DEVELOPMENT- Teacher  
Leadership Inspired

**Presenter(s):** Jia Borrer, Ed.D., Michael W. G.  
Gaffley, Ed.D., Hui Fang Huang "Angie" Su, Ed.D.  
*Nova Southeastern University*

This workshop is intended to inspire teacher leadership within and beyond the classroom. Presenters will share information to energize participants to build collaborative relationships, promote positive and supportive school climates, and become transformational leaders in education. Participants will be exposed to new ways of thinking in order to improve leadership capacity and interpersonal skills.

**10D** PROFESSIONAL DEVELOPMENT-Teacher  
Evaluation Tool

**Presenter:** Shafeza Moonab,  
*Broward Teachers Union*

This workshop will cover an overview of the teacher evaluation system in Broward County Schools. This workshop will review who is involved in the evaluation system, what is needed to be successful in the evaluation system, and what will be the outcome of the evaluation system. Finally, the workshop will allow educators to analyze what resources they have available to them to ensure success in the present and future in regards to the teacher evaluation system.

**11D** Rainy Day Activities  
Instructor: William H. Carel III, PhD, NBCT  
*Coral Cove Elementary*

For all K-5 grade teachers who need ideas on how to meet the state's requirement of ~150 minute physical education/activity or 6-12 grade teachers, pre-school, after school, and summer camp personnel.~ New, exciting and fun hands-on activities, games, skills and strategies that tie in FCAT practices, SSS, NASPE, as well as National Board Standards while providing a meaningful integrated curriculum used inside the classroom when poor weather conditions prevent outdoor student activity.

**12D** Standards & Shifts @ Work  
(2018-19) LA, M, 2-12

**Disseminator(s):** Miladys Cepero-Perez and Ebony  
Wallace

*Teacher Professional Learning and Growth*

The greatest benefit of this project is that teachers and students integrate reading and math in a non-traditional way. Students will be able to learn the application of ELA and Math standard-based content to application. In ELA, teachers practice the dimensions of conducting a qualitative analysis of text to designing task for their balance literacy classroom instruction. In math, teachers will address mathematic standards by using problem solving strategies that are embedded in the mathematical practices. Students will talk, and practice math through "hands-on" math experiences.

**13D** STEM Strategic Gaming  
(2018-19) LA, LS, T, 3-6

**Gisela Naranjo**  
*Pembroke Pines Charter*

Students learn to problem solve using weekly strategic games and discover new ways of working in collaborative groups while exploring new learning avenues. They actively engage in a monthly competition of puzzle and problem solving games to show mastery.

**14D** Vivid Visual Vocabulary  
(2010-2011) LA, T, 6-12

**Disseminator:** Sandy Melillo  
*Pompano Beach High*

Students will present vocabulary focusing on creative methods using technology. Students will present using digital programs as iPhoto, iMovie, Garage Band, PowerPoint, Windows Movie Maker, Media One, and Comic Life.



**Broward Education Foundation's 21<sup>st</sup> Annual  
INNOVATIVE TEACHER IDEA EXPO  
REGISTRATION & WORKSHOP  
WORKSHEET**



**REGISTER and pay online, visit: [BrowardEducationFoundation.com/expo](http://BrowardEducationFoundation.com/expo)**

*Broward Education Foundation \* 600 SE Third Ave., 1st Floor \* Fort Lauderdale 33301 \* 754.321.2030*

Teachers, please **register online** and select your workshops- use the worksheet below to help prioritize your choices before registering.

If applicable, your school can pay for registration, \$50 per person, by Purchase Order (select "RSVP Pay by School Board System" and include PO#.)

All workshop seminar content correlates to guidelines of, and is eligible for funding through, Science, Social Studies, or PTA/PTSA funds.

A registration confirmation will be emailed to you and your customized *Innovative Teacher IDEA EXPO* packet will be waiting for you when you check-in on February 3, 2018.

Space is limited. Registration at the door is \$60.

**PROFESSIONAL DEVELOPMENT WORKSHOPS**

Using the assigned workshop numbers, **enter your workshop preferences below** for EACH session and prioritize your 3 choices for EACH session. *Failure to complete these sections online will result in workshops assigned to you, based upon availability*

<b>EXAMPLE</b>	<b>10-10:50AM</b>	<b>11-11:50AM</b>	<b>1-1:50PM</b>	<b>2-2:50PM</b>
<b>SESSION A</b>	<b>SESSION A</b>	<b>SESSION B</b>	<b>SESSION C</b>	<b>SESSION D</b>
1. <u>3A</u>	1. _____	1. _____	1. _____	1. _____
2. <u>4A</u>	2. _____	2. _____	2. _____	2. _____
3. <u>1A</u>	3. _____	3. _____	3. _____	3. _____

# Lucky's Market

**MAKING A DIFFERENCE IN YOUR COMMUNITY**

## Our Four Areas of Focus



### HEALTHY COMMUNITIES

*nourishing the community*



### YOUTH & EDUCATION

*giving kids healthier, happier futures*



### SUSTAINABILITY

*keeping the planet healthy*



### RESILIENCE

*everyone has a difference to make*

## FIND A STORE NEAR YOU

#### Coral Springs

9184 Wiles Rd, Coral Springs, FL 33067  
(954) 603-9139 | Open 7am-9pm Daily

#### Oakland Park

1033 E Oakland Park Blvd, Oakland Park, FL 33334  
(754) 900-7521 | Open 7am-10pm Daily

#### Plantation

7700 Peters Rd, Plantation, FL 33324  
(954) 233-6037 | Open 7am-10pm Daily

[www.luckysmarket.com](http://www.luckysmarket.com)

# We've Got All the Recipes for a Great Event!



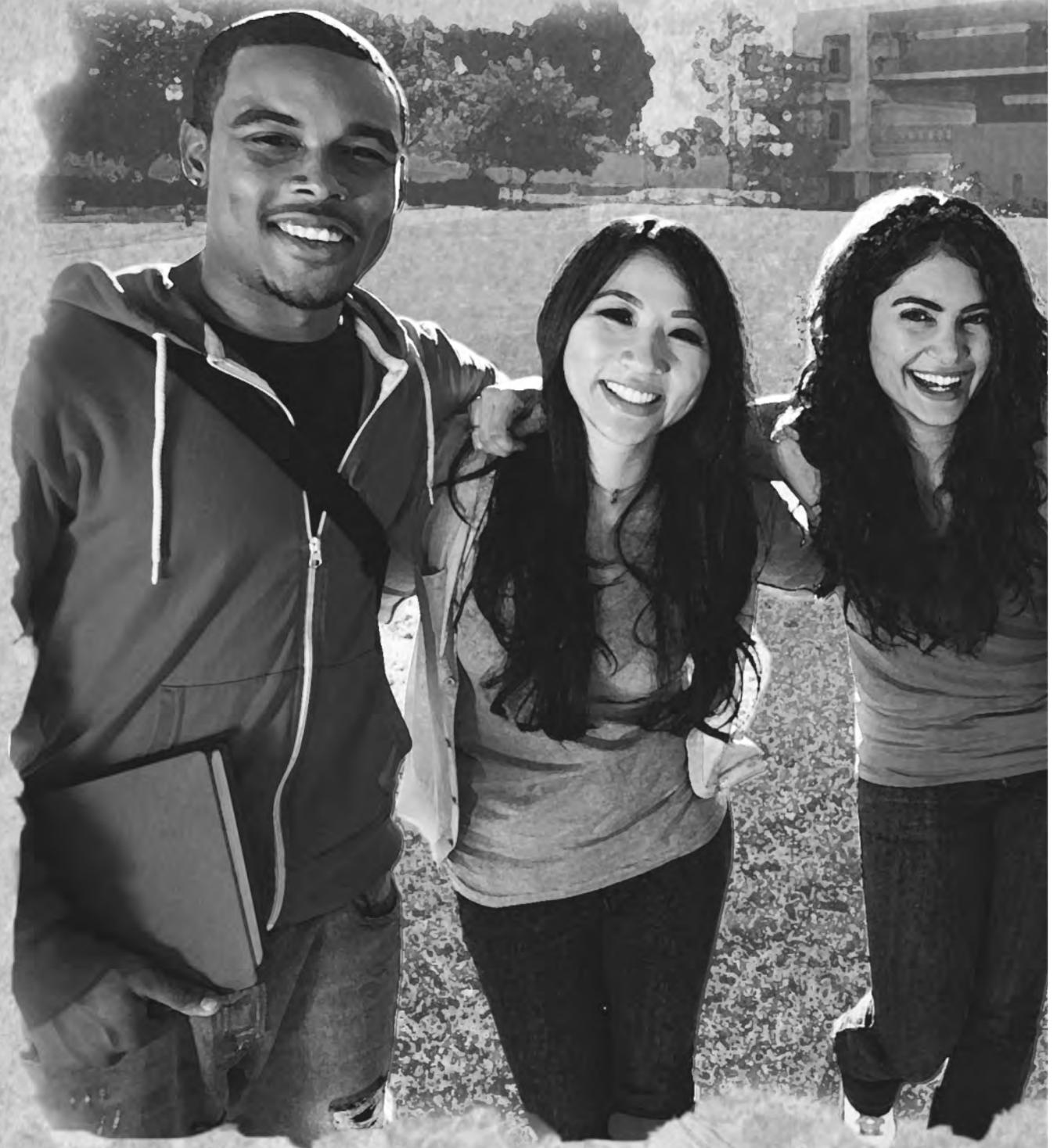
Let NSU Catering help you take the stress out of planning your next catering function by offering you and your guests an incredible dining experience.

NSU Catering offers traditional or contemporary breakfasts, lunches and dinners. We have affordable and delicious meals for every budget and several levels of service for you to choose from.

If you are interested in learning more about our services and menu offerings, please visit [www.nsucatering.catertrax.com](http://www.nsucatering.catertrax.com). We also offer custom menus, and can accommodate many specific dietary needs and restrictions. Please feel free to call any member of the Catering team directly if you have any specific questions or concerns.

Omar Lopez,	Catering Coordinator	954-262-5345
Veronica Simes,	Catering Manager	954-262-5314
Marc Broekhoff,	Director of Catering	954-262-5302

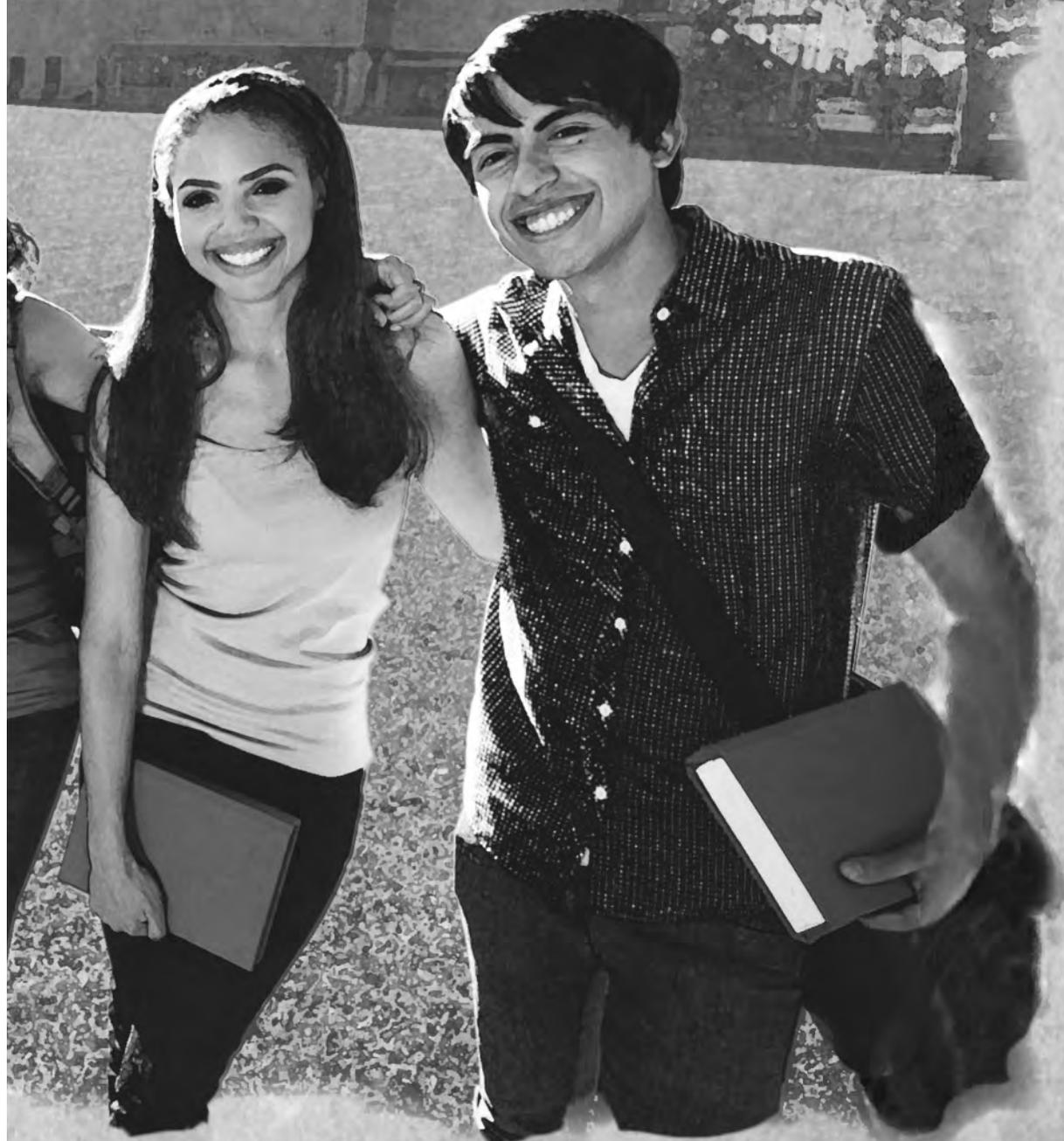
# driving



**The Broward Education Foundation's IMPACT program offers teachers new ways to engage South Florida students.**

# a brighter future IN SOUTH FLORIDA

Ford Motor Company



Ford salutes your efforts to create a stronger,  
more innovative future for your classroom.

[www.community.ford.com](http://www.community.ford.com)

# When you shape minds, you shape the future



The work you're doing today will make a difference for years to come — to your students, and to the world they live in.

**Wells Fargo recognizes the creative efforts and inspiring educational opportunities of Broward County's remarkable teachers.**

**wellsfargo.com**

© 2017 Wells Fargo Bank, N.A.  
All rights reserved. IHA-21259

Together we'll go far

